

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 defines a parent as a student's biological or adoptive parent, stepparent, foster parent, or legal guardian. When parents, teachers, and schools work together as a team, it creates a supportive and conducive environment for the child's learning and development.

It is strongly advised that teachers collaborate with parents in creating and implementing [READ plans](#). A READ plan is a personalized plan that outlines the specific interventions, support, and strategies, including using at-home strategies, to be employed to help the student improve their reading skills. When a student continues to have a significant reading deficiency (SRD) at the end of a school year despite being on a READ plan or is newly identified as having an SRD during the end-of-year assessment window, an end-of-year parent meeting is required by the READ Act. The end-of-year parent meeting is a vital component for communication, collaboration, and educational decision-making between parents and educators. This guidance document explains the requirements for the end-of-year meeting for students with a significant reading deficiency.

When is an End-Of-Year Parent Meeting Required for Students with a Significant Reading Deficiency?

The Colorado READ Act outlines specific guidelines for meeting with parents when a student has an SRD at the end of a school year (*C.R.S. 22-7-1207*). If a teacher finds that a student has a significant reading deficiency within forty-five days before the end of any school year in grades kindergarten through third grade, **written notice** must be provided to the student's parent(s).

Written Notice, at a minimum, must include the following information (*C.R.S. 22-1207(2)(a-c)*):

- There are serious implications to a student entering fourth grade with an SRD and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider are required to meet and consider retention as an intervention strategy and determine whether the student, despite having an SRD, is able to maintain adequate academic progress at the next grade level.
- Personnel of the student's school will work with the parents to schedule a date, time, and place for the meeting.
- If the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.

There are a few exemptions to the requirement to meet and consider retention as an intervention strategy. Although an end-of-year progress meeting is good practice for all students with a significant reading deficiency, a meeting to discuss retention as an intervention strategy is not a requirement of the READ Act for the following students (*C.R.S. 22-7-1207(1)(a-c)*):

- A student with a disability who is eligible to take the alternative statewide assessment, or a student with a disability that substantially impacts development in reading and results in an SRD

- A student who is an English Language Learner for which it has been determined the SRD is primarily due to the student's language skills
- A student who has already been retained and is completing the second year at the same grade level

Once a parent has received written notice, the teacher or personnel should make documented attempts to schedule the meeting at a date, time, and place that is convenient for everyone participating. In the event that, after several attempts, the teacher is unable to reach the parent, or the parent does not attend the scheduled meeting, then the teacher and school personnel are responsible for examining the body of evidence and determining whether the student will advance to the next grade level.

What is included in the End-of-Year Parent Meeting Required by the READ Act?

The end-of-year parent meeting is a key point of communication between teachers and parents to ensure that sound educational decisions are made for a student who has a significant reading deficiency. This meeting provides an opportunity for the teacher and parent(s) to review the student's current level of progress and achievement, discuss goals that have been identified based on the student's body of evidence, determine the plan for increased intervention in the next school year, and share any additional observations about the student's reading. The primary purpose of this meeting, however, is to assess whether the student, despite their SRD, can make sufficient academic progress at the next grade level, taking careful consideration into a range of factors such as the student's individual needs, social-emotional well-being, and long-term educational goals.

The READ Act outlines several talking points to be included in the conversation at the end-of-year meeting.

Topics that must, at a minimum, be discussed at the end-of-year meeting (C.R.S 12-22-1207(2)(a-c)):

- That there are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider 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.
- The importance of achieving reading competency by the end of third grade, because students who achieve reading competency by the end of third grade are more likely to graduate from high school and attain a postsecondary credential.
- The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
- The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
- The potential effects on the student if he or she does not advance to the next grade level.

Once the teacher, the parent(s), and any other personnel designated by the local education provider (LEP) have reviewed the body of evidence, discussed a plan for increased intervention, and weighed the student's ability to maintain adequate progress at the next grade level, a decision about advancement can be made. In case of disagreement, the parent's decision shall prevail, unless otherwise specified in the policy adopted by the LEP. It is important to note that for a student completing third grade, the decision to advance a student to the fourth grade is subject to approval of the school district superintendent/superintendent designee (public school, not a charter) or school principal (charter school, or public school operated by a board of cooperative services).



The end-of-year meeting also provides an opportunity to share resources and opportunities that may support students and families during the break between school years, such as options for summer school, tutoring, library experiences or other supports.

What Happens After the End-of-Year Meeting?

As soon as possible after the decision on whether a student will advance to the next grade level in the upcoming school year is made, personnel of the LEP must provide the parent(s) with a written statement of the decision and pertinent details in a language the parent understands. A copy of the statement must also be provided to the school district superintendent or principal, as applicable to the school. The statement is to be included in the student’s permanent academic record and will be removed once the student achieves reading competency.

Teacher/School Personnel Responsibilities:	Parent Responsibilities:
<ul style="list-style-type: none"> • Provide written notice to parents that a parent meeting is required • Make documented attempts to schedule a date, time, and place for the meeting • Communicate minimum talking points outlined in the READ Act to parents in a language the parent understands (oral/written) • In collaboration with the parent and other school personnel, decide whether the student will advance to the next grade level • Communicate the plan for the increased level of intervention instruction the student will receive in the next school year, regardless of whether the student advances to the next grade level • Following the meeting, provide a written statement of the decision to parents and to the school superintendent or principal 	<ul style="list-style-type: none"> • Work with the teacher to schedule a date, time, and place for the meeting • Attend the scheduled meeting • Ask questions to support understanding • Provide information about the child that supports in educational decision-making • Collaborate with the teacher and other school personnel to decide whether the student will advance to the next grade level • Understand the plan for the increased level of intervention instruction the student will receive in the next school year, regardless of whether the student advances to the next grade level

Students Newly Identified with a Significant Reading Deficiency at End-of Year

Occasionally, a student is newly identified as having an SRD during the end-of-year assessment window and within the last 45 days of the school year. When this happens, it is important that the end-of-year parent meeting includes collaboration between the teacher, parent(s), and other personnel to collaborate to create a READ plan that will carry into the next school year. This is critically important for students completing their third-grade year, as in some cases, the assessments used in kindergarten through third grade may not be administered to students beginning the fourth grade to determine the students specific reading goals and intervention needs. As with any time a child is newly placed on a READ plan, the talking points outlined in the READ Act (C.R.S. 22-7-1205(2)(b)(I-VI)) should be discussed, and parents must receive a written copy of the READ plan in a language they understand, if practicable. The LEP is responsible for ensuring that the READ Plan is included in the student’s permanent academic record.