

ENROLLED HOUSE
BILL NO. 2878

By: Boyd (Betty), Coleman,
Dank, Vaughn, Key,
Maddux and Greenwood of
the House

and

Williams and Campbell of
the Senate

An Act relating to schools; amending Section 3, Chapter 349, O.S.L. 1997 (70 O.S. Supp. 1997, Section 1210.508C), which relates to the Reading Sufficiency Act; modifying grade-level of students required to be assessed for reading skills and have a reading assessment plan; adding to elements of plan; modifying means by which remediation shall be continued; requiring submission of each district plan to the State Board of Education as part of Comprehensive Local Education Plan; modifying components of district reading sufficiency plan; requiring the promulgation of certain rules; requiring ongoing assessments to be administered to third-grade students; specifying assessments to be considered in development of plan; requiring implementation of certain plan; mandating inclusion of parent or guardian in third-grade retention consideration of certain students; requiring certain report for all elementary schools; modifying requirements for student permanent records; providing for certain monetary assistance; requiring school districts to report the receipt of certain funds pursuant to the Oklahoma Cost Accounting System; amending Section 21, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 1997, Section 6-200), as last amended by Section 24 of Enrolled House Bill No. 3348 of the 2nd Session of the 46th Oklahoma Legislature, which relates to professional development institutes; requiring the Oklahoma Commission for Teacher Preparation to make certain professional development institutes available under certain conditions; amending 70 O.S. 1991, Section 3-104.2, as last amended by Section 66, Chapter 290, O.S.L. 1994 (70 O.S. Supp. 1997, Section 3-104.2), which relates to Comprehensive Local Education Plans; requiring reading sufficiency plan to be included in Comprehensive Local Education Plan; providing for codification; providing an effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY Section 3, Chapter 349, O.S.L. 1997 (70 O.S. Supp. 1997, Section 1210.508C), is amended to read as follows:

Section 1210.508C A. Beginning with the 1998-99 school year, each student enrolled in kindergarten, first and, second grades and third grade 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~~ each 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, any of the students provided for in this subsection 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; however, such instruction may not be counted toward the one-hundred-eighty-day school year required in Section 1-109 of this title; and
3. Utilization of teaching methodologies, including The five essential elements of reading instruction: phoneme awareness, phonics and other methodologies in wide practice, as is determined appropriate by the reading assessment committee, spelling, reading fluency and comprehension.

~~The student shall be reassessed at the conclusion of the program of instruction. The program of instruction shall continue until the student is determined not 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 in need of remediation in reading.~~

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.~~ 1. Every school district shall adopt and annually update a district reading sufficiency plan which ~~includes~~ shall be submitted to and approved by the State Board of Education as a part of each district's Comprehensive Local Education Plan. The district reading sufficiency plan shall include a plan for each site and which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

2. 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.

3. The State Board of Education shall promulgate rules for the implementation of the provisions of this section.

C. For any third-grade student ~~not reading at that grade level in need of remediation~~ as determined by multiple ongoing assessments ~~including a nationally recognized and reading assessment given mid-year assessments administered in the Oklahoma School Testing~~

Program, a new reading assessment plan shall be developed and implemented 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. The parent or guardian of the student shall be included in the retention consideration. The State Department of Education shall annually issue a Reading Report Card for each elementary site which includes the number of students in need of remediation in reading in kindergarten, first, second and third grades.

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

A. Contingent on the provision of appropriated funds designated for the Reading Sufficiency Act, the State Department of Education is hereby authorized to award schools up to One Hundred Fifty Dollars (\$150.00) for each enrolled first-, second- and third-grade student of the current school year who is found to be in need of remediation in reading.

B. Each school district that received funds pursuant to the Reading Sufficiency Act for the previous school year shall report receipt and expenditure of the funds to the State Department of Education by project reporting code, object and program classification as part of the final revenue report and final expenditure report pursuant to the Oklahoma Cost Accounting System.

SECTION 3. AMENDATORY Section 21, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 1997, Section 6-200), as last amended by Section 24 of Enrolled House Bill No. 3348 of the 2nd Session of the 46th Oklahoma Legislature, 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. Included in the professional development institutes training shall be technology training. Professional development institutes shall be 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.

C. Subject to the availability of funds, the Oklahoma Commission for Teacher Preparation shall:

1. Make available in Fiscal Year 1999, a three-day follow-up professional development institute for teachers who participated in an elementary school reading professional development institute during Fiscal Year 1998;

2. Provide five-day initial professional development institutes in elementary school reading for elementary school teachers and instructional leaders; and

3. Contract for an independent evaluation of the elementary school reading professional development institute.

SECTION 4. AMENDATORY 70 O.S. 1991, Section 3-104.2, as last amended by Section 66, Chapter 290, O.S.L. 1994 (70 O.S. Supp. 1997, Section 3-104.2), is amended to read as follows:

Section 3-104.2 A. As part of the requirements for receiving accreditation by the State Board of Education, each school district board of education shall adopt a Comprehensive Local Education Plan once every four (4) years. The plan at a minimum shall contain the following:

1. A school improvement plan as provided for in Section 5-117.4 of this title;

2. A staff development plan as provided for in Section 6-158 of this title;

3. A capital improvement plan as provided for in Section 18-153 of this title; ~~and~~

4. An alternative education plan, as provided for in subsection C of Section ~~65~~ 1210.566 of this ~~act~~ title; and

5. A reading sufficiency plan as provided for in Section 1210.508C of this title.

B. The Comprehensive Local Education Plan specified in subsection A of this section shall be submitted by each school district to the State Board of Education on or before May 10, 1993 and every four (4) years thereafter on or before May 10. Each school district shall review and update the plans annually.

C. The State Board of Education shall promulgate rules for monitoring compliance with the provisions of this section by school districts. The State Department of Education shall provide training for regional accreditation officers in alternative education program compliance.

SECTION 5. This act shall become effective July 1, 1998.

SECTION 6. 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, 1998.

Speaker of the House of
Representatives

Passed the Senate the 28th day of May, 1998.

President of the Senate