

1 ENGROSSED HOUSE AMENDMENT

TO

2 ENGROSSED SENATE BILL NO. 362

By: Pugh of the Senate

3 and

4 Baker of the House

5

6

7 An Act relating to schools; amending 70 O.S. 2021,  
8 Section 5-142, which relates to criminal history  
9 record checks for school employment; removing certain  
10 exemption from obtaining new criminal history record  
11 check; updating statutory language; providing  
12 exemption from obtaining new criminal history record  
13 check to certain persons who have obtained a record  
14 check for certain purposes within certain time  
15 period; directing certain persons seeking employment  
16 as a full-time teacher to include certain letter;  
17 removing certain exemptions from obtaining new  
18 criminal history record check; providing an effective  
19 date; and declaring an emergency.

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19 AMENDMENT NO. 1. Strike the title, enacting clause, and entire bill  
20 and insert:

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22 "An Act relating to the Reading Sufficiency Act;  
23 amending 70 O.S. 2021, Section 6-200, which relates  
24 to teacher training; updating reference to named act;  
amending 70 O.S. 2021, Section 1210.508A, which  
relates to short title; updating statutory citation;

1 renaming act to the Strong Readers Act; amending 70  
2 O.S. 2021, Section 1210.508B, which relates to  
3 legislative intent; modifying intent; updating  
4 reference to named act; prohibiting use of the three-  
5 cueing system model; amending 70 O.S. 2021, Section  
6 1210.508C, which relates to reading assessments;  
7 providing for consultation in approving certain  
8 screening instrument; directing factors to be  
9 considered in approving instrument; striking  
10 requirements for certain kindergarten students;  
11 removing requirements for certain classroom  
12 assistants; requiring screening of reading skills for  
13 kindergarten students; prescribing frequency for and  
14 contents of screening; directing school to provide  
15 program of reading instruction to certain students;  
16 adding certain reading skills for students in first,  
17 second, and third grades; authorizing exemptions from  
18 screening requirements; requiring evidence of student  
19 progression if exemption is granted; striking  
20 adoption of certain program of reading instruction to  
21 include specified initiative; directing certain  
22 instruments to be approved for use in the middle of  
23 the school year; modifying criteria for instruments;  
24 modifying purpose of program of reading instruction;  
requiring program to include certain provisions;  
directing individual reading intervention plan to be  
provided within certain time period to certain  
students; requiring plan to include certain  
provisions; requiring notification of a parent or  
legal guardian with identification of certain  
deficiency; directing every school district to adopt  
and implement a strong readers plan; deleting  
requirement for development of new program of reading  
instruction; striking prohibition for automatic  
promotion of certain students; removing language  
regarding minimum criteria for grade-level  
performance; deleting provision allowing probationary  
promotion; striking language requiring retention of  
certain third grade students; establishing additional  
requirements for school districts with a certain  
amount of students who do not demonstrate sufficient  
reading skills; requiring certain annual report to be  
submitted electronically; expanding recipients and  
contents of report; deleting good-cause exemptions  
for promotion; striking provisions regarding  
exemptions to retention; removing language requiring  
school districts to conduct certain review of certain

1 program; deleting requirement for school districts to  
2 establish certain initiative; requiring certain  
3 annual reports to be submitted electronically to  
4 specified recipients; modifying contents of reports;  
5 amending 70 O.S. 2021, Section 1210.508D, which  
6 relates to Reading Sufficiency Act funding; updating  
7 act name; removing funding allocation for certain  
8 retained students; amending 70 O.S. 2021, Section  
9 1210.508E, which relates to summer academies;  
10 expanding grade levels for which summer academies may  
11 be provided; modifying criteria for student  
12 participation in academy; striking requirement to  
13 retain student for not completing certain academy;  
14 updating statutory references; amending 70 O.S. 2021,  
15 Section 1210.508F, which relates to teacher reading  
16 competencies; transferring certain duty to Commission  
17 for Educational Quality and Accountability; modifying  
18 information to be included in teacher training and  
19 instruction; requiring certain teacher candidates to  
20 complete additional reading training; amending 70  
21 O.S. 2021, Section 1210.508H, which relates to a  
22 literacy instructional team; updating name of act and  
23 director title; amending 70 O.S. 2021, Section  
24 1210.520, which relates to student dyslexia  
screening; updating name of act; updating statutory  
citation; providing an effective date; and declaring  
an emergency.

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-200, is amended to read as follows:

Section 6-200. A. Subject to the availability of funds, the State Board of Education shall have authority to develop and administer training for residency committees and training for professional development through professional development institutes. Included in the professional development institutes

1 training shall be technology training. Professional development  
2 institutes shall be defined as continuing education experiences  
3 which consist of a minimum of thirty (30) clock hours. The  
4 institutes shall be competency-based, emphasize effective learning  
5 practices, require collaboration among participants, and require  
6 each participant to prepare a work product which can be utilized in  
7 the classroom by the participant. Any state professional  
8 development institutes administered by the Board shall be chosen  
9 through a competitive bid process and if funds are available subject  
10 to peer review. The Board, prior to offering any professional  
11 development institute, shall promulgate rules related to  
12 administering state professional development institutes.

13 B. The State Board of Education shall develop, offer and  
14 administer professional development institutes to train elementary  
15 school teachers in reading education and if funds are available,  
16 which may include but not be limited to grant, foundation, or other  
17 funds, to train middle school teachers in reading education. Funds  
18 appropriated for this purpose shall be used for the cost of  
19 developing, administering and contracting for the professional  
20 development institutes. When possible, certified reading  
21 specialists shall be included as consultants. All costs of the  
22 institutes shall be included in the contract price and no tuition or  
23 registration fee shall be collected from teachers attending the  
24 institutes. The institutes shall be offered by or through the

1 Commission. Working in conjunction with the State Department of  
2 Education, the Commission shall develop a state plan for  
3 administration of such institutes and shall report on or before  
4 November 1 of each year to the Governor and the Legislature on the  
5 format of and participation in the institutes. The State Department  
6 of Education shall cooperate with and provide any information  
7 requested, including data available through the state student record  
8 system, to the State Board of Education as is necessary to carry out  
9 the provisions of this section.

10 C. Subject to the availability of funds, the State Board of  
11 Education shall:

12 1. Contract for an independent evaluation of the reading  
13 professional development institutes. The evaluation shall determine  
14 adherence to program requirements as provided in this section and  
15 the program's effectiveness in increasing teacher knowledge and  
16 student achievement; and

17 2. Provide continued support of the reading professional  
18 development institutes through ongoing teacher development at  
19 individual school sites. Funds may be used for the cost of mentor  
20 training, payment for substitute teachers, on-site facilitation, and  
21 any other costs necessary to ensure improved reading by students.

22 D. 1. For the purpose of implementing comprehensive reading  
23 reform and systemic change, the State Board of Education shall award  
24 one-year grants renewable for up to two (2) additional years to

1 public schools that serve students in kindergarten through third  
2 grade. The grants will provide for:

3 a. a five-day initial professional development institute  
4 in elementary school reading for teachers of  
5 kindergarten through third grade, instructional  
6 leaders, and principals,

7 b. a three-day follow-up professional development  
8 institute in elementary school reading for teachers of  
9 kindergarten through third grade and instructional  
10 leaders, and

11 c. continued support through ongoing teacher development  
12 at school sites, including four (4) days of  
13 professional development for principals and literacy  
14 resource specialists, and six (6) days of on-site  
15 visits by a program consultant.

16 2. In order to qualify for a grant pursuant to this subsection,  
17 the following requirements shall be met:

18 a. at least eighty percent (80%) of the teachers of  
19 kindergarten through third grade at the school shall  
20 have demonstrated support for the training program  
21 provided pursuant to this subsection,

22 b. the principal shall ensure that all members of the  
23 leadership team and all teachers of kindergarten  
24

1 through third grade will participate in all phases of  
2 the training program,

3 c. the school district shall ensure that any new teacher  
4 of kindergarten through third grade or principal at  
5 the school will participate in all phases of the  
6 training program, and

7 d. the school district shall employ a literacy resource  
8 specialist for at least two (2) years after completion  
9 of the training provided in this subsection. One or  
10 more districts may share a literacy resource  
11 specialist upon approval of the Board.

12 3. Any school which has been determined by the State Board of  
13 Education to be a school in need of improvement shall be given  
14 priority for receipt of a grant. Grants to local school districts  
15 may be awarded based on the amount of funds allocated to the State  
16 Board of Education for the purposes of this section. Funds may be  
17 used for payment for substitute teachers, program consultants, on-  
18 site facilitation, and literacy resource specialists.

19 4. For program evaluation purposes, each school awarded a grant  
20 pursuant to this subsection shall provide to the Commission student-  
21 level data and results of the reading assessments administered  
22 pursuant to the Oklahoma School Testing Program Act for the year  
23 prior to the grant award, for each year a grant is received by the  
24 school, and for three (3) years after completion of the program. If

1 funds are not sufficient to award grants to all eligible applicants,  
2 schools may be placed on a waiting list for priority consideration  
3 for the following year's round of grant awards which shall be  
4 superior to the priority given to schools as provided in paragraph 3  
5 of this subsection, if the school provides student data for the  
6 current year to the Board as provided in this paragraph.

7 5. The professional development institutes in elementary  
8 reading provided pursuant to this section shall incorporate the  
9 requirements of the ~~Reading Sufficiency~~ Strong Readers Act.

10 E. As additional funds become available for such purpose, the  
11 Board shall develop and offer professional development institutes  
12 in:

- 13 1. Mathematics for teachers in grades kindergarten through  
14 nine;
- 15 2. The use of technology in the classroom;
- 16 3. Training of residency committee members in teacher  
17 mentoring; and
- 18 4. Hands-on inquiry-based science for elementary teachers.

