

AMENDMENT # |

BY SENATORS  
Holland  
OLSON  
BEGICH

OFFERED IN THE SENATE  
TO: SCS HB 114(FIN)

1 Page 1, line 1, following "Act":

2 Insert "relating to the powers and duties of the Department of Education and  
3 Early Development; relating to public schools and school districts; relating to early  
4 education programs; relating to funding for early education programs; relating to  
5 school age eligibility; relating to reports by the Department of Education and Early  
6 Development; relating to reports by school districts; relating to certification and  
7 competency of teachers; relating to screening reading deficiencies and providing reading  
8 intervention services to public school students enrolled in grades kindergarten through  
9 three; relating to textbooks and materials for reading intervention services; establishing  
10 a reading program in the Department of Education and Early Development; relating to  
11 the definition of 'parent' in education statutes; relating to a virtual education  
12 consortium;"

13

14 Page 1, following line 4:

15 Insert new bill sections to read:

16 "\* Section 1. The uncodified law of the State of Alaska is amended by adding a new section  
17 to read:

18 SHORT TITLE. This Act may be known as the Alaska Reads Act.

19 \* Sec. 2. AS 14.03.040 is amended to read:

20 Sec. 14.03.040. Day in session. Each day within the school term is a day in  
21 session except Saturdays, Sundays, and days designated as holidays by or according to  
22 AS 14.03.050. A school board may approve Saturdays as a day in session. The day in  
23 session in every school shall be at least four hours long, exclusive of intermissions, for

1 the first, second, and third grades and five hours, exclusive of intermissions, for [ALL  
2 OTHER] grades **four through 12**. The commissioner may approve a shorter day in  
3 session for any grade. The period of the day in session shall be devoted to the  
4 instruction of pupils or to study periods for the pupils.

5 \* **Sec. 3.** AS 14.03.060(e) is amended to read:

6 (e) In addition to the grades enumerated in (a) of this section, an elementary  
7 school consists of **an early education** [A PRE-ELEMENTARY] program **approved**  
8 **or** supervised by the department under AS 14.07.020(a)(8), **including a program**  
9 operated by **a head start agency** [THE DEPARTMENT] as a head start program  
10 under **42 U.S.C. 9831 - 9852c** [AS 14.38.010, OR LOCATED IN A PUBLIC  
11 SCHOOL FOR FEDERAL FUNDING PURPOSES. EXCEPT FOR A CHILD WITH  
12 A DISABILITY WHO IS RECEIVING SPECIAL EDUCATION OR RELATED  
13 SERVICES UNDER AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS  
14 MAY NOT BE COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP  
15 UNDER AS 14.17].

16 \* **Sec. 4.** AS 14.03.060(e), as amended by sec. 3 of this Act, is amended to read:

17 (e) In addition to the grades enumerated in (a) of this section, an elementary  
18 school consists of an early education program [APPROVED OR] supervised by the  
19 department under AS 14.07.020(a)(8), including a program operated by a head start  
20 agency as a head start program under 42 U.S.C. 9831 - 9852c.

21 \* **Sec. 5.** AS 14.03.072(a) is amended to read:

22 (a) Each school district shall annually provide to parents and guardians of  
23 students enrolled in kindergarten through grade three in a public school in the state  
24 current information on the importance of [EARLY] literacy **and early reading**,  
25 including

26 (1) **culturally responsive** intervention strategies **and reading**  
27 **intervention services provided under AS 14.30.765;**

28 (2) home **reading** [LITERACY] plans;

29 (3) grade **progression** [RETENTION] standards and policies for the  
30 elementary school attended;

31 (4) strategies and resources to help children learn to read;

1                                    **(5) a list of resources and organizations that specialize in**  
 2                                    **improving adult literacy.**

3        \* **Sec. 6.** AS 14.03.072(a), as amended by sec. 5 of this Act, is amended to read:

4                    (a) Each school district shall annually provide to parents and guardians of  
 5                    students enrolled in kindergarten through grade three in a public school in the state  
 6                    current information on the importance of literacy and early reading, including

7                                    (1) culturally responsive intervention strategies [AND READING  
 8                    INTERVENTION SERVICES PROVIDED UNDER AS 14.30.765];

9                                    (2) home reading plans;

10                                  (3) grade progression standards and policies for the elementary school  
 11                    attended;

12                                  (4) strategies and resources to help children learn to read;

13                                  (5) a list of resources and organizations that specialize in improving  
 14                    adult literacy.

15        \* **Sec. 7.** AS 14.03.078(a) is amended to read:

16                    (a) The department shall provide to the legislature **and school districts** by  
 17                    February 15 of each year by electronic means an annual report regarding the progress  
 18                    of each school and school district toward high academic performance by all students.  
 19                    The report required under this section must include

20                                  (1) information described under **AS 14.03.120** [AS 14.03.120(d)];

21                                  (2) progress of the department

22    (A) toward implementing the school accountability provisions  
 23                    of AS 14.03.123; and

24    (B) in assisting high schools to become accredited;

25                                  (3) a description of the resources provided to each school and school  
 26                    district for coordinated school improvement activities and staff training in each school  
 27                    and school district;

28                                  (4) each school district's and each school's progress in aligning  
 29                    curriculum with state education performance standards;

30                                  (5) a description of the efforts by the department to assist a public  
 31                    school or district that receives a low performance designation under AS 14.03.123;

1 (6) a description of intervention efforts by each school district and  
2 school for students who are not meeting state performance standards; [AND]

3 (7) the number and percentage of turnover in certificated personnel and  
4 superintendents;

5 (8) a summary of the categories of certificated administrative  
6 employees employed by each school district that includes the ratio of

7 (A) the number of certificated administrative employees in  
8 each category employed by each school district compared to the number  
9 of students enrolled in the school district on October 1 of the previous  
10 year;

11 (B) the total number of certificated administrative  
12 employees employed by each school district compared to the total number  
13 of teachers employed by the school district on October 1 of the previous  
14 year; and

15 (C) the total number of teachers employed by each school  
16 district compared to the total number of students enrolled in the school  
17 district on October 1 of the previous year;

18 (9) the progress made to implement the reading intervention  
19 programs established under AS 14.30.760 - 14.30.780, including data on how  
20 school districts are using in-service days for culturally responsive professional  
21 development in reading instruction; and

22 (10) the effectiveness and participation rates of the parents as  
23 teachers program established under AS 14.03.420, including measures of  
24 efficiency and effectiveness that demonstrate the effects of the program on school  
25 readiness.

26 \* **Sec. 8.** AS 14.03.078(a), as amended by sec. 7 of this Act, is amended to read:

27 (a) The department shall provide to the legislature and school districts by  
28 February 15 of each year by electronic means an annual report regarding the progress  
29 of each school and school district toward high academic performance by all students.  
30 The report required under this section must include

31 (1) information described under AS 14.03.120;

1 (2) progress of the department

2 (A) toward implementing the school accountability provisions  
3 of AS 14.03.123; and

4 (B) in assisting high schools to become accredited;

5 (3) a description of the resources provided to each school and school  
6 district for coordinated school improvement activities and staff training in each school  
7 and school district;

8 (4) each school district's and each school's progress in aligning  
9 curriculum with state education performance standards;

10 (5) a description of the efforts by the department to assist a public  
11 school or district that receives a low performance designation under AS 14.03.123;

12 (6) a description of intervention efforts by each school district and  
13 school for students who are not meeting state performance standards;

14 (7) the number and percentage of turnover in certificated personnel and  
15 superintendents; **and**

16 (8) a summary of the categories of certificated administrative  
17 employees employed by each school district that includes the ratio of

18 (A) the number of certificated administrative employees in  
19 each category employed by each school district compared to the number of  
20 students enrolled in the school district on October 1 of the previous year;

21 (B) the total number of certificated administrative employees  
22 employed by each school district compared to the total number of teachers  
23 employed by the school district on October 1 of the previous year; and

24 (C) the total number of teachers employed by each school  
25 district compared to the total number of students enrolled in the school district  
26 on October 1 of the previous year [;

27 (9) THE PROGRESS MADE TO IMPLEMENT THE READING  
28 INTERVENTION PROGRAMS ESTABLISHED UNDER AS 14.30.760 - 14.30.780,  
29 INCLUDING DATA ON HOW SCHOOL DISTRICTS ARE USING IN-SERVICE  
30 DAYS FOR CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT IN  
31 READING INSTRUCTION; AND

1 (10) THE EFFECTIVENESS AND PARTICIPATION RATES OF  
 2 THE PARENTS AS TEACHERS PROGRAM ESTABLISHED UNDER  
 3 AS 14.03.420, INCLUDING MEASURES OF EFFICIENCY AND  
 4 EFFECTIVENESS THAT DEMONSTRATE THE EFFECTS OF THE PROGRAM  
 5 ON SCHOOL READINESS].

6 \* **Sec. 9.** AS 14.03.078 is amended by adding new subsections to read:

7 (c) Each school district shall make available to the public the portion of the  
 8 report under (a)(8) of this section that pertains to the school district by posting the  
 9 information in a prominent location on the school district's or local community's  
 10 Internet website or by another easily accessible method.

11 (d) In this section, "administrative employee" means an employee who does  
 12 not provide direct classroom instruction for students as a regular part of the  
 13 employee's job.

