


**READ Act Office Hours**  
**End of Year Parent Meeting**

Thursday, May 11, 2023

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**READ Act Office Hours Introductions**



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<http://www.cde.state.co.us/coloradoliteracy/elsr-literacy-team-office-hours>


**READ Act Office Hours**

**Scheduled Dates and Times**

- EOY Parent Meeting (READ Act Requirements)**
  - May 11, 2023: 3-4 p.m.
- Planning for the Year Ahead**
  - May 25, 2023: 3-4 p.m.
- UIP with a READ Lens**
  - July 27, 2023: time TBD
- SRD Determination**
  - August 24, 2023: time TBD
- Writing READ plans**
  - September 21, 2023, time TBD


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## READ Act Office Hours Purpose




**The purpose of the monthly live READ Act Office Hours is to provide:**

- Information and guidance on specific topics related to the READ Act and
- An opportunity for stakeholders to ask specific questions related to the topic



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## READ Act Office Hours Procedure



- Prior to the scheduled office hours, *participants will review guidance documents and/or pre-recorded webinar* that align with the specific topic that will be discussed.
- At least 1 week prior to the scheduled office hours, participants will submit questions they have about the specific topic through the *Office Hours Questions Google form* linked on the *CDE READ Act Office Hours* webpage
- During the office hours, CDE will:
  - Introduce the topic being presented and provide a short summary of the topic
  - Answer questions submitted 1 week prior to the scheduled office hours
  - Allow for participants to ask questions live during the office hours

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## READ Act Office Hours Logistics



- Each Office Hour is scheduled to address questions related to a specific topic.
- The topic today is: **End of the Year Parent Meeting**
- First, we will walk through the questions related to this topic submitted via the Google form linked to the Office Hours webpage.
- After we walk through the questions submitted prior to the scheduled Office Hours, there will be designated time for participants to **enter questions in the Q&A feature, chat, or unmute and ask** that are related to today’s topic.
- Some questions will be answered during the meeting and others will be captured for further consideration.

**Additionally:**

- For general questions about the CDE-Provided Teacher or Administrator Training options email: [ReadActTraining@cde.state.co.us](mailto:ReadActTraining@cde.state.co.us)
- For READ Act Data Inquires email [READActData@cde.state.co.us](mailto:READActData@cde.state.co.us)
- For all other questions related to the READ Act email: [ReadAct@cde.state.co.us](mailto:ReadAct@cde.state.co.us)

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## READ Act Office Hours Objectives:

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*Overview of **The End of the Year Parent Meeting** guidance*

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Review and respond to questions submitted prior to today's Office Hours


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Respond to topic related questions submitted live



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**READ Act Office Hours**  
**Colorado READ Act-It Is About Prevention**



**READ Act**


- Passed by the Colorado legislature in 2012
- Focuses on early literacy development for all students in kindergarten through 3rd grade
- Preventative in nature
  - \* Scientifically and evidence-based reading instruction
  - \* Assessment
  - \* READ plans
  - \* Parent communication monitoring

*Ensure every student in Colorado Reaches reading proficiency by the end of 3rd grade*



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**Parent/Teacher Collaboration**




Parent/Teacher collaboration begins with the creation of a student’s READ Plan.


CRS 22-7-1205(2)(a): “...upon finding that a student has a significant reading deficiency, the local education provider shall ensure that the student receives a READ plan [...] the teacher and any other skilled school professionals the local education provider may choose to select shall, if possible, meet with the student's parent to communicate and discuss the information specified in paragraph (b) of this subsection (2) and jointly create the student's READ plan.”

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# Collaboration Continues



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Parents of students with a READ Plan should receive regular updates from the teacher on intervention instruction and progress toward reading competency.

All communication must be in a language understood by the parent.

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# End of Year Parent Meeting Guidance



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Colorado READ Act

**ELSR Literacy Team**  
The Literacy Team in the Office of Elementary Literacy and School Readiness meets monthly to discuss topics related to the READ Act.