19 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508A,  
20 is amended to read as follows:

21 Section 1210.508A. Sections 1210.508A through ~~1210.508E~~  
22 1210.508H of this title shall be known and may be cited as the  
23 ~~"Reading Sufficiency Act"~~ "Strong Readers Act".

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1 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508B,  
2 is amended to read as follows:

3 Section 1210.508B. A. The Legislature finds that it is  
4 essential for children in the public schools to read early and well  
5 in elementary school. The Legislature further finds that clear and  
6 visible goals, assessments to determine the reading level at each  
7 elementary school, ~~annual~~ use of a scientifically based and  
8 researched methodology in reading instruction in addition to regular  
9 and periodic measurements of elementary school reading improvement,  
10 and accountability in each level of the educational system will  
11 result in a significant increase in the number of children reading  
12 at or above grade level.

13 B. The purpose of the ~~Reading Sufficiency~~ Strong Readers Act is  
14 to ensure that each child attains the necessary reading skills by  
15 completion of the third grade which will enable that student to  
16 continue development of reading skills and to succeed throughout  
17 school and life.

18 C. Each public school district in this state shall ensure that  
19 all students receive a well-rounded education that is focused on  
20 building deep foundations in reading, writing, and mathematics. The  
21 State Board of Education shall encourage school districts to  
22 integrate the teaching of the other curricular areas in the subject  
23 matter standards adopted by the Board with the instruction of  
24 reading, writing, and mathematics. All teachers of reading in the

1 public schools in this state in kindergarten through third grade  
2 shall incorporate into instruction the five elements of reading  
3 instruction which are phonemic awareness, phonics, reading fluency,  
4 vocabulary, and comprehension.

5 D. It is the intent of the Legislature that beginning with the  
6 2027-2028 school year, school districts and charter schools in this  
7 state shall be prohibited from using the three-cueing system model  
8 of teaching students to read. For the purposes of this section, the  
9 “three-cueing system” means any model of teaching students to read  
10 based on meaning, structure, syntax, and visual cues, which may also  
11 be known as meaning, structure, and visual (MSV), balanced literacy,  
12 or whole language.

13 SECTION 4. AMENDATORY 70 O.S. 2021, Section 1210.508C,  
14 is amended to read as follows:

15 Section 1210.508C. A. ~~1. Each student enrolled in~~  
16 ~~kindergarten in a public school in this state shall be screened at~~  
17 ~~the beginning, middle and end of each school year for reading skills~~  
18 ~~including, but not limited to, phonemic awareness, letter~~  
19 ~~recognition, and oral language skills as identified in the subject~~  
20 ~~matter standards adopted by the State Board of Education. A~~  
21 screening instrument approved by the State Board of Education, in  
22 consultation with the Commission for Educational Quality and  
23 Accountability and the Secretary of Education, shall be utilized for  
24 the purposes of this section. In determining which screening

1 instrument to approve, the State Board of Education, the Commission  
2 for Educational Quality and Accountability, and the Secretary of  
3 Education shall take into consideration, at a minimum, the following  
4 factors:

5 1. The time required to conduct the screening instrument with  
6 the intention of minimizing the impact on instructional time; and

7 2. The timeliness in reporting screening instrument results to  
8 teachers, administrators, and parents and legal guardians of  
9 students.

10 ~~2. For those kindergarten children at risk for reading~~  
11 ~~difficulties at the beginning of the year, teachers shall emphasize~~  
12 ~~reading skills as identified in the subject matter standards adopted~~  
13 ~~by the State Board of Education, monitor progress throughout the~~  
14 ~~year and measure mid-year and year-end reading progress.~~

15 ~~3. Kindergarten students who are not meeting grade-level~~  
16 ~~targets by mid-year in reading shall be provided a program of~~  
17 ~~reading instruction designed to enable the student to acquire the~~  
18 ~~appropriate grade-level reading skills.~~

19 ~~4. Classroom assistants, which may include parents,~~  
20 ~~grandparents, or other volunteers, shall be provided in kindergarten~~  
21 ~~classes to assist with the screening of students if a teacher aide~~  
22 ~~is not already employed to assist in a kindergarten classroom.~~

23 B. 1. Each student enrolled in kindergarten in a public school  
24 in this state shall be screened at the middle and end of each school

1 year for reading skills including, but not limited to, phonemic  
2 awareness, letter recognition, basic phonics, and rapid automatized  
3 naming. Kindergarten students who are not meeting grade-level  
4 targets by mid-year in reading shall be provided a program of  
5 reading instruction designed to enable the student to acquire the  
6 appropriate grade-level reading skills.

7 2. Each student enrolled in first, second and third grade of  
8 the public schools of this state shall be assessed at the beginning,  
9 middle and end of each school year using a screening instrument  
10 approved by the State Board of Education for the acquisition of  
11 reading skills including, but not limited to, phonemic awareness,  
12 phonics, reading fluency, vocabulary, encoding, rapid automatized  
13 naming, and comprehension.

14 3. Exemptions to the screening requirements of this subsection  
15 may be provided for students who have documented evidence that they  
16 meet at least one of the following criteria as related to the  
17 provision of classroom instruction:

- 18 a. the student participates in the OAAP and is taught  
19 using alternate methods,
- 20 b. the student's primary expressive or receptive  
21 communication is sign language,
- 22 c. the student's primary form of written or read text is  
23 Braille, or

1           d. the student's primary expressive or receptive language  
2           is not English, the student is identified as an  
3           English learner using a state-approved identification  
4           assessment, and the student has had less than one (1)  
5           school year of instruction in an English learner  
6           program.

7           4. A public school that grants an exemption pursuant to  
8           paragraph 3 of this subsection shall provide ongoing evidence of  
9           student progression toward English language acquisition with the  
10           same frequency as administration of screening assessments. Evidence  
11           may include, but not be limited to, student progression toward OAAP  
12           reading essential elements, proficiency in sign language and reading  
13           comprehension, and proficiency in Braille and reading comprehension.

14           C. Any student enrolled in first, second, or third grade who is  
15 assessed and who is not meeting grade-level targets in reading shall  
16 be provided a program of reading instruction designed to enable the  
17 student to acquire the appropriate grade level reading skills. ~~The~~  
18 ~~program of reading instruction shall include provisions of the READ~~  
19 ~~Initiative adopted by the school district as provided for in~~  
20 ~~subsection P of this section.~~ Throughout the year progress  
21 monitoring shall continue, and diagnostic assessment, ~~if determined~~  
22 ~~appropriate,~~ shall be provided. Year-end reading skills shall be  
23 measured to determine reading success.

1 D. ~~The~~ Beginning in the 2025-2026 school year, the State Board  
2 of Education shall approve no more than three screening instruments  
3 for use at the beginning, middle, and end of the school year, for  
4 monitoring of progress, and for measurement of reading skills ~~at the~~  
5 ~~end of the school year~~ as required in subsections A and B of this  
6 section; ~~provided, at least one of the.~~ The screening instruments  
7 shall meet the following criteria:

8 1. Assess for phonemic awareness, phonics, reading fluency,  
9 vocabulary, letter recognition, rapid automatic naming, encoding,  
10 and comprehension;

11 2. Document the validity and reliability of each assessment;

12 3. Can be used for identifying students who are at risk for  
13 reading deficiency, including characteristics of dyslexia, and  
14 progress monitoring throughout the school year;

15 4. Can be used to assess students with disabilities and English  
16 language learners; and

17 5. Accompanied by a data management system that provides  
18 profiles ~~for~~ of students, class, grade level, and school building.

19 The profiles shall identify each student's instructional point of  
20 need and reading achievement level. The State Board shall also  
21 determine other comparable reading assessments for diagnostic  
22 purposes to be used for students at risk of reading failure. ~~The~~  
23 ~~State Board shall ensure that any assessments approved are in~~

24

1 ~~alignment with the subject matter standards adopted by the State~~  
2 ~~Board of Education.~~

3 E. 1. Students who are administered a screening instrument  
4 pursuant to subsection B of this section and are found not to be  
5 meeting grade-level targets shall be provided a program of reading  
6 instruction designed to enable students to acquire the appropriate  
7 grade-level reading skills. The program of reading instruction  
8 ~~required in subsections A and B of this section shall be based on~~  
9 scientific reading research and align with the subject matter  
10 standards adopted by the State Board of Education ~~and shall include~~  
11 ~~provisions of the READ Initiative adopted by the school district as~~  
12 ~~provided for in subsection P of this section.~~ A program of reading  
13 instruction ~~may include, but is not limited to~~ shall include:

- 14 a. sufficient additional in-school instructional time for  
15 the acquisition of phonemic awareness, phonics,  
16 reading fluency, vocabulary, encoding, writing, and  
17 comprehension,  
18 b. if necessary and if funding is available, tutorial  
19 instruction after regular school hours, on Saturdays,  
20 and during summer; however, such instruction may not  
21 be counted toward the one-hundred-eighty-day or one-  
22 thousand-eighty-hour school year required in Section  
23 1-109 of this title, ~~and~~

24

- 1 c. assessments identified for diagnostic purposes and  
2 periodic monitoring to measure the acquisition of  
3 reading skills including, but not limited to, phonemic  
4 awareness, phonics, reading fluency, vocabulary,  
5 encoding, writing, and comprehension, as identified in  
6 the student's program of reading instruction, and  
7 d. high-quality instructional materials grounded in  
8 scientifically based reading research.

