



Reading/Literacy

P-3

Education Commission of the States

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Third Grade Reading Policies

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August 2012

In 2012, 14 states passed legislation geared toward improving 3rd-grade literacy through identification, intervention, and/or retention initiatives. Today, a total of 32 states and the District of Columbia have policies in statute aimed at improving 3rd-grade reading proficiency. The majority of these states require early assessment and intervention, often as early as kindergarten. Fourteen states and the District of Columbia require retention of students on the basis of reading proficiency, most which require assessment and remediation for students in all K-3 grades.

This paper identifies statutory provisions regarding identification of, intervention for, and retention of struggling readers in the P-3 grades. A state-by-state policy summary is included in Appendix A. For examples of statutory language, see Appendix B. Examples of notable changes made this year are included in Appendix C. Note: for state responses to improving 3rd-grade reading proficiency, see the March 2012 ECS report *Third Grade Literacy Policies: Identification, Intervention, Retention*. For recent trends in reading/literacy policy activity, see the *ECS State Policy Database*.

The following states require identification of, intervention for, and/or retention of struggling readers in the P-3 grades:

Identification		
#	States	What's Required
32 + DC	AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IA, KY, LA, MD, MN, MO, NM, NY, NC, ND, OH, OK, RI, SC, TN, TX, UT, VT, VA, WA, WV, WI, WY	Reading assessment or diagnosis of reading deficiency in at least one grade, P-3. The assessments are a mix of state-mandated and locally determined approaches, with most states administering a criterion-referenced reading test in grade 3.
2	AZ, FL	Annual reading assessments for students in: <ul style="list-style-type: none">• Pre-K-3
17 + DC	AR, CO, CT, DC, GA, IA, LA, KY, MN, NC, NM, ND, OK, TX, UT, WA ¹ , WI, WY	<ul style="list-style-type: none">• Grades K-3
3	ID, OH, SC	<ul style="list-style-type: none">• Grades 1-3
1	CA	<ul style="list-style-type: none">• Grades 2-3
9	DE, MD, MO, NY, RI, TN, VT, VA, WV	<ul style="list-style-type: none">• Grade 3
2	NY, RI	Screening of students prior to, or upon, their first entry to school

1. Washington currently has a voluntary pilot program for 2nd-grade reading assessments. As the state phases in full-day kindergarten, districts are instructed to use the state's Kindergarten Inventory of Developing Skills.

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Intervention				
#	States		What's Required	
29 + DC	AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IA, KY, LA, MD, MN, MO, NM, NY, NC, ND, OH, OK, RI, TN, TX, UT, VA, WV, WI, WY		Districts offer some type of intervention or remediation for struggling readers in a P-3 grade. Some states require specific interventions, while others let districts choose from a list of suggested interventions.	
21 + DC	AZ, AR, CA, CO, CT, DE, DC, FL, GA, IA, MN, MO, NY, NC, OH, OK, TX, UT, VT, VA, WA, WI		Parental notification of a student's reading deficiency, interventions in place, and (if applicable) the possibility a student may be retained.	
19 + DC	AZ, AR, CO, CT, DC, FL, GA, ID, IA, KY, LA, MN, NY, NC, ND, OK, RI, TX, WI, WY		<i>Interventions provided for struggling readers in:</i>	
2	OH, UT		• Grades K-3	
1	CA		• Grades 1-3	
6	DE, MD, MO, TN, VA, WV		• Grades 2-3	
			• Grade 3	
#	Require	#	Recommend	Type of Intervention
15	AR, CO, CT, FL, IA, KY, MD, NC, OH, OK, RI, TX, VT, WV, WI	3	GA, MN, VA	Supplemental instruction during regular school hours
6	AZ, CT, FL, IA, MO, NC	11 + DC	CA, CO, DE, DC, MN, ND, OH, OK, TX, UT, VA, WV	Summer school
5	AZ, ID, MO, NC, WV	13 + DC	CA, CT, DE, DC, FL, IA, MN, NC, NM, OH, OK, TX, UT, VA	Instruction outside of regular school hours, including after school and Saturday school
11	AR, CO, CT, DE, FL, MO, NM, NC, OH, OK, WY	0		Academic improvement plans (AIPs) for struggling readers
4	AZ, CO, DE, OH	DC	DC	Parents are involved in choosing an intervention strategy or developing an AIP
5	CO, IA, NC, OH, UT	6	AZ, CT, FL, OK, VT, WV	Information, support, and/or strategies for parents to work with students at home (a "home reading program," HRP)
1	NC	11 + DC	CT, DE, DC, FL, IA, MN, NC, ND, OH, OK, UT, VA	Individual or group tutoring
8	AR, CO, FL, KY, NC, NY, OK, UT	2 + DC	DC, GA, IA	Instruction tailored specifically to students' deficiencies/needs
1	AZ	3	OK, UT, VA	Online or computer-based instruction
2	CT, ND	2	OK, VA	Involvement of a reading specialist
3	AZ, NC, FL	1 + DC	DC, OH	Assignment to a different teacher if retained

