

Policy S-015

Oklahoma Strong Readers Act School Policy

Purpose: This policy outlines the procedures and guidelines for the implementation of the Oklahoma Strong Readers Act, which requires the assessment of reading skills for students enrolled in kindergarten, first, second, and third grades. The policy ensures the acquisition of critical reading skills, including phonological awareness, decoding, fluency, vocabulary, and comprehension, as required by the State Board of Education.

1. Assessment and Screening:

- **Scope of Assessment:** Every student enrolled in kindergarten, first, second, and third grades will be assessed at the beginning and end of each school year using a screening instrument approved by the State Board of Education. This assessment will measure the following areas: phonological awareness, decoding, reading fluency, vocabulary, and comprehension, as appropriate for the student's grade level.
- **Criteria for Identifying Deficiencies:** If a student is assessed and found not to meet grade-level expectations, the student will be provided a program of reading instruction designed to improve their reading skills to the appropriate grade level.

2. Reading Instruction Program:

- **Research-Based Instruction:** The program of reading instruction will be based on scientific reading research and will align with the State subject matter standards adopted by the Oklahoma State Board of Education.
- **Multi-Tiered System of Support (MTSS) Model:** The reading instruction program will follow a three-tiered model:
 - **Tier 1:** Core instruction for all students.
 - **Tier 2:** Targeted interventions for students identified as not meeting grade-level standards.
 - **Tier 3:** Intensive, individualized instruction for students requiring additional support.
- **Additional Instructional Time:** The program may include:

- Sufficient additional in-school instructional time to address deficits in phonological awareness, decoding, fluency, vocabulary, and comprehension.
- If available and necessary, after-school tutoring, Saturday classes, or summer programs which will not count toward the required 180-day or 1080-hour school year.
- **Progress Monitoring and Diagnostic Assessments:** Regular assessments will be conducted to measure students' progress and inform instructional decisions. These assessments will be used for diagnostic purposes and periodic monitoring.
- **High-Quality Instructional Materials:** Instruction will be delivered using high-quality, scientifically-based instructional materials to support reading development.
- **Family Support:** Families of students in pre-kindergarten, kindergarten, first, second, and third grades will have access to free, online, evidence-based literacy resources to support their child's literacy development at home.

3. Reading Intervention Plans:

- **Intervention Identification:** Any student identified as having a reading deficiency through the screening process will receive an Individual Reading Intervention Plan within thirty (30) days. This plan will be in addition to the core reading instruction provided to all students.
- **Components of the Intervention Plan:**
 1. **Research-Based Intervention Services:** The plan will describe the research-based services the student will receive to address their reading deficiencies.
 2. **Explicit and Systematic Instruction:** Instruction will be explicit, systematic, and focused on the specific areas of phonological awareness, decoding, fluency, vocabulary, and comprehension as necessary.
 3. **Progress Monitoring and Adjustment:** The student's progress will be monitored regularly, and instruction will be adjusted based on the student's needs throughout the school year.
 4. **Continuous Support:** The intervention will continue until the student meets grade-level targets for reading based on assessments and screening instruments.

4. Dyslexia Screening:

- **Required Screening:** Beginning with the 2022-2023 school year, any student enrolled in kindergarten, first, second, or third grade who is assessed as not meeting grade-level targets in reading after the beginning-of-year assessment will be screened for dyslexia.
- **Additional Screening Requests:** A student may also be screened for dyslexia at the request of their parent or guardian, teacher, counselor, speech-language pathologist, or school psychologist.

5. District Strong Readers Plan:

- **Annual Plan Update:** The district will adopt and annually update a Strong Readers Plan, developed with input from school administrators, teachers, parents, guardians, and, if possible, a reading specialist.
- **Plan Components:** The district plan will include:
 - An analysis of data from the Oklahoma School Testing Program and other reading assessments.
 - A detailed outline of how each school site will comply with the provisions of the Strong Readers Act.
- **Submission for Approval:** The district's Strong Readers Plan will be submitted to and approved by the State Board of Education.

6. Accountability and Compliance:

- The district will ensure that all procedures outlined in this policy comply with the Oklahoma Strong Readers Act (70 O.S. §1210.508A, et seq.).
- Schools will maintain records of student assessments, intervention plans, and progress to ensure accountability and track student development.
- Regular reviews and updates to the district plan will be conducted to reflect new data, research, and best practices in reading instruction.

7. Communication with Families:

- **Notification to Families:** Families will be notified when their child is identified as having a deficiency in reading, and the individual intervention plan will be shared with them.
- **Ongoing Communication:** Regular updates on the child's progress will be provided to parents and guardians, and any necessary adjustments to the intervention plan will be communicated.

Effective Date: This policy will take effect immediately upon adoption and will be reviewed annually.

G References:

70 O.S. §1210.508A, et seq.