**Live READ Act Information**  
The Office of Elementary Literacy and School Readiness provides monthly live informational webinars for parents, teachers, and school administrators.

### End of Year Parent Meeting

Parent, Teacher, and School Collaboration to Ensure Reading Success

**Productive Collaboration**  
Productive collaboration among parents, teachers, and schools is key to ensuring student success in reading competency and overall education. The READ Act outlines expectations for a student's progress in reading across various measures, from parents or high partners, who are parents, teachers, and officials work together as a team, it creates a supportive and collaborative environment for the child's learning and development.

It is strongly advised that teachers collaborate with parents in creating and implementing **ELSR** (4-12) READ plans. A personalized plan that outlines the specific interventions, supports, and strategies, including using all home resources, to be implemented to help the student improve their reading skills. The end of year parent meeting is crucial for parents, teacher collaboration, involvement in a student's education, and implementation of a READ Plan.

Teacher Responsibilities	Parent Responsibilities
<ul style="list-style-type: none"> <li>Inform parents about the READ Act</li> <li>Share assessment results and student reading data</li> <li>Make an effort to collaborate with parents on READ plans and document communication efforts</li> <li>Plan together reading goals and objectives, parent plan for intervention and support</li> <li>Discuss parent supportive role at home</li> <li>Monitor progress and track to parent contacts</li> <li>Progress monitor and communicate ongoing, regular progress updates</li> <li>Ensure understanding of the information being presented</li> </ul>	<ul style="list-style-type: none"> <li>Stay engaged/informed about their child</li> <li>Ensure regular attendance and participation</li> <li>Discuss strategies to support with reading development at home</li> <li>Use resources to support understanding</li> <li>Support goal at home</li> <li>Model good reading habits, reinforce the importance of reading for academic success</li> <li>Provide positive reinforcement and encourage child's reading efforts</li> </ul>

**Students with a Significant Reading Deficiency at the End of Year**  
If a student has a **significant reading deficiency** at the end of any school year before reaching fourth grade, it is the responsibility of the student's parent, teacher, and other designated personnel to take immediate preventive steps to ensure the student achieves program goals in the next school year (C.R.S. 22-3-1002(2)(d)). This means and describes whether the student should participate in a reading intervention program designed to help the student achieve the READ Act goals by the end of the school year or to be in compliance with the READ Act by the end of the school year. All steps prior to the end of the school year in order to complete this process.

The READ Act emphasizes early intervention and support to address reading deficiencies before students get significantly behind their peers. Students who enter fourth grade with an SRD may require targeted and individualized interventions. Districts have a legal obligation to have an SRD at the end of third grade. The parent, the student's teacher, and other designated personnel are obligated to meet and provide information on a regular basis to the parent. The purpose of this meeting is to advise the parent, despite their SRD, can make intervention strategy.

