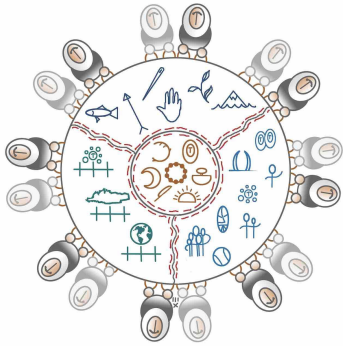


# North Slope Borough School District Curriculum & Instruction



## Alaska Reads Act Overview



Prepared by Kim Neakok

# Objectives:

- Reads Act Components
- NSBSD IRIP
- Review Alaska Reads Act Requirements
  - NSBSD Documentation
- NSBSD MTSS Process
- NSBSD General Educational Support Plan



# Reads Act Components

- **District Reading Intervention Program**
- Department Reading Program
  - Teacher Qualifications
  - Data Reporting
- Early Education Programs
- Alaska Distance Learning Consortium (TBD)



# NSBSD Individual Reading Intervention Plan

NSBSD IRIP = EdHub General Education Support Plan

Students | eFile: EMMALYN NEAKOK

Student Info | Class Information | Behavior | Performance | Educational Support | Benchmarks | Programs

Navigate: [Back to Educational Support Home](#)

Plan Actions: [Print Plan](#) [Delete Plan](#) [Copy Plan](#) [Close Plan](#)

### General Educational Support for 2023-2024

**A. Plan Information** [Modify](#)

Plan Name General Educational Support for 2023-2024				
Begin Date 8/24/2023	End Date	School Year 2023	Grade 1	

**B. Student Info**

Student's Name EMMALYN AAGLUAQ NEAKOK				ID Number 487972
Gender F	Birth Date 11/2/2016	Primary/Home Language	Race/Ethnicity Other/Non-Hispanic	

**C. Plan Interventions / Accommodations** [Add Intervention](#)

Area	Intervention	Tier	Start	End	Hours	Outcome	Action
There are no interventions							

**D. Progress Monitors** [Add Progress Monitor](#)

ProgressMonitor	Probe	Group	Start Date	Projected End Date	Probes Completed	Next Probe Date	Owner	Status	Action
There are no progress monitors									

State IRIP Template

## Student Individual Reading Improvement Plan (IRIP) Template

School: \_\_\_\_\_ The school shall not delay the implementation of this reading deficiency no later than 15 days after identification.

District: \_\_\_\_\_

Address: \_\_\_\_\_ Student Individual Reading Improvement Plan must be implemented no later than \_\_\_\_\_ after identification.

Phone Number: \_\_\_\_\_

Each school district shall offer intensive reading intervention to students in kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above the 20th percentile on the state assessment. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Parents/Guardians:	
Date of Identified Reading Deficiency: <i>(Using the approved literacy screener)</i>	Guardian was notified _____ days after identification	Intensive Support Plan was Implemented: <i>(Using the approved literacy screener)</i>
Written Notification <input type="checkbox"/>		Oral Notification <input type="checkbox"/>

**Section 1. Considerations**

Does this student have \_\_\_\_\_ with goals specific to reading addressed in an individual \_\_\_\_\_? Yes  No

*if yes, complete sections 4 and 5.*

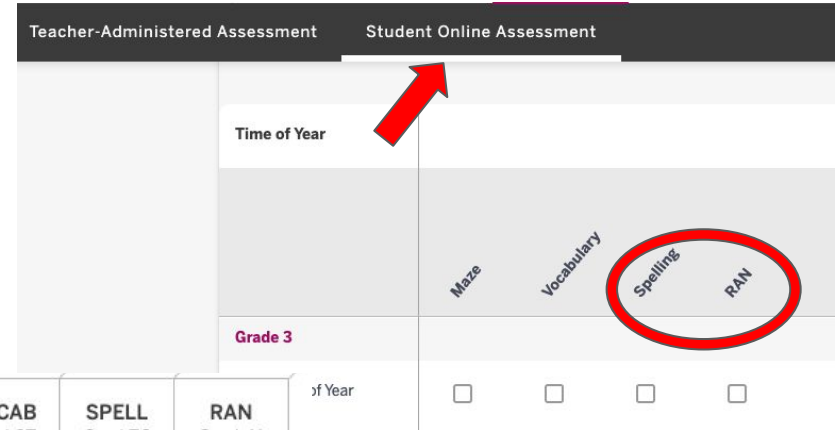
Did this student score at the lowest level overall on the literacy screening tool? Identified as Intensive Support by mCLASS with DIBELS® 8th Edition (individual subtest) or below the 20<sup>th</sup> national percentile on department approved alternative literacy screener. Yes  No