14 \* **Sec. 10.** AS 14.03.080(c) is amended to read:

15 (c) A child under school age who is at least four years of age at the  
 16 beginning of the school year may be admitted to a public school in the school district  
 17 of which the child is a resident at the discretion of the governing body of the school  
 18 district if the child meets minimum standards prescribed by the board evidencing that  
 19 the child has the mental, physical, and emotional capacity to perform satisfactorily for  
 20 the educational program being offered. A district's educational program must prescribe  
 21 that, except for students in an early education program, under school age students  
 22 advance through the curriculum or grade level by the following school year. A  
 23 governing body may delegate the authority granted under this subsection to the chief  
 24 school administrator of the school district.

25 \* **Sec. 11.** AS 14.03.080(c), as amended by sec. 10 of this Act, is amended to read:

26 (c) A child under school age [WHO IS AT LEAST FOUR YEARS OF AGE  
 27 AT THE BEGINNING OF THE SCHOOL YEAR] may be admitted to a public  
 28 school in the school district of which the child is a resident at the discretion of the  
 29 governing body of the school district if the child meets minimum standards prescribed  
 30 by the board evidencing that the child has the mental, physical, and emotional capacity  
 31 to perform satisfactorily for the educational program being offered. A district's

1 educational program must prescribe that [, EXCEPT FOR STUDENTS IN AN  
 2 EARLY EDUCATION PROGRAM,] under school age students advance through the  
 3 curriculum or grade level by the following school year. A governing body may  
 4 delegate the authority granted under this subsection to the chief school administrator  
 5 of the school district.

6 \* **Sec. 12.** AS 14.03.080 is amended by adding a new subsection to read:

7 (g) A child who is five years of age on or before September 1 following the  
 8 beginning of the school year, and who is under school age, may enter a public school  
 9 kindergarten.

10 \* **Sec. 13.** AS 14.03.120 is amended by adding new subsections to read:

11 (h) To the extent allowable under state and federal privacy laws, each district  
 12 shall annually report to the department information from the previous school year  
 13 regarding

14 (1) the number of students and teaching staff assigned to each  
 15 classroom in grades kindergarten through three;

16 (2) the number and percentage of students

17 (A) in grades kindergarten through three who demonstrated  
 18 improvement on expected grade-level skills on the statewide screening tool;

19 (B) in grades kindergarten through three who performed below  
 20 expected grade-level skills on the statewide screening tool, by grade;

21 (C) in grades kindergarten through three who did not progress  
 22 to the next grade and the reasons the students did not progress;

23 (D) in grade three who demonstrated sufficient reading skills to  
 24 progress to grade four based on the statewide screening tool;

25 (E) in grade three who progressed to grade four based on a  
 26 waiver under AS 14.30.765(f);

27 (F) in grade three who demonstrated sufficient reading skills to  
 28 progress to grade four based on an alternative standardized reading screening;

29 (G) in grade three who demonstrated sufficient reading skills to  
 30 progress to grade four based on a student reading portfolio;

31 (3) the performance on the statewide screening tool of students in a

1 grade above grade three who did not progress to grade four or who progressed to grade  
2 four based on a waiver under AS 14.30.765(f).

3 (i) To the extent allowable under state and federal privacy laws, the  
4 department shall post on the department's Internet website and make available for  
5 download the information reported under this section. The department shall post the  
6 information in a single downloadable comma-separated values file or a similar single  
7 downloadable file that allows data storage in tabular format. The file must include the  
8 comprehensive information about each public school reported under (d) and (e) of this  
9 section in a single list that may be sorted and compared.

10 (j) If the department receives the information required to be reported under  
11 this section from multiple sources, the department shall consolidate the information.  
12 Nothing in this section requires a district to provide duplicate information to the  
13 department in separate documents.

14 \* **Sec. 14.** AS 14.03 is amended by adding new sections to read:

15 **Article 4. Early Education.**

16 **Sec. 14.03.410. Early education programs; grants.** (a) The department shall  
17 provide training and assistance to develop and improve district-wide early education  
18 programs that comply with standards adopted by the board under AS 14.07.165(a)(5).

19 (b) The department may award a grant to provide funding for a three-year  
20 period for the development or improvement of a district-wide early education program  
21 to a district that has not received a grant under this section, applies in a format  
22 prescribed by the department, provides the information required under (g) of this  
23 section, and is eligible for a grant as specified under (c) of this section. Unless the  
24 legislature appropriates another amount, total grant funding awarded to districts under  
25 this subsection may not exceed \$3,000,000 in a fiscal year.

26 (c) The department shall rank the performance of each district in the state in  
27 accordance with the accountability system and performance designations required  
28 under AS 14.03.123. When approving grants under (b) of this section, the department  
29 shall prioritize eligible districts with lower performance, based on the department's  
30 ranking of districts under this subsection. A district is eligible for a grant if the  
31 department determines an insufficient number of children in the district attend high

1 quality child care programs, including head start programs, early education programs  
2 provided by a local government, and early education programs provided by child  
3 development agencies, that

4 (1) meet or exceed the standards adopted by the board under  
5 AS 14.07.165(a)(5); and

6 (2) would continue operating after development of a district early  
7 education program.

8 (d) If the department does not approve the early education program of a  
9 district awarded a grant under (b) of this section by the end of the district's three-year  
10 grant period, the department may provide a one-year remediation grant to allow the  
11 district one additional fiscal year to meet the early education program standards  
12 adopted by the board under AS 14.07.165(a)(5). If the district is unable to meet the  
13 early education program standards at the end of that fiscal year, the department may,  
14 in the discretion of the commissioner, provide an additional remediation grant to allow  
15 the district not more than one additional fiscal year to meet the standards. Nothing in  
16 this section prohibits a district from using its own funds to continue the remediation  
17 process.

18 (e) A student in an early education program may not be counted in a district's  
19 ADM under AS 14.17.500 unless the department has approved the program.

20 (f) A grant under this section is subject to appropriation, but may not supplant  
21 other early education funding available to districts.

22 (g) Before applying for a grant under (b) of this section, a district shall, to  
23 avoid duplicate programs and facilitate resource sharing to improve early education  
24 within the district, consult with each local and tribal head start program within the  
25 district's boundaries. An application submitted under (b) of this section must include  
26 documentation establishing that the district consulted with each local and tribal head  
27 start program within the district.

28 (h) In this section,

29 (1) "ADM" has the meaning given in AS 14.17.990;

30 (2) "district" has the meaning given in AS 14.17.990;

31 (3) "early education program" means a program, the primary function

1 of which is educational, for children who are four and five years of age and who have  
2 not attended a public school kindergarten.

3 **Sec. 14.03.420. Parents as teachers program.** (a) The department shall  
4 design and implement a statewide parents as teachers program for the benefit of  
5 children who are under five years of age. The program must provide a system of early  
6 childhood education that

7 (1) is evidence-based;

8 (2) involves parents;

9 (3) is consistent with available research and best practices for high  
10 quality early childhood education;

11 (4) incorporates guidelines adopted by the department for early  
12 learning that

13 (A) enhance school readiness;

14 (B) increase parent understanding of child development and  
15 developmental milestones;

16 (C) reduce the incidence of child abuse and neglect;

17 (D) increase identification of health problems and  
18 developmental delays through regular screenings;

19 (E) improve child health indicators, including immunization  
20 rates; and

21 (F) increase parental involvement; and

22 (5) provides for effective and efficient coordination with or expansion  
23 of early education programs operating in the state, to the extent permitted by law.

24 (b) A school district shall, to the extent space is needed and available, provide  
25 for the use of a room in a school at no charge to support the program established under  
26 this section.

27 (c) The department shall develop and enter into local partnerships to  
28 implement the program established under this section.

29 \* **Sec. 15.** AS 14.07.020(a) is amended to read:

30 (a) The department shall

31 (1) exercise general supervision over the public schools of the state

1 except the University of Alaska;

2 (2) study the conditions and needs of the public schools of the state,  
3 adopt or recommend plans, administer and evaluate grants to improve school  
4 performance awarded under AS 14.03.125, and adopt regulations for the improvement  
5 of the public schools; the department may consult with the University of Alaska to  
6 develop secondary education requirements to improve student achievement in college  
7 preparatory courses;

8 (3) provide advisory and consultative services to all public school  
9 governing bodies and personnel;

10 (4) prescribe by regulation a minimum course of study for the public  
11 schools; the regulations must provide that, if a course in American Sign Language is  
12 given, the course shall be given credit as a course in a foreign language;

13 (5) establish, in coordination with the Department of Health and Social  
14 Services, a program for the continuing education of children who are held in juvenile  
15 detention facilities or juvenile treatment facilities, as those terms are defined in  
16 AS 47.12.990, in the state during the period of detention or treatment;

17 (6) accredit those public schools that meet accreditation standards  
18 prescribed by regulation by the department; these regulations shall be adopted by the  
19 department and presented to the legislature during the first 10 days of any regular  
20 session, and become effective 45 days after presentation or at the end of the session,  
21 whichever is earlier, unless disapproved by a resolution concurred in by a majority of  
22 the members of each house;

23 (7) prescribe by regulation, after consultation with the state fire  
24 marshal and the state sanitarian, standards that will ensure healthful and safe  
25 conditions in the public and private schools of the state, including a requirement of  
26 physical examinations and immunizations in pre-elementary schools; the standards for  
27 private schools may not be more stringent than those for public schools;

