

Bill Summary
1st Session of the 58th Legislature

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| Bill No.: | SB 362 |
| Version: | CCR |
| Request No.: | 3801 |
| Author: | Sen. Pugh |
| Date: | 05/22/2024 |

Bill Analysis

SB 362 creates the Statewide Literacy Revolving Fund for the Oklahoma State Regents for Higher Education. Subject to availability of funding, the bill directs the State Regents to use the fund to implement training in the science of reading in accredited teacher preparation programs. It states that beginning with students entering a teacher preparation program in the 2025-26 academic year, completion of training in the science of reading will lead to a micro-credential to be reflected on teaching certificates. It also directs the State Regents to use the fund to support teacher preparation programs in developing and implementing a micro-credential in the science of reading for certified teachers employed by school districts. The measure renames the Reading Sufficiency Act the Strong Readers Act. It states legislative intent that beginning with the 2025-2026 school year, school districts and charter schools shall be prohibited from using the three-cueing system model of teaching students to read. It directs each student in kindergarten through third grade to be screened for reading skills at the beginning, middle, and end of each school year.

The measure directs the State Board of Education to approve no fewer than three screening instruments. It modifies the reading skills the screening instrument is to measure. The bill provides screening instrument exemptions to students who participate in the Oklahoma Alternative Assessment Program, students whose primary expressive or receptive communication is sign language, students whose primary form of written or read text is Braille, or students whose primary expressive or receptive language is not English who have been identified as an English language learner and who have had less than one school year of instruction in an English learner program. It modifies the interventions to be provided to students who are not meeting grade-level targets. It directs kindergarten through third grade students who exhibit a deficiency in reading at any time to receive an individual reading intervention plan within 30 days.

The bill requires a third-grade student who is identified at any point in the year as having a significant reading deficiency to be provided intensive intervention services until he or she demonstrates proficiency at his or her grade level. The bill removes language prohibiting the automatic promotion to fourth grade of a student who has not shown evidence of reading proficiency, and it removes good-cause exemptions for promotion. It modifies school district and State Department of Education reporting requirements. It directs a parent or legal guardian of a student in kindergarten through third grade to be notified if the student is not reading at grade level. The bill directs school districts that receive a certain amount of funding to provide science of reading training for certified personnel. It modifies requirements for summer academies to

allow students in kindergarten through third grade to attend. The measure directs the Commission for Educational Quality and Accountability, rather than the State Board of Education, to ensure that certain reading competencies are included in the competencies for special education teachers. It directs early childhood, elementary, and special education teachers be provided training in remediation strategies in the science of reading. It also requires teacher candidates enrolled in early childhood education, elementary education, or special education to pass a comprehensive assessment administered by the Commission to measure their teaching skills in the area of reading. It also directs candidates for alternative placement or emergency teaching certificates to complete instruction in the science of reading.

CCR Changes

The Conference Committee Report for SB 362 completely replaces engrossed language with the language described above.

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