

SUBCHAPTER 27. STRONG READERS ACT

[Source: Amended at 43 Ok Reg, Number 20, effective 7-11-26]

210:15-27-1. District Reading Sufficiency Plans and Summer Academy Reading Programs

- (a) For purposes of this section, "Student Literacy Intervention Plan" ("SLIP"), means the program of reading instruction developed pursuant to Title 70 O.S. § 1210.508C for a student in kindergarten, first, second, or third grade who is not meeting grade level targets in reading, which is designed to enable the student to acquire the appropriate grade level reading skills.
- (b) District Strong Readers Plans. Each public school district shall develop a District Strong Readers Plan that includes a plan for each school site. The district and site reading plans shall provide for all students to receive at least ninety (90) minutes of reading instruction. Each Strong Readers Plan must be updated annually, signed by the school site principal, and electronically submitted to and approved by the Oklahoma State Department of Education (OSDE) Office of Literacy no later than August 30 as part of the requirements for receiving accreditation, provided that electronic submission and approval of annual updates to the district plan shall not be required if:
- (1) The last plan submitted by the school district was approved; and
 - (2) Expenditures for the district's reading program include only expenses relating to:
 - (A) Individual and small group tutoring;
 - (B) Purchase of and training in the use of screening and assessment measures;
 - (C) Summer school programs; or
 - (D) Saturday school programs.
- (c) Conditions requiring annual submission of Plans. If any expenditure for the district's reading program is deleted or changed or if any other type of expenditure for the district's reading program is implemented, the school district shall be required to submit the latest annual update for approval. Notwithstanding the provisions of (a)(1) and (2) of this Section, if a district has one or more schools that are not achieving the annual improvement goals as outlined in the Reading Sufficiency Act, or if a district has one or more schools designated as a Comprehensive School Improvement (CSI), More Rigorous Intervention (MRI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) site, the district shall submit its District Strong Readers Plan for approval no later than August 30 of the applicable school year.
- (d) Submitting data for the annual report to the Legislature. Each school district and each school site shall submit to the State Department of Education the information to be used for the annually required Strong Readers Act report to the Oklahoma Legislature by the submission deadline to be determined by the Office of Literacy of the State Department of Education.
- (e) Reporting the number of students in need of remediation. Each school district will submit to the OSDE the "Beginning of Year" report indicating the number of students in kindergarten, first, second and third grades found to be in need of remediation in reading based on screening instruments approved by the State Board of Education by October 1.
- (f) Funding. Contingent on the availability of appropriated funds designated for the Strong Readers Act, the State Department of Education may allocate funds to public school districts in accordance with the provisions of Title 70 O.S. § 1210.508D. Superintendents of school districts allocated such funds will sign and submit an assurance statement that their reading program meets the requirements of the Strong Readers Act prior to receipt of funding. In order to be eligible for Strong Readers Act funds, a school district must submit its District Strong Readers Plan to the OSDE by August 30, and must submit its "Beginning of Year" report of the number of students in need of remediation by October 1. A school district that has not submitted either of these documents by the applicable due dates will not be eligible to receive Strong Readers Act funds for the school year in which the submission was not provided to the OSDE by the due date. A district that is unable to meet a submission deadline due to a technical problem in its Student Information System or in a system operated by the OSDE should immediately notify the Office of Literacy of the technical difficulty preventing a timely submission, and may be provided an extension of the applicable due date until the relevant technical issue is resolved. A district that is unable to meet a submission deadline due to circumstances that are beyond the district's control, but not attributable to a

technical issue, may file an appeal with the State Board of Education. Such appeals shall be considered by the Board within forty-five (45) days of receipt.

(g) Authorized expenses for RSA funds. Strong Readers funds allocated pursuant to subsection (e) of this Section must be used for expenses relating to individual and small group tutoring, purchase of and/or development of instructional training in the use of screening assessment measures, summer academy programs, Saturday school programs, and any other reading program or professional development training contemplated as necessary by the districts to perform the goals of the Strong Readers Act for students in the kindergarten, first, second, and third grades who have been identified by the elementary site as in need of a program of reading instruction. Professional development funded pursuant to this Section shall be consistent with guidance made available on the OSDE website by the Office of Literacy.

(h) Funding requirements. Districts that receive more than \$2,500 in Strong Readers Funds must spend 10% of those funds on science of reading professional development by an approved vendor. This list will be maintained by the Office of Literacy and will be reviewed annually. Approved expenditures include registration, cost of substitutes, stipends for training done outside of contract hours, travel expenses and accompanying materials. Per diem may not be covered with these funds.

(i) Summer Academy Reading Programs. Summer Academy Reading Programs for students, as authorized by Title 70 O.S. § 1210.508E shall be courses that:

- (1) provide at least four (4) weeks of tutoring a minimum of three (3) hours each day for four (4) days and focus on literacy instruction;
- (2) incorporate the content of a reading sufficiency plan that meets the criteria set forth in the Strong Readers Act;
- (3) are taught by teachers who have successfully completed a professional development institute or program of at least six (6) hours and approved by the Office of Literacy in reading as prescribed by the statutory provisions of the Strong Readers Act;
- (4) include only eligible students not reading at grade level based on results from an assessment approved by the State Board of Education; and
- (5) assesses participating students with the district adopted literacy screening assessment under the Strong Readers Act at the beginning and end of the session.

