

	Oklahoma Union School	STRONG READERS ACT POLICY
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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, phonological awareness, phonics decoding, reading fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting reading at the appropriate 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 be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. 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 awareness, phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic awareness, phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and
5. A means of providing every family of a student in prekindergarten, 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 a student literacy intervention plan 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 student literacy 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 systematic instruction in phonological awareness, phonemic 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 assessments.

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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 the classroom teacher 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.

The district's *Strong Readers* plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, 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 *Strong Readers Act*.

Beginning with the 2024-2025 school year, any student enrolled in first, second, or third grade who is assessed through the *Strong Readers Act* and is not meeting grade level targets in reading after 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 or school psychologist.

SLIP- Student Literacy Intervention Plan:

<https://sde.ok.gov/sites/default/files/documents/files/SLIP%20form.pdf>

Strong Readers Family Guide:

<https://sde.ok.gov/sites/default/files/documents/files/Family%20Guide%20-%20Strong%20Readers.pdf>

Family Information for Dyslexia:

https://sde.ok.gov/sites/default/files/documents/files/Dyslexia%20Screening-Family%20Letter_1.pdf

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

NOTE: The 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 Strong Readers Act.