

Talking Points for Parent Communication Upon Determination of a Significant Reading Deficiency (SRD)

Beginning in the 2013-14 school year, upon finding that a student has an SRD, the Local Education Provider (LEP) shall ensure that the student receives a READ plan, the teacher and any other skilled school professionals, if possible, meet with the student's parent to:

- A) Discuss the information specified below under communication, numbers 1-7 (this information can be communicated orally and should to the extent practicable be provided in writing, in a language the parent understands.)

- B) Jointly create the student's READ plan.

Communication shall include the following:

1. The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce and research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.
2. The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and the basis upon which the teacher identified the significant reading deficiency.
3. If the student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades. If the student's reading skill deficiencies are not remediated, it is likely that the student will not have the skills necessary to complete the course work required to graduate from high school.
4. Reading skills are critical to success in school. Under state law, the student qualifies for and the LEP is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state's academic achievement goals.
5. The student's READ plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies.
6. The parent plays a central role in supporting the student's efforts to achieve reading competency, the parent is strongly encouraged to work with the student's teacher in implementing the READ plan, and, to supplement the intervention instruction the student receives in school, the READ plan will include strategies the parent is encouraged to use at home to support the student's reading success.

7. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, if the student continues to have a significant reading deficiency at the end of the school year, under state law, the parent, the student's teacher, and other personnel of the LEP are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

Additional Considerations:

Additionally, the teacher and the other personnel of the LEP are encouraged to communicate and discuss information concerning resources that are available through the LEP or through other entities within the community that may support the student in achieving reading competency.

If the Parents are Unable to Meet:

If, after **making documented attempts**, the teacher is unable to meet with the student's parent to create the READ plan, the teacher and any other skilled school professionals the LEP may choose to select shall create the Student's READ plan and ensure that the student's parent receives the following information in a language the parent understands (if practicable):

- A) A written copy of the READ plan with a clear, written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan and the strategies that the parent is encouraged to apply in assisting the student in achieving reading competency.
- B) A written explanation of the information included in the talking points (numbers 1-7)

ON-GOING COMMUNICATION FOR PARENTS:

The LEP shall ensure that the parent of each student who has a READ plan receives ongoing, regular updates from the student's teacher, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress in achieving reading competency. The student's teacher is encouraged to communicate with the parent concerning the parent's progress in implementing the home reading strategies identified in the student's READ plan. To the extent practicable, the teacher shall communicate with the parent in a language the parent understands.