*if yes, also complete Section 6.*

# Alaska Read Act Requirements

- K-3 teachers administer the mCLASS assessment to students.
- If a student is identified as Well Below Proficient on the mCLASS composite, the dyslexia screener must be administered.
  - RAN for Kindergarteners
  - Spelling for 1-3

Amplify. | mCLASS



Composite Goal 332	NWF-CLS Goal 76	NWF-WRC Goal 24	WRF Goal 40	ORF-Accu Goal 96%	ORF Goal 73	Maze Goal 8	OL Goal N/A	VOCAB Goal 27	SPELL Goal 76	RAN Goal 41
291 Well Below	35 Well Below	8 Well Below	15 Well Below	70% Well Below	19 Well Below	4.5 Well Below	—	—	—	—

# Alaska Read Act Requirements

- Notify parents or guardians of reading deficiency (students who score below or well below on the mCLASS composite) within 15 calendar days from the end of the testing window and provide parents with materials/training in areas that correlate to the instructional focus.

*The deadline for this is October 20, 2023*

- Parent Notification of Reading Deficiency (fillable PDF)



## NSBSD Reading Intervention: Parent Notification of Reading Deficiency



Dear Parent or Guardian:

Kindergarten through third grade is the critical window to developing strong reading skills to be successful in school. The district recently screened the reading skills of all elementary students. This letter serves as a notification that an Individual Reading Plan would benefit your child.

Based on Fall, Winter, and/or Spring screening results, your child [redacted] scored at a deficient level in reading. Developing an Individual Reading Improvement Plan for your child is the next step. After the plan is developed and implemented, we will provide monthly updates on your child's progress toward grade-level reading.

In this meeting, we will discuss these areas to support your child's reading:

1. A description of the current reading instruction your child is receiving.
2. The education team will communicate the proposed intervention plan and the additional instructional support which will be provided to your student under the individual reading plan.
3. The progress report dates with updates on your child's reading information.
4. Strategies to support your child's reading instruction at home.
5. Explanation of the individual reading plan process and deadlines required for waivers.
6. Grade progression if your child continues to show a deficiency in reading on the spring literacy screener.
7. Discussion of the flowchart on the following page regarding reading progress and grade progression.

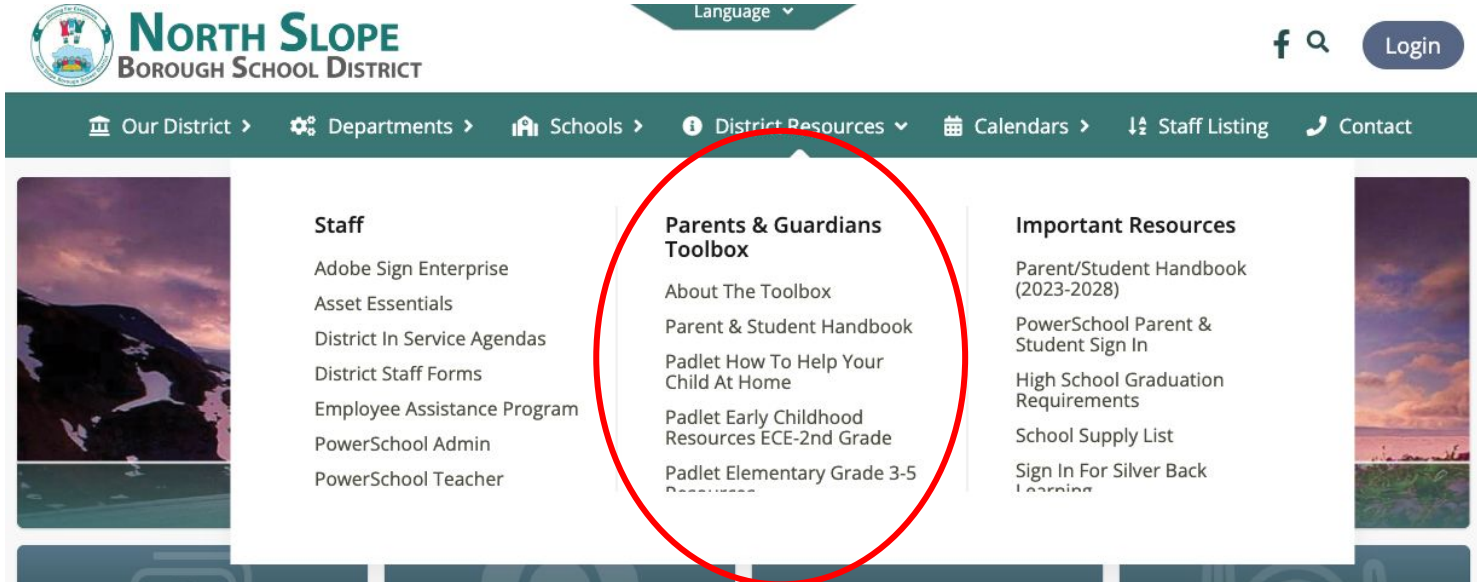
We would like to meet with you on [redacted] at [redacted] to develop your child's Individual Reading Improvement Plan. If this does not work with your schedule, please contact the school to reschedule at