9 2. A student enrolled in kindergarten or first ~~or~~, second  
10 grades, or third grade who ~~has been assessed as provided for in~~  
11 ~~subsection B of this section and found not to be meeting grade-level~~  
12 ~~targets in reading,~~ exhibits a deficiency in reading at any time  
13 based on the screening instrument administered pursuant to  
14 subsection A of this section shall ~~be entitled to supplemental~~  
15 ~~instructional services and supports in reading until the student is~~  
16 ~~determined by the results of a screening instrument to be meeting~~  
17 ~~grade-level targets in reading~~ receive an individual reading  
18 intervention plan no later than thirty (30) days after the  
19 identification of the deficiency in reading. The reading  
20 intervention plan shall be provided in addition to core reading  
21 instruction that is provided to all students. The reading  
22 intervention plan shall:  
23  
24



- a. describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- b. provide explicit and systematic instruction in phonemic awareness, phonics, reading fluency, vocabulary, encoding, writing, and comprehension, as applicable,
- c. monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and
- d. continue until the student is determined to be meeting grade-level targets in reading based on data from screening instruments and a multi-tiered system of supports.

3. The ~~program of reading instruction~~ intervention plan for each student identified with a deficiency in reading shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- a. the parent or legal guardian of the student,
- b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,

1 c. a teacher who is responsible for reading instruction  
2 and is assigned to teach in the next grade level of  
3 the student, and

4 d. a certified reading specialist, if one is available.

5 4. A school district shall notify the parent or legal guardian  
6 of any student in kindergarten or first, second, or third grade who  
7 exhibits a deficiency in reading at any time based on the screening  
8 instrument administered pursuant to subsection A of this section.

9 The notification shall occur no later than thirty (30) days after  
10 the identification of the deficiency in reading.

11 ~~F. The program of reading instruction shall continue until the~~  
12 ~~student is determined by the results of approved reading assessments~~  
13 ~~to be meeting grade-level targets.~~

14 ~~G. F.~~ 1. Every school district shall adopt, and implement a  
15 district ~~reading sufficiency~~ strong readers plan which has had input  
16 from school administrators, teachers, and parents and legal  
17 guardians and if possible a reading specialist, and which shall be  
18 submitted electronically to and approved by the State Board of  
19 Education. The plan shall be updated annually. ~~School districts~~  
20 ~~shall not be required to electronically submit the annual updates to~~  
21 ~~the Board if the last plan submitted to the Board was approved and~~  
22 ~~expenditures for the program include only expenses relating to~~  
23 ~~individual and small group tutoring, purchase of and training in the~~  
24 ~~use of screening and assessment measures, summer school programs and~~

1 ~~Saturday school programs. If any expenditure for the program is~~  
2 ~~deleted or changed or any other type of expenditure for the program~~  
3 ~~is implemented, the school district shall be required to submit the~~  
4 ~~latest annual update to the Board for approval. The district~~  
5 ~~reading sufficiency strong readers plan shall include a plan for~~  
6 each site which includes an analysis of the data provided by the  
7 Oklahoma School Testing Program and other reading assessments  
8 utilized as required in this section, and which outlines how each  
9 school site will comply with the provisions of the Reading  
10 ~~Sufficiency Strong Readers Act.~~

11 2. The State Board of Education shall adopt rules for the  
12 implementation and evaluation of the provisions of the Reading  
13 ~~Sufficiency Strong Readers Act. The evaluation shall include, but~~  
14 not be limited to, an analysis of the data required in subsection ~~S~~  
15 M of this section.

16 ~~H. For any third-grade student found not to be meeting grade-~~  
17 ~~level targets as determined by reading assessments administered~~  
18 ~~pursuant to this section, a new program of reading instruction,~~  
19 ~~including provisions of the READ Initiative adopted by the school~~  
20 ~~district as provided for in subsection P of this section, shall be~~  
21 ~~developed by a Student Reading Proficiency Team and implemented as~~  
22 ~~specified in subsection E of this section. In addition to other~~  
23 ~~requirements of the Reading Sufficiency Act, the plan may include~~  
24 ~~specialized tutoring.~~

1       ~~I. 1. Any first grade, second grade or third grade student who~~  
2 ~~demonstrates end of year proficiency in reading at the third grade~~  
3 ~~level through a screening instrument which meets the acquisition of~~  
4 ~~reading skills criteria pursuant to subsection B of this section~~  
5 ~~shall not be subject to retention pursuant to this section. After a~~  
6 ~~student has demonstrated proficiency through a screening instrument,~~  
7 ~~the district shall provide notification to the parent or guardian of~~  
8 ~~the student that they have satisfied the requirements of the Reading~~  
9 ~~Sufficiency Act and will not be subject to retention pursuant to~~  
10 ~~this section.~~

11       ~~2. If a third grade student is identified at any point of the~~  
12 ~~academic year as having a significant reading deficiency, which~~  
13 ~~shall be defined as not meeting grade-level targets on a screening~~  
14 ~~instrument which meets the acquisition of reading skills criteria~~  
15 ~~pursuant to subsection B of this section, the district shall~~  
16 ~~immediately begin a student reading portfolio as provided by~~  
17 ~~subsection I of this section and shall provide notice to the parent~~  
18 ~~of the deficiency pursuant to subsection J of this section.~~

19       ~~3. If a student has not yet satisfied the proficiency~~  
20 ~~requirements of this section prior to the completion of third grade~~  
21 ~~and still has a significant reading deficiency, as identified based~~  
22 ~~on assessments administered as provided for in subsection B of this~~  
23 ~~section, has not accumulated evidence of third grade proficiency~~  
24 ~~through a student portfolio as provided in subsection L of this~~

1 ~~section, or is not subject to a good cause exemption as provided in~~  
2 ~~subsection L of this section, then the student shall not be eligible~~  
3 ~~for automatic promotion to fourth grade.~~

4 ~~4. The minimum criteria for grade-level performance of third-~~  
5 ~~grade students pursuant to the Reading Sufficiency Act shall be that~~  
6 ~~students are able to read and comprehend grade-level text. To~~  
7 ~~determine the promotion and retention of third-grade students~~  
8 ~~pursuant to the Reading Sufficiency Act, the State Board of~~  
9 ~~Education shall use only the scores for the standards for reading~~  
10 ~~foundations/processes and vocabulary portions of the statewide~~  
11 ~~third-grade assessment administered pursuant to Section 1210.508 of~~  
12 ~~this title and shall not use the scores from the other language arts~~  
13 ~~portions of the assessment. The performance levels established by~~  
14 ~~the Commission for Educational Quality and Accountability pursuant~~  
15 ~~to Section 1210.508 of this title shall ensure that students meeting~~  
16 ~~the performance-level criteria are performing at grade level on the~~  
17 ~~reading foundations and vocabulary portions of the statewide third-~~  
18 ~~grade assessment.~~

19 ~~5. a. A student not eligible for automatic promotion as~~  
20 ~~provided for under paragraph 3 of this subsection and~~  
21 ~~who does not meet the criteria established by the~~  
22 ~~Commission for Educational Quality and Accountability~~  
23 ~~on the reading portion of the statewide third-grade~~  
24 ~~assessment administered pursuant to Section 1210.508~~

1 ~~of this title may be evaluated for probationary~~  
2 ~~promotion by the Student Reading Proficiency Team~~  
3 ~~which was created for the student pursuant to~~  
4 ~~subsection E of this section.~~

5 b. ~~The student shall be promoted to the fourth grade if~~  
6 ~~the team members unanimously recommend probationary~~  
7 ~~promotion to the school principal and the school~~  
8 ~~district superintendent and the principal and~~  
9 ~~superintendent approve the recommendation that~~  
10 ~~promotion is the best option for the student. If a~~  
11 ~~student is allowed a probationary promotion, the team~~  
12 ~~shall continue to review the reading performance of~~  
13 ~~the student and repeat the requirements of this~~  
14 ~~paragraph each academic year until the student~~  
15 ~~demonstrates grade-level reading proficiency, as~~  
16 ~~identified through a screening instrument which meets~~  
17 ~~the acquisition of reading skills criteria pursuant to~~  
18 ~~subsection B of this section, for the corresponding~~  
19 ~~grade level in which the student is enrolled or~~  
20 ~~transitions to a locally designed remediation plan~~  
21 ~~after the fifth grade which shall have the goal of~~  
22 ~~ensuring that the student is on track to be college~~  
23 ~~and career ready.~~

1       ~~6. Beginning with the 2017-2018 school year, students who do~~  
2 ~~not meet the performance criteria established by the Commission for~~  
3 ~~Educational Quality and Accountability on the reading portion of the~~  
4 ~~statewide third-grade assessment administered pursuant to Section~~  
5 ~~1210.508 of this title, who are not subject to a good cause~~  
6 ~~exemption as provided in subsection L of this section, and who do~~  
7 ~~not qualify for promotion or probationary promotion as provided in~~  
8 ~~this subsection, shall be retained in the third grade and provided~~  
9 ~~intensive instructional services and supports as provided for in~~  
10 ~~subsection O of this section.~~

11       G. Each school district that has more than twenty percent (20%)  
12 of its students in third grade who do not demonstrate sufficient  
13 reading skills as established by the State Board of Education  
14 according to the reading portion of the statewide assessment shall:

15       1. Complete a district literacy plan that shall be approved by  
16 staff working in the Department's Office of Literacy;

17       2. Have all expenditures approved by staff working in the  
18 Department's Office of Literacy; and

19       3. All kindergarten through eighth grade teachers in school  
20 districts shall complete training approved by the Department in the  
21 area of effective literacy instruction.

22       ~~7. H.~~ Each school district shall annually report in an  
23 electronic format to the State Department of Education, the Office  
24 of Educational Quality and Accountability, and the Secretary of

1 Education the number of students ~~promoted to the fourth grade~~  
2 ~~pursuant to this subsection and the number of students promoted to a~~  
3 ~~subsequent grade pursuant to the provisions in paragraph 5 of this~~  
4 ~~subsection~~ in kindergarten through third grade per grade level who  
5 exhibit grade-level reading proficiency, the number of students per  
6 grade level who received intervention services pursuant to paragraph  
7 2 of subsection E of this section, the number of students per grade  
8 level who attended a summer academy as provided for in Section  
9 1210.508E of this title, the number of students per grade level who  
10 demonstrate grade level reading skills after completion of  
11 intervention services, the number of students per grade level who  
12 are still in need of intervention services, and the number of  
13 students in kindergarten through fifth grade who have been retained.  
14 The State Department of Education shall publicly report the  
15 aggregate and district-specific ~~number of students promoted~~ numbers  
16 submitted pursuant to this subsection on ~~their~~ its website and shall  
17 provide electronic copies of the report to the Governor, Secretary  
18 of Education, President Pro Tempore of the Senate, Speaker of the  
19 House of Representatives, and to the respective chairs of the  
20 committees with responsibility for common education policy in each  
21 legislative chamber.