Retention		
#	States	What's Required
14 + DC	AZ, AR, CA, CT, DE, DC, FL, GA, IA, MD, MO, NC, OH, OK, TN	Third grade students must be proficient in reading, attain a specific score on a state-wide reading exam, or otherwise meet a defined literacy benchmark in order to be promoted to 4th grade.
7	AR, CT, DE, IA, MD, TN, WV	Retention permitted only if a student does not participate in an intervention before starting 4th grade, such as mandatory summer school.
2	OK, MO	Allow teachers to make retention contingent upon participating in an intervention, but do not require it.
1	OH	Permits a student to be promoted to 4th grade if he/she receives remediation in the 4th grade.
1	CT	Permits retention of students in 1st, 2nd, and 3rd grade.
1	CA	Makes reading proficiency the primary basis for retention in both 2nd and 3rd grades
1	MO	Requires second year of retention (in 4th grade) if the student is reading below 3rd-grade level after completing 4th grade and summer school.
1	CO	For 3rd-grade students with <i>significant</i> reading deficiencies, parents, teachers, and other personnel must meet and consider retention as an intervention strategy and determine whether the student should advance to 4th grade. The decision is subject to approval by the district superintendent, who can require that a student be retained.
1	WV	Allows students to be retained in grades 3 and 8 if they are identified for additional academic help and fail to attend summer school.
1	TX	Students in grades 5 and 8 must be retained if they do not perform satisfactorily on statewide reading or mathematics exams. State statute previously required that 3rd-grade students be retained if they did not perform satisfactorily on the 3rd-grade reading exam.
Exemptions from Retention		
#	State	States Exempt Students Who:
8	CT, DE, FL, IA, NC, OH, OK, TX	Are deemed proficient on the basis of an alternative assessment or portfolio of student work, or whose principal and reading teacher agree are prepared for the next grade
11	AZ, AR, CO, FL, IA, MD, MO, NC, OK, TN, WV	Receive special education services, have disabilities, are intellectually limited, or have been assigned an Individualized Education Plan (IEP)
7	AZ, CO, FL, IA, MO, NC, OK	Are English Language Learners (ELL) or have limited English proficiency. States often clarify that this exemption applies to students with less than two years of instruction in an ELL program.
5	DE, CO, IA, MD, MO	Have previously been retained solely on the basis of a reading deficiency
3	FL, NC, OK	Have been retained twice solely on the basis of a reading deficiency
4	CA, CT, OH, OK	Receive a principal or teacher recommendation
1	GA	Receive a parental appeal, which is reviewed by a placement committee and includes indicators of academic achievement

Appendix A: State Policies Dealing with Identification, Intervention, and Retention of P-3 Students based on Literacy Assessments

I. Identification of Struggling Readers

	Statute	P-3 Grades Tested ¹	State or Local Assessment ²	Assessment Timing
Arizona	<u>S.B. 1268 (2012), §15-701, §15-704</u>	Pre-K-3	State	Ongoing
Arkansas	<u>§6-15-2009, §6-15-433</u>	K-3	Local: K-2 State: 3	-
California	<u>§48070.5, §60642.5</u>	2-3	State	Annual
Colorado	<u>H.B. 12-1238 (2012), §22-7-504</u>	K-3	Local	Ongoing
Connecticut ³	<u>S.B. 458 (2012), §10-221b, §10-265a, §10-265j</u>	K-3	State or Local	Ongoing
Delaware	<u>§14.1-§151, §14.1-§153</u>	3 ⁴	State	Twice a year
District of Columbia	<u>B19-0648 (2012), §38-1803.11, §38-1803.21, Rule 5-E2200.9</u>	K-3	Local	Annual
Florida	<u>H.B. 5101 (2012), §1008.25</u>	Pre-K-3	Local: Pre-K-3 State: 3	At least annually
Georgia	<u>§20-2-193, §20-2-283</u>	K-3	Local: K-2 State: 3	-
Idaho	<u>§33-1614, §33-1615</u>	1,2,3	State	Twice a year
Iowa	<u>§6.2284 (2012)</u>	K-3	Local or State	Beginning of year
Kentucky	<u>H.B. 69 (2012), §158.791, §158.840</u>	K-3	Local	-
Louisiana	<u>LAC 28:GXV.52302</u>	K-3	Local	-
Maryland	<u>§7-202</u>	3	Local	-
Minnesota	<u>§120B.12, §120B.30</u>	K-3	Local: K-2 State: 3	By end of year
Missouri	<u>§167.645, §162.1100</u>	3	Local	End of year
New Mexico	<u>§22-13-1, §22-13-1.3, §22-2C-4</u>	K-3	Local: K-2 State: 3	Ongoing
New York	<u>CR 117.3, §3208, §3602-e, §3211-a</u>	Pre-K-3 ⁵	Local: K-2 State: 3	Ongoing

	Statute	P-3 Grades Tested	State or Local Assessment	Assessment Timing
North Carolina	<u>H.B. 950 (2012), §115C-105.41, §115C-81.2, §115C-105.27, §115C-174.11</u>	K-3	State	Annual
North Dakota	<u>§15-1-07, §15-1-21-08</u>	K-3	Local: K-2 State: 3	Twice a year ⁶
Ohio	<u>S.B. 316 (2012), §3313.608, §3301.0710</u>	K-3	State	Beginning of year
Oklahoma ⁷	<u>H.B. 2516 (2012), §70-1-10, §08C, §70-1-10, §08F</u>	K-3	Local: K-2 State: 3	Ongoing
Rhode Island	<u>§16-67-2</u>	K-3 ⁸	Local: K-2 State: 3	-
South Carolina	<u>§59-18-310</u>	1-3	Local: 1, 2 State: 3	Ongoing
Tennessee	<u>S.B. 2156 (2012), §49-6-3115, §49-6-6002, §49-6-702</u>	3 ⁹	State	Annual
Texas	<u>§28.006, §28.0241</u>	K-3	Local: K-2 State: 3	
Utah	<u>§53A-1-606.5-7, §53A-17a-150</u>	K-3	State	Beginning, middle, end
Vermont	<u>16 V.S.A. §2903, 16 V.S.A. §164</u>	3	State	-
Virginia ¹⁰	<u>H.B. 1181 (2012), §22.1-253.13:1</u>	3	State	-
Washington	<u>§28A-300-310, §28A-300-320, §28A-150-315</u>	K, 2 ¹¹	State	-
West Virginia	<u>§18-2E-10</u>	3	Local	Ongoing ¹²
Wisconsin	<u>S.B. 461 (2012), §118.016, §121.02</u>	K-3	Local: K-2 State: 3	Annual
Wyoming	<u>S.F. 52 (2012), §21-3-401</u>	K-3	Local	Annual

Note: "-" = Not specified.

