

STATE OF ALASKA DEPARTMENT OF EDUCATION  
AND EARLY DEVELOPMENT

Virtual Meeting  
Regulatory Revisions - Administrative Order 360

Chapter 6 - Government of Schools:  
Article 3 - Department Reading Program  
Article 4 - District Reading Intervention Services and  
Strategies

PUBLIC COMMENT

December 2, 2025  
4:00 p.m.

Pages 1 - 8, inclusive

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1            P R O C E E D I N G S  
 2            **JAKE ALMEIDA:** Okay, good afternoon,  
 3 everyone. I'd like to welcome you to today's  
 4 Administrative Order, or AO, 360 stakeholder input  
 5 session on Chapter 6, Government of Schools, Article 3,  
 6 Department Reading Program and Article 4, District  
 7 Reading Intervention Services and Strategies  
 8 regulations. Thank you for joining us.  
 9            The purpose of this meeting is to hear  
 10 directly from stakeholders and members of the public  
 11 regarding regulatory burdens or barriers you believe  
 12 should be addressed as part of Alaska's AO 360 reform  
 13 project. Your input is critical in helping us shape  
 14 meaningful changes that support students and schools.  
 15 And to honor your time today, this meeting will end  
 16 promptly on the hour.  
 17            These stakeholder meetings are  
 18 opportunities for us to listen to your perspectives  
 19 before any regulations should be formally drafted,  
 20 amended, or repealed. But this is not the formal  
 21 public comment process under the Administrative  
 22 Procedure Act, or APA. That process would only begin  
 23 later after draft regulations have undergone official  
 24 legal review and have been formally approved for public  
 25 comment.

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1            As part of our regulatory reform plan,  
 2 the department must create a list of all the comments  
 3 we received during this stakeholder process, along with  
 4 whether we intend to implement each recommendation that  
 5 a stakeholder should make. And if we do not adopt a  
 6 recommendation, we are required to explain why not.  
 7 And that's why your feedback is so valuable to us, as  
 8 it will directly shape our department's analysis and  
 9 inform you of the next steps of this process.  
 10            So to proceed today we will first hear a  
 11 short overview of the regulations for this meeting, and  
 12 then we'll move into the comment period where you may  
 13 share your input.  
 14            Verbal feedback in this meeting will be  
 15 recorded, summarized, and included in the department's  
 16 reform plan. Written feedback can also be accepted for  
 17 30 days following this session. So please refer to the  
 18 chat for information to submit comments either way.  
 19            So with that I will now hand it over to  
 20 Ms. Kathy Moffitt with our Innovation in Education  
 21 Excellence division, and she will walk through the  
 22 regulations and what they are at a high level. Over to  
 23 you, Kathy.  
 24            **KATHY MOFFITT:** Thank you, Jake, I  
 25 appreciate it. Today we're going to cover Chapter 6,

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1 which is around reading programs and intervention  
 2 services. Article 3 specifically is the department  
 3 reading program. It establishes the voluntary Alaska  
 4 department reading program, which provides direct  
 5 support to schools as they implement intensive reading  
 6 intervention services for kindergarten through 3rd  
 7 grade students. Only schools serving K-3 students that  
 8 fall within the lowest performing 25 percent statewide  
 9 are eligible to apply.  
 10            Each fall the department notifies  
 11 eligible schools, and applications are due February  
 12 15th. A complete application includes the schools' K-3  
 13 multitiered system of supports, or MTSS reading plan;  
 14 assessment data; screening results; signatures from  
 15 district leadership; and a statement of commitment.  
 16            Schools selected for participation are  
 17 notified by April 1, with priority given to those  
 18 demonstrating readiness to implement intensive  
 19 intervention services.  
 20            Participating schools receive two main  
 21 supports, a department-employed reading specialist and  
 22 funding to carry out reading improvement goals.  
 23            Schools must submit an annual K-3  
 24 intensive school reading improvement plan by May 1.  
 25 They work closely with the reading specialist to

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1 structure the school day for effective core instruction  
 2 and targeted interventions, and they must provide  
 3 public updates on their progress. Reading specialists  
 4 meet -- must meet the coursework requirements in  
 5 responsive or indigenous language education. Their  
 6 responsibilities include partnering with school staff  
 7 to set improvement goals, reviewing professional  
 8 development plans, the purchase of intervention  
 9 materials, and helping design the school's daily  
 10 reading schedule within an MTSS structure.  
 11            Specialists may support schools remotely  
 12 but must conduct in-person visits each year. Schools  
 13 are required to report their progress publically and  
 14 submit those updates to the department. Reading  
 15 specialists provide quarterly progress reports to  
 16 ensure ongoing monitoring and support.  
 17            Moving to Article 4, Article 4 outlines  
 18 statewide requirements for the district reading  
 19 intervention services and strategies. These include  
 20 screening, intervention, and student progression for  
 21 all K-3 students. Every district must administer the  
 22 statewide literacy screening tool each fall unless a  
 23 waiver has been approved for an evidence-based  
 24 alternative that meets all statutory requirements,  
 25 including dyslexia screening.

1 The department provides the tool training  
2 on the science of reading, assistance interpreting  
3 data, and guidance for identifying students who may  
4 need dyslexia assessment.

5 Students identified with a reading  
6 deficiency must receive intensive reading intervention  
7 services. Districts must submit an annual K-3 MTSS  
8 reading plan by September 1 describing their literacy  
9 screening schedule, core and intervention reading  
10 programs, progress monitoring tools, parent  
11 notifications, individual reading improvement plan  
12 templates, home supports, and staff professional  
13 development.

14 For every student with a reading  
15 deficiency, an individual reading improvement plan must  
16 be developed. This plan outlines the student's  
17 targeted intervention services, including summer  
18 supports for students moving toward grade 4.

19 Student progression requirements apply to  
20 students with a reading deficiency. Retention may  
21 occur once between kindergarten and 3rd grade. Parents  
22 or guardians may request a waiver of non-progression to  
23 allow their child to move to the next grade level  
24 despite a reading deficiency. This waiver must be  
25 submitted shortly after meeting with the school staff

1 regulations, you can go to our website at  
2 education.alaska.gov/ao360, and your comment will still  
3 be submitted for the record that way.

4 Thank you so much, and we will now close  
5 this meeting.

6 (Meeting concluded)

1 or by the end of the school year.

2 And Jake, that concludes my update on  
3 Articles 3 and 4 of Chapter 6.

4 **JAKE ALMEIDA:** All right, thank you so  
5 much, Kathy, I appreciate that.

6 We are now in the comment period section  
7 of the stakeholder meeting. And as stated before, you  
8 will find links in the chat to provide verbal comment.  
9 By clicking on that, your name will come up on the  
10 sign-up sheet, and we will acknowledge you to speak for  
11 two minutes. You can also just click on the raise hand  
12 icon on the bottom of your Zoom task bar, and we will  
13 acknowledge you the same way.

14 So seeing nobody in the waiting room  
15 currently at this time, we will just go on hold and  
16 wait until about 20 after to see if anyone joins us to  
17 give comment. We're on hold.  
18 (Pause)

19 **JAKE ALMEIDA:** All right, we will now  
20 conclude this public stakeholder meeting for Chapter 6,  
21 Government of Schools, Article 3 Department Reading  
22 Program and Article 4, District Reading Intervention  
23 Services and Strategies regulations.

24 If you're watching this recording and  
25 would still like to submit feedback regarding these

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