

Alaska State Legislature

SESSION ADDRESS:

Alaska State Capitol
Juneau Alaska 99801
907-465-3743
800-565-3743

**INTERIM ADDRESS:**

600 E Railroad Avenue
Wasilla AK 99654
907-376-3725

Senator Shelley Hughes

Senate Majority Leader

Senate District F—Greater Palmer, Chugiak, Peters Creek, Eklutna, Fairview Loop, Gateway, Butte, Lazy Mountain

Senate Bill 42— Virtual and Early Education, Reading

Sectional Analysis

"An Act relating to early education programs provided by school districts; relating to course credit for students; relating to annual reports regarding school district performance and school district employees; relating to school age eligibility; relating to funding for early education programs; establishing early education programs and a voluntary parent program; relating to the duties and powers of the Department of Education and Early Development; relating to school operating fund reserves; relating to certification of teachers; relating to the Professional Teaching Practices Commission; relating to a virtual education consortium; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; establishing a teacher retention working group; and providing for an effective date."

Sec. 1 – Page 2, Lines 1-4

Establishes this Act as the Alaska Reading and Virtual Education Act

Sec. 2 – Page 2, Lines 5-9

This section adds intent language related to districts adopting policies to limit student-to-teaching-staff ratios for grades K-3.

Sec. 3– Page 2 Lines 10-25

This section adds uncodified law for legislative findings regarding virtual education, education spending, quality teachers, and classroom instruction.

Sec. 4– 14.03.060(e) Page 2, Lines 26-31, Page 3, Lines 1-5

This section establishes that schools include an early education program approved or supervised by the Alaska Department of Education and Early Development.

Sec. 5 – AS 14.03.072(a) Page 3, Lines 6-15

This section adds to AS 14.30.765(a), reading intervention services in addition to intervention strategies for early literacy

Sec. 6 – AS 14.03.073(a) Page 3, Lines 16-22

This section makes conforming changes on account of the addition of the new subsection AS 14.03.073(e).

Sec. 7– AS 14.03.073(b) Page 3, Lines 23-29.

This section makes conforming changes on account of the addition of the new subsection AS 14.03.073(e).

Sec. 8 – AS 14.03.073 Page 3, Lines 30-31, Page 4, Lines 1-6

This section adds a new subsection (e), requiring school districts to allow course credit for career and technical education, physical education, music, or art classes for an activity, including a cultural activity, outside of school hours that meets the educational or physical activity requirements of the course.

Sec. 9 – AS 14.03.078(a) Page 4, Lines 7-31, Page 5, Lines 1-17

This section adds a requirement that the Department of Education and Early Development provided districts with the same annual report that is provided to the legislature and outlines the content of the reports.

Sec. 10– AS 14.03.078 Page 5, Lines 18-25

This section adds a new subsection, requiring each school district to post the portion of the report that pertains to the school district for the public on the district’s or community’s website or through another easily accessible method. Defines the term “administrative employee”.

Sec. 11– AS 14.03.080(d) Page 5, Lines 26-31

This section amends AS 14.03.080(d) by changing the date a student is eligible to enter kindergarten to June 1st of the preceding year and establishes an eligibility waiver process.

Sec. 12– AS 14.03.080 Page 6, Lines 1-4

This section mends AS 14.03.080 by adding new subsection (g) which changes the date a child is eligible to enter a public early education program.

Sec. 13 – AS 14.03.120 Page 6, Lines 5-31

This section amends AS 14.03.120 by adding new subsection (h) which establishes annual reporting requirements for school districts regarding student performance metrics in grades K-3.

Sec. 14 – AS 14.03 Page 7, Lines 1-31, Page 8, Lines 1-31, Page 9, Lines 1-31

This section creates AS14.03.410 which codifies a statewide pre-K program, providing a stair-step, three-year grant program to provide training and assistance to school districts in developing their local pre-K program. Over six fiscal years, which all school districts are offered the opportunity to participate.

AS 14.03.420 establishes a Parents as Teachers program within DEED and establishes criteria for demonstrating efficiency of the program.

Sec. 15– AS 14.07.020(a) Page 10, Lines 1-31, Page 11, Lines 1-31, Page 12, Lines 1-17

This section amends AS 14.07.020(a) and directs the department to supervise all early education programs, approve those early education programs established under AS 14.03.410, establishes a

new reading program, AS 14.07.065, and reading intervention programs of participating schools, AS 14.30.770.