28 (8) exercise general supervision over early education programs  
29 [PRE-ELEMENTARY SCHOOLS] that receive direct state or federal funding,  
30 including early education programs provided by a school district for students  
31 four and five years of age, approve an early education program provided by a

1 school district that complies with the standards adopted by the board under  
2 AS 14.07.165(a)(5), and revoke approval of an early education program if the  
3 program does not comply with the standards adopted by the board under  
4 AS 14.07.165(a)(5);

5 (9) exercise general supervision over elementary and secondary  
6 correspondence study programs offered by municipal school districts or regional  
7 educational attendance areas; the department may also offer and make available to any  
8 Alaskan through a centralized office a correspondence study program;

9 (10) accredit private schools that request accreditation and that meet  
10 accreditation standards prescribed by regulation by the department; nothing in this  
11 paragraph authorizes the department to require religious or other private schools to be  
12 licensed;

13 (11) review plans for construction of new public elementary and  
14 secondary schools and for additions to and major rehabilitation of existing public  
15 elementary and secondary schools and, in accordance with regulations adopted by the  
16 department, determine and approve the extent of eligibility for state aid of a school  
17 construction or major maintenance project; for the purposes of this paragraph, "plans"  
18 include educational specifications, schematic designs, projected energy consumption  
19 and costs, and final contract documents;

20 (12) provide educational opportunities in the areas of vocational  
21 education and training, and basic education to individuals over 16 years of age who  
22 are no longer attending school; the department may consult with businesses and labor  
23 unions to develop a program to prepare students for apprenticeships or internships that  
24 will lead to employment opportunities;

25 (13) administer the grants awarded under AS 14.11;

26 (14) establish, in coordination with the Department of Public Safety, a  
27 school bus driver training course;

28 (15) require the reporting of information relating to school disciplinary  
29 and safety programs under AS 14.33.120 and of incidents of disruptive or violent  
30 behavior;

31 (16) establish by regulation criteria, based on low student performance,

1 under which the department may intervene in a school district to improve instructional  
2 practices, as described in AS 14.07.030(a)(14) or (15); the regulations must include

3 (A) a notice provision that alerts the district to the deficiencies  
4 and the instructional practice changes proposed by the department;

5 (B) an end date for departmental intervention, as described in  
6 AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three  
7 consecutive years of improvement consisting of not less than two percent  
8 increases in student proficiency on standards-based assessments in language  
9 arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

10 (C) a process for districts to petition the department for  
11 continuing or discontinuing the department's intervention;

12 (17) notify the legislative committees having jurisdiction over  
13 education before intervening in a school district under AS 14.07.030(a)(14) or  
14 redirecting public school funding under AS 14.07.030(a)(15);

15 **(18) establish a reading program to provide direct support for and**  
16 **intervention in the reading intervention programs of participating schools as**  
17 **described in AS 14.30.765 and 14.30.770;**

18 **(19) annually convene, either in person or electronically, a panel to**  
19 **review and comment on the effectiveness of the programs created by the**  
20 **department and the regulations adopted by the board to implement AS 14.03.410,**  
21 **14.03.420, AS 14.30.760 - 14.30.770, and 14.30.800; the panel**

22 **(A) shall provide recommendations and guidance to the**  
23 **board, the department, and the legislature on how to integrate early**  
24 **education and reading programs created under this title with tribal**  
25 **compacting or programs focused on cultural education within the**  
26 **department;**

27 **(B) shall discuss support for reading in Alaska Native**  
28 **languages and other non-English languages;**

29 **(C) must collectively represent the regions of the state and**  
30 **include teachers of grades kindergarten through three, school**  
31 **administrators, parents of students in grades kindergarten through three,**

1           stakeholders from indigenous language immersion programs,  
2           representatives from early education stakeholder groups, and researchers  
3           of best practices for improving literacy performance, including best  
4           practices for instruction of indigenous students and students whose first  
5           language is not English.

6       \* **Sec. 16.** AS 14.07.020(a), as amended by sec. 15 of this Act, is amended to read:

7           (a) The department shall

8                       (1) exercise general supervision over the public schools of the state  
9           except the University of Alaska;

10                      (2) study the conditions and needs of the public schools of the state,  
11           adopt or recommend plans, administer and evaluate grants to improve school  
12           performance awarded under AS 14.03.125, and adopt regulations for the improvement  
13           of the public schools; the department may consult with the University of Alaska to  
14           develop secondary education requirements to improve student achievement in college  
15           preparatory courses;

16                      (3) provide advisory and consultative services to all public school  
17           governing bodies and personnel;

18                      (4) prescribe by regulation a minimum course of study for the public  
19           schools; the regulations must provide that, if a course in American Sign Language is  
20           given, the course shall be given credit as a course in a foreign language;

21                      (5) establish, in coordination with the Department of Health and Social  
22           Services, a program for the continuing education of children who are held in juvenile  
23           detention facilities or juvenile treatment facilities, as those terms are defined in  
24           AS 47.12.990, in the state during the period of detention or treatment;

25                      (6) accredit those public schools that meet accreditation standards  
26           prescribed by regulation by the department; these regulations shall be adopted by the  
27           department and presented to the legislature during the first 10 days of any regular  
28           session, and become effective 45 days after presentation or at the end of the session,  
29           whichever is earlier, unless disapproved by a resolution concurred in by a majority of  
30           the members of each house;

31                      (7) prescribe by regulation, after consultation with the state fire

1 marshal and the state sanitarian, standards that will ensure healthful and safe  
2 conditions in the public and private schools of the state, including a requirement of  
3 physical examinations and immunizations in pre-elementary schools; the standards for  
4 private schools may not be more stringent than those for public schools;

5 (8) exercise general supervision over early education programs that  
6 receive direct state or federal funding, including early education programs provided by  
7 a school district for students four and five years of age [, APPROVE AN EARLY  
8 EDUCATION PROGRAM PROVIDED BY A SCHOOL DISTRICT THAT  
9 COMPLIES WITH THE STANDARDS ADOPTED BY THE BOARD UNDER  
10 AS 14.07.165(a)(5), AND REVOKE APPROVAL OF AN EARLY EDUCATION  
11 PROGRAM IF THE PROGRAM DOES NOT COMPLY WITH THE STANDARDS  
12 ADOPTED BY THE BOARD UNDER AS 14.07.165(a)(5)];

13 (9) exercise general supervision over elementary and secondary  
14 correspondence study programs offered by municipal school districts or regional  
15 educational attendance areas; the department may also offer and make available to any  
16 Alaskan through a centralized office a correspondence study program;

17 (10) accredit private schools that request accreditation and that meet  
18 accreditation standards prescribed by regulation by the department; nothing in this  
19 paragraph authorizes the department to require religious or other private schools to be  
20 licensed;

21 (11) review plans for construction of new public elementary and  
22 secondary schools and for additions to and major rehabilitation of existing public  
23 elementary and secondary schools and, in accordance with regulations adopted by the  
24 department, determine and approve the extent of eligibility for state aid of a school  
25 construction or major maintenance project; for the purposes of this paragraph, "plans"  
26 include educational specifications, schematic designs, projected energy consumption  
27 and costs, and final contract documents;

28 (12) provide educational opportunities in the areas of vocational  
29 education and training, and basic education to individuals over 16 years of age who  
30 are no longer attending school; the department may consult with businesses and labor  
31 unions to develop a program to prepare students for apprenticeships or internships that

1 will lead to employment opportunities;

2 (13) administer the grants awarded under AS 14.11;

3 (14) establish, in coordination with the Department of Public Safety, a  
4 school bus driver training course;

5 (15) require the reporting of information relating to school disciplinary  
6 and safety programs under AS 14.33.120 and of incidents of disruptive or violent  
7 behavior;

8 (16) establish by regulation criteria, based on low student performance,  
9 under which the department may intervene in a school district to improve instructional  
10 practices, as described in AS 14.07.030(a)(14) or (15); the regulations must include

11 (A) a notice provision that alerts the district to the deficiencies  
12 and the instructional practice changes proposed by the department;

13 (B) an end date for departmental intervention, as described in  
14 AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three  
15 consecutive years of improvement consisting of not less than two percent  
16 increases in student proficiency on standards-based assessments in language  
17 arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

18 (C) a process for districts to petition the department for  
19 continuing or discontinuing the department's intervention;

20 (17) notify the legislative committees having jurisdiction over  
21 education before intervening in a school district under AS 14.07.030(a)(14) or  
22 redirecting public school funding under AS 14.07.030(a)(15) [;

23 (18) ESTABLISH A READING PROGRAM TO PROVIDE DIRECT  
24 SUPPORT FOR AND INTERVENTION IN THE READING INTERVENTION  
25 PROGRAMS OF PARTICIPATING SCHOOLS AS DESCRIBED IN AS 14.30.765  
26 AND 14.30.770;

27 (19) ANNUALLY CONVENE, EITHER IN PERSON OR  
28 ELECTRONICALLY, A PANEL TO REVIEW AND COMMENT ON THE  
29 EFFECTIVENESS OF THE PROGRAMS CREATED BY THE DEPARTMENT  
30 AND THE REGULATIONS ADOPTED BY THE BOARD TO IMPLEMENT  
31 AS 14.03.410, 14.03.420, AS 14.30.760 - 14.30.770, AND 14.30.800; THE PANEL

