

Department of Education and Early Development
Summary of Changes to the Alaska Reads Act Regulations
 April 3, 2023

For review and approval by the State Board of Education, the following changes were made to the Alaska Reads Act Regulations and Early Education Program Standards as a result of the public comment period.

Early Education Regulations Changes:	
4 AAC 60.190(a)	<ul style="list-style-type: none"> • (a)(2) clarified language that a certificated teacher needs to be in charge of the program and removed “5 classrooms.” • (a)(4) minimum day in session changed from 3 hours 5 days a week to 2 hours 5 days a week. • (c) changed language to “may” adapt its early learning program to align with cultural values and customs of the district community from “will”.
4 AAC 60.195	<ul style="list-style-type: none"> • (d) clarifies where written results of a complaint regarding an early education program’s adherence to the Early Education Standards. The communication will go to the district, not the individual who filed the complaint. • (j) and (k) places the formal regulatory format to the title of the Alaska Early Education Standards document reference.
4 AAC 60.205 Adds District-Wide to the title of the Early Education Grant Program	<ul style="list-style-type: none"> • (b)(3) removes the requirement that all grantees can’t have any federal or state funds in order to be eligible. These funds can supplement the program funded by the District-Wide Early Education Program grant, not supplant it. • (f) places the formal regulatory format to the title of the Alaska Early Education Standards document reference.
4 AAC 60.205	<ul style="list-style-type: none"> • Clarifies language in the formal regulatory format regarding referencing the Early Education Standards, not the formal document.

4 AAC 60.210	<ul style="list-style-type: none"> • (b)(2) places the formal regulatory format to the title of the Alaska Early Education Standards document. • (e) changes the date of notification that a district is approved to use early education students in their ADM count to September 1 instead of the start of the 20-day school day count period.
Early Education Program Standards Changes:	
I. Learning Environment	a. Change requirements for days in session (c) from 3 hours a day for 5 days a week to 2 hours a day 5 days a week
II. Curricula	<p>a. Removed from iii “phonemic awareness and vocabulary from the heading, and sub bullets: rhyming, singing and vocabulary, first sound awareness”. Added a new heading: Includes Preschool Science of Reading supplemental curricula from the DEED approved list.</p> <p>b. Removed from iv. “Syllable segmentation, phonemic awareness and vocabulary” and sub bullets: language comprehension, vocabulary, oral language, word recognition, decoding. Added “Preschool Science of Reading is evident in daily activities including:</p> <ul style="list-style-type: none"> i. Oral language ii. Phonological awareness iii. Print knowledge”
III. Assessment	a. From “c” removed “this subchapter by any agent of the federal government” and replaced it with DEED.
Department Reading Program Regulation Changes:	
4 AAC 06.320 Reading specialists.	<ul style="list-style-type: none"> • (a)(3) Clarified department reading specialists professional development requirements to include three semester hours of indigenous language learning and culturally responsive education in any combination. • (b) Changed the requirement of “shall” to “may” for delivering support in a distance-delivery model. Changed the required site visits from a minimum of one to a minimum of two site visits each year as determined by the reading specialist and the department.

District Reading Intervention Regulations Changes:	
4 AAC 06.400 Statewide literacy screening and support.	<ul style="list-style-type: none"> • (a) Clarified language by replacing “resources” with “training” associated with how the department will support the statewide screening tool • (c) Reworded language regarding data reporting on literacy screener scores for students that had been part of an Early Education program. The language now directs the report to AS 14.30.760 (a)(4)
4 AAC 06.405 Reading intervention services and strategies.	<ul style="list-style-type: none"> • (b) Clarified redundant language by removing a reference to the K-3 MTSS Plan being approved if it had been approved the previous school year and was merely being resubmitted.
4 AAC 06.490 Definitions.	<ul style="list-style-type: none"> • (3) Reformatted and clarified the definition of “multi-tiered system of support” by adding that it is “tiered” and breaking down the parts of the definition that includes: <ul style="list-style-type: none"> ○ (A) based on the science of reading ○ (B) matched to student need ○ (C) monitoring student progress in making decisions ○ (D) applying student response data to important education decisions