

READ & Other Plans Guidance for Teachers

Purpose

General education providers often have students with multiple plans (READ, IEP, ELL, GT, 504). Ensuring an understanding of how the plans interact and collaborating with service providers is in the best interest of the student, the family, and the school.

Systems

- Identify students with multiple plans.
- Establish providers needed for collaboration.
- Know the requirements for each plan type.
- Provide layered supports and interventions across plans.
- Continue ongoing communication with collaborators based on progress monitoring data.

Collaboration

- 504 coordinator can provide applicable accommodations to be included in the READ plan.
- Special Education teacher can provide additional information about how a disability may impact reading.
- EL coordinator can provide additional information about how students' language acquisition needs impact reading to be included in the READ plan.
- Gifted lead can provide information on how behavioral traits of gifted students may impact reading.

More on READ Plans and IEPs

READ plans provide general education interventions for all students identified as having a Significant Reading Deficiency(SRD).

An IEP does NOT meet the requirements of a READ plan and cannot be used to replace READ interventions.

Goals for reading may be the same for both plans and can be connected.

Collaboration with special education teachers is important in plan development and monitoring.