

FLOOR AMENDMENT
HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB2768 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Adopted: _____

Amendment submitted by: Randy Randleman

Reading Clerk

1 STATE OF OKLAHOMA

2 2nd Session of the 58th Legislature (2022)

3 FLOOR SUBSTITUTE
4 FOR

5 HOUSE BILL NO. 2768

6 By: Randleman

7 FLOOR SUBSTITUTE

8 An Act relating to education; amending 70 O.S. 2021,
9 Section 6-194, which relates to professional
10 development programs; including dysgraphia in annual
11 dyslexia professional development program; amending
12 70 O.S. 2021, Section 1210.517, which relates to the
13 dyslexia handbook; renaming handbook to dyslexia and
14 dysgraphia handbook upon date certain; including
15 information about dysgraphia in the handbook;
16 requiring review of handbook to include certain
17 duties; directing handbook revisions to include
18 certain information about dysgraphia; and providing
19 an effective date.

20 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

21 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-194, is
22 amended to read as follows:

23 Section 6-194. A. The district boards of education of this
24 state shall establish professional development programs for the
25 certified teachers and administrators of the district. Programs
26 shall be adopted by each board based upon recommendations of a
27 professional development committee appointed by the board of
28 education for the district. For the fiscal years ending June 30,
29 2011, and June 30, 2012, a school district board of education may

1 elect not to adopt and offer a professional development program for
2 certified teachers and administrators of the district. If a school
3 district elects not to adopt and offer a professional development
4 program, the district may expend any monies allocated for
5 professional development for any purpose related to the support and
6 maintenance of the school district as determined by the board of
7 education of the school district.

8 B. Each professional development committee shall include
9 classroom teachers, administrators, school counselors or licensed
10 mental health providers, and parents, guardians or custodians of
11 children in the school district and shall consult with a higher
12 education faculty. A majority of the members of the professional
13 development committee shall be composed of classroom teachers. The
14 teacher members shall be selected by a designated administrator of
15 the school district from a list of names submitted by the teachers
16 in the school district. The members selected shall be subject to
17 the approval of a majority vote of the teachers in the district.

18 C. In developing program recommendations, each professional
19 development committee shall annually utilize a data-driven approach
20 to analyze student data and determine district and school
21 professional development needs. The professional development
22 programs adopted shall be directed toward development of
23 competencies and instructional strategies in the core curriculum
24 areas for the following goals:

- 1 1. Increasing the academic performance data scores for the
2 district and each school site;
- 3 2. Closing achievement gaps among student subgroups;
- 4 3. Increasing student achievement as demonstrated on state-
5 mandated tests and the ACT;
- 6 4. Increasing high school graduation rates; and
- 7 5. Decreasing college remediation rates.

8 Each program may also include components on classroom management
9 and student discipline strategies, outreach to parents, guardians or
10 custodians of students, special education, and racial and ethnic
11 education, which all personnel defined as teachers in Section 1-116
12 of this title shall be required to complete on a periodic basis.
13 The State Board of Education shall provide guidelines to assist
14 school districts in developing and implementing racial and ethnic
15 education components into professional development programs.

16 D. At a minimum of once an academic year a program shall be
17 offered which includes the following:

- 18 1. Training on recognition of child abuse and neglect;
- 19 2. Recognition of child sexual abuse;
- 20 3. Proper reporting of suspected abuse; and
- 21 4. Available resources.

22 E. One time per year, beginning in the 2009-2010 school year,
23 training in the area of autism shall be offered and all resident
24 teachers of students in early childhood programs through grade three

1 shall be required to complete the autism training during the
2 resident year and at least one time every three (3) years
3 thereafter. All other teachers and education support professionals
4 of students in early childhood programs through grade three shall be
5 required to complete the autism training at least one time every
6 three (3) years. The autism training shall include a minimum
7 awareness of the characteristics of autistic children, resources
8 available and an introduction to positive behavior supports to
9 challenging behavior. Each adopted program shall allow school
10 counselors to receive at least one-third (1/3) of the hours or
11 credit required each year through programs or courses specifically
12 designed for school counselors.

13 Districts are authorized to utilize any means for professional
14 development that is not prohibited by law including, but not limited
15 to, professional development provided by the district, any state
16 agency, institution of higher education, or any private entity.

17 F. One time per year, beginning in the 2020-2021 school year, a
18 dyslexia awareness program shall be offered. Beginning in the 2023-
19 2024 school year, the program shall include information and training
20 in dysgraphia. At a minimum, the program shall include:

21 1. Training in awareness of dyslexia characteristics in
22 students;

23 2. Training in effective classroom instruction to meet the
24 needs of students with dyslexia; and

1 3. Available dyslexia resources for teachers, students and
2 parents.

