



SECTION II: INSTRUCTION POLICIES 2090

Strong Readers Act Policy

PURPOSE and INTENT

The Board of Education (“Board”) of the Oklahoma Virtual Charter Academy (“OVCA” or “School”) hereby adopt this Strong Readers Act (the “Act”) policy in furtherance of the purpose and intent set forth herein. The Board finds that it is essential for children to read early and well in elementary school. The Board further finds that clear and visible goals, assessments to determine the reading level in the elementary school program, the use of a scientifically based and researched methodology in reading instruction in addition to regular and periodic measurements of elementary school reading improvement, and accountability in each level of the elementary educational system will result in a significant increase in the number of children reading at or above grade level. The purpose of this Policy is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that this policy along with the Act facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student’s reading progress.

To ensure compliance with the Act, it is the directive of the Board that beginning with the 2025-2026 school year, OVCA shall not use the three-cueing system model of teaching students to read. The “three-cueing system” means any model of teaching students to read based on meaning, structure, syntax, and visual cues, which may also be known as meaning, structure, and visual (MSV), balanced literacy, or whole language.

SCREENING and ASSESSMENTS

A. 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 reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets 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 phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such

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

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, phonological awareness, decoding, 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.

B. 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 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 systematic 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 assessments.

The Board directs the Head of School to prepare a strong readers plan, which 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 an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how the School site shall comply with the provision of the Act.

Any student enrolled in first, second, or third grade who is assessed through the 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.

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