1 (A) SHALL PROVIDE RECOMMENDATIONS AND  
 2 GUIDANCE TO THE BOARD, THE DEPARTMENT, AND THE  
 3 LEGISLATURE ON HOW TO INTEGRATE EARLY EDUCATION AND  
 4 READING PROGRAMS CREATED UNDER THIS TITLE WITH TRIBAL  
 5 COMPACTING OR PROGRAMS FOCUSED ON CULTURAL  
 6 EDUCATION WITHIN THE DEPARTMENT;

7 (B) SHALL DISCUSS SUPPORT FOR READING IN  
 8 ALASKA NATIVE LANGUAGES AND OTHER NON-ENGLISH  
 9 LANGUAGES;

10 (C) MUST COLLECTIVELY REPRESENT THE REGIONS  
 11 OF THE STATE AND INCLUDE TEACHERS OF GRADES  
 12 KINDERGARTEN THROUGH THREE, SCHOOL ADMINISTRATORS,  
 13 PARENTS OF STUDENTS IN GRADES KINDERGARTEN THROUGH  
 14 THREE, STAKEHOLDERS FROM INDIGENOUS LANGUAGE  
 15 IMMERSION PROGRAMS, REPRESENTATIVES FROM EARLY  
 16 EDUCATION STAKEHOLDER GROUPS, AND RESEARCHERS OF BEST  
 17 PRACTICES FOR IMPROVING LITERACY PERFORMANCE,  
 18 INCLUDING BEST PRACTICES FOR INSTRUCTION OF INDIGENOUS  
 19 STUDENTS AND STUDENTS WHOSE FIRST LANGUAGE IS NOT  
 20 ENGLISH].

21 \* **Sec. 17.** AS 14.07.020(c) is amended to read:

22 (c) In this section, "early education program" ["PRE-ELEMENTARY  
 23 SCHOOL"] means a program [SCHOOL] for children ages three through five years if  
 24 the program's [SCHOOL'S] primary function is educational.

25 \* **Sec. 18.** AS 14.07.030(a) is amended to read:

26 (a) The department may

27 (1) establish, maintain, govern, operate, discontinue, and combine area,  
 28 regional, and special schools;

29 (2) enter into contractual agreements with the Bureau of Indian Affairs  
 30 or with a school district to share boarding costs of secondary school students;

31 (3) provide for citizenship night schools when and where expedient;

1 (4) provide for the sale or other disposition of abandoned or obsolete  
2 buildings and other state-owned school property;

3 (5) prescribe a classification for items of expense of school districts;

4 (6) acquire and transfer personal property, acquire real property, and  
5 transfer real property to federal agencies, state agencies, or to political subdivisions;

6 (7) enter into contractual agreements with school districts to provide  
7 more efficient or economical education services; reasonable fees may be charged by  
8 the department to cover the costs of providing services under an agreement, including  
9 costs for professional services, reproduction or printing, and mailing and distribution  
10 of educational materials;

11 (8) provide for the issuance of elementary and secondary diplomas to  
12 persons not in school who have completed the equivalent of an 8th or 12th grade  
13 education, respectively, in accordance with standards established by the department;

14 (9) apply for, accept, and spend endowments, grants, and other private  
15 money available to the state for educational purposes in accordance with AS 37.07  
16 (Executive Budget Act);

17 (10) set student tuition and fees for educational and extracurricular  
18 programs and services provided and schools operated by the department under the  
19 provisions of (1) of this section and AS 14.07.020(a)(9), (11), and (12);

20 (11) charge fees to cover the costs of care and handling with respect to  
21 the acquisition, warehousing, distribution, or transfer of donated foods;

22 (12) establish and collect fees for the rental of school facilities and for  
23 other programs and services provided by the schools;

24 (13) develop a model curriculum and provide technical assistance for  
25 early childhood education programs;

26 (14) notwithstanding any other provision of this title, intervene in a  
27 school district to improve instructional practices under standards established by the  
28 department in regulation, including directing the

29 (A) employees identified by the department to exercise  
30 supervisory authority for instructional practices in the district or in a specified  
31 school;

1 (B) use of appropriations under this title for distribution to a  
2 district;

3 (15) notwithstanding any other provision of this title, redirect public  
4 school funding under AS 14.17 appropriated for distribution to a school district, after  
5 providing notice to the district and an opportunity for the district to respond, [WHEN]

6 (A) when necessary to contract for services to improve  
7 instructional practices in the district; [OR]

8 (B) when the district has failed to take an action required by  
9 the department to improve instructional practices in the district; if funding is  
10 redirected under this subparagraph, the department shall provide the redirected  
11 funding to the district when the department has determined that the required  
12 action is satisfactorily completed; or

13 (C) in accordance with AS 14.07.070, when the district has  
14 failed to comply with the school laws of the state or with the regulations  
15 adopted by the department.

16 \* Sec. 19. AS 14.07.050 is amended to read:

17 **Sec. 14.07.050. Selection of textbooks.** Textbooks for use in the public  
18 schools of the state, including a district offered statewide correspondence study  
19 program, shall be selected by district boards for district schools. Nothing in this  
20 section precludes

21 **(1)** a correspondence study student, or the parent or guardian of a  
22 correspondence study student, from privately obtaining or using textbooks or  
23 curriculum material not provided by the school district;

24 **(2) the department from selecting and purchasing supplementary**  
25 **reading textbooks and materials for school districts to support reading**  
26 **intervention services provided under AS 14.30.765 and 14.30.770.**

27 \* Sec. 20. AS 14.07.050, as amended by sec. 19 of this Act, is amended to read:

28 **Sec. 14.07.050. Selection of textbooks.** Textbooks for use in the public  
29 schools of the state, including a district offered statewide correspondence study  
30 program, shall be selected by district boards for district schools. Nothing in this  
31 section precludes

1 [(1)] a correspondence study student, or the parent or guardian of a  
 2 correspondence study student, from privately obtaining or using textbooks or  
 3 curriculum material not provided by the school district [;

4 (2) THE DEPARTMENT FROM SELECTING AND PURCHASING  
 5 SUPPLEMENTARY READING TEXTBOOKS AND MATERIALS FOR SCHOOL  
 6 DISTRICTS TO SUPPORT READING INTERVENTION SERVICES PROVIDED  
 7 UNDER AS 14.30.765 AND 14.30.770].

8 \* **Sec. 21.** AS 14.07.165(a) is amended to read:

9 (a) The board shall adopt

10 (1) statewide goals and require each governing body to adopt written  
 11 goals that are consistent with local needs;

12 (2) regulations regarding the application for and award of grants under  
 13 AS 14.03.125;

14 (3) regulations implementing provisions of AS 14.11.014(b);

15 (4) regulations requiring approval by the board before a charter school,  
 16 state boarding school, or a public school may provide domiciliary services;

17 (5) regulations establishing standards for an early education  
 18 program provided by a school district for children who are four and five years of  
 19 age; the regulations must include

20 (A) standards for a locally designed, evidence-based  
 21 program that meets Head Start Program Performance Standards and  
 22 other federal standards required for early education programs to receive  
 23 federal funding;

24 (B) a requirement that a teacher in charge of a program  
 25 hold a valid teacher certificate issued under AS 14.20 and

26 (i) have satisfactorily completed a minimum of six  
 27 credit hours in early childhood education or completes the  
 28 minimum credit hours within two years of the date the teacher's  
 29 employment with the early education program begins; or

30 (ii) have two or more years of experience teaching  
 31 kindergarten or another early education program and have

1 completed additional coursework related to reading instruction, as  
 2 required by the department;

3 (C) developmentally appropriate objectives for children  
 4 four and five years of age rather than academic standards appropriate for  
 5 older children; the objectives must allow school districts to adapt the  
 6 content of an early education program to be culturally responsive to local  
 7 communities;

8 (D) accommodations for the needs of all early education  
 9 children and their families regardless of socioeconomic circumstances;  
 10 and

11 (E) standards for day in session requirements appropriate  
 12 for children four and five years of age;

13 (6) regulations establishing standards for day in session  
 14 requirements appropriate for kindergarten students [REPEALED].

15 \* **Sec. 22.** AS 14.07.168 is amended to read:

16 **Sec. 14.07.168. Report to the legislature.** Not later than the 30th legislative  
 17 day of each regular session of the legislature, the board shall prepare and present in  
 18 person to the legislative committees having jurisdiction over education an annual  
 19 report that describes the efforts of the board to develop, maintain, and continuously  
 20 improve a comprehensive quality public education system, as provided for under the  
 21 bylaws of the board. The report must include

22 (1) a summary of the resolves and rationales provided in support of  
 23 policy decisions made under AS 14.03.015;

24 (2) program and curriculum changes made, discussed, or  
 25 recommended in meetings held under AS 14.07.125;

26 (3) additional information relevant to efforts made to improve and  
 27 maintain the public education system;

28 (4) a summary of implementation and utilization of the consortium  
 29 established under AS 14.30.800, including a review of consortium effectiveness  
 30 and the participation rates of districts, teachers, and students.