22 ¶. I. The parent or legal guardian of any student who is found  
23 to have a reading deficiency and is not meeting grade-level reading  
24 targets and has been provided a program of reading instruction as



1 provided for in paragraph 1 of subsection B C of this section shall  
2 be notified in writing of the following:

3 1. That the student has been identified as having a substantial  
4 deficiency in reading;

5 2. A description of the current services that are provided to  
6 the student pursuant to ~~a conjoint measurement model such that a~~  
7 ~~reader and a text are placed on the same scale~~ subsection C of this  
8 section;

9 3. A description of the proposed ~~supplemental instructional~~  
10 intervention services and supports that will be provided to the  
11 student that are designed to remediate the identified area of  
12 reading deficiency as provided for in paragraph 2 of subsection E of  
13 this section;

14 4. ~~That the student will not be promoted to the fourth grade if~~  
15 ~~the reading deficiency is not remediated by the end of the third~~  
16 ~~grade, unless the student is otherwise promoted as provided for in~~  
17 ~~subsection I of this section or is exempt for good cause as set~~  
18 ~~forth in subsection L of this section;~~

19 5. Strategies for parents to use in helping their child succeed  
20 in reading proficiency; and

21 6. 5. The grade-level performance scores of the student;

22 7. ~~That while the results of the statewide assessments~~  
23 ~~administered pursuant to Section 1210.508 of this title are the~~

24

1 ~~initial determinant, they are not the sole determiner of promotion~~  
2 ~~and that portfolio reviews and assessments are available; and~~

3 ~~8. The specific criteria and policies of the school district~~  
4 ~~for midyear promotion implemented as provided for in paragraph 4 of~~  
5 ~~subsection 0 of this section.~~

6 ~~K. J.~~ No student may be assigned to a grade level based solely  
7 on age or other factors that constitute social promotion.

8 ~~L. For those students who do not meet the academic requirements~~  
9 ~~for promotion and who are not otherwise promoted as provided for in~~  
10 ~~subsection I of this section, a school district may promote the~~  
11 ~~student for good cause only. Good cause exemptions for promotion~~  
12 ~~shall be limited to the following:~~

13 ~~1. English language learners who have had less than two (2)~~  
14 ~~years of instruction in an English language learner program;~~

15 ~~2. Students with disabilities whose individualized education~~  
16 ~~program (IEP), consistent with state law, indicates that the student~~  
17 ~~is to be assessed with alternate achievement standards through the~~  
18 ~~Oklahoma Alternate Assessment Program (OAAP);~~

19 ~~3. Students who demonstrate an acceptable level of performance~~  
20 ~~on an alternative standardized reading assessment approved by the~~  
21 ~~State Board of Education;~~

22 ~~4. Students who demonstrate, through a student portfolio, that~~  
23 ~~the student is reading on grade level as evidenced by demonstration~~  
24 ~~of mastery of the state standards beyond the retention level;~~

1       ~~5. Students with disabilities who participate in the statewide~~  
2 ~~assessments administered pursuant to Section 1210.508 of this title~~  
3 ~~and who have an individualized education program that reflects that~~  
4 ~~the student has received intensive remediation in reading and has~~  
5 ~~made adequate progress in reading pursuant to the student's~~  
6 ~~individualized education program;~~

7       ~~6. Students who have received intensive remediation in reading~~  
8 ~~through a program of reading instruction for two (2) or more years~~  
9 ~~but still demonstrate a deficiency in reading and who were~~  
10 ~~previously retained in prekindergarten for academic reasons,~~  
11 ~~kindergarten, first grade, second grade, or third grade; and~~

12       ~~7. Students who have been granted an exemption for medical~~  
13 ~~emergencies by the State Department of Education.~~

14       ~~M. A student who is otherwise promoted as provided for in~~  
15 ~~subsection I of this section or is promoted for good cause as~~  
16 ~~provided for in subsection L of this section shall be provided~~  
17 ~~intensive reading instruction that includes specialized diagnostic~~  
18 ~~information and specific reading strategies for each student until~~  
19 ~~the student meets grade-level targets in reading. The school~~  
20 ~~district shall assist schools and teachers to implement reading~~  
21 ~~strategies for the promoted students that research has shown to be~~  
22 ~~successful in improving reading among low-performing readers.~~

1 ~~N. Requests to exempt students from the retention requirements~~  
2 ~~based on one of the good cause exemptions as described in subsection~~  
3 ~~L of this section shall be made using the following process:~~

4 ~~1. Documentation submitted from the teacher of the student to~~  
5 ~~the school principal that indicates the student meets one of the~~  
6 ~~good cause exemptions and promotion of the student is appropriate.~~  
7 ~~In order to minimize paperwork requirements, the documentation shall~~  
8 ~~consist only of the alternative assessment results or student~~  
9 ~~portfolio work and the individual education plan (IEP), as~~  
10 ~~applicable;~~

11 ~~2. The principal of the school shall review and discuss the~~  
12 ~~documentation with the teacher and, if applicable, the other members~~  
13 ~~of the Student Reading Proficiency Team as described in subsection E~~  
14 ~~of this section. If the principal determines that the student meets~~  
15 ~~one of the good cause exemptions and should be promoted based on the~~  
16 ~~documentation provided, the principal shall make a recommendation in~~  
17 ~~writing to the school district superintendent; and~~

18 ~~3. After review, the school district superintendent shall~~  
19 ~~accept or reject the recommendation of the principal in writing.~~

20 ~~O. Each school district shall:~~

21 ~~1. Conduct a review of the program of reading instruction for~~  
22 ~~all students who do not meet the performance criteria established by~~  
23 ~~the Commission for Educational Quality and Accountability on the~~  
24 ~~reading portion of the statewide assessment administered pursuant to~~

1 ~~Section 1210.508 of this title and did not meet the criteria for one~~  
2 ~~of the good cause exemptions as set forth in subsection I of this~~  
3 ~~section. The review shall address additional supports and services,~~  
4 ~~as described in this subsection, needed to remediate the identified~~  
5 ~~areas of reading deficiency. The school district shall require a~~  
6 ~~student portfolio to be completed for each retained student;~~

7       2. ~~Provide to students who have been retained as set forth in~~  
8 ~~subsection I of this section with intensive interventions in~~  
9 ~~reading, intensive instructional services and supports to remediate~~  
10 ~~the identified areas of reading deficiency, including a minimum of~~  
11 ~~ninety (90) minutes of daily, uninterrupted, scientific-research-~~  
12 ~~based reading instruction. Retained students shall be provided~~  
13 ~~other strategies prescribed by the school district, which may~~  
14 ~~include, but are not limited to:~~

- 15           a. ~~small group instruction,~~
- 16           b. ~~reduced teacher-student ratios,~~
- 17           c. ~~more frequent progress monitoring,~~
- 18           d. ~~tutoring or mentoring,~~
- 19           e. ~~transition classes containing third- and fourth-grade~~  
20           ~~students,~~
- 21           f. ~~extended school day, week, or year, and~~
- 22           g. ~~summer reading academies as provided for in Section~~  
23           ~~1210.508E of this title, if available;~~

24

1       ~~3. Provide written notification to the parent or guardian of~~  
2 ~~any student who is to be retained as set forth in subsection I of~~  
3 ~~this section that the student has not met the performance criteria~~  
4 ~~required for promotion and was not otherwise promoted and the~~  
5 ~~reasons the student is not eligible for a good cause exemption. The~~  
6 ~~notification shall include a description of proposed interventions~~  
7 ~~and intensive instructional supports that will be provided to the~~  
8 ~~student to remediate the identified areas of reading deficiency;~~

9       ~~4. Implement a policy for the midyear promotion of a retained~~  
10 ~~student who can demonstrate that the student is a successful and~~  
11 ~~independent reader, is reading at or above grade-level targets, and~~  
12 ~~is ready to be promoted to the fourth grade. Tools that school~~  
13 ~~districts may use in reevaluating any retained student may include~~  
14 ~~screening assessments, alternative assessments, and portfolio~~  
15 ~~reviews, in accordance with rules of the State Board of Education.~~  
16 ~~Retained students may only be promoted midyear prior to November 1~~  
17 ~~and only upon demonstrating that the student has met the performance~~  
18 ~~criteria established by the Commission for Educational Quality and~~  
19 ~~Accountability on the reading portion of the statewide third-grade~~  
20 ~~assessment administered pursuant to Section 1210.508 of this title,~~  
21 ~~or upon demonstrating proficiency in reading at the third-grade~~  
22 ~~level through a screening instrument administered pursuant to~~  
23 ~~subsection B of this section, and upon showing progress sufficient~~  
24 ~~to master appropriate fourth-grade-level skills, as determined by~~

~~1 the school. A midyear promotion shall be made only upon agreement  
2 of the parent or guardian of the student and the school principal;~~

~~3 5. Provide students who are retained with a high-performing  
4 teacher who can address the needs of the student, based on student  
5 performance data and above-satisfactory performance appraisals; and~~

~~6 6. In addition to required reading enhancement and acceleration  
7 strategies, provide students who are retained with at least one of  
8 the following instructional options:~~

~~9 a. supplemental tutoring in scientific-research-based  
10 reading services in addition to the regular reading  
11 block, including tutoring before or after school,~~

