



Alabama Literacy Act & Parents

[The Alabama Literacy Act](#) specifies the need for schools/LEAs to involve parents in supporting their children identified with reading deficiencies, including providing parents strategies and resources to use at home.

Page 15, Line 9-11	(5) <i>Strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading.</i>
-----------------------	---

The Alabama Reading Initiative has printed one hard copy per K-3rd grade school of the REL’s publication of [“A Kindergarten Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills”](#) for your reference.

Additional parent resources to consider for literacy parent support are:

- [ALSDE, ARI Parent Resources Tab.](#)
- [“The Alabama Family Guide for Student Reading Success, Kindergarten through Third Grade.”](#)
- [“Alabama Literacy Implementation Guide”](#) page 133-139

Other Mentions of Parents in the Literacy Act

Page 14, Line 12-17	(c) <i>The parent or legal guardian of any K—3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification.</i>
Page 14, Line 19-23	(1) <i>A statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia, and that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian.</i>
Page. 15, Line 6-8	(4) <i>Notification that the parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade level reading.</i>
Page 15, Line 9-11	(5) Strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading.
Page 16, Line 3-8	(1) <i>The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian of the student, and shall describe the evidence-based reading intervention services, including dyslexia specific intervention services, that the student shall receive to improve the reading deficit.</i>
Page 21, Line 7-9	(4) <i>A read at home plan, including participation in parent training workshops or regular parent guided home reading activities. (incoming 3rd graders with a deficiency)</i>
Page 24, Line 12-15	(3) <i>The local education agency shall assist schools under its jurisdiction in providing written notification to the parent of any student who is retained in third grade for not achieving the reading level required for promotion.</i>
Page. 32, Line 18-21	(b) <i>Each member of the committee shall be a parent or legal guardian of a state K-12 public school student, a practicing teacher, a retired teacher, or employed in the field of education. (Alabama Committee on Grade Level Reading)</i>