31 \* **Sec. 23.** AS 14.07.168, as amended by sec. 22 of this Act, is amended to read:

1           **Sec. 14.07.168. Report to the legislature.** Not later than the 30th legislative  
 2 day of each regular session of the legislature, the board shall prepare and present in  
 3 person to the legislative committees having jurisdiction over education an annual  
 4 report that describes the efforts of the board to develop, maintain, and continuously  
 5 improve a comprehensive quality public education system, as provided for under the  
 6 bylaws of the board. The report must include

7                   (1) a summary of the resolves and rationales provided in support of  
 8 policy decisions made under AS 14.03.015;

9                   (2) program and curriculum changes made, discussed, or  
 10 recommended in meetings held under AS 14.07.125;

11                   (3) additional information relevant to efforts made to improve and  
 12 maintain the public education system [;

13                   (4) A SUMMARY OF IMPLEMENTATION AND UTILIZATION  
 14 OF THE CONSORTIUM ESTABLISHED UNDER AS 14.30.800, INCLUDING A  
 15 REVIEW OF CONSORTIUM EFFECTIVENESS AND THE PARTICIPATION  
 16 RATES OF DISTRICTS, TEACHERS, AND STUDENTS].

17 \* **Sec. 24.** AS 14.07.180(a) is amended to read:

18           (a) Notwithstanding any other provision of law, the board shall establish  
 19 standards and a procedure for the review, ranking, and approval of mathematics and  
 20 English and language arts curricula for school districts to use in each grade level as  
 21 provided in this section. The board may include curricula delivered through virtual  
 22 education in the standards and procedure established under this subsection. **Standards**  
 23 **established for the review, ranking, and approval of language arts curricula for**  
 24 **early education programs and grades kindergarten through three must be based**  
 25 **on phonemic awareness, phonics, vocabulary development, reading fluency, oral**  
 26 **language skills, and reading comprehension.**

27 \* **Sec. 25.** AS 14.14.115(a) is amended to read:

28           (a) To encourage cooperative arrangements between school districts **and**  
 29 **between school districts and private businesses, nonprofit organizations, or**  
 30 **government agencies** to provide more efficient or economical administrative or  
 31 educational services, a school district may receive a one-time cooperative arrangement

1 grant from the department of up to \$100,000. The department shall ensure that  
 2 grant funds provided to districts under this section do not provide direct benefit  
 3 to private educational institutions.

4 \* **Sec. 26.** AS 14.17.470 is amended to read:

5 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,960  
 6 [\$5,930].

7 \* **Sec. 27.** AS 14.17.500 is amended by adding new subsections to read:

8 (d) Except as provided in (e) - (g) of this section, a student in a district-wide  
 9 early education program provided by a school district and approved by the department  
 10 under AS 14.07.020(a)(8) is counted as one-half of a full-time equivalent student.

11 (e) A school district may not include in a school's ADM students who are four  
 12 and five years of age if the students are enrolled in an early education program that  
 13 receives state or federal funding other than funding under this chapter.

14 (f) A school district may not include in a school's ADM students who are four  
 15 and five years of age if inclusion of the students would result in an increase of total  
 16 state aid attributable to district-wide early education programs approved under  
 17 AS 14.03.410 of more than \$3,000,000 from the previous fiscal year. The department  
 18 shall prioritize the funding of district-wide early education programs, giving priority to  
 19 school districts with lower performance, based on the department's ranking of districts  
 20 under AS 14.03.410(c). When the number of students in a district-wide early  
 21 education program will result in an increase of total state aid attributable to district-  
 22 wide early education programs approved under AS 14.03.410 of more than \$3,000,000  
 23 from the previous fiscal year, the department may identify the amount, up to  
 24 \$3,000,000, available for the district's district-wide early education program.

25 (g) For purposes of AS 14.09.010, a student in a district-wide early education  
 26 program provided by a school district and approved by the department under  
 27 AS 14.07.020(a)(8) is counted as a full-time equivalent student.

28 \* **Sec. 28.** AS 14.17.500(d), enacted by sec. 27 of this Act, is amended to read:

29 (d) A school district may not include in the school's ADM [EXCEPT AS  
 30 PROVIDED IN (e) - (g) OF THIS SECTION,] a student in a district-wide early  
 31 education program provided by the [A SCHOOL] district [AND APPROVED BY

1 THE DEPARTMENT UNDER AS 14.07.020(a)(8) IS COUNTED AS ONE-HALF  
2 OF A FULL-TIME EQUIVALENT STUDENT].

3 \* **Sec. 29.** AS 14.17.905(a) is amended to read:

4 (a) For purposes of this chapter, the determination of the number of schools in  
5 a district is subject to the following:

6 (1) a community with an ADM of at least 10, but not more than 100,  
7 shall be counted as one school;

8 (2) a community with an ADM of at least 101, but not more than 425,  
9 shall be counted as

10 (A) one elementary school, which includes those students in  
11 grades kindergarten through six **and, except as provided in AS 14.17.500, in**  
12 **an early education program provided by a school district and approved by**  
13 **the department under AS 14.07.020(a)(8);** and

14 (B) one secondary school, which includes students in grades  
15 seven through 12;

16 (3) in a community with an ADM of greater than 425, each facility that  
17 is administered as a separate school shall be counted as one school, except that each  
18 alternative school with an ADM of less than 175 shall be counted as a part of the  
19 school in the district with the highest ADM.

20 \* **Sec. 30.** AS 14.17.905(a), as amended by sec. 29 of this Act, is amended to read:

21 (a) For purposes of this chapter, the determination of the number of schools in  
22 a district is subject to the following:

23 (1) a community with an ADM of at least 10, but not more than 100,  
24 shall be counted as one school;

25 (2) a community with an ADM of at least 101, but not more than 425,  
26 shall be counted as

27 (A) one elementary school, which includes those students in  
28 grades kindergarten through six [AND, EXCEPT AS PROVIDED IN  
29 AS 14.17.500, IN AN EARLY EDUCATION PROGRAM PROVIDED BY A  
30 SCHOOL DISTRICT AND APPROVED BY THE DEPARTMENT UNDER  
31 AS 14.07.020(a)(8)]; and

1 (B) one secondary school, which includes students in grades  
2 seven through 12;

3 (3) in a community with an ADM of greater than 425, each facility that  
4 is administered as a separate school shall be counted as one school, except that each  
5 alternative school with an ADM of less than 175 shall be counted as a part of the  
6 school in the district with the highest ADM.

7 \* Sec. 31. AS 14.20.015(c) is amended to read:

8 (c) The preliminary teacher certificate issued under this section must contain  
9 the same endorsements as those on the current valid teacher certificate issued by the  
10 other state. However, before teaching students in grades kindergarten through  
11 three, a teacher certificated under this section must complete coursework,  
12 training, or testing requirements, and demonstrate proficiency as determined by  
13 the department, in phonemic awareness, phonics, vocabulary development,  
14 reading fluency, oral language skills, and reading comprehension approved by  
15 the board in regulation. A teacher may apply coursework, training, or testing  
16 requirements completed under this subsection toward continuing education  
17 requirements established by the board in regulation.

18 \* Sec. 32. AS 14.20.015(c), as amended by sec. 31 of this Act, is amended to read:

19 (c) The preliminary teacher certificate issued under this section must contain  
20 the same endorsements as those on the current valid teacher certificate issued by the  
21 other state. [HOWEVER, BEFORE TEACHING STUDENTS IN GRADES  
22 KINDERGARTEN THROUGH THREE, A TEACHER CERTIFICATED UNDER  
23 THIS SECTION MUST COMPLETE COURSEWORK, TRAINING, OR TESTING  
24 REQUIREMENTS IN PHONEMIC AWARENESS, PHONICS, VOCABULARY  
25 DEVELOPMENT, READING FLUENCY, ORAL LANGUAGE SKILLS, AND  
26 READING COMPREHENSION APPROVED BY THE BOARD IN REGULATION.  
27 A TEACHER MAY APPLY COURSEWORK, TRAINING, OR TESTING  
28 REQUIREMENTS COMPLETED UNDER THIS SUBSECTION TOWARD  
29 CONTINUING EDUCATION REQUIREMENTS ESTABLISHED BY THE  
30 BOARD IN REGULATION.]

31 \* Sec. 33. AS 14.20.020(i) is amended to read:

1 (i) A [BEGINNING ON JULY 1, 1998, A] person is not eligible for an initial  
2 regular teacher certificate unless the person has taken and successfully completed a  
3 competency examination or examinations designated, at the time the person took the  
4 test, by the board. The board shall review nationally recognized examinations that are  
5 designed to test the competency of new teachers and shall designate those  
6 examinations that it finds adequately test the skills and abilities of new teachers. For  
7 each examination designated under this subsection, the board shall establish the  
8 minimum acceptable level of performance, **including a passing score. The board**  
9 **shall reevaluate the passing score for a competency examination at least once**  
10 **every five years and shall review each examination designated by the board at**  
11 **least once every three years. The board shall prioritize the review of those**  
12 **examinations for which the minimum passing score deviates the most from the**  
13 **mean passing score adopted by other jurisdictions. When reevaluating a passing**  
14 **score for a competency examination, the board shall consider the historical effect**  
15 **of the established passing score, the potential effect of changing the passing score,**  
16 **and the passing score currently used for the examination by other jurisdictions.**  
17 **The board may allow a teacher who passed a comparable competency**  
18 **examination required by another jurisdiction to use a score from the other**  
19 **jurisdiction to satisfy the competency examination requirements under this**  
20 **subsection. The board shall adopt regulations to implement this subsection. A**  
21 **regulation that changes the passing score on a competency examination takes**  
22 **effect on the date that is one year after the date the board adopts the regulation,**  
23 **or a later date prescribed by the board. In this subsection, "competency**  
24 **examination" includes a basic competency examination with components in**  
25 **reading, writing, and mathematics and a subject area examination that is specific**  
26 **to the subject area in which the teacher will be teaching.**

27 \* **Sec. 34.** AS 14.20.020 is amended by adding a new subsection to read:

28 (l) Before teaching students in grades kindergarten through three, a teacher  
29 certificated under this section must complete coursework, training, or testing  
30 requirements in phonemic awareness, phonics, vocabulary development, reading  
31 fluency, oral language skills, and reading comprehension approved by the board in

1 regulation. A teacher may apply coursework, training, or testing requirements  
 2 completed under this subsection toward continuing education requirements established  
 3 by the board in regulation.