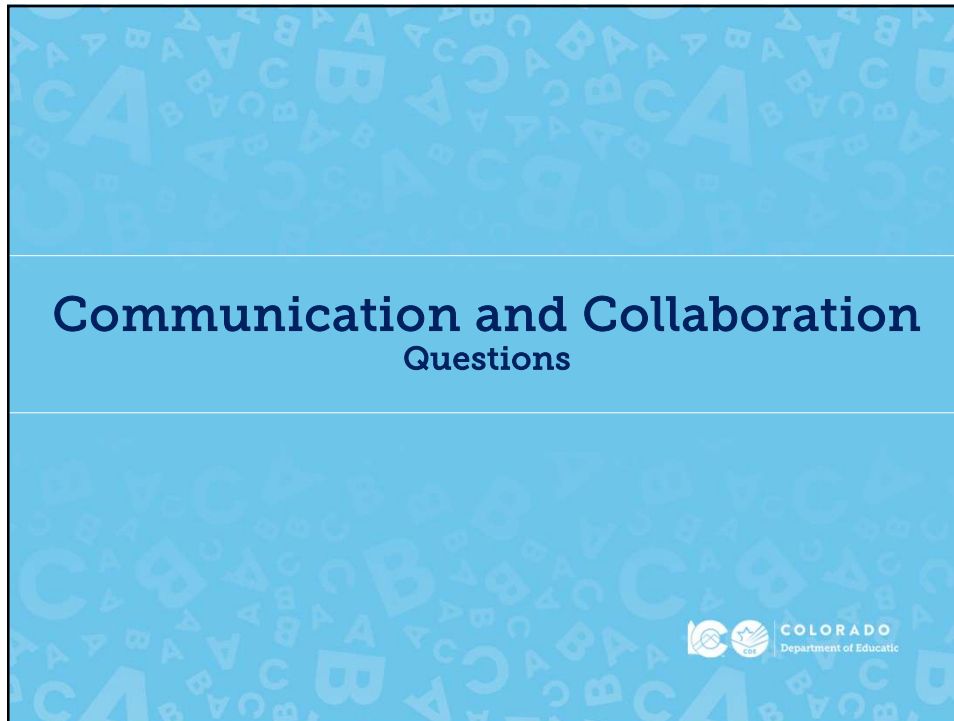
**Administrator Training**  
READ Act (SB19-199 and SB22-004) who provide literacy instruction, 4-12 and school administrators (including principals) must meet the requirements of the READ Act.

**Reading Summer Training Available**  
Face reading training is now available for 2023. To learn more, please click the button below.


<https://www.cde.state.co.us/coloradoliteracy/parentmeeting>

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## Communication and Collaboration Questions



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**Question:**  
**What are the responsibilities of teachers in communicating and collaborating with parents?**




**Teacher responsibilities:**

- Inform parents about the READ Act
- Share assessment results and student reading data
- Make an effort to collaborate with parents on READ plans and document communication efforts
- Plan targeted reading goals and objectives, present plan for intervention and support
- Discuss parent supportive role at home
- Answer questions and listen to parent concerns
- Progress monitor and communicate ongoing, regular progress updates
- Ensure understanding of the information being presented

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**Question:**  
What about parent responsibilities?



**Parent responsibilities:**

- Share helpful information about their child
- Ensure regular attendance and participation
- Discuss strategies to support with reading development at home
- Ask questions to support understanding
- Model good reading habits, reinforce the importance of reading for academic success
- Provide positive reinforcement and encourage the child’s reading efforts


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**Students with an SRD at the  
End of the Year  
Questions**



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**Question:**  
**What does collaboration look like when students have an SRD at the end of a school year?**




If a student has a [significant reading deficiency \(SRD\)](#) at the end of any school year before reaching fourth grade, it is mandatory for the student's parent, teacher, and other designated personnel by the local education provider (LEP) to meet and determine whether the student should progress to the next grade level (CRS 22-7-1205(2)(b)(VII)).

This decision should be based on the student's ability to maintain adequate academic progress despite the SRD.

Parents should be notified as soon as students have been identified as having an SRD and written notice of the SRD must also be given to the parent no later than 45 days prior to the end of the school year in order to complete this process.

