

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  
8:00 a.m.

Pages 1 - 7, inclusive

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Page 2

1            P R O C E E D I N G S  
2            **JAKE ALMEIDA:** Okay, good morning,  
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. And your input is critical in helping us  
14 shape meaningful changes that support students and  
15 schools. And to honor your time today, this session  
16 will end promptly on the hour.  
17            These stakeholder meetings are  
18 opportunities for us to listen to your perspectives  
19 before any regulations would be drafted, amended, or  
20 repealed. And this is not the formal public comment  
21 process under the Administrative Procedure Act, or APA.  
22 That process would begin later once draft regulations  
23 have undergone official legal review and have been  
24 formally approved for public comment.  
25            As part of our regulatory reform plan,

Page 3

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

Page 4

1            Article 3 creates what we call the  
2 department reading program. It's voluntary. It  
3 provides direct support to selected K-3 schools to  
4 strengthen intensive reading intervention. Schools in  
5 the lowest performing 25 percent may apply each year.  
6 Applications are due in February and just include  
7 district signatures; a K-3 MTSS, or multi-tiered system  
8 of support; reading plan; recent assessment data; and  
9 the commitment to participate.  
10            Schools are chosen by April 1st.  
11 Participating schools receive funding and support from  
12 state-employed reading specialists. Schools must  
13 submit an intensive K-3 reading improvement plan, work  
14 with the specialist to structure daily instruction and  
15 intervention time, and share public updates on their  
16 progress.  
17            Reading specialists are teachers with  
18 required coursework in multicultural or indigenous  
19 language education. They help set goals, support  
20 scheduling, purchase materials, and guide professional  
21 development. They may work remotely but must visit  
22 schools at least once a year.  
23            Schools and specialists must provide  
24 regular reports to the department.  
25            Article 4 is part of the Reads Act, and

Page 5

1 it's the district reading intervention. It outlines  
2 statewide requirements for screening, intervention, and  
3 student progression for all K-3 students. Every  
4 district must screen all K-3 students each fall with  
5 the statewide tool unless granted a waiver.  
6            Students with reading deficiencies must  
7 also be screened in winter and spring. The department  
8 provides the tool and training, including support for  
9 identifying students who may need dyslexia assessment.  
10 Required data must be submitted each year.  
11            Districts must provide intensive  
12 intervention for students with reading deficiencies and  
13 submit a K-3 MTSS reading plan by September 1. Plans  
14 include the screening schedule, implemented reading  
15 programs, progress monitoring plans, parent  
16 notifications, home supports, and professional  
17 development.  
18            Each student with a reading deficiency  
19 must have an individual reading improvement plan.  
20 Students must meet progression standards to move to the  
21 next grade. Retention may occur once in K-3 if needed.  
22 Students may also progress with a complete reading  
23 profile.  
24            Parents or guardians can submit a waiver  
25 of non-progression request to allow their child to

Page 6

1 advance to the next grade level despite having a  
2 reading deficiency.  
3 And Jake, that concludes information  
4 today on Chapter, Articles 3 and 4. Handing it back to  
5 you.

6 **JAKE ALMEIDA:** All right, thanks so much,  
7 Kathy.

8 We are now in the comment period section  
9 of this stakeholder meeting. And as stated before, you  
10 will find links in the chat to sign up for verbal  
11 comment right now, and we'll refer to anyone on the  
12 sign-up sheet, and you'll have two minutes to give your  
13 testimony. Of course, please state your name and any  
14 affiliation you may have, and you can give your two  
15 minutes.

16 You can also always click on the raise  
17 hand icon on the bottom of your Zoom task bar, and we  
18 will acknowledge you the same way.

19 So seeing no one in the waiting room at  
20 this time, we will just go on hold and await anyone to  
21 join us. Thank you so much.

22 (Pause)

23 **JAKE ALMEIDA:** Okay, we will now conclude  
24 this public stakeholder meeting for Chapter, Government  
25 of Schools, Article 3, Department Reading Program, and

Page 7

1 Article 4, District Reading Intervention Services and  
2 Strategies regulations.

3 If you are watching this recording and  
4 would still like to submit feedback regarding these  
5 regulations, you can go to our website at  
6 [education.alaska.gov/ao360](http://education.alaska.gov/ao360), and we will still see your  
7 comments and submit them for the record that way.