~~12 b. a parent-guided "Read at Home" assistance plan, as  
13 developed by the State Department of Education, the  
14 purpose of which is to encourage regular parent-guided  
15 home reading, or~~

~~16 c. a mentor or tutor with specialized reading training.~~

~~17 P. Beginning with the 2011-2012 school year, each school  
18 district shall establish a Reading Enhancement and Acceleration  
19 Development (READ) Initiative. The focus of the READ Initiative  
20 shall be to prevent the retention of third-grade students by  
21 offering intensive accelerated reading instruction to third-grade  
22 students who failed to meet standards for promotion to fourth grade  
23 and to kindergarten through third-grade students who are exhibiting  
24 a reading deficiency. The READ Initiative shall:~~

1 ~~1. Be provided to all kindergarten through third-grade students~~  
2 ~~at risk of retention as identified by the assessments administered~~  
3 ~~pursuant to the Reading Sufficiency Act. The assessment used shall~~  
4 ~~measure phonemic awareness, phonics, reading fluency, vocabulary,~~  
5 ~~and comprehension;~~

6 ~~2. Be provided during regular school hours in addition to the~~  
7 ~~regular reading instruction;~~

8 ~~3. Provide a reading curriculum that, at a minimum, meets the~~  
9 ~~following specifications:~~

10 ~~a. assists students assessed as exhibiting a reading~~  
11 ~~deficiency in developing the ability to read at grade~~  
12 ~~level;~~

13 ~~b. provides skill development in phonemic awareness,~~  
14 ~~phonics, reading fluency, vocabulary, and~~  
15 ~~comprehension;~~

16 ~~c. provides a scientific-research-based and reliable~~  
17 ~~assessment;~~

18 ~~d. provides initial and ongoing analysis of the reading~~  
19 ~~progress of each student, and~~

20 ~~e. is implemented during regular school hours;~~

21 ~~4. Establish at each school, where applicable, an Intensive~~  
22 ~~Acceleration Class for retained third-grade students who~~  
23 ~~subsequently do not meet the performance criteria established by the~~  
24 ~~Commission for Educational Quality and Accountability on the reading~~



1 ~~portion of the statewide assessment administered pursuant to Section~~  
2 ~~1210.508 of this title. The focus of the Intensive Acceleration~~  
3 ~~Class shall be to increase the reading level of a child at least two~~  
4 ~~grade levels in one (1) school year. The Intensive Acceleration~~  
5 ~~Class shall:~~

- 6 a. ~~be provided to any student in the third grade who does~~  
7 ~~not meet the performance criteria established by the~~  
8 ~~Commission for Educational Quality and Accountability~~  
9 ~~on the reading portion of the statewide assessments~~  
10 ~~and who was retained in the third grade the prior year~~  
11 ~~because of not meeting the performance criteria on the~~  
12 ~~reading portion of the statewide assessments,~~
- 13 b. ~~have a reduced teacher-student ratio,~~
- 14 c. ~~provide uninterrupted reading instruction for the~~  
15 ~~majority of student contact time each day and~~  
16 ~~incorporate opportunities to master the fourth-grade~~  
17 ~~state standards in other core subject areas,~~
- 18 d. ~~use a reading program that is scientific-research-~~  
19 ~~based and has proven results in accelerating student~~  
20 ~~reading achievement within the same school year,~~
- 21 e. ~~provide intensive language and vocabulary instruction~~  
22 ~~using a scientific-research-based program, including~~  
23 ~~use of a speech-language therapist, and~~

1           ~~f. include weekly progress monitoring measures to ensure~~  
2           ~~progress is being made;~~

3           ~~5. Provide reports to the State Board of Education, upon~~  
4 ~~request, on the specific intensive reading interventions and~~  
5 ~~supports implemented by the school district. The State~~  
6 ~~Superintendent of Public Instruction shall annually prescribe the~~  
7 ~~required components of the reports; and~~

8           ~~6. Provide to a student who has been retained in the third~~  
9 ~~grade and has received intensive instructional services but is still~~  
10 ~~not ready for grade promotion, as determined by the school district,~~  
11 ~~the option of being placed in a transitional instructional setting.~~  
12 ~~A transitional setting shall specifically be designed to produce~~  
13 ~~learning gains sufficient to meet fourth-grade performance standards~~  
14 ~~while continuing to remediate the areas of reading deficiency.~~

15           ~~Q. K. 1. Each~~ Beginning in the 2025-2026 school year, each  
16 school district board of education shall annually publish on the  
17 school website, and report in writing electronically to the State  
18 ~~Board~~ Department of Education, the Office of Educational Quality and  
19 Accountability, and the Secretary of Education by September 1 of  
20 each year, the following information on the prior school year:

21           ~~a. the provisions of this section relating to public~~  
22           ~~school student progression and the policies and~~  
23           ~~procedures of~~ adopted by the school district ~~on~~  
24           ~~student retention and promotion~~ board of education to

1 implement the provisions of this section. The  
2 information submitted shall include expenditures  
3 related to implementing the provisions of this  
4 section, the number of staff implementing the  
5 provisions of this section, and average daily  
6 classroom time devoted to implementing the provisions  
7 of this section,

8 b. by grade, the number and percentage of all students in  
9 ~~grade three that did not meet the performance criteria~~  
10 ~~established by the Commission for Educational Quality~~  
11 ~~and Accountability on the reading portion of the~~  
12 ~~statewide assessment administered pursuant to Section~~  
13 ~~1210.508 of this title~~ kindergarten through third  
14 grade who did not meet grade-level targets based on a  
15 screening instrument administered pursuant to  
16 subsection A of this section,

17 c. by grade, the number and percentage of all students  
18 ~~retained in grades three through ten~~ in kindergarten  
19 through third grade who have been enrolled in the  
20 district for fewer than two (2) years,

21 d. ~~information on the total number and percentage of~~  
22 ~~students who were promoted for good cause, by each~~  
23 ~~category of good cause as specified above, and~~ by  
24 grade, the number and percentage of students in

1 kindergarten through third grade who demonstrated  
2 grade-level proficiency based on a screening  
3 instrument administered pursuant to subsection A of  
4 this section,

5 e. ~~any revisions to the policies of the school district~~  
6 ~~on student retention and promotion from the prior year~~  
7 by grade, the number and percentage of students in  
8 kindergarten through third grade who are on an  
9 individualized education program (IEP) in accordance  
10 with the Individuals with Disabilities Education Act  
11 (IDEA) and who demonstrated grade-level proficiency  
12 based on a screening instrument administered pursuant  
13 to subsection A of this section,

14 f. the number of students by grade level in kindergarten  
15 through third grade who were newly identified as  
16 having characteristics of dyslexia in a school year,

17 g. the number of trained school system personnel or  
18 licensed professionals used to administer the  
19 qualified dyslexia screening tool, and

20 h. the number of students in kindergarten through third  
21 grade who were participating in interventions within  
22 the school setting and the number of students  
23 participating in interventions outside the school  
24 setting.

1           2. The State Department of Education shall establish a uniform  
2 format for school districts to report the information required in  
3 this subsection. The format shall be developed with input from  
4 school districts and shall be provided not later than ninety (90)  
5 days prior to the annual due date. The Department shall annually  
6 compile the information required, along with state-level summary  
7 information, and electronically report the information to the  
8 public, the Governor, the Secretary of Education, the President Pro  
9 Tempore of the Senate, and the Speaker of the House of  
10 Representatives.

11           ~~R. L.~~ L. The State Department of Education shall provide technical  
12 assistance as needed to aid school districts in administering the  
13 ~~provision~~ provisions of the ~~Reading Sufficiency~~ Strong Readers Act.

14           ~~S. M.~~ M. On or before January 31 of each year, the State  
15 Department of Education shall ~~issue~~ electronically submit to the  
16 Governor, the President Pro Tempore of the Senate, the Speaker of  
17 the House of Representatives, and members of the Senate and House of  
18 ~~Representatives Education Committees~~ committees with responsibility  
19 over common education in both houses of the Legislature a ~~Reading~~  
20 ~~Sufficiency~~ Strong Readers Report which shall include, but is not  
21 limited to, trend data detailing three (3) years of data,  
22 disaggregated by student subgroups to include economically  
23 disadvantaged, major racial or ethnic groups, students with  
24

1 disabilities, and English language learners, as appropriate for the  
2 following:

3 1. The statewide aggregate number and percentage of students in  
4 kindergarten through third grade determined to be at risk for  
5 reading difficulties compared to the total number of students  
6 enrolled in each grade;

7 2. The statewide aggregate number and percentage of students in  
8 kindergarten who continue to be at risk for reading difficulties as  
9 determined by the year-end ~~measurement of reading progress~~  
10 administration of the screening instrument required in subsection A  
11 of this section;

12 3. The statewide aggregate number and percentage of students in  
13 kindergarten through third grade who have successfully completed  
14 their program of reading instruction and are reading on grade level  
15 as determined by the results of ~~approved reading assessments~~  
16 screening instruments administered pursuant to subsection A of this  
17 section;

18 4. The statewide aggregate and district-specific number and  
19 percentage of students that meet or do not meet ~~the performance~~  
20 ~~criteria established by the Commission for Educational Quality and~~  
21 ~~Accountability on the reading portion of the statewide third-grade~~  
22 ~~assessment administered pursuant to Section 1210.508 of this title~~  
23 grade-level targets for reading based on screening instruments  
24 administered pursuant to subsection A of this section;

1       5. ~~The number of students tested, the number of students~~  
2 ~~promoted through meeting proficiency on a screening instrument as~~  
3 ~~provided for in subsection I of this section, the number of students~~  
4 ~~promoted through each of the good cause exemptions as provided for~~  
5 ~~in subsection L of this section and the number of students retained~~  
6 ~~and the number of students promoted through probationary promotion~~  
7 ~~as provided for in subsection I of this section for each elementary~~  
8 ~~site;~~