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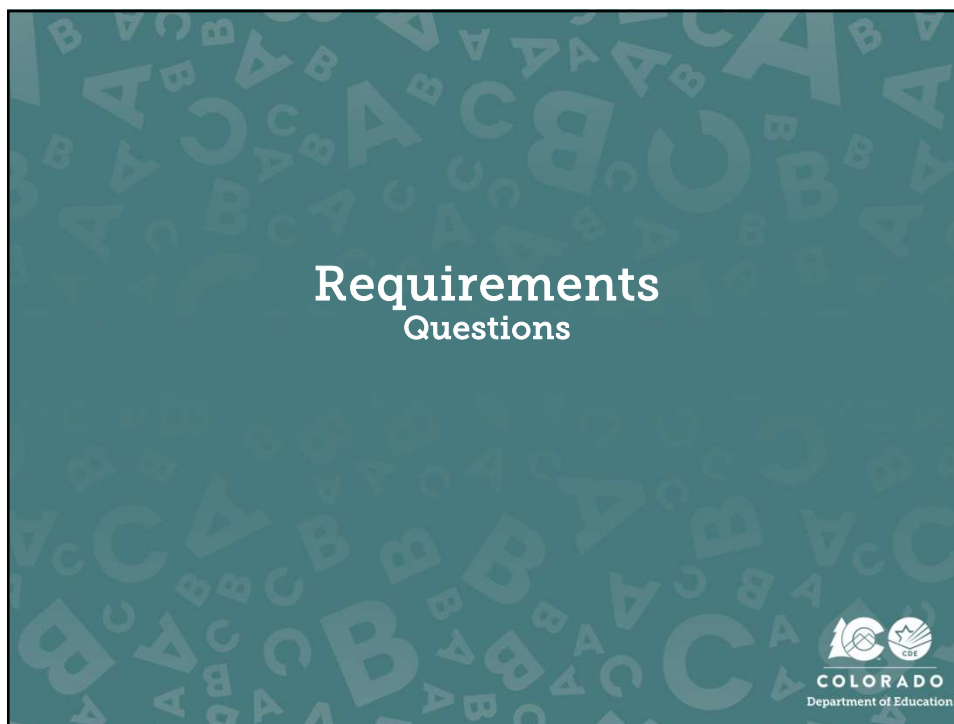
**Question:**  
**Are there considerations for students entering fourth grade?**



- The READ Act emphasizes early intervention and support to address reading deficiencies before students fall significantly behind their peers.
- Students who enter fourth grade with an SRD may experience negative academic consequences.
- As per state law, if a student continues to have an SRD at the end of third grade, the parent, the student's teacher, and other designated personnel are obligated to meet and consider retention as a possible intervention strategy.
- The purpose of this meeting is to assess whether the student, despite their SRD, can make sufficient academic progress at the next grade level, taking careful consideration into various factors such as the student's individual needs, social-emotional well-being, and long-term educational goals.

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**Question:**  
**What must be discussed at an end of the year meeting?**

- The importance of achieving grade level competency by the end of the third grade
- The nature of the student’s SRD, including a clear explanation of what an SRD is and the basis of determination
- The student’s body of evidence and the likelihood that the student will be able to maintain adequate academic progress at the next grade level despite having an SRD
- The specific intervention instruction to address the student’s need and increased level of intervention instruction the student will receive regardless of the decision made on grade level advancement
- Strategies the parent is encouraged to use at home to support reading success
- The process of creating a READ plan, continuing a READ plan, and exiting a READ plan

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**Question:**  
 What if a parent is unable to attend the end of year meeting?




If, after making documented attempts, the teacher is unable to meet with the parent to create the READ Plan, the teacher and other school professionals may create the plan and provide a written explanation to the parent.


Because conveying this information in understandable language is so important, parents may also request verbal communication on the READ Plan and related information from the teacher and school professionals.

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## Breakout



- How does the information align to your district’s current procedures for end of year parent meetings for students with READ plans?
- What additional questions do you have on this topic?



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## Helpful Links

READ Act Main Page:  
<http://www.cde.state.co.us/coloradoliteracy>

Webinar/Office Hours Information:  
<https://www.cde.state.co.us/coloradoliteracy/elsliteracyteam-officehours>

READ Act Statute and Rules:  
<http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules>

READ Plans:  
<https://www.cde.state.co.us/coloradoliteracy/readplans>

READ and English Learners:  
<https://www.cde.state.co.us/coloradoliteracy/readandel>

Science of Reading Resources:  
<https://www.cde.state.co.us/coloradoliteracy/scienceofreadingresources>

Educator Resources:  
<https://www.cde.state.co.us/coloradoliteracy/readacteducatorresources>

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