1. Many states test reading after grade 3. Only the assessments through grade 3 are included here.
2. Many states with local assessments require districts to pick from a state-developed list of approved assessments or mandate that local assessments must be approved by the state.
3. Specific identification, intervention and retention policies are laid out in statute for priority school districts only. S.B. 453 requires that an intensive reading program be piloted in five elementary schools for the 2013-14 school year.
4. Delaware H.B. 317 (2012) requires the state to adopt a kindergarten readiness assessment by 2015 that includes a language and literacy development component.

5. New York requires diagnostic screening of all new entrants and students with low test scores. Pre-K providers are required to administer an assessment of the development of language.
6. In North Dakota, schools must administer interim assessments for students in grades 2-10.
7. Oklahoma passed numerous bills in 2012 pertaining to reading assessments and interventions, including S.B. 1565, H.B. 2511, and H.B. 2676.
8. In Rhode Island, all districts that provide elementary education are required to screen all children prior to, or upon, their first entry to school to determine their level of educational readiness. Third graders take the New England Common Assessment Program (NECAP).
9. Tennessee statute prohibits state-mandated tests earlier than grade 3, except for when the 1st- and 2nd-grade tests provided for in Acts 1997, ch. 434, § 7 are available.
10. Virginia statute requires local school boards to implement early identification, diagnosis, and assistance for students with reading problems and provide instructional strategies that benefit the development of reading skills for all students.
11. As Washington phases in Full-Day Kindergarten, districts are instructed to use the state's Kindergarten Inventory of Developing Skills. The state superintendent is to develop 2nd-grade assessments and passages for districts to choose from to assess oral reading accuracy and fluency skills. Washington currently has a voluntary pilot program for 2nd-grade reading assessments.
12. West Virginia requires every school to establish a student assistance team that reviews student academic needs that have persisted despite being addressed by instruction and intervention.

II. Interventions for Struggling Readers

Interventions Include:

AIP: Assignment to an Academic Improvement Program
 HRP: Implementation of a Home Reading Program
 OS: Instruction outside of school hours including after school and Saturday school instruction
 RS: Involvement of a Reading Specialist
 SS: Summer School or summer reading program
 TI: Instruction tailored specifically to students' deficiencies/needs
 DT: Assignment to a different teacher
 OI: Online or computer-based instruction
 SI: Supplemental Instruction (during school hours)
 T: Individual or group tutoring

	Statute	Grades Intervention Provided	Required Interventions	Suggested Interventions	Notification of Parent/Guardian
Arizona	<u>S.B. 1258 (2012), §15-701, §15-704</u>	K-3	Choose one: SS, OS, OI, DT	HRP	Yes
Arkansas	<u>§6-15-2009, §6-15-433</u>	K-12	AIP, SI, TI	-	Yes
California	<u>§48070.5, §60642.5</u>	2-5, 6, 8		SS, OS	Yes
Colorado	<u>H.B. 12-1238 (2012), §22-7-504</u>	K-3	AIP, SI, TI, HRP	SS	Yes
Connecticut ¹	<u>S.B. 458 (2012), §10-221h, §10-265b, §10-265i</u>	K-3	AIP, RS, SI, SS	T, OS, HRP	Yes
Delaware	<u>§14.1-§151, §14.1-§153</u>	3	AIP ²	SS, OS, T	Yes
District of Columbia	<u>B19-0648 (2012), §38-1803.11, §38-1803.21, Rule: S-E2200.9</u>	K-12	-	T, OS, SS, TI, DT	Yes
Florida	<u>HB 5101 (2012), §1008.25</u>	K-5 ³	AIP, SI, TI, DT, SS ⁴	HRP, OS, T ⁵	Yes
Georgia	<u>§70-2-153, §70-2-283</u>	K-5	-	SI, TI	Yes
Idaho	<u>§33-1614, §33-1615</u>	K-3	OS	-	-
Iowa	<u>S.F. 2284 (2012)</u>	K-3	HRP, SI, SS	OS, T, TI	Yes
Kentucky	<u>H.B. 69 (2012), §158.791, §158.840</u>	K-3	SI, TI	-	-
Louisiana	<u>LAC 28:XXV §2307</u>	K-3	-	-	-
Maryland	<u>§7-202</u>	3	SI	-	-
Minnesota	<u>§120B.12, §120B.30</u>	K-3	-	SI, SS, OS, T	Yes

	Statute	Grades Intervention Provided	Required Interventions	Suggested Interventions	Notification of Parent / Guardian
Missouri	<u>§167.645, §162.1100</u>	3	AIP, OS, SS	-	Yes
New Mexico	<u>§22-13-1, §22-13-1.3, §22-20-4</u>	-	AIP	OS	-
New York	<u>CR 117.3, §3208, §3602-e, §3211-a</u>	K-12	TI	-	Yes
North Carolina	<u>H.B. 950 (2012), §115C-105.41, §115C- 81.2, §115C-105.27, §115C-174.11</u>	K-3	AIP, HRP ⁶ , DT, SI, SS ⁷ , TI	OS, T	Yes
North Dakota	<u>§15.1-07, §15.1-21-08</u>	K-3	Performance Strategist ⁸	T, SS (K-8)	-
Ohio	<u>S.B. 316 (2017), §3913.608, §3301.0710</u>	K-4	AIP, SI, HRP ⁹	DT, OS, SS, T	Yes
Oklahoma ¹⁰	<u>H.B. 2516 (2012), §70- 1210.508C, §70- 1210.508E</u>	K-3	AIP, SI, TI	OS, SS, T, OI, HRP, RS	Yes
Rhode Island	<u>§16-67-2</u>	K-12	SI	-	-
South Carolina	<u>§59-18-310</u>	-	-	-	-
Tennessee	<u>S.B. 2156 (2012), §49- 6-3115, §49-6-6002, §49-6-702</u>	3	Locally Determined	-	-
Texas	<u>§28.006, §28.0211</u>	K-8	SI	OS, SS	Yes
Utah	<u>§53A-1-606.5-7, §53A- 17a-150</u>	1-3	TI, HRP	T, OS, SS, OI	Yes
Vermont	<u>16 V.S.A. §2903, 16 V.S.A. §164</u>	4-12	SI	HRP	Yes
Virginia ¹¹	<u>H.B. 1181 (2012), §22.1-253.13-1</u>	3-8	Locally Determined	RS, T, OI, SI, OS, SS	Yes
Washington	<u>§28A.300.310, §28A.300.320, §28A.150.315</u>	-	-	-	Yes
West Virginia	<u>§18-2B.10</u>	3-8	SI, OS	SS, HRP	-
Wisconsin	<u>S.B. 461 (2012), §118.016, §121.02</u>	K-4	SI	-	Yes
Wyoming	<u>S.F. 52 (2012), §21-3- 401</u>	K-3	AIP	-	-

