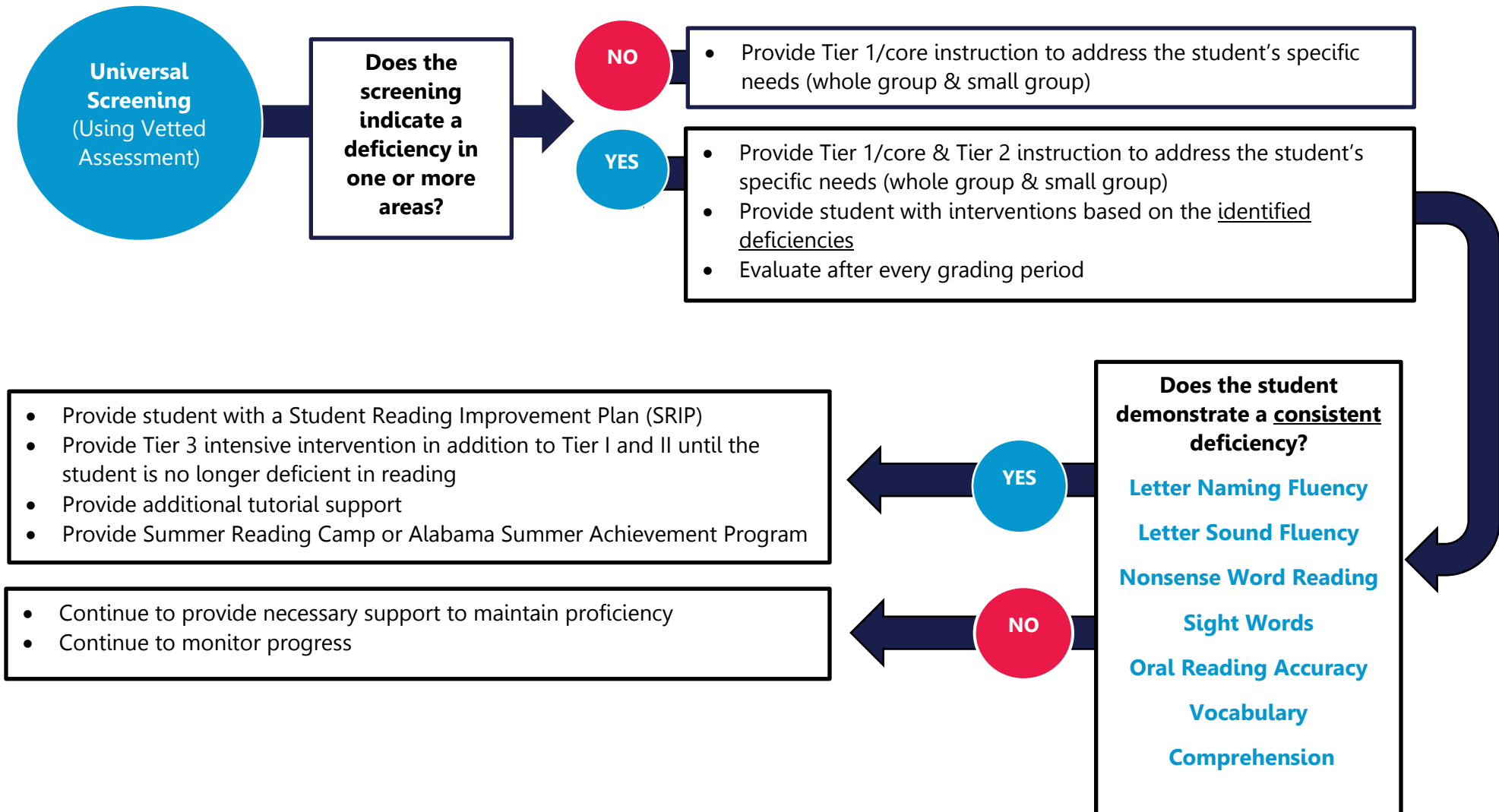




Alabama Literacy Act Student Supports & Services

Student Support Flow Chart





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<p>Intervention Program Requirements (page 13, 14):</p>	<ul style="list-style-type: none"> • “Dyslexia specific intervention, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers.” • “The reading intervention program shall do all of the following: <ul style="list-style-type: none"> ○ Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable. ○ Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension. ○ Be implemented during regular school hours.”
<p>Parent Notification of Consistent Deficiency (page 14-15)</p> <p>Sample available in the Alabama Literacy Act Implementation Guide on page 50</p>	<ul style="list-style-type: none"> • In writing no later than 15 school days after the identification, including: <ul style="list-style-type: none"> ○ A statement of identification of deficiency in reading or exhibits the characteristics of dyslexia ○ State that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian. ○ Describe <u>current services</u> provided to the student. ○ Describe proposed <u>evidence-based reading interventions and supplemental instructional services and supports</u> ○ Notify them of future <u>monthly</u> progress updates ○ Provide <u>strategies and resources</u> for use at home to help the student succeed in reading. ○ Provide statements involving promotion paths (good cause exemption; supplemental assessment, portfolio)
<p>Student Reading Improvement Plan (SRIP) Requirements (page 16)</p> <p>Sample available in the Alabama Literacy Act Implementation Guide on page 55-56 or SRIP within PST Process</p>	<ul style="list-style-type: none"> • Any K-3 student who exhibits a reading deficiency at any time, as provided in subsection (b), shall receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency. <ul style="list-style-type: none"> ○ Created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian ○ Describe the evidence-based reading intervention services, including dyslexia specific intervention services, that the student shall receive to improve the reading deficit. ○ Note that a <i>SRIP plan may be embedded in another existing plan if it describes the required components.</i>
<p>Summer Reading Camp and Alabama Summer Achievement Program (ASAP) Requirements (page 16-17)</p> <p>Section VII of the Alabama Literacy Act Implementation Guide offers additional guidance and support for Summer Reading Camps & ASAP (p. 83-90; 131-132)</p>	<ul style="list-style-type: none"> • Staffed with highly effective teachers of reading as demonstrated by student reading performance data, completion of multisensory structured language education, and teacher performance evaluations. • Provide direct, explicit, and systematic reading intervention services and supports toward identified deficiency. • 70 hours of time in scientifically based reading instruction and intervention. • Approved reading assessment at the beginning and end of summer reading camp to measure student progress. • Alabama Summer Achievement Programs have additional requirements.