In addition, there are resources available on our website to support literacy development in the home under the Parent and Guardian Toolbox

Sincerely,

# Alaska Read Act Requirements

In addition, there are resources available on our website to support literacy development in the home under the Parent and Guardian Toolbox



The screenshot shows the website header for the North Slope Borough School District. The logo is on the left, and a 'Language' dropdown menu is on the right. Below the header is a navigation bar with icons and labels for 'Our District', 'Departments', 'Schools', 'District Resources', 'Calendars', 'Staff Listing', and 'Contact'. The 'District Resources' menu is expanded, showing three sub-menus: 'Staff', 'Parents & Guardians Toolbox', and 'Important Resources'. The 'Parents & Guardians Toolbox' menu is circled in red. The 'Staff' menu lists items like 'Adobe Sign Enterprise' and 'PowerSchool Teacher'. The 'Important Resources' menu lists items like 'Parent/Student Handbook (2023-2028)' and 'Sign In For Silver Back Learning'.

**NORTH SLOPE**  
BOROUGH SCHOOL DISTRICT

Language ▾

f 🔍 Login

Our District > Departments > Schools > **District Resources** ▾ Calendars > Staff Listing > Contact

**Staff**

- Adobe Sign Enterprise
- Asset Essentials
- District In Service Agendas
- District Staff Forms
- Employee Assistance Program
- PowerSchool Admin
- PowerSchool Teacher

**Parents & Guardians Toolbox**

- About The Toolbox
- Parent & Student Handbook
- Padlet How To Help Your Child At Home
- Padlet Early Childhood Resources ECE-2nd Grade
- Padlet Elementary Grade 3-5 Resources

**Important Resources**

- Parent/Student Handbook (2023-2028)
- PowerSchool Parent & Student Sign In
- High School Graduation Requirements
- School Supply List
- Sign In For Silver Back Learning

# Alaska Read Act Requirements

- Create a General Educational Support Plan in EdHub for students who score below or well below on the mCLASS composite within 30 calendar days from the end of the testing window.

*The deadline for this is November 1, 2023*

- Progress monitor every 2-4 weeks based on the level of need
- Minimum of 10 reading progression updates documented in EdHUb

## D. Progress Monitors

[Add Progress Monitor](#)

ProgressMonitor	Probe	Group	Start Date	Projected End Date	Probes Completed	Next Probe Date	Owner	Status	Action
There are no progress monitors									



## E. Progress Notes, Contacts and Miscellaneous Notes

[Add Note](#)

Date	Category	Note	Action
There are no notes			





# Alaska Read Act Requirements

## Student General Note

Save

Cancel

Note





Audit

Note Date: 9/21/2023

Category: Note

Templates

### E. Progress Notes, Contacts and Miscellaneous Notes

Date	Category	Note	Last Modified	Action
9/14/2023	Contact	Phone call with mom, student needs support in phonemic awareness.		 
10/11/2023	Contact	Sent progress monitor report home with student. Student is not making progress towards goal. Will...		 