Note: "-" = Not specified.

1. Specific identification, intervention and retention policies are laid out in statute for priority school districts only. S.B. 453 requires that an intensive reading program be piloted in five elementary schools for the 2013-14 school year.
2. Delaware specifies that a student's AIP must be developed with input from a parent or guardian.
3. Florida HB 5101 also provides for additional reading instruction for students in grades K-12 in each school district that has one or more of the 100 lowest-performing elementary schools based on the state reading assessment.
4. In Florida, 3rd grade students who score below the cutoff on the state reading exam (FCAT) are required to attend their district's summer reading camp (SS). If the student can demonstrate proficiency upon completion of camp, he/she may be promoted to 4th grade. FL statute §1011.62(9)(c)(5) permits funding for summer reading camps for all K-2 students who demonstrate a reading deficiency, as well as students in grades 3-5 who score at Level 1 on FCAT Reading in each school district that has one or more of the 100 lowest-performing elementary schools based on the state reading assessment.
5. Florida statute §1008.25(7)(b) requires and recommends intensive interventions for students who are retained in the third grade including assistance to parents of retained students (HRP), assignment to a high-performing teacher (DT), a mentor or tutor with specialized reading training (T) and tutoring outside of school hours (OS).
6. North Carolina requires parents of retained students to be provided with a plan for reading at home, including participation in shared and guided reading workshops for the parent or guardian, and outlined in a parental or guardian contract.
7. North Carolina requires 3rd grade students who do not demonstrate reading proficiency to attend a summer reading camp. Students who do not demonstrate reading proficiency after completion of camp will be retained.
8. North Dakota requires school districts to employ one performance strategist for every 400 students in grades K-3, whose duties include tutoring students and providing instructional coaching to teachers.
9. Ohio specifies that parents of 3rd-grade students must be involved in choosing an intervention strategy.
10. Oklahoma passed numerous bills in 2012 pertaining to reading assessments and interventions including S.B. 1565, H.B. 2511, and H.B. 2676.
11. Virginia statute requires local school boards to implement early identification, diagnosis, and assistance for students with reading problems, and provide instructional strategies that benefit the development of reading skills for all students.

III. Reading-Based Retention

	Statute	Require, Recommend or Allow	Grades Students are Retained	May be Promoted if Participate in Intervention	Promotion based on Alternative Assessment /Portfolios?	Exemptions Included ¹
Arizona	<u>S.B. 1258 (2012), §15-701, §15-704</u>	Require	3	No	No	ELL, Special Education
Arkansas	<u>§6-15-2009, §6-15-433</u>	Require	3	Yes	No	Special Education
California	<u>§48070.5, §60642.9</u>	Require	2, 3	Yes	-	Teacher Rec.
Colorado	<u>H.B. 12-1238 (2012), §22-7-504</u>	Recommend ²	3	No	No	2x, ELL, Special Education
Connecticut ³	<u>S.B. 458 (2012), §10-221b, §10-265a, §10-265i</u>	Require	1, 2, 3	Yes	Yes	Principal Rec. ⁴
Delaware	<u>§14.1-§151, §14.1-§153</u>	Require	3	Yes	Yes ⁵	2x
District of Columbia	<u>B19-0648 (2012), §38-1803.11, §38-1803.21, Rule 5-E2200.9</u>	Require	3 ⁶	-	-	-
Florida	<u>H.B. 5101 (2012), §1008.25</u>	Require	3	No	Yes	2x, ELL, Special Education
Georgia	<u>§20-2-153, §20-2-283</u>	Require	3	No	No	Parental Appeal
Idaho	<u>§33-1614, §33-1615</u>	-	-	-	-	-
Iowa	<u>S.F. 2284 (2012)</u>	Require	3	Yes	Yes	2x, ELL, Special Education
Kentucky	<u>H.B. 69 (2012), §158.791, §158.840</u>	-	-	-	-	-
Louisiana	<u>LAC 28:CVX §2307</u>	-	-	-	-	-
Maryland	<u>§7-202</u>	Require	3	Yes	-	2x, Special Education
Minnesota	<u>§120B.12, §120B.30</u>	-	-	-	-	-
Missouri	<u>§167.645, §162.1100</u>	Require	3, 4	Allowed in grade 3 only	No	2x, ELL, Special Education
New Mexico	<u>§22-13-1, §22-13-1.3, §22-70-4</u>	-	-	-	-	-
New York	<u>CR 117.3, §3208, §3602-e, §3211-a</u>	-	-	-	-	-

