



ALASKA
SCIENCE OF READING



The Alaska Reads Act



Individual Reading Intervention Plan Parent/ Guardian Meeting

PURPOSE OF MEETING

- Clearly communicate the purpose of the meeting, which is to discuss and find solutions to assist the child with their reading needs. Emphasize that the child has demonstrated a reading deficiency during the literacy screening assessment and that the aim is to support their improvement.

"Good morning/afternoon, I appreciate your time in discussing your child's education. The purpose of this meeting is to address and find solutions to support your child's reading needs. Recently, we conducted an early literacy screening for your child, which identified an area requiring improvement."

Question: Do you have any questions or concerns before we jump into the specifics?

SUMMARY OF FINDINGS

Strengths:

- Highlight at least three areas/skills in which the student is excelling. This will help the parents/guardians see positive aspects of their child's reading abilities.

"Your child has been an excellent addition to our classroom. He/ she possesses the following strengths...."

What do you see as your child's strengths?

Needs:

- List the areas in which the student fell below benchmark on the literacy screener. Show the screener results to the parents/guardians during the meeting for transparency and clarity.

"Based on the early literacy assessment that was conducted on your child recently, we have identified the following areas as areas where your child may benefit from additional support."

Do you agree with these areas of concern? Are there other areas you are concerned about?





SUPPORT TO BE GIVEN AT SCHOOL

Tier II supports:

- Identify specific Tier II supports that will be provided at school. This includes mentioning the program, time allocation, and group size for these supports.

"In order to assist your child with their literacy needs, we will be implementing Tier II intervention. We will be utilizing the following program(s) _____ for _____ days every week, with _____ minutes allocated per day."

Can you think of other ways we can support your child?

Tier III supports:

- Similarly, identify the Tier III supports that will be provided at school. Mention the program, time allocation, and group size for these supports.

"In order to assist your child with their literacy needs, we will be implementing Tier II intervention. We will be utilizing the following program(s) _____ for _____ days every week, with _____ minutes allocated per day."

Can you think of other ways we can support your child?

SUPPORTS TO BE PROVIDED OUTSIDE OF THE SCHOOL DAY (IF TIER III):

- Explain any supports that will be offered outside of regular school hours, such as before school, after school, or on weekends. Specify the nature of these supports.

"In addition to Tier III interventions in the classroom, we will also offer professional support for your child beyond school hours. We will provide assistance through various programs, such as _____ before/after school/weekends."

Will these days and times work for your family?

HOME SUPPORT

- Suggest tools or support that parents or guardians can provide at home to help the student with their needs. This could include activities, reading materials, or online resources.

"For your child to truly succeed, it is crucial for us to offer home support for you to work on together with your child. In order to help your child make advancements in their areas of need, we will be _____ (providing specific activities, reading materials, or online resources for you to utilize at home)."

How can we support your child's reading at home?





PROGRESS MONITORING SCHEDULE

- Define how often the student will be progress monitored and with what tool. Specify the frequency and the specific assessment tool that will be used.

"To ensure that your child is making satisfactory progress towards their goals, we will professionally monitor your child every _____ using the following tool _____."

Do you have any questions about the progress monitoring process for your child?

HOW PROGRESS MONITORING RESULTS WILL BE COMMUNICATED

- Explain how the progress monitoring results will be communicated to the parents or guardians. This can be done through phone calls, reports sent home, meetings, or any other preferred method.

What would be the best way to communicate your child's progress?

We will communicate your child's progress monitoring results every _____, through _____ (phone calls, reports sent home, meetings, etc.)

PARENT/GUARDIAN COMMENTS:

- Provide space for any comments, questions, or concerns the parents or guardians may have. Be prepared to address these during the meeting.

Do you have any other questions, concerns, or thoughts you would like to discuss now?

