



Deborah Brown Community School

Policy 4112

### **Strong Readers Act**

The DBCS Board recognizes that being able to read is critical if students are to be successful in their educational endeavors. Therefore, reading at the earliest possible level will enhance the students' ability to develop proficient reading skills. To this end, DBCS Administration will employ the scientifically-based Deborah Brown Teaching Methodology to ensure for success with the Oklahoma Department of Education Standards for reading at the elementary school level. DBCS students will receive quality education that is primarily focused on reading, writing, penmanship and mathematics beginning at Pre- Kindergarten through third (3 rd ) grade levels. All teachers will be trained to incorporate, phonological awareness, decoding, fluency, vocabulary building and comprehension during reading instruction.

Screening of Students: DBCS will utilize the DIBELS and AMIRA screener. Reading deficiencies such as dyslexia will be determined by early screening for students in kindergarten, first, second and third grade. The screenings will occur at the beginning, middle and end of each school year for phonological awareness, decoding, fluency, vocabulary and comprehension. The screening instrument shall be approved by the Oklahoma State Department of Education (OSDE).

#### **Exemption to the Screening**

Students who have documented evidence that meet at least one of the following criteria identified below shall be exempt from the screening. These include:

- the student participates in the Oklahoma Alternate Assessment Program (OAAP),
- the student's primary expressive or receptive communication is sign-language,
- the students primary form of written or read text is Braille,
- the students primary expressive or receptive language is not English (English Learner),

If students are granted an exemption from the screening requirement, DBCS shall provide ongoing evidence of student progression toward English Language acquisition.

#### **Students Not Found to be Meeting Grade level Requirements**

Students not found to be meeting grade level requirements shall be provided a program of reading instruction designed to enable them to acquire desired grade level reading skills. This program of reading instruction shall be scientifically research based and aligned with subject mattered standards adopted by OSDE. The DBCS program of reading instruction shall include:

- sufficient additional instruction time for the acquisition of phonological awareness,
- decoding, fluency, vocabulary and comprehension,

- if funding is available, tutorial instruction after regular school hours, Saturdays/Summer school,
- assessments identified for diagnostic purposes and periodic monitoring,
- high-quality instructional materials grounded in scientifically based research, and providing every family of students in pre-kindergarten through third grade access to free online evidence-based literacy instruction resources to support literacy development at home.

### **Students Who Exhibit a Reading Deficiency**

Students who exhibit a deficiency in reading will receive an individual reading shall receive an individual reading intervention plan no later than Thirty (30) days after identification of the reading deficiency. The plan shall:

- describe the researched-based reading intervention services the student will receive to remedy the deficiency in reading,
- provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary and comprehension if applicable,
- monitor the reading progress of the student throughout the school year and make adjustments if necessary.
- Continue the plan until the student has met grade level requirements.

### **Reading Proficiency Team**

The Reading Proficiency Team (RPT) for each student will be responsible for developing the Reading Intervention Plan. Each team shall be composed of:

- the parent or legal guardian of the student,
- the teacher assigned to the student who had the responsibility for reading instruction in that academic year,
- a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student and
- a certified reading specialist, if one is available.

DBCS will notify the parent or legal guardian of any student in kindergarten, first, second or third grade who exhibits a deficiency in reading based on the screening instrument. This notification shall occur no later than Thirty (30) days after the identification of the reading deficiency in reading.

### **DBCS Strong Readers Plan**

The DBCS Board will adopt and implement a Strong Readers Plan. Input will be gathered from school administrators, teachers and parents or legal guardians and a reading specialist, if possible. The plan shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. DBCS will not submit electronically annual updates to the State Board if the last plan submitted to the Board was approved.

### **Students Who Demonstrate Proficiency**

If a student has demonstrated proficiency in reading through an appropriate grade level screening, DBCS will notify the parent or legal guardian that the student has satisfied requirements of the Strong Readers Act.

### **Students Who Do Not Demonstrate Proficiency**

If students have been identified as having a substantial deficiency in reading, parents or legal guardians will be notified in writing regarding the following items.

- the student has been identified as having a substantial deficiency in reading, a description of current services provided to the student,
- description of proposed services and supports that will be provided to student, that a student who is reported to fourth grade shall receive supplemental intervention services,
- strategies for parents to use in helping their children to succeed in reading proficiency and
- grade level performance scores of the student.

No student will be assigned to a grade level based solely on age or other factors that constitute social promotion.

### **Reporting Requirements**

DBCS shall annually publish on its website and report electronically to OSDE, the Office of Educational Quality and Accountability and the Secretary of Education by September 1 of each school year the following information on the prior school year.

- The policies and procedures adopted by the DBCS Board to implement the provisions of this section. This information shall include expenditures related to implementing the provisions of this policy and average daily classroom time devoting to implementing this policy,
- by grade, the number and percentage of all students in kindergarten through third grade who did not meet grade level targets by on the screening instrument,
- by grade, the number and percentage of all students in kindergarten through third grade who have been enrolled at DBCS for fewer than two years,
- by grade, the number and percentage of students in kindergarten through third grade who demonstrated grade-level proficiency and
- by grade, the number and percentage of students in kindergarten through third grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Act (IDEA) who demonstrated grade level proficiency based on the screening instrument administered pursuant to this policy or an alternative assessment prescribed by the students IEP.

Copies of the results of the screening instruments administered shall be made a part of the permanent record of each student.

Legal Reference: 70 O.S. 1210.520