	Statute	Require, Recommend or Allow	Grades Students are Retained	May be Promoted If Participate In Intervention	Promotion based on Alternative Assessment /Portfolios?	Exemptions Included
North Carolina	<u>H.B. 950 (2012), §115C-105.41, §115C-81.2, §115C-105.27, §115C-174.11</u>	Require	3	No	Yes	3x, ELL, Disabilities
North Dakota	<u>§15-1-07, §15-1-21-08</u>	-	-	-	-	-
Ohio	<u>S.B. 316 (2012), §3313.608, §3301.0710</u>	Require	3	Yes ⁷	Yes	2x, ELL, Special Education
Oklahoma	<u>H.B. 2516 (2012), §70-1210.508C, §70-1210.508E</u>	Require	3	Allowed ⁸	Yes	3x, ELL, Principal Rec., Special Education
Rhode Island	<u>§16-67-2</u>	-	-	-	-	-
South Carolina	<u>§59-18-310</u>	-	-	-	-	-
Tennessee	<u>S.B. 2156 (2012), §49-6-3115, §49-6-6002, §49-6-702</u>	Require	Grades 3 & 8	Yes	-	Special Education
Texas	<u>§28.006, §28.0211</u>	Require	Grades 5 & 8	Yes	Yes	Parental Appeal
Utah	<u>§53A-1-606.5-7, §53A-17a-150</u>	-	-	-	-	-
Vermont	<u>16 V.S.A. §2903.16, V.S.A. §164</u>	-	-	-	-	-
Virginia	<u>H.B. 1181 (2012), §22.1-253.13:1</u>	-	-	-	-	-
Washington	<u>§28A.300.310, §28A.300.320, §28A.150.315</u>	-	-	-	-	-
West Virginia	<u>18-2E-10</u>	Allow	Grades 3 & 8	Yes	-	Special Education
Wisconsin	<u>S.B. 461 (2012), §118.016, §121.02</u>	-	-	-	-	-
Wyoming	<u>S.F. 52 (2012), §21-3-401</u>	-	-	-	-	-

Note: "-" = Not specified.

1. Exemptions from retention policies include:

- 2x – students may not be retained twice solely on the basis of a reading deficiency, so students who have been previously retained in grade may not be retained again (some states specify that the student must have been held back due to a reading deficiency).

- b. 3x – students who have been previously held back two times may not be retained three times solely on the basis of a reading deficiency (some states specify that the student must have been held back due to a reading deficiency).
 - c. ELL – students with limited English proficiency or who are English Language Learners are exempt from retention. This provision often applies only to students who have had less than two years of instruction in English.
 - d. Parental Appeal – students may be promoted if parents appeal the retention decision and a placement committee finds the student's academic achievement sufficient for promotion.
 - e. Principal Rec. – students may be promoted based upon a recommendation from their principal.
 - f. Special Education – students who are assigned to Special Education or receive Special Education services, who have an Individualized Education Plan (IEP), have a disability, or are intellectually limited are not subject to retention.
 - g. Teacher Rec. – students may be promoted based upon a recommendation from their teacher.
2. Colorado H.B. 12-1238 requires that, for any student with a significant reading deficiency at the end of 3rd grade, the parent, the student's teacher, and other personnel of the local education provider are required to meet and consider retention as an intervention strategy and determine whether the student is able to maintain adequate academic progress at the next grade level.
 3. Specific identification, intervention and retention policies are laid out in statute for priority school districts only. S.B. 453 requires that an intensive reading program be piloted in five elementary schools for the 2013-14 school year.
 4. The superintendent of schools may exempt an individual student from having to attend summer school in order to be promoted, upon the recommendation of the school principal, based on the student's progress with the student's personal reading plan.
 5. A student may advance to the next grade level without attending summer school if an academic review committee determines that the student has demonstrated proficient performance using evidence from other indicators.
 6. The Superintendent must establish promotion gates for mathematics, reading, and writing, for not less than one grade level from kindergarten through grade 4, including at least grade 4.
 7. Ohio statute specifies that a 3rd-grade child without a passing score on the state reading assessment may be retained in 3rd grade, promoted to 4th grade based on principal/reading teacher agreement that the student is prepared, or promoted to 4th grade with intensive intervention services (in grade 4). S.B. 316 changes the state's policy such that, beginning in 2013, no student with a failing score may be promoted unless he or she demonstrates proficiency on an alternate assessment, or is a limited English proficient student or child with a disability.
 8. Oklahoma's 2012 House Bill 2516 changed the retention provision such that a teacher *may* recommend promotion contingent upon a student's participation in intervention, but does not have to.

Appendix B: Sample Statutory Language from some of the more established/comprehensive 3rd-grade reading policies

Identification

- Arizona – §15-701
 - “The state board of education shall ... provide for universal screening of pupils in preschool programs, kindergarten programs and grades one through three that is designed to identify pupils who have reading deficiencies.”
- Arizona – §15-704
 - “Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan appropriate and effective intervention.”

Intervention

- Oklahoma – H.B. 2516 (2012)
 - “Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:
 1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 2. Be provided during regular school hours in addition to the regular reading instruction; and
 3. Provide a state-approved reading curriculum that, at a minimum, meets the following specifications:
 - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
 - Provides scientifically a scientific-research-based and reliable assessment,
 - Provides initial and ongoing analysis of the reading progress of each student,
 - Is implemented during regular school hours,
 - Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
 - Establishes at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one (1) school year.”
 - “Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. Beginning with students entering the first grade in the 2011-2012 school

