

## ENTRY POINT: PARENT/EDUCATOR CONCERN

Parent/Educator communication begins. Parents are included in the support cycle and can request information or additional meetings at anytime. Educators communicate with parents throughout the cycle.

Communication may include:

Does the student exhibit characteristics of dyslexia? <a href="#">Click to Learn More</a>	Is there a deficit in one of the five areas of reading? <a href="#">Click to Learn More</a>	Screeners <a href="#">Click to Learn More</a>
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## PROFESSIONAL LEARNING COMMUNITY (PLC)

PLC team meeting to review concerns and determine instructional supports.

Supports may include accommodations, small group and targeted instruction in areas of need.

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## STUDENT INTERVENTION TEAM (SIT)

SIT meeting to review and analyze all student information.

- ▶ Information may include: progress monitoring data, family history, assessments, plans, screening information.
- ▶ Response to scientific, evidence/research-based interventions is part of the process
- ▶ Continue progress monitoring with instructional supports that have proven results for students with dyslexia characteristics.
- ▶ SIT Team determines next steps - may include special education evaluation referral (e.g. for an [IEP](#) or [504](#)).

## PROGRESS MONITORING

Implement and progress monitor instructional supports.

- ▶ Implement supports until progress monitoring indicates that student is proficient with body of evidence.
- ▶ Continue meeting with PLC team until core, classroom instruction is sufficient and student is working within grade level.

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More Support Needed?

## SPECIAL EDUCATION

Parents and team may determine a referral for special education evaluation and possible eligibility for an Individual Education Plan (IEP) is **appropriate at any time** during this process

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