

HOUSE BILL NO. 383

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-THIRD LEGISLATURE - SECOND SESSION

BY REPRESENTATIVE GALVIN

Introduced: 2/20/24

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to education; providing for an effective date by repealing the effective**
2 **date of secs. 4, 6, 8, 11, 12, 16, 20, 23, 28, 30, 33, and 47, ch. 40, SLA 2022; and providing**
3 **for an effective date."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 * **Section 1.** AS 14.03.072 is amended by adding a new subsection to read:

6 (c) Each school district shall periodically request feedback and engage with
7 parents and guardians of students enrolled in kindergarten through grade three in a
8 public school in the state on home reading plans. The feedback and engagement must
9 include discussions of home reading practices when teachers meet with parents or
10 guardians.

11 * **Sec. 2.** AS 14.03 is amended by adding a new section to read:

12 **Sec. 14.03.165. Class size.** (a) A school may not place more than 15 students
13 in grades kindergarten through three in a classroom during any student instruction
14 period.

(b) A school may not place more than 25 students in grades four through 12 in a classroom during any student instruction period.

* **Sec. 3.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **\$7,942** [\$5,960].

* **Sec. 4.** AS 14.30.760(a) is amended to read:

(a) To implement the district reading intervention services established under AS 14.30.765, the department shall

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

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

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

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

(2) support teachers of grades kindergarten through three by

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

(B) providing methods to monitor student progress;

(C) providing targeted instruction **and intervention plans developed with parent or guardian participation** based on student needs as determined by the results of the screening tool; and

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

(3) provide training to school district staff related to using the results of the statewide screening tool and understanding evidence-based reading

1 interventions, including explicit and systematic instruction in phonemic awareness,
 2 phonics, vocabulary development, reading fluency, oral language skills, and reading
 3 comprehension;

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

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

8 (B) attended a head start program;

9 (C) attended a private early education program;

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

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

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

17 **(7) require that school districts incorporate in reading intervention**
 18 **services family engagement best practices from the Department of Education and**
 19 **Early Development December 2010 Family Engagement Action Plan, including**
 20 **the components welcoming every family, two-way communication, sharing**
 21 **power, and supporting student success.**

22 * **Sec. 5.** AS 14.30.765(a) is amended to read:

23 (a) Each school district shall offer intensive reading intervention services to
 24 students in grades kindergarten through three who exhibit a reading deficiency to
 25 assist students in achieving reading proficiency at or above grade level by the end of
 26 grade three. The district shall provide the intensive reading intervention services in
 27 addition to the core reading instruction that is provided to all students in the general
 28 education classroom. The intensive reading intervention services must [, TO THE
 29 EXTENT PRACTICABLE,]

30 (1) be provided **in small groups** by a district reading teacher, or
 31 paraprofessional under the supervision of a reading teacher, to all students in grades

1 kindergarten through three who are determined to have a reading deficiency based on
 2 the statewide screening tool adopted under AS 14.30.760(a)(1);

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

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

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

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

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

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

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

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

23 (10) support reading intervention at home by parents or guardians by
 24 offering a list of adult literacy resources and organizations, providing opportunities for
 25 parent or guardian participation in training workshops, **periodically requesting**
 26 **feedback for reading teachers and engaging with parents and guardians on home**
 27 **reading plans**, and encouraging regular parent or guardian-guided home reading
 28 activities.

29 * **Sec. 6.** AS 14.30.765(b) is amended to read:

30 (b) In addition to the reading intervention services provided under (a) of this
 31 section, a school district shall provide an individual reading improvement plan for

each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool. An individual reading improvement plan developed under this section must

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

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

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

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

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

(6) provide to the student's parent or guardian at least 10 reading progress updates each school year, **and request a parent or guardian response about the plan and home reading following each progress update;**

(7) be culturally responsive; and

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

* **Sec. 7.** AS 14.30.765(c) is amended to read:

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

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

(2) state that the district identified the student as having a reading deficiency, **explain how** [AND THAT] a reading improvement plan will be

developed, and how the parent or guardian may participate in the plan development under (b) of this section;

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

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

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

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

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

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

(9) explain the process and deadline to request a waiver under (f) of this section; [AND]

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

(11) request feedback and input from the parent or guardian for the student's reading teacher.