Design HTML

# Alaska Read Act Requirements

A student identified as Well Below Benchmark must have a plan for intervention that extends beyond the school day in the General Educational Support Plan

- [Outside of School Literacy Support](#) and [Clever Login for Students](#)



## NSBSD Reading Intervention: Outside of School Literacy Support



Please edit this letter to reflect your sites availability to tutoring.

Dear Parent or Guardian:

Kindergarten through third grade is the critical window to developing strong reading skills to be successful in school. The district recently screened the reading skills of all elementary students.

As part of your child's Individual Reading Plan there is an opportunity for literacy support outside of the school day.

**(Name of School)** will be offering after school tutoring on **(indicate which days)** from **(indicate the time)**. The bus will be available to bring students home from school when tutoring ends.

Please let us know if you would like your child to participate in afterschool tutoring by **(indicate date)**.

Likewise, your child can access, through their Clever Portal, computer applications to support their literacy skills.

We recommend your child participate in the **(indicate the program and insert logo from Clever)**. It is recommended that your child use the program **(insert time frame)**.

Behind this letter, you will find your child's Clever QR code and directions for logging in.

Sincerely,

# Alaska Read Act Requirements

- If a student is still reading deficient, 45 days before the last day of school, convene a progression discussion and decision with parents.
  - Third graders identified as reading deficient on end-of-year screener must have access to at least 20 hours of summer reading intervention provided by the school district.



**NSBSD Reading Intervention:  
Parent Waiver Request for Non-Progression  
of Student in K-2**



\_\_\_\_\_  
Student Name

Per the Alaska READS Act, districts are compelled to reco reading at grade level by the end of the school year. Parer performance and have the option to request progression

The district is recommending that your child remain in ti factors:

- 
- 
- 

I understand my child is not reading at grade proficiency.

I request that my child move to the next grade even thou

The school district explained my child's scores and work this waiver will allow my child to progress to the next gra to offer specialized programs and instruction to help my proficiency at grade level.

If my child has a current Individualized Education Progra continue to receive these services unless I revoke my con

I agree to continue to collaborate with the school district programs available to my child.

\_\_\_\_\_  
Parent of Guardian Signature

*DEED requires a copy of this document be ret*



**NSBSD Reading Intervention:  
Parent Waiver Request for Non-Progression**



\_\_\_\_\_  
Student Name

\_\_\_\_\_  
DOB

Per the Alaska READS Act, districts are compelled to recommend retention for students who are not reading at grade level by the end of third grade. Parents must be informed of their student's reading performance and have the option to request progression to fourth grade.

The district is recommending that your child remain in the third grade based upon the following factors:

- 
- 
- 

I understand my child is not reading with third grade proficiency.

I request that my child move to 4th grade even though they do not read at grade-level.

I understand that in Grade 3, my child is required to complete at least 20 hours of summer reading intervention provided by the school district.

The school district explained my child's scores and work showing their educational needs. I understand this waiver will allow my child to progress to the next grade level after completion of 20 hours of summer reading intervention. I understand the district will continue to offer specialized programs and instruction to help my child's continued progress toward reading proficiency at grade level.

If my child has a current Individualized Education Program (IEP) for special education services, they will continue to receive these services unless I revoke my consent, separate from thie waiver request.

I agree to continue to collaborate with the school district in providing reading instruction through district programs available to my child.

\_\_\_\_\_  
Parent of Guardian Signature

\_\_\_\_\_  
Date Signed

## Academic Response to Instruction (Rtl)

### Tier 3: Intensive

Qualifier:

- MAP ELA or Math - 0-9% percentile
- mCLASS Far Below Benchmark

The student continues Tier 1 instruction, plus...

1:1 instruction using intervention programs

Intensive—may be an individual or small group (data-based)

Minimum of bi-weekly progress monitoring

Evaluate the efficacy of intervention every six weeks

### Tier 2: Strategic and Targeted

Qualifier:

- MAP Math or ELA - 10-34% percentile
- mCLASS Below Benchmark

The student continues to receive Tier 1 instruction, plus...