Sec. 16 – AS 14.07.020(c) Page 12, Lines 18-21

This section amends AS 14.07.020(c) to define an “early education program” as a pre-K program for students three to five years old if its primary function is educational.

Sec. 17 – AS 14.07.050 Page 12, Lines 22-31, Page 13, Line 1

This section amends AS 14.07.050 to allow the department to supply supplemental reading textbooks and materials related to intervention services established under AS 14.30.765 and AS 14.30.770.

Sec. 18– AS 14.07.165(a) Page 13, Lines 2-31, Page 14, Lines 1-6

This section amends AS 14.07.165(a), relating to the duties of the state Board of Education and Early Development, by adding to those duties a requirement to establish regulations for pre-K standards and pre-K teacher certification requirements.

Sec. 19– AS 14.17.500 Page 14, Lines 7-10

This section amends AS 14.17.500 by adding new subsection (d) that establishes an early education student shall be counted in the school district’s average daily membership (ADM) as a half day student once the early education program has been approved by the department.

Sec. 20– AS 14.17.505(a) Page 14, Lines 11-18

This section amends AS 14.17. 505(a) to increase the limit that a school district is allowed to retain in its unreserved fund balance from 10% to 25% of district expenditures. This section also allows for savings realized from a cooperative grant under AS 14.14.115 to not count towards the 25% limit.

Sec. 21– AS 14.17.905(a) Page 14, Lines 19-31, Page 15, Lines 1-4

This section amends AS 14.17.905(a) to include students in early education programs approved by the department in the definition of an elementary school.

Sec. 22– AS 14.17.905 Page 15, Lines 5-9

This section amends AS 14.17.905 by adding new subsection (d) to avoid letting school districts count pre-K students twice in Foundation Formula ADM calculations.

Sec. 23– AS 14.20.010 Page 15, Lines 10-16

This section amends AS 14.20.010 by adding that public schools must prominently display names of national board-certified teachers. The section also outlines the 2025 four percent national board certification goal for the state and further clarifies that "national board certification" means certification by the National Board for Professional Teaching Standards.

Sec. 24– AS 14.20.015(c) Page 15, Lines 17-26

This amends AS 14.20.015(c) to ensure teaching certificate reciprocity for teachers moving to Alaska from out-of-state and adds that such teachers must complete at least three credits or equivalency in evidence-based reading instruction to be eligible for an Alaska teaching endorsement in elementary education.

Sec. 25– AS 14.20.020(i) Page 15, Lines 27-31, Page 16, Lines 1-11

This section amends AS 14.20.020(i) require the State School Board to periodically adjust the minimum score needed to pass the Praxis exam to be equal or higher than the most stringent established in other states.

Sec. 26– AS 14.20.020 Page 16, Lines 12-18

This section amends AS 14.20.020 by adding new subsection (l) that requires all teachers to complete at least three credits or equivalency in evidence-based reading instruction to be eligible for an endorsement in elementary education.

Sec. 27– AS 14.20.380 Page 16, Lines 19-21

This section adds a new subsection to require DEED to provide administrative support services to the Professional Teaching Practices Commission (PTPC).

Sec. 28– AS 14.20.460 Page 16, Lines 22-31, Page 17, Lines 1-4

This section amends AS 14.20.460 to require the PTPC to use administrative support services provided by DEED.

Sec. 29– AS 14.30 Page 17, Lines 5-31, Page 18, Lines 1-31, Page 19, Lines 1-31, Page 20, Lines 1-31, Page 21, Lines 1-31, Page 22, Lines 1-31, Page 23, Lines 1-31, Page 24, Lines 1-31, Page 25, Lines 1-31, Page 26, Lines 1-31, Page 27, Lines 1-31, Page 28, Line 1

This section establishes Article 15, Reading Intervention Programs.

Establishes AS 14.30.760, which directs the department to establish a statewide reading assessment and screening tool to identify students with reading deficiencies and establishes timeline in which assessments are conducted.

Establishes AS 14.30.765, which directs each school district to offer intensive reading intervention services to K-3 students exhibiting a reading deficiency. Services must be implemented in a manner to include communication between teachers, parents, administrators, and the student.

Establishes AS 14.30.770, which directs the department to establish a statewide reading program, specifically to assist school districts in a variety of ways to affect the reading intervention services described in AS 14.30.665, above. This section also outlines the use of support reading staff in schools.

AS 14.30.775 aligns use of the word “district” in this Act with the definitions given elsewhere in statute when referring to a school district.