9       6. ~~Data tracking the progression of students promoted through~~  
10 ~~each of the good cause exemptions as provided for in subsection L of~~  
11 ~~this section and students promoted through probationary promotion or~~  
12 ~~students who are retained in third grade as provided for in~~  
13 ~~subsection I of this section. The data shall include but not be~~  
14 ~~limited to information regarding whether students graduate on time;~~

15       7. ~~The amount of funds for reading remediation received by each~~  
16 ~~district~~ for implementation of the Strong Readers Act;

17       8. ~~6.~~ An evaluation and narrative interpretation of the report  
18 data analyzing the impact of the ~~Reading Sufficiency~~ Strong Readers  
19 Act on students' ability to read at grade level;

20       9. ~~7.~~ The type of reading instruction practices and methods  
21 currently being used by school districts in the state;

22       10. ~~8.~~ Socioeconomic information, access to reading resources  
23 outside of school, and screening for and identification of learning  
24 disabilities for students not reading at the appropriate grade level

1 ~~by third grade~~ in kindergarten and first through third grade, as  
2 available;

3 ~~11.~~ 9. By grade level, the types of intensive remediation  
4 intervention efforts being conducted by school districts ~~to identify~~  
5 ~~best practices~~ for students ~~that~~ who are not on an IEP and who are  
6 not reading at the appropriate grade level ~~and are not retained~~  
7 ~~under the provisions of this section~~ and for students who are on an  
8 IEP and who are not reading at the appropriate grade level; and

9 ~~12.~~ 10. Any recommendations for improvements or amendments to  
10 the ~~Reading Sufficiency~~ Strong Readers Act.

11 The State Department of Education may contract with an  
12 independent entity for the reporting and analysis requirements of  
13 this subsection.

14 ~~F. N.~~ F. N. Copies of the results of the ~~assessments~~ screening  
15 instruments administered pursuant to subsection A of this section  
16 shall be made a part of the permanent record of each student.

17 SECTION 5. AMENDATORY 70 O.S. 2021, Section 1210.508D,  
18 is amended to read as follows:

19 Section 1210.508D. A. Contingent on the provision of  
20 appropriated funds designated for the ~~Reading Sufficiency~~ Strong  
21 Readers Act, school districts may be allocated monies for each  
22 enrolled kindergarten student or first-, second-, and third-grade  
23 student of the current school year, ~~including any student who has~~  
24 ~~been retained in the third grade pursuant to Section 1210.508C of~~



1 ~~this title,~~ who is found to be in need of remediation or  
2 intervention services in reading. The allocation shall be  
3 distributed to each school district upon approval of the ~~reading~~  
4 ~~sufficiency~~ strong readers plan for the school district by the State  
5 ~~Department~~ Board of Education and the submittal of a child-count  
6 report to the State Department of Education that details the number  
7 of students identified as needing remediation or intervention  
8 services in reading. To determine a per-student allocation amount,  
9 the total amount of funds available for allocation each year shall  
10 be divided by the total number of students in the state identified  
11 as in need of remediation or intervention services in reading as  
12 provided for in Section 1210.508C of this title. Each school  
13 district shall be allocated an amount equal to the per-student  
14 allocation amount multiplied by the number of identified students  
15 enrolled in the school district.

16 B. Beginning with the 2022-2023 school year, districts  
17 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)  
18 pursuant to subsection A of this section shall spend no less than  
19 ten percent (10%) to provide professional development for teachers  
20 teaching prekindergarten through grade five. The professional  
21 development shall include training in the science of how students  
22 learn to read as well as instructional materials required for  
23 implementation.

24

1 C. By June 30, 2022, the Department shall approve and publish a  
2 list of professional development programs that are evidence-based  
3 and directly address the cognitive science of how students learn to  
4 read for which districts are permitted to use the funds received  
5 under this section.

6 D. If a teacher attends and completes a professional  
7 development institute in elementary reading approved by the ~~Oklahoma~~  
8 ~~Commission for Teacher Preparation~~ Commission for Educational  
9 Quality and Accountability during the summer or when school is not  
10 in session, the teacher may receive a stipend equal to the amount of  
11 the cost for a substitute teacher, based on the amount of funds  
12 allocated.

13 SECTION 6. AMENDATORY 70 O.S. 2021, Section 1210.508E,  
14 is amended to read as follows:

15 Section 1210.508E. A. If a teacher determines that a ~~third-~~  
16 ~~grade~~ student in kindergarten or first through third grade is not  
17 reading at grade level by the end of the second quarter of the  
18 school year, the parent or guardian of the student shall be notified  
19 of:

- 20 1. The reading level of the student;
- 21 2. The program of reading instruction for the student as  
22 required pursuant to the ~~Reading Sufficiency~~ Strong Readers Act; and

1           3. The potential need for the student to participate in a  
2 summer academy or other program designed to assist the student in  
3 attaining grade-level reading skills.

4           B. A teacher who determines a ~~third-grade~~ student in  
5 kindergarten or first through third grade is ~~unable to meet~~  
6 ~~competencies required~~ not meeting grade-level targets for reading  
7 ~~for completion of third grade and promotion to fourth grade~~ may,  
8 after consultation with the parent or legal guardian of the student,  
9 recommend that the ~~promotion of the student to the fourth grade is~~  
10 ~~contingent upon the participation~~ participate in and ~~successful~~  
11 ~~completion of the required competencies for reading by the student~~  
12 ~~at~~ complete a summer academy or other program. ~~If the student does~~  
13 ~~not participate in the summer academy or other program or does not~~  
14 ~~successfully complete the competencies in the summer academy or~~  
15 ~~other program, the student shall be retained in the third grade as~~  
16 ~~set forth in Section 1210.508C of this title.~~

17           C. Summer academy programs shall be designed to ensure that  
18 participating students successfully complete ~~the~~ grade-level  
19 ~~competencies necessary in reading for promotion to fourth grade and~~  
20 to enhance next-grade readiness. A summer academy reading program  
21 shall be a program that incorporates the content of a scientifically  
22 research-based professional development program administered by the  
23 ~~Oklahoma Commission for Teacher Preparation~~ Commission for  
24 Educational Quality and Accountability or a scientifically research-

1 based reading program administered by the State Board of Education  
2 and is taught by teachers who have successfully completed  
3 professional development in the reading program or who are certified  
4 as reading specialists.

5 D. School districts may approve an option for students who are  
6 unable to attend a summer academy. The optional program may  
7 include, but is not limited to, an approved private provider of  
8 instruction, approved computer- or Internet-based instruction, or an  
9 approved program of reading instruction monitored by the parent or  
10 legal guardian. School districts shall not be required to pay for  
11 the optional program, but shall clearly communicate to the parent or  
12 legal guardian the expectations of the program and any costs that  
13 may be involved.

14 E. Subject to the availability of funds, beginning one (1) year  
15 after implementation of this section, the requirements of subsection  
16 B of this section may be expanded to apply to ~~fourth-grade student~~  
17 ~~promotion to fifth~~ students in fourth grade. Each year thereafter,  
18 the requirements may be expanded by one grade level until the  
19 requirements apply to ~~third-grade students~~ kindergarten through  
20 eighth-grade students. Summer academy programs shall be designed  
21 for each grade level. Nothing in this section shall prevent the  
22 State Board of Education or a school district board of education  
23 from utilizing private, local, or federal funds to implement this  
24 section.

1 F. The State Board of Education shall adopt rules to implement  
2 the provisions of this section which shall include requirements for  
3 instructional time for summer ~~school~~ academy programs, teacher  
4 qualifications, and evaluation of student achievement as a result of  
5 summer academy programs or other optional programs.

6 SECTION 7. AMENDATORY 70 O.S. 2021, Section 1210.508F,  
7 is amended to read as follows:

8 Section 1210.508F. A. ~~The State Board of Education~~ Commission  
9 for Educational Quality and Accountability shall ensure that the  
10 reading competencies for elementary teachers are included in the  
11 competencies for special education teachers.

12 B. ~~The State Board of Education and the~~ Commission for  
13 Educational Quality and Accountability in collaboration with the  
14 Oklahoma State Regents for Higher Education shall ensure that all  
15 teachers of early childhood education, elementary education, and  
16 special education are provided quality training in intervention,  
17 instruction, and remediation strategies ~~in order to meet the needs~~  
18 ~~of students in kindergarten through third grade who are determined~~  
19 ~~to be at risk of reading difficulties~~ in the science of reading to  
20 provide explicit and systematic instruction in phonemic awareness,  
21 phonics, reading fluency, vocabulary, encoding, writing, and  
22 comprehension and implement reading strategies that research has  
23 shown to be successful in improving reading among students with  
24 reading difficulties. In addition, quality education for

1 prospective teachers shall be provided in research-based  
2 instructional strategies for instruction, assessment, and  
3 intervention for literacy development for all students, including  
4 advanced readers, typically developing readers, and struggling  
5 readers who are coping with a range of challenges, including, but  
6 not limited to, English learners and learners with handicapping  
7 conditions and learning disabilities ~~(including dyslexia)~~, including  
8 dyslexia. Quality training shall include guidance from professional  
9 resources such as the Report of the National Reading Panel, ~~Response~~  
10 ~~to Intervention guidelines~~ multi-tiered system of supports, and  
11 professional organizations such as the Council for Exceptional  
12 Children, International Dyslexia Association, International Literacy  
13 Association, National Council of Teachers of English, and National  
14 Association for the Education of Young Children.