8 So thank you so much for joining us and  
9 have a great day. We will now end this meeting.

10 (Meeting concluded)

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<b>A</b>	<b>begin (1)</b> 2:22	<b>day (1)</b> 7:9	<b>following (1)</b> 3:16	<b>include (2)</b> 4:6;5:14
<b>accepted (1)</b> 3:15	<b>both (1)</b> 3:17	<b>days (1)</b> 3:16	<b>formal (1)</b> 2:20	<b>included (1)</b> 3:14
<b>acknowledge (1)</b> 6:18	<b>bottom (1)</b> 6:17	<b>deficiencies (2)</b> 5:6;12	<b>formally (1)</b> 2:24	<b>including (1)</b> 5:8
<b>Act (2)</b> 2:21;4:25	<b>burdens (1)</b> 2:11	<b>deficiency (2)</b> 5:18;6:2	<b>funding (1)</b> 4:11	<b>indigenous (1)</b> 4:18
<b>addressed (1)</b> 2:12	<b>C</b>	<b>Department (7)</b> 2:6;3:1,7;4:2,24;5:7; 6:25	<b>G</b>	<b>individual (1)</b> 5:19
<b>Administrative (2)</b> 2:4,21	<b>call (1)</b> 4:1	<b>department's (1)</b> 3:14	<b>goals (1)</b> 4:19	<b>inform (1)</b> 3:8
<b>adopt (1)</b> 3:4	<b>can (4)</b> 5:24;6:14,16;7:5	<b>despite (1)</b> 6:1	<b>good (1)</b> 2:2	<b>information (2)</b> 3:17;6:3
<b>advance (1)</b> 6:1	<b>changes (1)</b> 2:14	<b>development (2)</b> 4:21;5:17	<b>Government (2)</b> 2:5;6:24	<b>input (3)</b> 2:4,13;3:12
<b>affiliation (1)</b> 6:14	<b>Chapter (4)</b> 2:5;3:25;6:4,24	<b>direct (1)</b> 4:3	<b>grade (2)</b> 5:21;6:1	<b>instruction (1)</b> 4:14
<b>Alaska's (1)</b> 2:12	<b>chapters (1)</b> 3:21	<b>directly (2)</b> 2:10;3:7	<b>granted (1)</b> 5:5	<b>intend (1)</b> 3:3
<b>allow (1)</b> 5:25	<b>chat (2)</b> 3:16;6:10	<b>District (5)</b> 2:6;4:7;5:1,4;7:1	<b>great (1)</b> 7:9	<b>intensive (3)</b> 4:4,13;5:11
<b>ALMEIDA (3)</b> 2:2;6:6,23	<b>child (1)</b> 5:25	<b>Districts (1)</b> 5:11	<b>guardians (1)</b> 5:24	<b>Intervention (7)</b> 2:7;4:4,15;5:1,2,12; 7:1
<b>along (1)</b> 3:2	<b>chosen (1)</b> 4:10	<b>division (1)</b> 3:20	<b>guide (1)</b> 4:20	<b>into (1)</b> 3:11
<b>always (1)</b> 6:16	<b>click (1)</b> 6:16	<b>draft (1)</b> 2:22	<b>H</b>	<b>J</b>
<b>amended (1)</b> 2:19	<b>comment (7)</b> 2:20,24;3:11,17,22; 6:8,11	<b>drafted (1)</b> 2:19	<b>hand (2)</b> 3:19;6:17	<b>JAKE (5)</b> 2:2;3:24;6:3,6,23
<b>analysis (1)</b> 3:7	<b>comments (2)</b> 3:1;7:7	<b>due (1)</b> 4:6	<b>Handing (1)</b> 6:4	<b>join (1)</b> 6:21
<b>AO (2)</b> 2:4,12	<b>commitment (1)</b> 4:9	<b>during (1)</b> 3:2	<b>hear (2)</b> 2:9;3:9	<b>joining (2)</b> 2:8;7:8
<b>APA (1)</b> 2:21	<b>complete (1)</b> 5:22	<b>dyslexia (1)</b> 5:9	<b>help (1)</b> 4:19	<b>K</b>
<b>Applications (1)</b> 4:6	<b>conclude (1)</b> 6:23	<b>E</b>	<b>helping (1)</b> 2:13	<b>L</b>
<b>apply (1)</b> 4:5	<b>concluded (1)</b> 7:10	<b>education (1)</b> 4:19	<b>hold (1)</b> 6:20	<b>K-3 (7)</b> 4:3,7,13;5:3,4,13,21
<b>approved (1)</b> 2:24	<b>concludes (1)</b> 6:3	<b>educationalaskagov/ao360 (1)</b> 7:6	<b>home (1)</b> 5:16	<b>Kathy (4)</b> 3:20,23,24;6:7
<b>April (1)</b> 4:10	<b>course (1)</b> 6:13	<b>end (2)</b> 2:16;7:9	<b>honor (1)</b> 2:15	<b>L</b>
<b>Article (7)</b> 2:5,6;3:25;4:1,25; 6:25;7:1	<b>coursework (1)</b> 4:18	<b>everyone (1)</b> 2:3	<b>hour (1)</b> 2:16	<b>language (1)</b> 4:19
<b>Articles (1)</b> 6:4	<b>covering (1)</b> 3:25	<b>explain (1)</b> 3:5	<b>I</b>	<b>later (1)</b> 2:22
<b>assessment (2)</b> 4:8;5:9	<b>create (1)</b> 3:1	<b>F</b>	<b>icon (1)</b> 6:17	<b>least (1)</b> 4:22
<b>await (1)</b> 6:20	<b>creates (1)</b> 4:1	<b>fall (1)</b> 5:4	<b>identifying (1)</b> 5:9	<b>legal (1)</b> 2:23
<b>B</b>	<b>D</b>	<b>February (1)</b> 4:6	<b>IEE (1)</b> 3:20	<b>level (1)</b> 6:1
<b>back (1)</b> 6:4		<b>feedback (4)</b> 3:6,13,15;7:4	<b>implement (1)</b> 3:3	<b>links (1)</b> 6:10
<b>bar (1)</b> 6:17		<b>daily (1)</b> 4:14	<b>find (1)</b> 6:10	<b>implemented (1)</b> 5:14
<b>barriers (1)</b> 2:11	<b>data (2)</b> 4:8;5:10	<b>first (1)</b> 3:9	<b>improvement (2)</b> 4:13;5:19	<b>listen (1)</b> 2:18
				<b>lowest (1)</b>