* Sec. 8. AS 14.30.765(d) is amended to read:

(d) If it is determined, based on a statewide screening administered in the spring, that a student in grades kindergarten through two has a reading deficiency, the student's teacher and other pertinent district staff shall notify and attempt to meet with the student's parent or guardian to explain that the student will not be able to maintain adequate academic progress at the next grade level. School staff shall work with the

parent or guardian to schedule a date, time, and place for the meeting, to be held not later than 45 days before the end of the school year. Following that meeting, the parent or guardian shall determine whether the student will progress to the next grade. [IF NO PARENT OR GUARDIAN ATTENDS THE MEETING OR IF THE PARENT OR GUARDIAN DOES NOT DETERMINE WHETHER THE STUDENT WILL PROGRESS TO THE NEXT GRADE, THE SUPERINTENDENT OR THE SUPERINTENDENT'S DESIGNEE SHALL, AFTER CONSIDERING THE STUDENT'S BEST INTEREST AND WHETHER THE STUDENT HAS PREVIOUSLY NOT PROGRESSED TO THE NEXT GRADE, DETERMINE WHETHER THE STUDENT WILL PROGRESS TO THE NEXT GRADE.]

* **Sec. 9.** AS 14.30.765(f) is amended to read:

(f) If it is determined, based on a statewide screening administered in the spring, that a student in grade three has a reading deficiency, and the student does not demonstrate sufficient reading skills to progress to grade four under (e) of this section, the student's teacher and other pertinent district staff shall notify and attempt to meet with the student's parent or guardian to explain that the student is not prepared to progress to grade four. School staff shall work with the parent or guardian to schedule a date, time, and place for the meeting, to be held not later than 45 days before the end of the school year. Following that meeting, the parent or guardian may decide that the student will not progress to grade four or decide to progress the student to grade four by signing a waiver developed by the department acknowledging that the student is not prepared and agreeing that the student will participate in an additional 20 hours of individual reading improvement plan intervention services during the summer before the student enters grade four. [IF NO PARENT OR GUARDIAN ATTENDS THE MEETING OR IF THE PARENT OR GUARDIAN DOES NOT DETERMINE WHETHER THE STUDENT WILL PROGRESS TO THE NEXT GRADE, THE SUPERINTENDENT OR THE SUPERINTENDENT'S DESIGNEE SHALL, AFTER CONSIDERING THE STUDENT'S BEST INTERESTS AND WHETHER THE STUDENT HAS PREVIOUSLY NOT PROGRESSED TO THE NEXT GRADE, DETERMINE WHETHER THE STUDENT WILL PROGRESS TO GRADE FOUR.]

* **Sec. 10.** AS 14.30.765(h) is amended to read:

(h) If no parent or guardian attends the meeting, [AND A SUPERINTENDENT OR SUPERINTENDENT'S DESIGNEE DECIDES THAT A STUDENT IN GRADES KINDERGARTEN THROUGH THREE WILL NOT PROGRESS TO THE NEXT GRADE UNDER (d) OR (f) OF THIS SECTION,] the district or school in which the student is enrolled shall provide immediate oral and written notification to the student's parent or guardian. The written notification must explain that the parent or guardian may reschedule the meeting provided under (d) or (f) of this section and that during a meeting

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

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

* **Sec. 11.** AS 44.27 is amended by adding a new section to read:

Article 3. Strategic Recruitment Office.

Sec. 44.27.100. Strategic recruitment office. (a) A strategic recruitment office is established in the Department of Education and Early Development.

(b) The office shall assist school districts and the state in recruitment and retention of qualified and certificated teachers.

(c) The state Board of Education and Early Development shall adopt regulations to implement this section.

* **Sec. 12.** Sections 4, 6, 8, 11, 12, 16, 20, 23, 28, 30, 33, and 47, ch. 40, SLA 2022, are repealed.

* **Sec. 13.** Section 56, ch. 40, SLA 2022, is repealed.

* **Sec. 14.** This Act takes effect immediately under AS 01.10.070(c).