4 \* **Sec. 35.** AS 14.30 is amended by adding new sections to read:

5 **Article 15. Reading Intervention.**

6 **Sec. 14.30.760. Statewide screening and support.** (a) To implement the  
 7 district reading intervention services established under AS 14.30.765, the department  
 8 shall

9 (1) adopt a statewide screening tool to administer to students in grades  
 10 kindergarten through three to identify students with reading deficiencies, including  
 11 students with characteristics of dyslexia; the screening tool must evaluate

12 (A) phonemic awareness, letter naming fluency, letter sound  
 13 fluency, and letter word sound fluency of students in kindergarten;

14 (B) letter word sound fluency and oral reading fluency of  
 15 students in grade one;

16 (C) vocabulary and oral reading fluency of students in grades  
 17 two and three;

18 (2) support teachers of grades kindergarten through three by

19 (A) administering the statewide screening tool three times each  
 20 school year, once in the fall, once in the winter, and once in the spring, to all  
 21 students in grades kindergarten through three, with the exception of students  
 22 who demonstrate sufficient reading skills on the first screening of the school  
 23 year;

24 (B) providing methods to monitor student progress;

25 (C) providing targeted instruction based on student needs as  
 26 determined by the results of the screening tool; and

27 (D) providing additional assistance as determined by the  
 28 department;

29 (3) provide training to school district staff related to using the results  
 30 of the statewide screening tool and understanding evidence-based reading  
 31 interventions, including explicit and systematic instruction in phonemic awareness,

1 phonics, vocabulary development, reading fluency, oral language skills, and reading  
2 comprehension;

3 (4) require that districts identify the early education programs attended  
4 by students and report to the department the average score on each performance  
5 screening tool by students in grades kindergarten through three who

6 (A) attended a state-approved early education program;

7 (B) attended a Head Start program;

8 (C) attended a private early education program;

9 (D) did not attend an early education program;

10 (5) establish a process that allows the commissioner to waive, upon  
11 request, use of the statewide screening tool required under this subsection by a school  
12 district if the school district has adopted an evidence-based reading screening tool and  
13 the screening tool is approved by the department;

14 (6) review, approve, and assist districts developing alternative  
15 standardized reading screening tools in any language for use by school districts.

16 (b) In adopting a statewide screening tool under (a)(1) of this section, the  
17 department shall consider the following factors:

18 (1) the amount of time needed to administer the screening with the  
19 intention of minimizing effects on instructional time;

20 (2) the time frame for reporting screening results to teachers,  
21 administrators, and parents or guardians;

22 (3) the integration of the screening with student instruction and  
23 department support;

24 (4) recommendations from a task force, working group, or committee  
25 created by law and charged with studying issues related to reading proficiency and  
26 reading deficiencies; and

27 (5) whether the screening tool is culturally responsive.

28 **Sec. 14.30.765. Reading intervention services and strategies; progression.**

29 (a) Each school district shall offer intensive reading intervention services to students  
30 in grades kindergarten through three who exhibit a reading deficiency to assist  
31 students in achieving reading proficiency at or above grade level by the end of grade

1 three. The district shall provide the intensive reading intervention services in addition  
2 to the core reading instruction that is provided to all students in the general education  
3 classroom. The intensive reading intervention services must, to the extent practicable,

4 (1) be provided by a district reading teacher, or paraprofessional under  
5 the supervision of a reading teacher, to all students in grades kindergarten through  
6 three who are determined to have a reading deficiency based on the statewide  
7 screening tool adopted under AS 14.30.760(a)(1);

8 (2) provide explicit and systematic instruction in phonemic awareness,  
9 phonics, vocabulary development, reading fluency, oral language skills, and reading  
10 comprehension, as necessary;

11 (3) use evidence-based reading intervention methods that have shown  
12 proven results in accelerating student reading achievement within a single school year;

13 (4) include instruction with detailed explanations, extensive  
14 opportunities for guided practice, and opportunities for error correction and feedback;

15 (5) incorporate daily targeted small group reading instruction based on  
16 student needs, either in person or online;

17 (6) monitor the reading progress of each student's reading skills  
18 throughout the school year and adjust instruction according to student needs;

19 (7) be implemented during regular school hours through any available  
20 method, including in person or through online delivery by teachers or specialty  
21 reading coaches;

22 (8) be implemented outside of regular school hours, as directed in the  
23 student's individual reading improvement plan under (b) of this section, for a student  
24 who scores at the lowest achievement level on the statewide screening tool;

25 (9) be reviewed based on a department-approved response to  
26 intervention or multi-tiered system support models, addressing additional support and  
27 services needed to remedy identified needs; and

28 (10) support reading intervention at home by parents or guardians by  
29 offering a list of adult literacy resources and organizations, providing opportunities for  
30 parent or guardian participation in training workshops, and encouraging regular parent  
31 or guardian-guided home reading activities.

1 (b) In addition to the reading intervention services provided under (a) of this  
2 section, a school district shall provide an individual reading improvement plan for  
3 each student in grades kindergarten through three who is determined to have a reading  
4 deficiency based on the statewide screening tool. An individual reading improvement  
5 plan developed under this section must

6 (1) be implemented not later than 30 days after identification of the  
7 reading deficiency;

8 (2) be created by the student's reading teacher in consultation with the  
9 school principal, the student's parent or guardian, and other pertinent district staff;

10 (3) describe the evidence-based reading intervention services the  
11 student will receive to achieve and demonstrate sufficient reading skills;

12 (4) provide reading intervention services outside of regular school  
13 hours for a student who scores at the lowest achievement level on the statewide  
14 screening tool consistent with (a)(8) of this section;

15 (5) include a process for monitoring progress and adjusting the plan  
16 based on student needs;

17 (6) provide to the student's parent or guardian at least 10 reading  
18 progress updates each school year;

19 (7) be culturally responsive; and

20 (8) support the student reading at home with a parent or guardian by  
21 offering a list of adult literacy resources and organizations, providing opportunities for  
22 parent or guardian participation in training workshops, and encouraging regular parent  
23 or guardian-guided home reading activities.

24 (c) If at any time during the school year a student in grades kindergarten  
25 through three demonstrates a reading deficiency, the district or school shall notify the  
26 student's parent or guardian. The initial notification must

27 (1) be provided to the student's parent or guardian not later than 15  
28 days after identification of the reading deficiency;

29 (2) state that the district identified the student as having a reading  
30 deficiency and that a reading improvement plan will be developed under (b) of this  
31 section;

1 (3) describe current services that the district is providing to the student;

2 (4) describe the proposed evidence-based reading intervention and  
3 supplemental instructional services and supports that the district will provide to the  
4 student to improve the identified area of reading deficiency;

5 (5) explain that the district or school will inform the parent or guardian  
6 orally or in writing, as selected by the parent or guardian, of the student's progress  
7 toward grade level reading as outlined in the student's individual reading improvement  
8 plan;

9 (6) identify strategies for the parent or guardian to use at home to help  
10 the student succeed in reading;

11 (7) explain that if the student has a reading deficiency at the end of the  
12 school year and is in grades kindergarten through two, the student's progression may  
13 be delayed unless the student has previously not progressed to the next grade;

14 (8) explain that a student in grade three should demonstrate sufficient  
15 reading skills to progress to grade four under (e) of this section, unless the student  
16 receives a waiver under (f) of this section or has previously not progressed to the next  
17 grade;

18 (9) explain the process and deadline to request a waiver under (f) of  
19 this section; and

20 (10) identify mid-year progression as an option for students who do  
21 not progress to the next grade.

22 (d) If it is determined, based on a statewide screening administered in the  
23 spring, that a student in grades kindergarten through two has a reading deficiency, the  
24 student's teacher and other pertinent district staff shall notify and attempt to meet with  
25 the student's parent or guardian to explain that the student will not be able to maintain  
26 adequate academic progress at the next grade level. School staff shall work with the  
27 parent or guardian to schedule a date, time, and place for the meeting, to be held not  
28 later than 45 days before the end of the school year. Following that meeting, the parent  
29 or guardian shall determine whether the student will progress to the next grade. If no  
30 parent or guardian attends the meeting or if the parent or guardian does not determine  
31 whether the student will progress to the next grade, the superintendent or the

1 superintendent's designee shall, after considering the student's best interest and  
2 whether the student has previously not progressed to the next grade, determine  
3 whether the student will progress to the next grade.

4 (e) A student in grade three should demonstrate sufficient reading skills to  
5 progress to grade four. A student demonstrates sufficient reading skills to progress to  
6 grade four by

7 (1) scoring at grade level or higher on the statewide screening tool or  
8 on the statewide summative assessment;

9 (2) achieving an acceptable score on an alternative standardized  
10 reading screening as determined and approved by the department; or

11 (3) demonstrating mastery of reading standards through a student  
12 reading portfolio based on criteria established by the department.

