To Parents of K-3 Students:

The Alabama Literacy Act outlines specific responsibilities at the state, regional, and local levels, specifically for the Alabama State Department of Education (ALSDE), the Alabama State Board of Education, Local Education Agencies (LEA), and local schools with grades K-3. The Alabama Literacy Act also requires the establishment of a standing task force and the Alabama Committee on Grade-level Reading. Expectations and guidelines are outlined for families, communities, and stakeholders to ensure a collaborative effort to improve the reading proficiency of each and every student in order to achieve grade-level or above by the end of third grade.

Hale County Board of Education Responsibilities in accordance to the Literacy Act are as follows:

- **Hire ARI local reading specialists who meet specific minimum qualifications**
  - Required Alabama Professional Educator Certificate and a bachelor's degree
  - Advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the State Board of Education
  - Two years (at a minimum) of experience as a successful elementary or literacy teacher
  - Knowledge of scientifically based reading research, a strong knowledge base in the science of learning to read and the science of early childhood education
  - Specialized expertise in quality reading instruction and intervention, dyslexia specific interventions, and data analysis
  - Excellent communication skills with outstanding presentation, interpersonal, and time management skills
- **Ensure adherence to duties and responsibilities of the local reading specialists**
  - Ensure adherence to the Alabama Literacy Act
  - They may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrator.
- **Offer comprehensive core reading program**
  - Program must be based on the science of reading which develops foundational reading skills.
  - **No school district may use any curriculum that does not include instructional time** in any public school with K-3 students.
- **Select an assessment system**
  - Select valid and reliable reading screening, formative, and diagnostic assessment systems that have been approved by the State Superintendent of Education.

- **Provide an intervention program**
  - Based on the results of the reading assessment, each K-3 student who exhibits a reading deficiency or characteristics of dyslexia shall be provided an appropriate dyslexia specific reading intervention program to address his or her specific deficiencies.

The local schools (Greensboro and Moundville Elementary Schools)-Grades K, 1, 2 and/or 3 responsibilities in accordance to the Literacy Act are as follows:

- Conduct student reading assessments
  - LEAs will be provided with an annual list of vetted and approved assessments which are valid and reliable reading screening, formative, and diagnostic assessment systems.
  - Results of student performance on early reading assessments, which will be administered a minimum of 3 times a year, will be analyzed to determine reading deficiencies.
  - Students will be evaluated after each grading period. Any student determined to have a reading deficiency will be provided additional tutorial support.
- Establish comprehensive core reading and intervention programs
  - Students in need of additional support will be provided an intervention program that adheres to the following guidelines.
    • Selected from a vetted and approved list from the ALSDE
    • Provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom
    • Shall be implemented during regular school hours
- Provide dyslexia-specific intervention
  - Appropriate dyslexia specific intervention will be provided to students with characteristics of dyslexia and all struggling readers.
- Provide appropriate reading intervention program
  - Provides explicit, direct instruction that is systematic, sequential, and cumulative.
    • Language development • Phonological awareness • Phonics • Fluency
    • Vocabulary • Comprehension
  - Provides daily, targeted, small group reading interventions based on student areas of need.
    • Phonological awareness • Phonics (including decoding and encoding)
    • Sight words • Fluency • Vocabulary • Comprehension

- Written notification will be provided to parents or legal guardian of any K-3 student who exhibits a consistent deficiency in any of these areas.
  • Letter naming fluency
  • Letter sound fluency
  • Nonsense word fluency
  • Sight words
  • Oral reading accuracy and fluency
  • Vocabulary
  • Comprehension

  Must be notified in writing no later than 15 school days after the identification.

*A consistent deficiency is identified when students do not respond to explicit, systematic, core instruction (Tier I). If the deficiency is at or on grade-level, the first response should be Tier II classroom intervention. If the deficiency is a prerequisite foundational skill, then the response indicates the need for Tier III intervention in a separate setting. Additional details are described in Section IV: AL-MTSS and RtI.

- Written notification must include specific components.
  - Statement informing parent or legal guardian that the student has been identified with a deficiency in reading
  - Notification that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian
  - Description of current services being provided to the student
  - Description of proposed evidence-based reading interventions and supplemental instructional services and supports to be proposed for discussion while establishing the Student Reading Improvement Plan (SRIP)
  - Notification that parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade-level reading
  - Strategies and resources for parent or legal guardian to use at home to help the student succeed in reading
  - Statement that if the reading deficiency of the student is not addressed by the end of third grade, the student will not be promoted to fourth grade unless a good cause exemption is satisfied
  - Statement that while the statewide reading assessment is the initial determinant for promotion, the assessment is not the sole determiner at the end of third grade

Also, students will be provided with a test-based portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade.

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Greensboro and Moundville Elementary Schools will continue with the following responsibilities:

- Provide a Student Reading Improvement Plan (SRIP) according to the following guidelines.
    - Provided for any student in Grades K-3 who demonstrates a reading deficiency at any time
    - Created at the school level by the teacher, principal, other involved school personnel, and the parent or guardian of the student
    - Developed no later than 30 days after the deficit is identified
    - Used to describe the evidence-based reading intervention services that student shall receive, including dyslexia-specific intervention services to improve the reading deficit

For a student with an Individualized Education Program (IEP), the special education case manager shall participate in the development of the SRIP to address how the evidence-based reading interventions and supplemental instructional services and supports will align with the specially designed instruction delivered through special education services. A student's goals and services outlined should complement, not replace, the evidence-based reading interventions. The teacher providing the instruction is responsible for implementing the SRIP. If a student receives services through inclusion or in a resource setting, the service provider and the teacher will work together to implement the plan.

- Provide Summer Reading Camps according to the following guidelines:
    - Provided to all grade K-3 students identified with a reading deficiency
    - Comprised of a minimum of 70 hours of scientifically-based reading instruction and intervention
    - Staffed with the most highly effective reading teachers (effectiveness may be shown by student reading performance data, completion of MSLE, and teacher performance evaluations) who have the knowledge and skills to provide direct, explicit, and systematic reading instruction and intervention supports to improve any identified areas of reading deficiency
    - Administered using SBOE-approved reading assessment to all participating students at the beginning **and** at the conclusion of the summer reading camp in order to measure the reading progress of students
    - Monitored for daily attendance in order to show the required participation of the student
    - May be held in conjunction with existing summer programs in district or in partnership with a community-based summer program.

For a student with an IEP, Extended School Year (ESY) services are not to be substituted for summer reading camps. Students with disabilities will have equal access to participation in summer learning. ESY services are special education and/or related services that are provided to a child with a disability beyond the normal school year based on factors such as significant regression.