

BP 6147 Alaska Reads Act Intervention Programs

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with [AS 14.30.765](#). The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide 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. This plan must be in accordance with the provisions set forth in [AS 14.30.765\(b\)](#).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in [AS 14.30.765\(c\)](#).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under [AS 14.30.765\(d\) – \(m\)](#).

Legal Reference:

ALASKA STATUTES

[AS 14.30.760](#) *Statewide screening and support*

[AS 14.30.765](#) *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.400](#) *Statewide literacy screening and support*

[4 AAC 06.405](#) *Reading intervention services and strategies*

[4 AAC 06.410](#) *Individual reading improvement plan*

[4 AAC 06.415](#) *Student Progression*

[4 AAC 06.490](#) *Definitions*

Created 9/2023

Southeast Island School District