13 (f) If it is determined, based on a statewide screening administered in the  
14 spring, that a student in grade three has a reading deficiency, and the student does not  
15 demonstrate sufficient reading skills to progress to grade four under (e) of this section,  
16 the student's teacher and other pertinent district staff shall notify and attempt to meet  
17 with the student's parent or guardian to explain that the student is not prepared to  
18 progress to grade four. School staff shall work with the parent or guardian to schedule  
19 a date, time, and place for the meeting, to be held not later than 45 days before the end  
20 of the school year. Following that meeting, the parent or guardian may decide that the  
21 student will not progress to grade four or decide to progress the student to grade four  
22 by signing a waiver developed by the department acknowledging that the student is  
23 not prepared and agreeing that the student will participate in an additional 20 hours of  
24 individual reading improvement plan intervention services during the summer before  
25 the student enters grade four. If no parent or guardian attends the meeting or if the  
26 parent or guardian does not determine whether the student will progress to the next  
27 grade, the superintendent or the superintendent's designee shall, after considering the  
28 student's best interests and whether the student has previously not progressed to the  
29 next grade, determine whether the student will progress to grade four.

30 (g) A superintendent or superintendent's designee may exempt a student from  
31 delayed progression when progression is in the student's best interests. When

1 determining if progression is in a student's best interests, the superintendent or  
2 superintendent's designee shall consider whether

3 (1) the student has received intensive reading intervention services for  
4 two or more years and still demonstrates a reading deficiency;

5 (2) the student's primary language is a language other than English;  
6 and

7 (3) the student has a disability and has an individualized education  
8 plan under AS 14.30.278 or a plan under 29 U.S.C. 794.

9 (h) If no parent or guardian attends the meeting, and a superintendent or  
10 superintendent's designee decides that a student in grades kindergarten through three  
11 will not progress to the next grade under (d) or (f) of this section, the district or school  
12 in which the student is enrolled shall provide immediate oral and written notification  
13 to the student's parent or guardian. The written notification must explain that the  
14 parent or guardian may reschedule the meeting provided under (d) or (f) of this section  
15 and that during a meeting

16 (1) for a student in grades kindergarten through two, the parent or  
17 guardian may decide to progress the student; and

18 (2) for a student in grade three, the parent or guardian may decide to  
19 progress the student to grade four by signing a waiver under (f) of this section.

20 (i) For a student who does not progress to the next grade under (d) or (f) of  
21 this section, or who progresses to the next grade with a waiver under (f) of this  
22 section, the district in which the student is enrolled shall

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

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

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

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

31 (B) supplemental tutoring offered by a person with specialized

1 reading training;

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

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

8 (j) For a student who does not progress to grade one, grade two, or grade three  
9 under (d) of this section, the district in which the student is enrolled shall, upon  
10 request by the student's parent or guardian, develop a plan for the student's mid-year  
11 progression.

12 (k) A school district shall adopt a policy providing for mid-year progression of  
13 a student who does not progress to grade four under (f) of this section if the student

14 (1) demonstrates sufficient reading skills to progress to grade four on  
15 the fall or winter statewide screening; and

16 (2) meets additional requirements determined by the district, including  
17 satisfactory achievement in other subject areas.

18 (l) A district shall, for the remainder of the academic year, and, if necessary,  
19 for additional school years, continue to implement an individual reading improvement  
20 plan for a student promoted mid-year under (j) or (k) of this section.

21 (m) Unless a parent or guardian decides that a student will not progress to the  
22 next grade under (d) or (f) of this section, a district or school may not delay the  
23 student's progression under this section if the student previously did not progress to  
24 the next grade.

25 (n) In this section, "reading teacher" means a teacher who

26 (1) holds a valid teacher certificate under AS 14.20;

27 (2) has demonstrated effectiveness in instructing students to read at or  
28 above grade level as measured by student reading performance data and in teacher  
29 performance evaluations; and

30 (3) meets the requirements established by the state Board of Education  
31 and Early Development in regulation.

1           **Sec. 14.30.770. Department reading program.** (a) The department shall  
2 establish a reading program to provide direct support for and intervention in intensive  
3 reading intervention services annually in the lowest-performing 25 percent of schools  
4 serving students in grades kindergarten through three as determined under  
5 AS 14.03.123. The department shall determine how many schools may be adequately  
6 served by the department's reading specialists and select schools from the lowest-  
7 performing 25 percent of schools to participate in the reading program. A school  
8 participating in the reading program that remains in the lowest-performing 25 percent  
9 of schools as determined under AS 14.03.123 may apply to participate in the reading  
10 program again in the following school year. State funding provided to participating  
11 schools for implementation of the reading program is in addition to the amount of  
12 funding provided under AS 14.17. In conducting the program, the department shall

13                           (1) use the accountability system established in AS 14.03.123 to  
14 identify low performing schools;

15                           (2) establish an application process for school districts to apply to  
16 participate in the program;

17                           (3) select low performing schools from the schools that apply to  
18 participate in the program;

19                           (4) employ and assign reading specialists to direct the implementation  
20 of the intensive reading intervention services established under AS 14.30.765 by

21   (A) modeling effective instructional strategies for teachers by  
22 working regularly with students as a class, in small groups, or individually;

23   (B) coaching and mentoring teachers and staff in reading  
24 instruction with an emphasis on prioritizing time in a manner that has the  
25 greatest positive effects on student achievement;

26   (C) training teachers in data analysis and using data to  
27 differentiate instruction;

28   (D) leading and supporting reading leadership teams; and

29   (E) reporting on school and student performance to the  
30 department;

31                           (5) establish a reporting process for each reading specialist to submit

1 updates to the department on implementation of the program;

2 (6) work with reading specialists to create specific improvement goals  
3 for each school selected, including measures of interim progress;

4 (7) select and purchase additional reading material for each school  
5 selected to supplement the intensive reading intervention services;

6 (8) pay travel and associated costs for a reading specialist to attend  
7 relevant training sessions identified by or hosted by the department;

8 (9) periodically review staff development programs for their  
9 effectiveness in developing reading skills and, after consultation with school districts  
10 and experts, recommend to the board for approval staff development programs that

11 (A) have been proven to assess and accelerate student progress  
12 toward reaching reading competency;

13 (B) provide explicit and systematic skill development in the  
14 areas of phonemic awareness, phonics, vocabulary development, reading  
15 fluency, oral language skills, and reading comprehension;

16 (C) are evidence-based and reliable;

17 (D) provide initial and ongoing analysis of student progress  
18 toward reaching reading competency; and

19 (E) include texts on core academic content to assist students in  
20 maintaining or meeting grade-appropriate proficiency in academic subjects in  
21 addition to reading.

22 (b) A school selected to participate in the reading program established under  
23 this section shall

24 (1) ensure that a reading specialist assigned to the school is not  
25 required to perform functions that divert from the duties the department has assigned  
26 to the reading specialist;

27 (2) coordinate with the reading specialist or specialists to redesign the  
28 school's daily schedule to dedicate time to reading program activities, including  
29 intensive reading intervention services identified in a written agreement between the  
30 school and the department;

31 (3) present on the reading program established under this section and

1 the intensive reading intervention services established under AS 14.30.765 at a public  
2 meeting; the presentation must include

3 (A) the data the department used to identify the school as  
4 eligible for the reading program;

5 (B) a detailed overview of the reading program and intensive  
6 reading intervention services;

7 (C) a timeline for implementing the intensive reading  
8 intervention services and meeting reading improvement goals; and

9 (D) the implications of the program for students, families, and  
10 educators;

11 (4) provide notice of the public meeting required under (3) of this  
12 subsection to the parent or guardian of each student at least seven days before the date  
13 of the meeting;

14 (5) present an annual update on the school's implementation of the  
15 reading program and intensive reading intervention services at a public meeting with  
16 notice provided to the parent or guardian of each student at least seven days before the  
17 date of the meeting;

18 (6) create partnerships between the school, the families of students,  
19 and the community that focus on promoting reading and increasing the amount of time  
20 that students spend reading.

21 (c) The department shall publish on the department's Internet website and  
22 make available to the public

23 (1) a completed application from each school selected to participate in  
24 the reading program; and

25 (2) the reading program and intensive reading intervention services  
26 implemented by each school selected to participate.

27 (d) The department may employ a person as a reading specialist under this  
28 section if the person

29 (1) holds a valid teacher certificate issued under AS 14.20;

30 (2) has completed an approved graduate program at an approved  
31 institution of higher education and

1 (A) has completed a supervised practicum or internship as a  
2 reading specialist; or

3 (B) has at least three years of full-time, demonstrated  
4 classroom teaching experience where reading instruction was a primary  
5 responsibility;

6 (3) is knowledgeable about and demonstrates competency in reading  
7 instruction, including

8 (A) an understanding of phonemic awareness, phonics,  
9 vocabulary development, reading fluency, oral language skills, and reading  
10 comprehension;

11 (B) knowledge of and experience in implementing effective  
12 reading instruction strategies and intervention methods;

13 (C) experience in designing and implementing a school-wide  
14 response to intervention program or multi-tiered system support model;

15 (D) an understanding of and experience in reading screenings  
16 and data analyses that inform instruction;

17 (E) knowledge of dyslexia and other learning disorders that  
18 affect reading achievement;

19 (F) knowledge of and an ability to effectively articulate the  
20 methods, issues, and resources involved in support of student instruction to a  
21 wide variety of audiences, including staff, parents, and students whose primary  
22 language is other than English; and

23 (4) meets other reading instruction coursework requirements  
24 established by the department in regulation, including coursework in indigenous  
25 language learning and culturally responsive education established in regulation by the  
26 department in collaboration with indigenous language stakeholders.

