

READING SUFFICIENCY TESTING STRONG READERS ACT

Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be reading at the appropriate meeting grade level targets before the close of each school year shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall align be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education, and shall include provision of the READ Initiative adopted by the school district. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonemic-phonological awareness, decoding, phonics, spelling, reading fluency, vocabulary, and comprehension;
2. If necessary, tutorial instruction during the summer; however, such instruction may not be counted toward the 180-day or 1080-hour school year required by law;
2. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic phonological awareness, phonics, decoding, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.
3. High-quality instructional materials grounded in scientifically based reading research, and
4. A means of providing every family of a student in kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan (SLIP) no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
2. Provide explicit and systemic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable.
3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and
4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessment.

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The program will be continued until the student is determined by the results of approved reading assessments to be meeting grade level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade level targets in reading. Each team for a first or second grade student shall be composed of:

- a. ~~The parent(s) or guardian of the student,~~
- ~~b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,~~
- ~~c. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and~~
- ~~d. A certified reading specialist, if one is available.~~

Teams for third grade students shall be comprised of:

- ~~a. The parent(s) or guardian of the student,~~
- ~~b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,~~
- ~~c. A teacher in reading who teaches in the subsequent grade level, and~~
- ~~d. A certified reading specialist.~~

The district ~~reading sufficiency~~ **Strong Readers Plan** shall be adopted and annually updated, with input from school administrators, teachers, and parents, and if possible, a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the ~~Reading Sufficiency~~ **Strong Readers Act**.

Any student enrolled in kindergarten, first, second, or third grade who is assessed through the Strong Readers Act and is not meeting grade level targets in reading at the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist, CALT or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.*

NOTE: ~~Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.~~

***This policy replaces the RSA Act.**