

READING SUFFICIENCY TESTING RIGHT TO READ

The right of any individual to read is basic to a democratic society. This right is based on the only tenable assumption for democratic living: that the educated, free man possesses the power of discrimination and is to be entrusted with the determination of his own action.

The right to read, like all rights embedded in our constitution traditions, can be used wisely or foolishly. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. But to deny the opportunity of choice in the fear that it may be unwisely used, is to destroy the freedom itself. For this reason, we respect the right of individuals and groups to express their views for the guidance of others. But for the same reasons, we oppose effort by individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon a community at large.

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.

Every student enrolled in kindergarten, first, second, and third grades shall be assessed by multiple ongoing assessments for the acquisition of reading skills for the grade level in which the student is enrolled. Except for students who are on an individualized education program, have limited English proficiency, or for whom English is a second language, any student found not to be reading at the appropriate grade level before the close of each school year shall be provided a reading assessment plan. The plan shall include a program of instruction in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the development of reading and comprehension skills of the student;
2. If necessary, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day school year required by law;
3. The five essential elements of reading instruction: phoneme awareness, phonics, spelling, reading fluency and comprehension.

The program will be continued until the student is determined not to be in need of remediation in reading.

The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, students, and parents, and if possible a reading specialists, and which shall be submitted to and approved by the State Board of Education as a part of the Comprehensive Local Education Plan. 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.

A committee will be established at each school site to determine the reading assessment plan for each student for whom a plan is necessary. The committee shall be composed of educators and, if possible, shall include a certified reading specialist. A student's parent or guardian shall be included in the development of a plan for that student.

A new reading assessment plan shall be developed and implemented for any third grade student in need of remediation as determined by multiple ongoing assessments and reading assessments administered in the Oklahoma School Testing Program. If possible, a fourth-grade teacher shall be involved in the development of the reading assessment plan. In

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addition to the above-referenced requirements, the new plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of the year. The student's parent or guardian shall be included in the retention consideration.

Copies of the results of reading assessments shall be made a part of the permanent record of each student.

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.