27 **Sec. 14.30.775. Regulation.** The department shall, by regulation, define  
28 "dyslexia" for the purposes of AS 14.30.760 - 14.30.780. The department shall  
29 consider the meaning of "dyslexia" given by the International Dyslexia Association  
30 when adopting the definition by regulation.

31 **Sec. 14.30.780. Definitions.** In AS 14.30.760 - 14.30.780,

1 (1) "district" has the meaning given in AS 14.17.990;

2 (2) "evidence-based reading intervention" means an intervention based  
3 on reliable, trustworthy, and valid evidence that has a demonstrated record of success  
4 in adequately increasing a student's reading competency in the areas of phonemic  
5 awareness, phonics, vocabulary development, reading fluency, oral language skills,  
6 and reading comprehension.

7 \* **Sec. 36.** AS 14.30 is amended by adding a new section to read:

8 **Article 16. Virtual Education.**

9 **Sec. 14.30.800. Virtual education consortium.** (a) The department shall, in  
10 cooperation with school districts, establish a virtual education consortium for the  
11 purpose of making virtual education and professional development resources available  
12 to students and teachers in the state. The department shall establish standards for  
13 consortium resources. The consortium shall create and maintain a database of virtual  
14 education courses for students, training in virtual instruction for teachers, and  
15 professional development courses for teachers of students throughout the state if the  
16 coursework curriculum meets the state standards established by the department. The  
17 database must be accessible to all school districts that participate in the consortium.

18 (b) For teachers delivering or facilitating virtual coursework to students  
19 through the consortium database, the consortium shall provide training and  
20 professional development on virtual instruction methods and the differences between  
21 virtual instruction and instruction offered in a classroom. A teacher may not provide  
22 instruction through a course for students that is in the database unless

23 (1) the teacher has completed the training or professional development  
24 provided by the consortium; or

25 (2) the consortium determines that the teacher's previous experience  
26 has prepared the teacher to provide virtual instruction and the teacher demonstrates the  
27 skills necessary to provide virtual instruction.

28 (c) The consortium shall employ a reading specialist available to school  
29 districts to provide virtual intensive reading intervention services. The duties of the  
30 reading specialist include

31 (1) modeling effective instructional strategies for teachers by working

1 regularly with students as a class, in small groups, or individually;

2 (2) coaching and mentoring teachers and staff in reading instruction  
3 with an emphasis on prioritizing time in a manner that has the greatest positive effects  
4 on student achievement;

5 (3) training teachers in data analysis and using data to differentiate  
6 instruction;

7 (4) leading and supporting reading leadership teams; and

8 (5) reporting on school and student performance to the department.

9 (d) The department may require a school district that participates in the  
10 consortium to pay a fee to the consortium. If the department requires a fee, the  
11 department shall establish the fee in regulations, based on a recommendation made by  
12 the consortium, and may adjust the fee annually as necessary. The fees must  
13 approximately equal the consortium's prorated administrative costs related to  
14 reviewing and approving courses and maintaining the database.

15 (e) A school district that provides a course included in the database may  
16 charge a fee to the school district in which a student who takes the course is enrolled.  
17 The department shall establish the fee in regulations.

18 (f) The consortium may require, as a condition of participation, that school  
19 districts that provide courses or have students participating in courses included in the  
20 database under (a) of this section adopt the same school term and class schedule for all  
21 or part of a school day. The school term must meet the requirements of AS 14.03.030.

22 (g) In this section, "virtual education" or "virtual instruction" means  
23 instruction delivered through telecommunications or another digital or electronic  
24 method."  
25

26 Page 1, line 5:

27 Delete "**Section 1**"

28 Insert "**Sec. 37**"

29  
30 Renumber the following bill sections accordingly.

31

1 Page 3, following line 13:

2 Insert new bill sections to read:

3 **"\* Sec. 43.** AS 14.60.010 is amended by adding new paragraphs to read:

4 (9) "culturally responsive" means showing respect for and recognition  
5 of the traditions, beliefs, languages, values, and practices of the local culture that has  
6 historically been present in the geographic area being served;

7 (10) "parent" or "guardian" includes a natural, adoptive, and foster  
8 parent, stepparent, legal guardian, relative, and other adult person with whom a  
9 student has resided and who has acted as a parent in providing for the student or has  
10 been responsible for the student's welfare for a continuous period.

11 **\* Sec. 44.** AS 47.17.290(12) is amended to read:

12 (12) "organization" means a group or entity that provides care and supervision  
13 for compensation to a child not related to the caregiver, and includes a child care facility, pre-  
14 elementary school, **early education program**, head start center, child foster home, residential  
15 child care facility, recreation program, children's camp, and children's club;

16 **\* Sec. 45.** AS 14.03.080(d) and 14.03.290(4) are repealed.

17 **\* Sec. 46.** AS 14.03.120(h), 14.03.410, 14.03.420; AS 14.17.500(e), 14.17.500(f),  
18 14.17.500(g); AS 14.20.020(l); AS 14.30.760, 14.30.765, 14.30.770, 14.30.775, 14.30.780,  
19 and 14.30.800 are repealed.

20 **\* Sec. 47.** The uncodified law of the State of Alaska is amended by adding a new section to  
21 read:

22 VIRTUAL EDUCATION AVAILABILITY DEADLINE. The Department of  
23 Education and Early Development shall make available virtual education courses and  
24 professional development resources under sec. 36 of this Act on or before July 1, 2024.

25 **\* Sec. 48.** The uncodified law of the State of Alaska is amended by adding a new section to  
26 read:

27 APPLICABILITY. Section 34 of this Act applies,

28 (1) on the effective date of sec. 34 of this Act, to teachers who begin teaching  
29 students in grades kindergarten through three on and after the effective date of sec. 34 of this  
30 Act;

31 (2) on July 1, 2024, to teachers who began teaching students in grades

1 kindergarten through three before the effective date of sec. 34 of this Act.

2 \* **Sec. 49.** The uncodified law of the State of Alaska is amended by adding a new section to  
3 read:

4 REPORT TO THE LEGISLATURE. Not later than the thirtieth day of the First  
5 Regular Session of the Thirty-Eighth Alaska State Legislature, the Department of Education  
6 and Early Development shall prepare and present to the legislative committees having  
7 jurisdiction over education a report evaluating the virtual education consortium established  
8 under AS 14.30.800 and the following programs established under this Act: the early  
9 education program, the parents as teachers program, the reading intervention program, and the  
10 department reading program. The report must include

11 (1) data analysis conducted by an independent contractor evaluating the  
12 success of each program, including

13 (A) statistics measuring the effectiveness of each program in  
14 accomplishing the program mission;

15 (B) the cost-effectiveness of each program;

16 (C) trends in reading screening scores by each group of students listed  
17 in AS 14.30.760(a)(4) as the students progress through grade eight;

18 (2) recommendations from the panels convened under AS 14.07.020(a)(19);

19 and

20 (3) recommendations from the Department of Education and Early  
21 Development addressing whether to extend, expand, contract, or repeal each program.

22 \* **Sec. 50.** The uncodified law of the State of Alaska is amended by adding a new section to  
23 read:

24 TRANSITION. The number of district-wide early education programs that the  
25 department approves under AS 14.03.410 in the fiscal year beginning July 1, 2022, may not  
26 result in more than \$3,000,000 of total state aid attributable to early education programs. In  
27 the fiscal year beginning July 1, 2023, the number of district-wide early education programs  
28 that the department approves may not result in an increase from the prior fiscal year of more  
29 than \$3,000,000 of total state aid attributable to early education programs.

30 \* **Sec. 51.** The uncodified law of the State of Alaska is amended by adding a new section to  
31 read:

1           TRANSITION: REGULATIONS. The Department of Education and Early  
2 Development and the state Board of Education and Early Development may adopt regulations  
3 necessary to implement the changes made by secs. 1 - 36 and 43 - 50 of this Act. The  
4 regulations take effect under AS 44.62 (Administrative Procedure Act), but a regulation may  
5 not take effect before the effective date of the relevant provision of this Act implemented by  
6 the regulation."

7  
8 Renumber the following bill sections accordingly.

9  
10 Page 3, line 16:

11           Delete "Section 6"

12           Insert "Section 42"

13  
14 Page 3, line 17:

15           Delete all material and insert:

16       **"\* Sec. 53.** Section 51 of this Act takes effect immediately under AS 01.10.070(c).

17       **\* Sec. 54.** Sections 37 - 42 and 52 of this Act take effect July 1, 2022.

18       **\* Sec. 55.** Sections 4, 6, 8, 11, 12, 16, 20, 23, 28, 30, 32, and 46 of this Act take effect  
19 June 30, 2034.

20       **\* Sec. 56.** Except as provided in secs. 53 - 55 of this Act, this Act takes effect July 1, 2023."