

ENROLLED HOUSE
BILL NO. 2017

By: Boyd (Betty), Hager,
Ferguson, Coleman, Reese
and Case of the House

and

Williams, Horner,
Hendrick, Morgan, Hobson
and Fisher of the Senate

An Act relating to schools; creating the Reading Sufficiency Act; stating purpose; requiring assessment for reading skills; providing procedure; requiring a reading assessment plan for certain students; providing for components of plan; requiring reading assessment plan committees; stipulating inclusion of parents on committee; requiring school district and site plans for purposes of the Reading Sufficiency Act; providing for third-grade reading assessment and plans; describing plan; requiring results of assessments to be provided to parents or guardians and included in student's permanent record; providing for appeal; amending Section 21, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 1996, Section 6-200), which relates to professional development institutes; requiring the Oklahoma Teacher Preparation Commission to use certain funds for elementary reading intensive professional development institutes; setting procedure; requiring provision of the institutes through the Oklahoma Commission for Teacher Preparation; requiring a state plan; requiring certain reports; requiring cooperation and information from the State Department of Education; providing for certain institutes contingent upon funding; amending Section 15, Chapter 322, O.S.L. 1995, as amended by Section 1, Chapter 350, O.S.L. 1996 (70 O.S. Supp. 1996, Section 6-194), which relates to professional development programs; requiring emphasis on certain curriculum areas; limiting stipends to teachers for certain institutes; providing for codification; providing an effective date; and declaring an emergency.

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

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.508A of Title 70, unless there is created a duplication in numbering, reads as follows:

Sections 1 through 3 of this act shall be known and may be cited as the "Reading Sufficiency Act".

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

The purpose of the Reading Sufficiency Act is to ensure that each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life.

SECTION 3. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.508C of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Beginning with the 1998-99 school year, each student enrolled in first and second grades of the public schools of this state shall be assessed by multiple on-going assessments for the acquisition of reading skills for the grade level in which that student is enrolled. Before the close of the current school year, any student, except for students who are on an individualized education program, have limited English proficiency or for which English is a second language, found not to be reading at the appropriate grade level shall be provided a reading assessment plan which shall include a program of instruction in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall include, but not be limited to:

1. Sufficient additional in-school instructional time for the development of reading and comprehension skills of the student;

2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer; and

3. Utilization of teaching methodologies, including phonics and other methodologies in wide practice, as is determined appropriate by the reading assessment committee.

The student shall be reassessed at the conclusion of the program of instruction. The program of instruction shall continue until the student is determined to be reading at or above grade level. The student may continue to progress to the next grade level while the tutorial reading instruction continues.

B. Each school site shall establish a committee composed of educators, which if possible shall include a certified reading specialist, to determine the reading assessment plan for each student for whom one is necessary. A parent or guardian of the student shall be included in the development of the reading assessment plan for that student. Every school district shall adopt and annually update a district plan which includes a plan for each site and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

C. For any third grade student not reading at that grade level as determined by multiple assessments including a nationally recognized reading assessment given mid-year, a new reading assessment plan shall be developed as specified in this section and implemented. In addition to other requirements of this act, the plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of that year.

D. Copies of the results of the assessment administered pursuant to subsection A of this section shall be made a part of the permanent record of each student until the student is reading on grade level so that the results of the next grade level assessment can be measured against the previous grade level results.

SECTION 4. AMENDATORY Section 21, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 1996, Section 6-200), is amended to read as follows:

Section 6-200. A. Subject to the availability of funds, the Oklahoma Commission for Teacher Preparation shall have authority to develop and administer training for residency committees and training for professional development through professional development institutes. Professional development institutes shall be ~~subject to the approval of~~ accepted by the State Board of Education for professional development purposes and shall be defined as continuing education experiences which consist of a minimum of thirty (30) clock hours. The institutes shall be competency-based, emphasize effective learning practices, require collaboration among participants, and require each participant to prepare a work product which can be utilized in the classroom by the participant. Any state professional development institutes administered by the Commission shall be chosen through a competitive bid process and if funds are available subject to peer review. The Commission, prior to offering any professional development institute, shall promulgate rules related to administering state professional development institutes.

