

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-110

FR: Office of the Superintendent

SUBJECT: Approval of Proposed BP
6147 Alaska Reads Act
Intervention Program; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program to be within the Students series.

This new policy implements the reading intervention plans required by the new Alaska Reads Act. It addresses what must be included in the intervention program, individual reading plans, notification requirements, and progression goals.

The Board Policy Committee reviewed the new policy, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program as presented and open it for public comments;
2. Do not approve the first reading of the proposed BP 6147 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program as presented and open it for public comments.

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 than fifteen (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*

Approved: