

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.

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

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

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

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

7 (a) To implement the district reading intervention services established under
 8 AS 14.30.765, the department 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 and intervention plans
 26 developed with parent or guardian participation based on student needs as
 27 determined by the results of the screening tool; and

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

30 (3) provide training to school district staff related to using the results
 31 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

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

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

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

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

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

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

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

18 (7) be culturally responsive; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 **Article 3. Strategic Recruitment Office.**

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

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

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

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

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

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