B. With the funds appropriated in House Bill No. 1872 of the 1st Session of the 46th Oklahoma Legislature specifically for the purpose of funding professional development institutes in intensive elementary reading, the Oklahoma Commission for Teacher Preparation shall develop, offer and administer professional development institutes to train elementary school teachers in reading education. The funds shall be used for the cost of developing, administering and contracting for the professional development institutes. When possible, certified reading specialists shall be included as consultants. All costs of the institutes shall be included in the contract price and no tuition or registration fee shall be collected from teachers attending the institutes. The institutes shall be offered by or through the Commission. Working in conjunction with the State Department of Education, the Commission shall develop a state plan for administration of such institutes and shall report to the Governor and the Legislature on the format of and participation in the institutes. The State Department of Education shall cooperate with and provide any information requested to the Oklahoma Commission for Teacher Preparation as is necessary to carry out the provisions of this subsection. As additional funds become available for such purpose, the Commission shall develop and offer professional development institutes in mathematics for teachers in grades five through nine, the use of technology in the classroom, training of residency committee members in teacher mentoring and in hands-on inquiry-based science for elementary teachers.

SECTION 5. AMENDATORY Section 15, Chapter 322, O.S.L. 1995, as amended by Section 1, Chapter 350, O.S.L. 1996 (70 O.S. Supp. 1996, Section 6-194), is amended to read as follows:

Section 6-194. A. The local boards of education of this state shall establish professional development programs for the certified and licensed teachers and administrators of the district. ~~Such programs~~ Programs shall be adopted by each local board of education based upon recommendations of a professional development committee appointed by the board of education for the district. The State Board of Education shall disseminate to each local professional development committee a copy of the in-service professional development competencies included in the Report on Educator Preparation and Professional Development issued in December 1994 by the Oklahoma Commission for Teacher Preparation for review and consideration and, if approved by the local professional development committee, to be included in part or in whole in the local professional development plan of the school district. The

professional development centers funded through the State Board of Education shall provide technical assistance to any local school district which desires to incorporate any such competencies into its local professional development plan.

B. Each local professional development committee shall include classroom teachers, administrators and parents, guardians or custodians of children in the local school district and shall consult with a higher education faculty. A majority of the members of the professional development committee shall be composed of classroom teachers. The teacher members shall be selected from a list of names submitted by the bargaining agent, where one exists. In the absence of a bargaining agent, the teachers will elect a list of names to be submitted to the local board of education.

C. The professional development programs adopted may include, but not be limited to:

1. In-service training programs;
2. Higher education courses; and
3. Professional development programs approved by the Oklahoma Commission for Teacher Preparation.

Programs shall emphasize development of competencies in the core curriculum areas. Each ~~adopted~~ program shall include a component on outreach to parents, guardians or custodians of students and multicultural education, which all personnel defined as teachers in Section 1-116 of Title 70 of the Oklahoma Statutes shall be required to complete on a periodic basis. ~~Such programs~~ Programs shall be submitted for approval to the Board. No school district shall receive state funds for professional development until the program adopted by the local board of education has been approved by the Board.

D. Teachers and administrators who have completed professional development courses in their field of instruction or in courses related to obtaining additional professional qualifications and who complete such courses and receive a grade which is equivalent to at least a 3.0 on a 4.0 grading scale may be reimbursed by the school district for one-half (1/2) of the general enrollment fees incurred at any institution within The Oklahoma State System for Higher Education. If the teacher or administrator incurs costs pursuant to this section at a private institution of higher education, the person may be reimbursed by the school district for an amount equal to one-half (1/2) of the general enrollment fees incurred at an institution of The Oklahoma State System of Higher Education of comparable type. ~~No school district shall receive state funds for professional development until such time as the local board of education's program has been approved by the Board.~~

~~Teachers~~ E. If funds are made available specifically for such purpose, teachers who have completed professional development programs approved by the Oklahoma Commission for Teacher Preparation shall receive a stipend based on the amount of funds allocated ~~for~~ such purpose. No stipends shall be made to teachers who attend professional development institutes in elementary reading approved by the Oklahoma Commission for Teacher Preparation. No school district shall receive state funds for teacher stipends until such time as proof of the teacher's attendance and completion of the program has been determined by the State Department of Education.

~~B.~~ F. Each licensed or certified teacher in this state shall be required by the local board of education to meet the professional development requirements established by the board, or established through the negotiation process. Failure of any teacher to meet local board of education professional development requirements may be grounds for nonrenewal of such teacher's contract by the local

board of education. Such failure may also be grounds for nonconsideration of salary increments affecting the teacher.

~~C.~~ G. The professional development plan shall be submitted to the State Board of Education as provided in Section 3-104.2 et seq. of Title 70 of the Oklahoma Statutes.

SECTION 6. This act shall become effective July 1, 1997.

SECTION 7. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the House of Representatives the 28th day of May, 1997.

Speaker of the House of
Representatives

Passed the Senate the 28th day of May, 1997.

President of the Senate