year, the program of reading instruction shall include provisions of the READ Initiative adopted by the school district ... The program of reading instruction ... shall align with the PASS, shall include provisions of the READ Initiative adopted by the school district ... beginning with students entering the first grade in the 2011-2012 school year and may include, but is not limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension
 2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer
 3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.
 4. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level."
- "Beginning with the 2011-2012 school year, each school district shall ... Provide to students *who have been retained* ... with intensive interventions in reading, intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:
 1. Small group instruction,
 2. Reduced teacher-student ratios,
 3. More frequent progress monitoring,
 4. Tutoring or mentoring,
 5. Transition classes containing third- and fourth-grade students,
 6. Extended school day, week, or year, and
 7. Summer reading academies"
 - "In addition to required reading enhancement and acceleration strategies, provide students who are retained with at least one of the following instructional options:
 1. Supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,
 2. A parent-guided "Read at Home" assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or
 3. A mentor or tutor with specialized reading training"
 - "School districts may approve an option for students who are unable to attend a summer academy. The optional program may include, but is not limited to, an approved private provider of instruction, approved computer- or Internet-based instruction, or an approved program of reading instruction monitored by the parent or guardian. School districts shall not be required to pay for the optional program, but shall clearly communicate to the parent or guardian the expectations of the program and any costs that may be involved."

Retention

- Georgia – §20-2-283
 - "No student shall be promoted, except as provided in this section, to:
 1. The fourth grade program to which the student would otherwise be assigned if the student does not achieve grade level as defined by the Office of Student Achievement ... on the third grade criterion-referenced reading assessment ... and meet the promotional standards and

criteria established by the State Board of Education and by the local school board for the school that the student attends.”

Exemptions from Retention

- Florida – §1008.25
 - “The district school board may only exempt students from mandatory retention ... for good cause. Good cause exemptions shall be limited to the following:
 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.”

Appendix C: Notable 2012 Policy Changes

- Iowa created a new section in their Early Childhood Literacy statutes to require school districts to assess all students in K-3 for reading or reading readiness, and provide intensive reading instruction to any student who exhibits a substantial deficiency. S.F. 2284 also requires that students must be retained in 3rd grade if their reading deficiencies are not remedied unless they attend an intensive summer reading institute.
- Connecticut's S.B. 458 requires all certified teachers and administrators working in K-3 to take a state board-approved reading instruction practice exam, and teachers with a comprehensive special education or remedial reading and language arts endorsement to pass the exam starting July 1, 2013. Connecticut will also establish a professional development program in reading instruction and identify mentor teachers who will train teachers in reading instruction.
- Colorado added a number of provisions related to reading, including one requiring a student's parent, teacher and other school personnel to meet to decide whether a student should advance to 4th grade despite having a significant reading deficiency. Arizona now requires that a student's parent or guardian choose a remediation strategy for their child if he/she is deficient in reading.
- Oklahoma revised its 3rd-grade reading retention policy to allow principals to promote students with reading deficiencies to 4th grade based on alternative assessments or a portfolio of student work. Conversely, Arizona removed a similar provision from its statutes, such that a 3rd-grade student may no longer be exempt from retention on the basis of an alternative assessment, having been previously retained twice in grade or a parental request for exemption.
- Other notable changes to current reading statutes were passed in Florida, Kentucky, North Carolina, Ohio, Tennessee, Virginia, Washington, D.C., Wisconsin, and Wyoming.

Stephanie Rose, Policy Analyst, with the ECS Information Clearinghouse, updated this report. She can be reached at srose@ecs.org.

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Equipping Education Leaders, Advancing Ideas



IDAHO READING INDICATOR (IRI) PARENT INFORMATION

IDAHO STATUTE

Idaho Statute 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, "the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills."

IRI Skills Tested

☐ KINDERGARTEN

<input type="checkbox"/> Fall	<input type="checkbox"/> Spring
<input type="checkbox"/> Letter Naming Fluency	<input type="checkbox"/> Letter Sound Fluency
<input type="checkbox"/> Letter Sound Fluency	<input type="checkbox"/> Letter Naming Fluency

☐ 1ST GRADE

<input type="checkbox"/> Fall	<input type="checkbox"/> Spring
<input type="checkbox"/> Letter Sound Fluency	<input type="checkbox"/> Reading CBM
<input type="checkbox"/> Reading CBM	<input type="checkbox"/> Letter Sound Fluency

☐ 2ND AND 3RD GRADE

<input type="checkbox"/> Fall	<input type="checkbox"/> Spring
<input type="checkbox"/> Reading CBM	<input type="checkbox"/> Reading CBM



For more information, please contact:

Stephanie Lee
IRI Program Specialist
(208) 332-6903
SLee@sde.idaho.gov

Stephanie Lee
IRI Program Specialist
(208) 332-6903
SLee@sde.idaho.gov

Suggested Parental Support Activities

Encourage letter recognition at every opportunity - During stories or while driving.

Work with your child to break words into individual sounds (/c/.../a/.../t/).

Encourage your child to write letters and words and read what he/she has written.

Playing with words - Rhyming games, singing songs, and orally breaking words into syllables.

Read and have conversations about books with your child daily for at least **20 minutes**. Have your child read to you once he/she has become an independent reader.

Practice retelling stories with your child. Make-up stories to develop your child's vocabulary, creativity, comprehension, and language development.

Have a variety of books available for your child or visit your local library.

Model good reading habits.



Dear Parents:

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. It is our goal at the State Department of Education to work with you, your child's school, teacher, and school administrators to promote his/her reading success!

Your child's teacher and school are the best resources for information relating to your child's academic success.

For questions or assistance regarding the IRI, contact:

Stephanie Lee
IRI Program Specialist
SLee@sde.idaho.gov

Idaho Reading Indicator

What is it?

The IRI is a screening assessment given to Idaho students in grades K-3, at least twice a year, fall and spring.

The most critical skills used to predict future reading success are tested, by trained proctors, at each grade level.

What does it mean?

The IRI is a screening tool used to identify students' basic reading skills. It provides an early warning identifying students who might be "at risk" for reading difficulty.