15 C. All institutions within The Oklahoma State System of Higher  
16 Education that offer elementary, early childhood education, or  
17 special education programs approved by the Commission for  
18 Educational Quality and Accountability shall incorporate into those  
19 programs the requirement that teacher candidates study the five  
20 elements of reading instruction which are phonemic awareness,  
21 phonics, reading fluency, vocabulary, encoding, writing, and  
22 comprehension. Teacher candidates shall study strategies including,  
23 but not limited to, instruction that is explicitly taught,  
24 sequenced, multimodal (reading, writing, speaking, listening, hands-

1 on, etc.), multidisciplinary, and reflective to adapt for individual  
2 learners.

3 D. Effective July 1, ~~2010~~ 2025, teacher candidates enrolled in  
4 an institution within The Oklahoma State System of Higher Education  
5 in a special education, early childhood education, or elementary  
6 education program approved by the Commission for Educational Quality  
7 and Accountability shall pass, prior to graduation, a comprehensive  
8 assessment to measure their teaching skills in the area of reading  
9 instruction. The assessment shall be developed and administered by  
10 the institutions that offer special education, early childhood  
11 education, and elementary education programs that lead to  
12 certification. The assessment shall measure the knowledge and  
13 understanding of the teacher candidate in the teaching of the five  
14 elements of reading instruction which are phonemic awareness,  
15 phonics, reading fluency, vocabulary, encoding, writing, and  
16 comprehension. The results of the assessment shall be  
17 electronically reported annually by the institution to the  
18 Commission for Educational Quality and Accountability as a part of  
19 the required annual report for the institution. The Commission  
20 shall include the data in the annual report to the ~~Oklahoma~~  
21 Legislature as required pursuant to Section 6-186 of this title. It  
22 is the intent of the Legislature to ensure that teachers graduating  
23 from institutions within The Oklahoma State System of Higher  
24

1 Education have the knowledge and skills to effectively teach reading  
2 to all children.

3 E. All candidates applying for an alternative placement  
4 teaching certificate or emergency teaching certificate for  
5 Elementary Certification shall complete additional reading training  
6 as determined by the State Department of Education literacy  
7 instructional team.

8 SECTION 8. AMENDATORY Section 2, Chapter 288, O.S.L.  
9 2023 (70 O.S. Supp. 2023, Section 1210.508H), is amended to read as  
10 follows:

11 Section 1210.508H. A. Beginning with the 2023-2024 school  
12 year, the State Department of Education shall establish a three-year  
13 pilot program to employ a literacy instructional team to support  
14 school districts in implementation of the requirements of Section  
15 1210.508C of Title 70 of the Oklahoma Statutes. The Department  
16 shall provide technical assistance for literacy instruction,  
17 dyslexia, and related disorders, and serve as a primary source of  
18 information and support for schools in addressing the needs of  
19 students struggling with literacy, dyslexia, and related disorders.

20 B. The Department shall employ a literacy instructional team  
21 with team members who are placed regionally across the state. The  
22 literacy instructional teams shall assist general education and  
23 special education teachers in recognizing educational needs to  
24 improve literacy outcomes for all students, including those with



1 dyslexia or identified with the risk characteristics associated with  
2 dyslexia. The role of the literacy instructional team shall also  
3 include increasing professional awareness and instructional  
4 competencies to meet the educational needs of all students,  
5 including those with dyslexia or identified with risk  
6 characteristics associated with dyslexia. The Department shall  
7 prioritize supports and interventions including enrollment in  
8 reading trainings and professional development for schools which  
9 have the highest percentage of students who do not demonstrate  
10 sufficient reading skills as established by the State Board of  
11 Education.

12 C. Literacy instructional team members employed by the  
13 Department shall have training in:

14 1. The science of how students learn to read, including  
15 phonological awareness, phonics, fluency, vocabulary, comprehension,  
16 writing, and language;

17 2. Foundation of multisensory, explicit, systematic, and  
18 structured reading instruction;

19 3. Identification of and the appropriate interventions,  
20 accommodations, and teaching techniques for struggling students;

21 4. The requirements of the ~~Reading Sufficiency~~ Strong Readers  
22 Act;

23 5. Special education laws and procedures; and  
24

1       6. Appropriate interventions, accommodations, and assistive  
2 technology supports for students with dyslexia or a related  
3 disorder.

4       D. The literacy instructional team members employed by the  
5 Department shall report to the Program Director of Reading  
6 Sufficiency for Literacy at the Department and have:

7       1. A minimum of five regional literacy leads, at least one who  
8 shall be designated by the Department as a dyslexia specialist to  
9 provide school districts with support and resources that are  
10 necessary to assist students with dyslexia. The Department shall  
11 give preference to educators applying for regional literacy lead  
12 who:

- 13           a. have an endorsement or certification as a certified  
14           structured literacy dyslexia specialist or certified  
15           academic language therapist,
- 16           b. are knowledgeable of multitiered systems of support,  
17           and
- 18           c. have been trained in the identification of and  
19           intervention for dyslexia and related disorders  
20           including best practice interventions and treatment  
21           models for dyslexia; and

22       2. A minimum of ten literacy specialists. The Department shall  
23 give preference to educators applying for literacy specialist who:

- 24           a. have training in the science of reading,

- 1           b.    are knowledgeable of multitiered systems of support,  
2                    and  
3           c.    have been trained in the identification of and  
4                    intervention for dyslexia and related disorders  
5                    including best practice interventions and treatment  
6                    models for dyslexia.

7           E.    The State Department of Education shall submit a report to  
8 the Governor, the President Pro Tempore of the Senate, and the  
9 Speaker of the House of Representatives by December 31, 2026, that  
10 includes an evaluation of the pilot program by school districts,  
11 data on whether the program had an impact on increasing the number  
12 of students who demonstrate proficiency in reading, and  
13 recommendations for changes to the ~~Reading Sufficiency Strong~~  
14 Readers Act.

15           SECTION 9.        AMENDATORY        70 O.S. 2021, Section 1210.520, is  
16 amended to read as follows:

17           Section 1210.520.   A.   Beginning with the 2022-2023 school year  
18 and for each school year thereafter, any student enrolled in  
19 kindergarten, first, second or third grade in a public school in  
20 this state who is assessed through the ~~Reading Sufficiency Strong~~  
21 Readers Act pursuant to Section 1210.508C of ~~Title 70 of the~~  
22 ~~Oklahoma Statutes~~ this title and who is not meeting grade-level  
23 targets in reading after the beginning-of-the-year assessment shall  
24 be screened for dyslexia.   Screening also may be requested for a

1 student by his or her parent or guardian, teacher, counselor,  
2 speech-language pathologist or school psychologist.

3 B. No later than July 1, 2021, the State Board of Education  
4 shall develop policies for dyslexia screening required under this  
5 subsection and shall include, but not be limited to:

6 1. The definition and characteristics of dyslexia and related  
7 language disorders;

8 2. The process for referring students in kindergarten and  
9 grades one through three for screening;

10 3. A process for providing notification to parents of the use  
11 of a qualified dyslexia-screening tool and notification of the  
12 results of the screening;

13 4. A process for providing the parents of students screened for  
14 dyslexia with information and resource material regarding dyslexia;

15 5. A process for monitoring the student's progress after the  
16 positive identification of characteristics of dyslexia<sup>7</sup> or other  
17 disorders; and

18 6. Requirements and qualifications for screeners that  
19 demonstrate an understanding of and training to administer the  
20 screening instrument.

21 C. The Board shall adopt a list of approved qualified dyslexia  
22 screening tools that address the following components, as  
23 developmentally appropriate:

24 1. Phonological awareness;

2. Advanced phonemic awareness;
3. Sound symbol recognition;
4. Alphabet knowledge;
5. Decoding skills;
6. Encoding skills;
7. Rapid naming; and
8. Developmental language.

D. Screening shall be conducted in accordance with the policies developed by the State Board of Education pursuant to subsection B of this section and the Oklahoma Dyslexia Handbook, including policies and information developed relating to universal screening of kindergarten students for characteristics of dyslexia.

~~E. Beginning June 30, 2023, and for each year thereafter, school districts shall provide the following data to the State Department of Education:~~

- ~~1. The number of students by grade level in kindergarten through grade three who were screened for dyslexia in a school year;~~
- ~~2. The number of students by grade level in kindergarten through grade three who were newly identified as having characteristics of dyslexia in a school year;~~
- ~~3. The process or tools used to evaluate student progress;~~
- ~~4. The number of trained school system personnel or licensed professionals used to administer the qualified dyslexia screening tool;~~

1       ~~5. The number of students in kindergarten through grade three~~  
2 ~~who were participating in interventions within the school setting~~  
3 ~~and the number of students participating in interventions outside~~  
4 ~~the school setting; and~~

5       ~~6. The programs used by districts for intervention within the~~  
6 ~~school setting.~~

7       F. By December 31, 2023, and for each year thereafter, the  
8 State Department of Education shall provide a report containing all  
9 of the information provided in ~~subsection E~~ of this section to the  
10 Governor and Legislature and make the report available on the  
11 Department's website.

12       ~~G.~~ F. As funds are available, beginning with the 2021-2022  
13 school year, the Department shall provide training on the best  
14 practices for screening for dyslexia.

15       ~~H.~~ G. The State Board of Education may promulgate rules  
16 necessary to implement the provisions of this section.

17       SECTION 10. This act shall become effective July 1, 2024.

18       SECTION 11. It being immediately necessary for the preservation  
19 of the public peace, health, or safety, an emergency is hereby  
20 declared to exist, by reason whereof this act shall take effect  
21 and be in full force from and after its passage and approval."  
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23  
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1 Passed the House of Representatives the 25th day of April, 2024.

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4 Presiding Officer of the House of  
Representatives

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6 Passed the Senate the \_\_\_\_ day of \_\_\_\_\_, 2024.

