

STATE OF OKLAHOMA

2nd Session of the 59th Legislature (2024)

HOUSE BILL 3952

By: Blancett

AS INTRODUCED

An Act relating to schools; amending Section 2, Chapter 288, O.S.L. 2023 (70 O.S. Supp. 2023, Section 1210.508H), which relates to the Literacy Instructional Team; adding an audiologist and vision expert; and providing an effective date.

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

SECTION 1. AMENDATORY Section 2, Chapter 288, O.S.L. 2023 (70 O.S. Supp. 2023, Section 1210.508H), is amended to read as follows:

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

1 B. The Department shall employ a literacy instructional team  
2 with team members who are placed regionally across the state. The  
3 literacy instructional teams shall assist general education and  
4 special education teachers in recognizing educational needs to  
5 improve literacy outcomes for all students including those with  
6 dyslexia or identified with the risk characteristics associated with  
7 dyslexia. The role of the literacy instructional team shall also  
8 include increasing professional awareness and instructional  
9 competencies to meet the educational needs of all students including  
10 those with dyslexia or identified with risk characteristics  
11 associated with dyslexia. The Department shall prioritize supports  
12 and interventions including enrollment in reading trainings and  
13 professional development for schools which have the highest  
14 percentage of students who do not demonstrate sufficient reading  
15 skills as established by the State Board of Education.

16 C. Literacy instructional team members employed by the  
17 Department shall have training in:

18 1. The science of how students learn to read including  
19 phonological awareness, phonics, fluency, vocabulary, comprehension,  
20 writing, and language;

21 2. Foundation of multisensory, explicit, systematic, and  
22 structured reading instruction;

23 3. Identification of and the appropriate interventions,  
24 accommodations, and teaching techniques for struggling students;  
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1 4. The requirements of the Reading Sufficiency Act;

2 5. Special education laws and procedures; and

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

6 D. The literacy instructional team members employed by the  
7 Department shall report to the Director of Reading Sufficiency and  
8 have:

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

15 a. have an endorsement or certification as a certified  
16 structured literacy dyslexia specialist or certified  
17 academic language therapist,

18 b. are knowledgeable of multitiered systems of support,  
19 and

20 c. have been trained in the identification of and  
21 intervention for dyslexia and related disorders  
22 including best practice interventions and treatment  
23 models for dyslexia; ~~and~~

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

- 3           a. have training in the science of reading,
- 4           b. are knowledgeable of multitiered systems of support,
- 5                 and
- 6           c. have been trained in the identification of and  
7                 intervention for dyslexia and related disorders  
8                 including best practice interventions and treatment  
9                 models for dyslexia; and

10           3. An audiologist who shall be designated by the Department as  
11 an auditory specialist to provide school districts with support and  
12 resources that are necessary to assist students with auditory  
13 pathway disorders as they relate to learning.

14           4. A vision expert(s) who shall be designated by the Department  
15 as a vision specialist to provide school districts with support and  
16 resources that are necessary to assist students with vision problems  
17 as they relate to learning.

18           E. The State Department of Education shall submit a report to  
19 the Governor, the President Pro Tempore of the Senate, and the  
20 Speaker of the House of Representatives by December 31, 2026, that  
21 includes an evaluation of the pilot program by school districts,  
22 data on whether the program had an impact on increasing the number  
23 of students who demonstrate proficiency in reading, and  
24 recommendations for changes to the Reading Sufficiency Act.

1 SECTION 2. This act shall become effective November 1, 2024.

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