Scoring

Benchmark or a 3: reading skills at or above grade level

Strategic or a 2: reading skills near grade level

Intensive or a 1: reading skills below grade level

Yearly Subtests

Kindergarten

FALL IRI SCORE BASED ON:

Letter Naming Fluency (LNF) - Naming the correct case letter

Letter Sound Fluency (LSF) - Sounding out the correct letter

LNF Skill Level (Goal) = 11

(LSF assessed as a baseline measure)

SPRING IRI SCORE BASED ON:

Letter Naming Fluency (LNF) - Naming the correct upper and lower case letter

Letter Sound Fluency (LSF) - Sounding out the correct upper or lower case letter

LSF Skill Level (Goal) = 30

(LNF assessed as a baseline measure)

First Grade

FALL IRI SCORE BASED ON:

Letter Sound Fluency (LSF) - Sounding out the correct upper or lower case letter

Reading Curriculum-Based Measures (RCBM) Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

LSF Skill Level (Goal) = 31

(R-CBM assessed as a baseline measure)

SPRING IRI SCORE BASED ON:

Letter Sound Fluency (LSF) - is also given in the spring as another measurement of student growth

Reading Curriculum-Based Measures (RCBM) - is the indicator used to determine the spring score

RCBM Skill Level (Goal) = 53

(LSF assessed as a baseline measure)

Second Grade

FALL AND SPRING IRI SCORE BASED ON:

Reading Curriculum-Based Measures (RCBM) Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal) = 54

Spring RCBM Skill Level (Goal) = 92

Third Grade

FALL AND SPRING IRI SCORE BASED ON:

Reading Curriculum-Based Measures (RCBM) Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal) = 77

Spring RCBM Skill Level (Goal) = 110



Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

March 3, 2013

Senator Gary Stevens
State Capitol, Room 429
Juneau, AK 99801-1182

Dear Senator Stevens,

I am writing to express the support of the Anchorage School District for the intent of Senate Bill 57 to increase support for K-12 education in Alaska.

Section 3 – Notice of Non-Retention of Tenured Employees

ASD is especially supportive of Section 3 which would move the notice of non-retention of tenured employees from March 16th to May 15th.

ASD develops a balanced budget every year by matching staffing levels and expenditures to projected revenues. Projected revenues are developed based on highly likely revenues which typically include the state K-12 education foundation formula. ASD has not built its budget on what *might* be forthcoming from the legislative process that typically concludes in April. As a result, the district has had to issue notices of non-retention in March based on early revenue projections, only to rescind them in May based on the incremental funding that ultimately emerges from the Legislative process. ASD believes that employees are better served by limiting notice of non-retention to those employees who are highly likely not to be retained – a determination made much more certain after revenues from the legislative process can be reliably taken into account by the middle of May.

Section 1 – DEED Promotion of Early Literacy

The Anchorage School District supports the promotion of early literacy to parents of students enrolled in kindergarten through third grade. ASD currently promotes early literacy through a variety of activities, including direct promotion of reading at parent meetings, family nights, literacy nights, parental referrals and the well-known "Battle of the Books" program.

While ASD understands and appreciates that not all districts provide this level of support and promotion of early literacy and that the Department of Education and Early Development may be well suited to support and promote early literacy in those districts, we are concerned that section 1 as currently written does not limit the Department to providing support where it may be needed. To avoid excessive duplication of efforts, ASD would like to encourage consideration of limiting DEED's literacy promotion mandate to those districts not currently engaged in those activities.

Section 2 – 100% of CPI for Transportation

Section 2 would increase the annual escalation in per pupil transportation program for school districts from roughly 60% of inflation under current law to 100% of the Anchorage consumer price index.

ASD remains concerned that operating expenses are increasing for transportation and other areas without additional funding, despite our strong efforts to curb unreasonable growth. We also recognize that the governor and the legislature may have to restrain spending growth to enable the state to save for years when oil revenue is smaller and that downward adjustments in statutory formulas may be necessary as oil revenues decline. In addition, it is noted that when state oil revenues declined in the 1980s, the transportation program increased and support for direct instruction declined. Increasing the transportation reimbursement rate to 100% of CPI now, while holding the base student allocation at 0% of CPI, may not yield results that are much different.

ASD would like to encourage collective consideration of how the state and school districts can work together to exercise fiscal restraint across all support functions in order to sustain direct classroom instruction over the long term. Along those lines, supporters of education may wish to consider targeting additional transportation support toward initiatives that also expand school choice and improve access for all students to high quality instruction within our existing schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Browder", written over a horizontal line.

Jim Browder, Ed.D.
Superintendent



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000
www.k12northstar.org



February 22, 2013

Senator Stevens
State Capitol Room 429
Juneau, AK 99801

Senator Stevens:

The Fairbanks North Star Borough School District is supportive of Senate Bill 57. This bill provides for Early Literacy information to be disseminated to parents and guardians of students enrolled in kindergarten through grade three. Providing parents with the tools necessary to assist their child in learning to read is a positive step in preparing for success in school.

Section 2 of the bill calls for a change in the inflator from 1.5 percent to the Anchorage Consumer Price Index (CPI). This will match our Transportation Contract Agreement and will fully fund pupil transportation. This too, is a positive move as it keeps our district from using operating dollars for pupil transportation.

Section 3 changes the effective date for employers' notification of nonretention or layoff to tenured teachers from March 16 to May 15. Currently, school districts are forced to make early decisions and often adopt a conservative approach to notify teachers without having budget information from the state or borough. This bill would enable districts to have a more accurate budget picture and eliminate the need to impact teachers unnecessarily.

We appreciate your introduction of this bill.