4:5	once (3) 2:22;4:22;5:21	2:13	5:2	stakeholders (1) 2:10
<b>M</b>	one (1) 6:19	promptly (1) 2:16	Retention (1) 5:21	standards (1) 5:20
materials (1) 4:20	opportunities (1) 2:18	provide (2) 4:23;5:11	review (1) 2:23	state (1) 6:13
may (7) 3:11;4:5,21;5:9,21, 22;6:14	Order (1) 2:4	provides (2) 4:3;5:8	right (2) 6:6,11	stated (1) 6:9
meaningful (1) 2:14	outlines (1) 5:1	public (5) 2:10,20,24;4:15; 6:24	room (1) 6:19	state-employed (1) 4:12
meet (1) 5:20	over (2) 3:19,23	purchase (1) 4:20	<b>S</b>	statewide (2) 5:2,5
meeting (7) 2:9;3:10,22;6:9,24; 7:9,10	overview (1) 3:10	purpose (1) 2:9	same (1) 6:18	steps (1) 3:8
meetings (1) 2:17	<b>P</b>	<b>R</b>	schedule (1) 5:14	still (2) 7:4,6
members (1) 2:10	parent (1) 5:15	raise (1) 6:16	scheduling (1) 4:20	Strategies (2) 2:7;7:2
minutes (2) 6:12,15	Parents (1) 5:24	Reading (19) 2:6,7;4:2,4,8,12,13, 17;5:1,6,12,13,14,18, 19,22;6:2,25;7:1	Schools (10) 2:5,15;4:3,4,10,11, 12,22,23;6:25	strengthen (1) 4:4
Moffitt (2) 3:20,24	part (3) 2:12,25;4:25	Reads (1) 4:25	screen (1) 5:4	structure (1) 4:14
monitoring (1) 5:15	participate (1) 4:9	receive (1) 4:11	screened (1) 5:7	student (2) 5:3,18
morning (1) 2:2	Participating (1) 4:11	received (1) 3:2	screening (2) 5:2,14	students (8) 2:14;5:3,4,6,9,12,20, 22
move (3) 3:11,22;5:20	Pause (1) 6:22	recent (1) 4:8	section (1) 6:8	submit (6) 3:17;4:13;5:13,24; 7:4,7
MTSS (2) 4:7;5:13	percent (1) 4:5	recommendation (2) 3:3,5	seeing (1) 6:19	submitted (1) 5:10
much (3) 6:6,21;7:8	performing (1) 4:5	record (1) 7:7	selected (1) 4:3	summarized (1) 3:14
multicultural (1) 4:18	period (3) 3:11,22;6:8	recorded (1) 3:13	September (1) 5:13	support (6) 2:14;4:3,8,11,19;5:8
multi-tiered (1) 4:7	perspectives (1) 2:18	recording (1) 7:3	Services (2) 2:7;7:1	supports (1) 5:16
must (10) 3:1;4:12,21,23;5:4,6, 10,11,19,20	plan (6) 2:25;3:15;4:8,13; 5:13,19	refer (2) 3:16;6:11	session (3) 2:5,15;3:16	system (1) 4:7
<b>N</b>	Plans (2) 5:13,15	reform (3) 2:12,25;3:14	set (1) 4:19	<b>T</b>
name (1) 6:13	Please (2) 3:16;6:13	regarding (2) 2:11;7:4	shape (2) 2:14;3:7	task (1) 6:17
need (1) 5:9	Procedure (1) 2:21	regular (1) 4:24	share (2) 3:12;4:15	teachers (1) 4:17
needed (1) 5:21	proceed (1) 3:9	regulations (7) 2:8,19,22;3:10,21; 7:2,5	sheet (1) 6:12	testimony (1) 6:13
next (3) 3:8;5:21;6:1	process (4) 2:21,22;3:2,8	regulatory (2) 2:11,25	short (1) 3:10	thanks (1) 6:6
non-progression (1) 5:25	professional (2) 4:20;5:16	remotely (1) 4:21	sign (1) 6:10	today (5) 2:15;3:9,18,24;6:4
notifications (1) 5:16	profile (1) 5:23	repealed (1) 2:20	sign-up (1) 6:12	today's (1) 2:3
<b>O</b>	Program (3) 2:6;4:2;6:25	reports (1) 4:24	specialist (1) 4:14	tool (2) 5:5,8
occur (1) 5:21	programs (1) 5:15	request (1) 5:25	specialists (3) 4:12,17,23	training (1) 5:8
official (1) 2:23	progress (3) 4:16;5:15,22	required (3) 3:5,4;18;5:10	spring (1) 5:7	two (2) 6:12,14
	progression (2) 5:3,20	requirements (1)	stakeholder (6) 2:4,17;3:2,4;6:9,24	
	project (1)			

