

1 STATE OF OKLAHOMA

2 1st Session of the 59th Legislature (2023)

3 COMMITTEE SUBSTITUTE
4 FOR

5 SENATE BILL 1118

6 By: Thompson (Roger) and Hall
7 of the Senate

8 and

9 Wallace and Martinez of the
10 House

11 COMMITTEE SUBSTITUTE

12 An Act relating to schools; making an appropriation
13 to the State Board of Education; providing purpose;
14 directing the State Department of Education to
15 establish certain pilot program to employ a literacy
16 instructional team; providing for technical
17 assistance and program implementation guidance to
18 team members and schools; directing team members to
19 be placed regionally statewide; providing duties for
20 team; providing training requirements for team
21 members; providing for Department oversight of team;
22 establishing minimum criteria for team employees;
23 providing hiring preferences for team members with
24 certain knowledge and training; requiring submission
of report by certain date; prescribing contents of
report; providing for codification; providing an
effective date; and declaring an emergency.

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

SECTION 1. There is hereby appropriated to the State Board of
Education from any monies not otherwise appropriated from the
General Revenue Fund of the State Treasury for the fiscal year

1 ending June 30, 2022, the sum of Ten Million Dollars
2 (\$10,000,000.00). These monies shall be used to implement the
3 provisions of Section 2 of this act.

4 SECTION 2. NEW LAW A new section of law to be codified
5 in the Oklahoma Statutes as Section 1210.508H of Title 70, unless
6 there is created a duplication in numbering, reads as follows:

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

16 B. The Department shall employ a literacy instructional team
17 with team members who are placed regionally across the state. The
18 literacy instructional teams shall assist general education and
19 special education teachers in recognizing educational needs to
20 improve literacy outcomes for all students including those with
21 dyslexia or identified with the risk characteristics associated with
22 dyslexia. The role of the literacy instructional team shall also
23 include increasing professional awareness and instructional
24 competencies to meet the educational needs of all students including

1 those with dyslexia or identified with risk characteristics
2 associated with dyslexia. The Department shall prioritize supports
3 and interventions including enrollment in reading trainings and
4 professional development for schools which have the highest
5 percentage of students who do not demonstrate sufficient reading
6 skills as established by the State Board of Education.

7 C. Literacy instructional team members employed by the
8 Department shall have training in:

- 9 1. The science of how students learn to read including
10 phonological awareness, phonics, fluency, vocabulary, comprehension,
11 writing, and language;
- 12 2. Foundation of multisensory, explicit, systematic, and
13 structured reading instruction;
- 14 3. Identification of and the appropriate interventions,
15 accommodations, and teaching techniques for struggling students;
- 16 4. The requirements of the Reading Sufficiency Act;
- 17 5. Special education laws and procedures; and
- 18 6. Appropriate interventions, accommodations, and assistive
19 technology supports for students with dyslexia or a related
20 disorder.

21 D. The literacy instructional team members employed by the
22 Department shall report to the Director of Reading Sufficiency and
23 have:

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

- 7 a. have an endorsement or certification as a certified
8 structured literacy dyslexia specialist or certified
9 academic language therapist,
- 10 b. are knowledgeable of multitiered systems of support,
11 and
- 12 c. have been trained in the identification of and
13 intervention for dyslexia and related disorders
14 including best practice interventions and treatment
15 models for dyslexia; and

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

- 18 a. have training in the science of reading,
- 19 b. are knowledgeable of multitiered systems of support,
20 and
- 21 c. have been trained in the identification of and
22 intervention for dyslexia and related disorders
23 including best practice interventions and treatment
24 models for dyslexia.

1 E. The State Department of Education shall submit a report to
2 the Governor, the President Pro Tempore of the Senate, and the
3 Speaker of the House of Representatives by December 31, 2026, that
4 includes an evaluation of the pilot program by school districts,
5 data on whether the program had an impact on increasing the number
6 of students who demonstrate proficiency in reading, and
7 recommendations for changes to the Reading Sufficiency Act.

8 SECTION 3. This act shall become effective July 1, 2023.

9 SECTION 4. It being immediately necessary for the preservation
10 of the public peace, health, or safety, an emergency is hereby
11 declared to exist, by reason whereof this act shall take effect and
12 be in full force from and after its passage and approval.

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