Sec. 30– AS 14.30.765(c) Page 28, Lines 2-30

This section establishes that a district or school must provide parental notification of a student’s literacy deficiency and establishes guidelines for what information must be provided within the notification.

Sec. 31– AS 14.30.765(e) Page 28, Line 1, Page 29, Lines 1-9

This section establishes that a student must demonstrate sufficient reading skills exhibited by sufficient standardized reading assessments or reading portfolio review by grade three to progress to grade four.

Sec. 32– AS 14.30 Page 29, Lines 10-31, Page 30, Lines 1-31, Page 31, Lines 1-19

This section creates a new section titled “Virtual Education Consortium” which also creates a new article titled “Article 15. Virtual Education”. The subsections of AS 14.30.760 are as follows:

- Subsection (a) establishes the virtual education consortium under DEED. The consortium will have a database of virtual education courses available to all districts for students in grades 6-12. The consortium will also provide training for teachers instructing in virtual settings and professional development for all teachers in the state. A school district or third-party vendor may offer courses on the database if it is approved by DEED.
- Subsection (b) will require DEED to review each course to ensure it meets state standards and is appropriate for students in grades 6-12. This subsection also requires that each course has the following information: the title, subject, and description of the course, the district providing the course, method of virtual education delivery, samples of the curriculum, a video introduction by the instructor, and if a synchronous course, a video of the instructor teaching.
- Subsection (c) requires the consortium to provide training for teachers before they are allowed to teach a course that is included in the database. A waiver may be granted if the consortium finds that the teacher has the experience and skills necessary to teach in a virtual setting.
- Subsection (d) requires that the consortium provide professional development courses for all teachers in the state. Any district that has adequate broadband access to participate in the trainings shall require its teachers to participate in any necessary trainings. The consortium may also require participating districts to adopt the same in-service days for training.
- Subsection (e) sets a fee structure for students that take a course offered virtually by a school district that is not the student’s home district. The student’s district shall calculate the fee by multiplying the base student allocation by the proportion of classes that the student is taking in the district offering the virtual course. The student’s district shall pay this fee to the district offering the course.
- In subsection (f), establishes a fee to any school district that offers a course in the database under (b) of this section. DEED will be able to set the fee in regulation and can adjust it as necessary annually. The fees must be approximately equal any administrative costs of the consortium.
- Subsection (g) allows the consortium to require districts that provide courses or have students taking courses through the consortium to adopt a shared calendar and a shared bell schedule for at least a portion of the school day.
- Subsection (h) creates definitions for the terms: “asynchronous”, “base student allocation”, “blended”, “host district”, “synchronous”, and “virtual education” or “virtual instruction”.

Sec. 33– AS 47.17.290(12) Page 31, Lines 20-25

This section directs early education program staff to be included in those organizations required to report evidence of child abuse.

Sec. 34– AS 14.30.765(f) Page 31, Line 26

This section establishes a repeal date of July 1, 2025

Sec. 35– AS 14.20.010(c) Page 31, Line 27

This section establishes a repeal date of July 1, 2027.

Sec. 36– AS 14.03.410 Page 31, Line 28

This section establishes a repeal date of July 1, 2032

Sec. 37– Page 31, Lines 29-31, Page 32, Lines 1-23

This section creates uncodified law by adding a new section regarding: Teacher Retention Working Group, to review challenges to teacher retention in Alaska and outlines the membership of that group.

Sec. 38– Page 32, Lines 24-28

This section creates uncodified law by adding a new section regarding: Virtual Education Availability Deadline of this Act on or before July 1, 2021.

Sec. 39– Page 32, Lines 29-31, Page 33, Lines 1-5

This section creates uncodified law by adding a new section regarding: Applicability language, relating to endorsements in elementary education issued on or after the effective date of this act.

Sec. 40– Page 33, Lines 6-11

This section creates uncodified law by adding a new section regarding transition language, directing the department to use 2019-20 school accountability rankings for purposes of determining the first cohort of lowest performing schools, to identify their pre-K grant eligibility for FY 22.

Sec. 41– Page 33, Lines 12-13

This section provides for an effective date for sections 20, 25, 27, 28, 32 and 38 of this Act take immediate effect under AS 01.10.070 (c).

Sec. 42– Page 33, Line 14

This section provides for an effective date for sections 30 and 31 of this Act to take effect on July 1, 2025.

Sec. 43– Page 33, Lines 15-16

Provides for an effective date, except as provided in sections 41 and 42 of this Act, this Act take effect July 1, 2021.

Please contact my Committee Staff, Dawson Mann at 465-1173 with any questions or concerns.