	5:13			
<b>U</b>	<b>1st (1)</b> 4:10			
<b>under (1)</b> 2:21	<b>2</b>			
<b>undergone (1)</b> 2:23	<b>25 (1)</b> 4:5			
<b>unless (1)</b> 5:5	<b>3</b>			
<b>up (1)</b> 6:10	<b>3 (5)</b> 2:5;3:25;4:1;6:4,25			
<b>updates (1)</b> 4:15	<b>30 (1)</b> 3:15			
<b>V</b>	<b>360 (2)</b> 2:4,12			
<b>valuable (1)</b> 3:6	<b>4</b>			
<b>Verbal (2)</b> 3:13;6:10	<b>4 (5)</b> 2:6;3:25;4:25;6:4;			
<b>visit (1)</b> 4:21	7:1			
<b>voluntary (1)</b> 4:2	<b>6</b>			
<b>W</b>	<b>6 (2)</b> 2:5;3:25			
<b>waiting (1)</b> 6:19				
<b>waiver (2)</b> 5:5,24				
<b>walk (1)</b> 3:21				
<b>watching (1)</b> 7:3				
<b>way (2)</b> 6:18;7:7				
<b>ways (1)</b> 3:17				
<b>website (1)</b> 7:5				
<b>welcome (1)</b> 2:3				
<b>winter (1)</b> 5:7				
<b>work (2)</b> 4:13,21				
<b>Written (1)</b> 3:15				
<b>Y</b>				
<b>year (3)</b> 4:5,22;5:10				
<b>Z</b>				
<b>Zoom (1)</b> 6:17				
<b>1</b>				
<b>1 (1)</b>				