(j) Alternative schedule for Summer Academy Reading Program. School districts observing a continuous learning calendar may request to implement a Summer Academy Reading Program on an alternative schedule throughout the extended school year (e.g., during intersession breaks) by submitting a proposed alternative Summer Academy Reading Program schedule to the OSDE for approval prior to the deadline established by the Office of Literacy.

(k) Exemption. In order to be exempt from the universal and dyslexia screening requirements, student literacy intervention plans, and any other requirements of the strong readers act, a student must have a completed form on file at the district level verifying their eligibility according to one of the following qualifications:

- (1) the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods;
- (2) the student's primary expressive or receptive communication is sign language;
- (3) the student's primary form of written or read text is Braille; or
- (4) the student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student received less than one (1) school year of instruction in an English-learner program.

(l) Notice of proficiency. Notification of proficiency shall be sent to families no later than thirty (30) days after the close of the mid-year screening window.

[Source: Added at 16 Ok Reg 48, eff 10-9-98 (emergency); Added at 16 Ok Reg 1751, eff 6-11-99; Amended at 18 Ok Reg 3008, eff 7-12-01; Amended at 23 Ok Reg 70, eff 8-24-05 (emergency); Amended at 23 Ok Reg 1233, eff 5-25-06; Amended at 29 Ok Reg 102, eff 10-7-11 (emergency); Amended at 29 Ok Reg 976, eff 6-26-12; Amended at 30 Ok Reg 1607, eff 7-11-13; Amended at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20; [Amended at 43 Ok Reg, Number 20, effective 7-11-26](#)]

210:15-27-2. Good cause exemptions for promotion under the Reading Sufficiency Act [REVOKED]

210:15-27-3. Standards for mid-year promotion of retained third graders [REVOKED]

[Source: Added at 29 Ok Reg 976, eff 6-26-12; Amended at 31 Ok Reg 1196, eff 9-12-14; Amended at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20; [Revoked at 43 Ok Reg, Number 20, effective 7-11-26](#)]

210:15-27-4. Individualized Program of Reading Instruction

(a) **Eligible students.** Students enrolled in kindergarten, first, second, and third grade in the public schools of Oklahoma shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education. Any student found not to be reading at grade level shall be provided a Student Literacy Intervention Plan ("SLIP") designed to enable the student to acquire the appropriate grade level reading skills. Diagnostic assessment shall be provided if determined appropriate, and progress monitoring shall continue throughout the year.

(b) **Student Reading Proficiency Team.** For students found not to be reading at the corresponding grade level upon completion of an approved screening instrument, a Student Reading Proficiency Team shall be created. The following guidelines apply to Student Reading Proficiency Teams:

- (1) For a student not reading at the corresponding grade level in kindergarten, first grade, second grade, or third grade as identified by an approved screening instrument, the Student Reading Proficiency Team shall develop an individualized program of reading instruction.
- (2) The Student Reading Proficiency Team shall be composed of:
 - (A) The student's parent(s) or guardian(s);
 - (B) The teacher assigned responsibility for the student's reading instruction in that academic year;
 - (C) A teacher assigned responsibility for reading instruction in the student's next grade level; and
 - (D) A certified reading specialist, if available.

(c) **Program requirements.** Each program of reading instruction shall include the requirements outlined in subsection D of Title 70 O.S. § 1210.508C. For purposes of the Strong Readers Act, a "program of reading instruction" shall be based upon a Multi-Tiered Systems of Support (MTSS) model, and shall include:

- (1) **Tier I.** Tier I, or core instruction, is research-based reading instruction for all students that is based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier I instruction provides all students a minimum of ninety (90) minutes of daily on-grade level reading instruction.
- (2) **Tier II.** Tier II intervention is supplemental, direct, research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits. Tier II intervention is:
 - (A) Based on specific student needs, and consists of no less than twenty (20) minutes of instruction, three (3) times per week;
 - (B) Reflects the needed intensity and/or frequency as identified by an appropriate reading assessment; and
 - (C) Is determined by the teacher responsible for grade level Tier I reading instruction, reading specialist (if available), and building principal.
- (3) **Tier III.** Tier III intervention is supplemental, direct, customized, and intensive research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits by targeting the area(s) of greatest need. Tier III intervention is:
 - (A) Based on specific student needs, and consists of no less than thirty (30) minutes of instruction, five (5) times per week, or in the alternative, forty (40) minutes, four (4) times per week;
 - (B) Reflects the needed intensity and/or frequency as identified by a diagnostic assessment; and
 - (C) Is determined by the teacher responsible for grade level Tier I reading instruction, reading specialist (if available), and building principal.