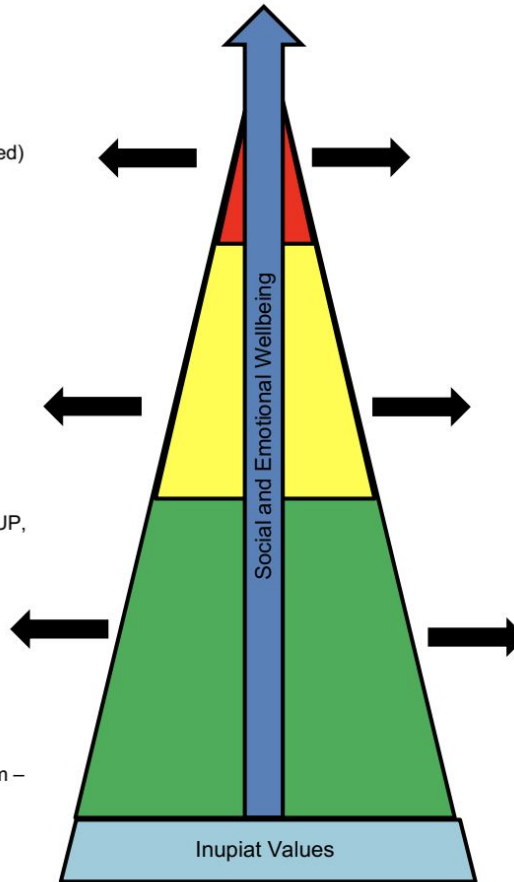
- Needs-based, small groups
- Explicit and targeted instruction
- Minimum monthly progress monitoring
- Intervention Programs:  
Lexia, ALEKS, Bridges Interventions, MyPath, Excellence in Writing, Imagine Learning, PowerUP, Read Live, MyMath, Heggerty

### Tier 1: Universal Implementation

All Students – 5 days a week, whole class

- Differentiated, proactive instruction – MyPath, Imagine Learning
- Whole group and small flexible groups – Lexia, PowerUP, Heggerty, Excellence in Writing
- Universal screening - MAP and mCLASS
- District Adopted Research-based core curriculum – Please see the NSBSD Literacy Plan

## NSBSD Multi-Tiered System of Support



## Behavior School-wide Positive Behavior

### Tier 3: Intensive

Qualifier:

- 1-5% at risk
- The student continues to receive Tier 1 instruction, plus...
- General Education with Support
- Functional Behavior Assessment
- Behavior Support Plan
- Crisis Intervention Support (Threat of Harm Protocol)
- Suicide Intervention (QPR)
- Interagency collaboration/support

### Tier 2: Strategic and Targeted

Qualifier:

- 5-15% at risk
- The student continues to receive Tier 1 instruction, plus...
- Check-in Check-out
- Counselor check-in support
- Skill Streaming
- Restorative Practices

### Tier 1: Universal Implementation

All Students

- SW-PBIS Tier 1 Implementation
- Inupiat Values Curriculum
- Nonviolent Crisis Intervention
- SEL Curriculum – Second Step Second Step (ECE-GR8), Bullying Prevention, Second Step Child Protection, 4<sup>th</sup> R Healthy Relationships (GR 7-12), Navigation Transitions: Promoting Wellness to Prevent Suicide (GR 5-12), Alaska Safe Children's Act Courses (GR 7-12)
- Best practices in classroom management – Restorative Practices, Cultural Safety
- Classroom PBIS Strategies
- IBH/ASNA/Tanna Chiefs/Maniilaq prevention programs
- Data-based decision-making - ODRs

# District Adopted Literacy Intervention Programs



MyPath K-5



Amplify Interventions K-5



Lexia Core5 K-5



Heggerty K-3



PowerUp 5-8



Imagine  
Language &  
Literacy K-5



ReadLive

# Intervention Documentation - EdHUb

Edhub is the North Slope Borough School District's data warehouse, and functions like a digital binder, charting a student's journey through our schools.

- Summative Assessment Results
- Interim Assessment Results
- Attendance
- Behavior
- Intervention



[EdHub Quick Guides](#)

It is an expectation that interventions are documented in EdHub per the RTI/MTSS pyramid and Reading and Math Plans.