3 G. Except as otherwise provided for in this subsection, each
4 certified teacher in this state shall be required by the district
5 board of education to meet the professional development requirements
6 established by the board, or established through the negotiation
7 process. Except as otherwise provided for in this subsection, the
8 professional development requirements established by each board of
9 education shall require every teacher to annually complete a minimum
10 number of the total number of points required to maintain
11 employment. Failure of any teacher to meet district board of
12 education professional development requirements may be grounds for
13 nonrenewal of such teacher's contract by the board. Such failure
14 may also be grounds for nonconsideration of salary increments
15 affecting the teacher. For the fiscal years ending June 30, 2011,
16 and June 30, 2012, a certified teacher shall not be required to
17 complete any points of the total number of professional development
18 points required. Provided, a teacher may elect to complete some or
19 all of the minimum number of points required for the two (2) fiscal
20 years and any points completed shall be counted toward the total
21 number of points required to maintain employment. If a teacher does
22 not complete some or all of the minimum number of points required
23 for one (1) or both fiscal years, the total number of points
24

1 required to maintain employment shall be adjusted and reduced by the
2 number of points not completed.

3 H. Each district shall annually submit a report to the State
4 Department of Education on the district level professional
5 development needs, activities completed, expenditures, and results
6 achieved for each school year by each goal as provided in subsection
7 C of this section. If a school district elects not to adopt and
8 offer a professional development program as provided for in
9 subsection A of this section, the district shall not be required to
10 submit an annual report as required pursuant to this subsection but
11 shall report to the State Department of Education its election not
12 to offer a program and all professional development activities
13 completed by teachers and administrators of the school district.

14 I. Subject to the availability of funds, the Department shall
15 develop an online system for reporting as required in subsection H
16 of this section. The Department shall also make such information
17 available on its website.

18 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.517, is
19 amended to read as follows:

20 Section 1210.517 A. The State Department of Education shall
21 maintain the dyslexia handbook created by the Dyslexia and Education
22 Task Force pursuant to Section 1, Chapter 261, O.S.L. 2017 that
23 includes guidance, technical assistance and training to assist all
24 local school systems, students and families in the implementation of

1 evidence-based practices for instructing students with
2 characteristics of dyslexia and dysgraphia. Beginning January 1,
3 2024, the dyslexia handbook shall be known as the dyslexia and
4 dysgraphia handbook.

5 B. The Department shall review the handbook and make revisions,
6 as necessary, but at a minimum of every three (3) years, with
7 stakeholders, including, but not limited to, previous members of the
8 Dyslexia and Education Task Force and the State Advisory Panel
9 created pursuant to Part B of the Individuals with Disabilities
10 Education Act. Previous members of the Task Force shall be
11 consulted when making revisions to the handbook. Each member of the
12 Task Force not available for the review shall be replaced by an
13 individual meeting the criteria of the original appointment in order
14 to maintain the original composition of the Task Force.

15 As part of the review, members shall:

16 1. Study how to effectively identify students who have
17 dysgraphia identified through possible reading and broad written
18 language scores;

19 2. Study the response-to-intervention process (RTI), as well as
20 other effective research-based approaches in writing, reading, and
21 literacy to identify the appropriate measures for assisting students
22 with dysgraphia; and

23 3. Make recommendations for appropriate resources and
24 interventions for students with reading or writing difficulties,

1 including dysgraphia and broad written language disorder, in order
2 to make schools aware of the significance of dysgraphia.

3 C. Any revisions to the handbook shall include, but not be
4 limited to, the following information for school districts screening
5 students in kindergarten and grades one through three who have been
6 identified through the response-to-intervention process as having
7 characteristics of dyslexia or dysgraphia:

8 1. Evidence-based practices designed specifically for students
9 with characteristics of dyslexia or dysgraphia;

10 2. Characteristics of targeted instruction for dyslexia and
11 dysgraphia;

12 3. Guidance on developing instructional plans for students with
13 characteristics of dyslexia or dysgraphia;

14 4. Best practices for reading and writing instruction aligned
15 with the science of reading;

16 5. Guidance for selecting instructional materials that address
17 dyslexia, dysgraphia and other reading or writing difficulties;

18 6. Suggested training programs; and

19 7. Guidance on ~~dysgraphia~~ and dyscalculia.

20 SECTION 3. This act shall become effective November 1, 2022.

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22 58-2-11092 EK 03/14/22

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