7  
8  
9 Presiding Officer of the Senate

1 ENGROSSED SENATE  
2 BILL NO. 362

By: Pugh of the Senate

and

Baker of the House

3  
4  
5  
6 An Act relating to schools; amending 70 O.S. 2021,  
7 Section 5-142, which relates to criminal history  
8 record checks for school employment; removing certain  
9 exemption from obtaining new criminal history record  
10 check; updating statutory language; providing  
11 exemption from obtaining new criminal history record  
12 check to certain persons who have obtained a record  
13 check for certain purposes within certain time  
14 period; directing certain persons seeking employment  
15 as a full-time teacher to include certain letter;  
16 removing certain exemptions from obtaining new  
17 criminal history record check; providing an effective  
18 date; and declaring an emergency.

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

20 SECTION 12. AMENDATORY 70 O.S. 2021, Section 5-142, is  
21 amended to read as follows:

22 Section 5-142. A. Except as otherwise provided for in  
23 subsection F of this section, for purposes of employment, a board of  
24 education may request in writing to the State Board of Education  
that a national criminal history record check be conducted of any  
employee of the school and shall request such information for any  
person seeking employment with the school; ~~provided that a board of  
education shall not be required to obtain a new criminal history~~



1 ~~record check for an individual who has obtained certification from~~  
2 ~~the State Department of Education within the previous twelve (12)~~  
3 ~~months.~~ The Oklahoma State Bureau of Investigation (OSBI) shall  
4 obtain fingerprints of the employee or prospective employee and  
5 require that the person pay a search fee not to exceed Fifty Dollars  
6 (\$50.00) or the cost of the search, whichever is the lesser amount.  
7 The fee shall be deposited in the OSBI Revolving Fund. School  
8 districts may reimburse employees for the cost of the search. The  
9 State Board of Education shall contact the Oklahoma State Bureau of  
10 Investigation for any national criminal history record of the person  
11 within fourteen (14) working days of receiving a written request  
12 from the board of education.

13 B. The Oklahoma State Bureau of Investigation shall provide the  
14 national criminal history record check requested by the State Board  
15 of Education within fourteen (14) working days from the receipt of  
16 the request. The Bureau may contact the Federal Bureau of  
17 Investigation to obtain the information requested.

18 C. The State Board of Education shall provide the information  
19 received from the Oklahoma State Bureau of Investigation to the  
20 board of education within fourteen (14) days from the receipt of the  
21 information. The State Board of Education shall provide any follow-  
22 up information received from the OSBI concerning a person for ~~which~~  
23 whom a national criminal history record check was requested to the  
24 employing board of education.

1 D. For the purpose of this section:

2 1. "Board of education" includes both public and private boards  
3 of education within or outside this state;

4 2. "Employing agency" means a political subdivision or law  
5 enforcement agency in this state;

6 3. "Law enforcement officer" means a peace or police officer  
7 who is certified by the Council on Law Enforcement Education and  
8 Training;

9 4. "National criminal history record check" means a national  
10 criminal history record check as defined in Section 150.9 of Title  
11 74 of the Oklahoma Statutes; and

12 5. "Prospective employee" means an individual who has received  
13 an offer of temporary employment from a school district pending the  
14 results of the national criminal history record check.

15 E. Each public board of education within this state shall  
16 promulgate a statement regarding the felony record search policy for  
17 that school district. The policy may permit temporary employment of  
18 prospective employees for a maximum of sixty (60) days pending  
19 receipt of results of national criminal history record check  
20 requests. The temporary employment of the prospective employee  
21 shall terminate after sixty (60) days unless the school district  
22 receives the results of the national criminal history record check.  
23 The sixty-day temporary employment period shall begin on the first  
24 day the prospective employee reports for duty at the employing

1 school district. Prospective employees shall be notified of the  
2 requirement, the fee, and the reimbursement policy when first  
3 interviewed concerning employment. The school district's  
4 reimbursement policy shall provide, at a minimum, that employees  
5 shall be promptly reimbursed in full for the fee if employed by the  
6 district at the time the national criminal history record check  
7 request is made unless the person was employed pending receipt of  
8 results as set forth above.

9 F. ~~1.~~ Any person who has ~~been employed as a full-time teacher~~  
10 ~~by a school district in this state~~ obtained a criminal history  
11 record check for certification, as required by Section 6-190 of this  
12 title, or for employment with a school as required by this section  
13 in the immediately preceding five (5) years and applies for  
14 employment as a full-time teacher or substitute teacher in ~~another a~~  
15 school district in this state may not be required to have a national  
16 criminal history record check if the teacher produces a copy of ~~a~~  
17 the national criminal history record check completed within the  
18 preceding five (5) years and. Any person who has been employed as a  
19 full-time teacher by a school district in this state who applies for  
20 employment as a full-time teacher in another school district in this  
21 state shall also provide a letter from the school district in which  
22 the teacher was employed stating the teacher left in good standing.

23 ~~2.~~ ~~For any person applying for employment as a substitute~~  
24 ~~teacher, a national criminal history record check shall be required~~

1 ~~for the school year; provided, however, a board of education may~~  
2 ~~choose whether to require a national criminal history record check~~  
3 ~~from a prospective substitute teacher who has been employed by the~~  
4 ~~school district in the last year. Any person applying for~~  
5 ~~employment as a substitute teacher in more than one school district~~  
6 ~~shall only be required to have one national criminal history record~~  
7 ~~check, and, upon the request of the substitute teacher, that record~~  
8 ~~check shall be sent to all other school districts in which the~~  
9 ~~substitute teacher is applying to teach.~~

10 ~~3. Any person employed as a full-time teacher by a school~~  
11 ~~district in this state in the five (5) years immediately preceding~~  
12 ~~an application for employment as a substitute teacher may not be~~  
13 ~~required to have a national criminal history record check, if the~~  
14 ~~teacher produces a copy of a national criminal history record check~~  
15 ~~completed within the preceding five (5) years and a letter from the~~  
16 ~~school district in which the teacher was last employed stating the~~  
17 ~~teacher left in good standing.~~

18 ~~4. Any person employed as a substitute teacher by a school~~  
19 ~~district in this state for a minimum of five (5) years immediately~~  
20 ~~preceding an application for employment as a full-time teacher in a~~  
21 ~~school district in this state may not be required to have a national~~  
22 ~~criminal history record check if the teacher produces a copy of a~~  
23 ~~national criminal history record check completed within the~~  
24 ~~preceding five (5) years and a letter from the school district in~~

1 ~~which the teacher was employed as a substitute teacher stating the~~  
2 ~~teacher left in good standing.~~

3 ~~5. Any person employed as a full-time teacher by a school~~  
4 ~~district in this state for ten (10) or more consecutive years~~  
5 ~~immediately preceding an application for employment as a substitute~~  
6 ~~teacher in the same school district may not be required to have a~~  
7 ~~national criminal history record check for as long as the person~~  
8 ~~remains employed for consecutive years by that school district as a~~  
9 ~~substitute teacher, if the teacher left full-time employment in good~~  
10 ~~standing. If the teacher applies for employment as a substitute~~  
11 ~~teacher in another school district, a national criminal history~~  
12 ~~record check shall be required.~~

13 G. 1. Except as otherwise provided by this subsection, any  
14 teacher employed by an Oklahoma school district prior to ~~the~~  
15 ~~effective date of this act~~ May 19, 2020, who does not have an  
16 Oklahoma criminal history record check from the Oklahoma State  
17 Bureau of Investigation as well as a national criminal history  
18 record check, as defined in Section 150.9 of Title 74 of the  
19 Oklahoma Statutes, on file with his or her employing district as  
20 required by this section shall complete the criminal history record  
21 checks upon the next renewal of his or her ~~Standard Teaching~~  
22 ~~Certificate~~ standard teaching certificate as required by Section 6-  
23 154.1 of this title or State Board of Education administrative rules  
24 promulgated thereto.

1           2. Except as otherwise provided by this subsection, any other  
2 person employed by an Oklahoma school district prior to ~~the~~  
3 ~~effective date of this act~~ May 20, 2020, who does not have an  
4 Oklahoma criminal history record check from the Oklahoma State  
5 Bureau of Investigation as well as a national criminal history  
6 record check, as defined in Section 150.9 of Title 74 of the  
7 Oklahoma Statutes, on file with his or her employing district as  
8 required by this section shall have until July 1, 2022, to complete  
9 the criminal history record checks.

10           3. Any teacher eligible to retire from the Teachers' Retirement  
11 System of Oklahoma who does not have an Oklahoma criminal history  
12 record check from the Oklahoma State Bureau of Investigation as well  
13 as a national criminal history record check, as defined in Section  
14 150.9 of Title 74 of the Oklahoma Statutes, on file with his or her  
15 employing district as required by this section shall complete the  
16 criminal history record checks by the earlier of the following  
17 dates:

- 18           a. July 1, 2022, or
- 19           b. at the next renewal of his or her ~~Standard Teaching~~  
20           ~~Certificate~~ standard teaching certificate as required  
21           by Section 6-154.1 of this title or State Board of  
22           Education administrative rules promulgated thereto.

23  
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1 H. The provisions of this section shall not apply to technology  
2 center employees hired on a part-time or temporary basis for the  
3 instruction of adult students only.

4 I. The provisions of this section shall not apply to law  
5 enforcement officers who are employed by an employing agency at the  
6 time of application for employment at a public school district.

7 J. Nothing in this section shall be construed to impose  
8 liability on school districts, except in negligence, for employing  
9 prospective employees within the sixty-day temporary employment  
10 window pending the results of the national criminal history record  
11 check.

12 SECTION 13. This act shall become effective July 1, 2023.

13 SECTION 14. It being immediately necessary for the preservation  
14 of the public peace, health, or safety, an emergency is hereby  
15 declared to exist, by reason whereof this act shall take effect and  
16 be in full force from and after its passage and approval.

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1 Passed the Senate the 7th day of March, 2023.

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\_\_\_\_\_  
Presiding Officer of the Senate

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5 Passed the House of Representatives the \_\_\_\_ day of \_\_\_\_\_,

6 2023.

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Presiding Officer of the House  
of Representatives

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