Respectfully,

Pete Lewis
Superintendent of Schools

cc: FNSB Board of Education

SALLY SADDLER

PO Box 21356

Juneau, Alaska

99802.1356

Email: teak@gci.net

Phone: 907.723.2114

20 February 2013

The Honorable Gary Stevens
Alaska State Senate
Alaska State Capitol, Room 429
Juneau, Alaska 99801.1182

Dear Senator Stevens:

I write in support of SB57 School Literacy, Transportation and Teacher Notices. I am a member of the Juneau School Board and am currently serving my fifth year in this capacity. The opinions in this letter are my own, as our board has not yet had an opportunity to meet and take a position on this legislation.

Thank you for introducing this bill, which contains several low-cost provisions to help improve the work we do in the Juneau Schools.

Our board understands the importance of having students able to enter school ready to learn.

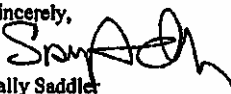
Section 1 of this bill directly addresses our indicator of success that all students enter school ready to learn. We realize that up to third grade students *learn to read*. After that they *read to learn*. Anything that can be done to support parental and community understanding of the importance of early literacy is a winner in my opinion. Further, it can have the effect of saving schools the cost of remedial literacy at later grades.

Section 2 of the bill will address an anticipated shortfall in our pupil transportation account given the current statutory inflation adjustment is fixed at 1.5%. Changing the adjustment to the Anchorage CPI is aligned with our pupil transportation contract.

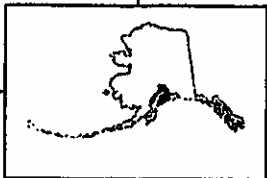
Section 3 aligns the date for notifying teachers of non-retention to a date after which districts have received the final state budget allocation from the legislature. This means we don't have to over issue lay-off notices while estimating what the legislature will actually fund. While it may be perceived as controversial by some unions, I believe it actually has the potential to minimize unnecessary reductions and disruptions of people's livelihoods. The section 5 effective date ensures no current contract would be retroactively subjected to this provision.

Thank you for the opportunity to comment on this legislation.

Sincerely,


Sally Saddler

Cc: Members of the Juneau School Board



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

Dr. Steve Atwater, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

February 18, 2013

Senator Gary Stevens
State Capitol Room 429
Juneau, AK 99801

Dear Senator Stevens:

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) to support Senate Bill 57 as introduced. I will address each of the bill's three sections and offer reasons for my support.

Section I proposes to revise AS 14.03 by requiring the Department of Education and Early Development to provide parents of students in kindergarten through third grade with information on early literacy acquisition including strategies for intervention. KPBSD is pleased to see this new layer of parental support. As you know, academic success hinges on literacy acquisition; this amendment will help to ensure that this is the case for all of Alaska's children.

Section II of the bill amends AS 14.09.010 to annually adjust the per student amount for student transportation by the amount of change to the Consumer Price Index. This is a welcome and necessary addition for KPBSD.

Section III of the bill amends AS 14.20.140 by extending the date of tenured teacher contract notification from March 15, to May 15. This change will provide KPBSD more time to react to a shortfall in revenue. Further, it will allow the district to extend its period of teacher evaluation. Finally, it should be noted that the change in date does not preclude the district from offering a contract to a tenured teacher prior to May 15. I suspect that the majority of such contracts would not be held until May.

Please let me know if I can provide more information on why KPBSD supports SB 57. I view the proposed changes as positive for KPBSD and for all Alaska districts.

Sincerely,

Steve Atwater, Ph.D.
Superintendent of Schools

NORTH SLOPE BOROUGH SCHOOL DISTRICT

Nunamut Wolves Amaġut

Nunamut School
P.O. Box 21029
Anaktuvuk Pass, Alaska 99721
(907) 661-3226
FAX (907) 661-6215

Atkasuk Eagles Tinmiagpaitġh

Meads River School
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Atkasuk, Alaska 99791
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FAX (907) 633-6215

Barrow Whalers Aġvlasuġitġ

Barrow High School
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Barrow, Alaska 99723
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FAX (907) 852-8969

HMS Wolves Amaġut

Eben Hopson, Sr., Memorial Middle School
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Arctic Foxes Tiġiganniat

Fred Ipalook Elementary School
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FAX (907) 852-4713

Killa Snowy Owls Ukpilġch

Killa Learning Community
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FAX (907) 852-4334

Kavoolook Rams Imnaitġh

Harold Kavoolook School
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Kaktovik, Alaska 99747
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Nulqsut Trappers Naniġaġuġitġ

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Tikigag Harpooners Kapuġitġ

Tikigag School
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Kali Qavviltġh

Kali School
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FAX (907) 833-2315

Alak Huskies Qimukitġ

Alak School
P.O. Box 10
Wainwright, Alaska 99762
(907) 763-2541
FAX (907) 763-2565



February 20, 2013

The Honorable Gary Stevens
Alaska State Senate
Alaska State Capitol
Room 429
Juneau, AK 99801

Dear Senator Stevens,

We are writing today to strongly support SB57 as introduced in the Senate last week. The first section requiring the provision of information to kindergarten through grade three parents is straightforward.

The second section, which will set the Anchorage CPI as the adjustment for Pupil transportation reimbursement is vitally important to sustaining safe pupil transportation here in the arctic. We want to thank you personally, Senator Stevens, for keeping instructional funds in the classroom by fixing the Pupil Transportation Reimbursement Program.

The third section simply moves the notice of non-retention of tenure from March 16th to May 15, which improves our ability to complete the current school year yet deal with personnel issues. Concomitantly, Section 5 is the applicability section that applies to section three because the change in statute cannot break current contractual agreements, and thus we support it as well.

Please do not hesitate to contact me with any questions you have in regards to the North Slope Borough School District. Thank you.

Sincerely,

Peggy Cowan
Superintendent

Cc: Senator Donald Olson
Representative Benjamin Nageak
Representative Lynn Gattis

Letter No. 13-136

Box 169 Barrow, Alaska 99723 (907) 852-5311 Fax (907) 852-9503