

ENGROSSED HOUSE AMENDMENT  
TO  
ENGROSSED SENATE BILL NO. 563

By: Williams of the Senate

and

Leist and Eddins of the  
House

An Act relating to schools; amending 70 O.S. 2001,  
Section 10-105.3, which relates to parent education  
programs; authorizing priority consideration for new  
funding requests; deleting obsolete language;  
providing an effective date; and declaring an  
emergency.

AUTHORS: Add the following House Coauthors: Remove Leist as  
principal House author and substitute Eddins as principal  
House author and show Leist as coauthor

AMENDMENT NO. 1. Strike the title, enacting clause and entire bill  
and insert

"( schools - amending 70 O.S., Sections 10-105.3 and  
1210.508C - parent education programs - Reading  
Sufficiency Act - effective date -  
emergency )

SECTION 1. AMENDATORY 70 O.S. 2001, Section 10-105.3, is  
amended to read as follows:

Section 10-105.3 A. The State Board of Education shall develop  
and implement a program of parent education which provides practical  
information and guidance to parents regarding the development of  
language, cognition, social skills, and motor development of young  
children. The program shall be phased in so that services will be  
available to parents of children under age three (3) in school  
districts identified by the Board as having the greatest numbers of

children whose education is considered to be a high challenge. As funds are available, beginning with the 1992-93 school year, the Board shall expand the program so that services will be available to the school sites identified by the Board as having the greatest percentage of children qualifying for the free or reduced school lunch program. The Board shall expand the program each year if funding is available to ensure that a parent education program is available to all school districts. In evaluating new funding requests, priority consideration shall be given to programs demonstrating the greatest need combined with the greatest commitment of community support.

B. The program shall emphasize the importance of the parents of children as a child's first and most influential teachers. The parent education programs currently offered in other states should be examined as possible models for the Oklahoma program.

C. ~~Beginning with the effective date of this act, for each of the next two fiscal years the~~ The State Board of Education shall contract with an organization to provide for technical assistance for a field operations center to coordinate the Oklahoma Parents as Teachers Program. To be eligible for a technical assistance contract, an applicant must be an affiliate member of a national organization or association providing parent education training, must have at least two (2) years' experience in implementation of a Parents as Teachers Program, and must have at least one staff member with a degree above the baccalaureate level who has expertise in Child Development or Early Childhood Education. Technical assistance shall include assistance with training on program organization, management, implementation, and fundraising techniques for groups seeking to implement Parents as Teachers Programs and existing Parents as Teachers Programs throughout the state. The technical assistance provider shall compile a report, utilizing data collected from the State Department of Education and the Child Service Demonstration

Center, on the status of Parents as Teachers Programs in Oklahoma, including the locations and descriptions of the programs, the sources of funding for the programs, and pending applications for funding. The report shall be filed on or before April 1 of each year with the Governor, the Legislature, and the State Board of Education ~~by April 1, 1995.~~

SECTION 2. AMENDATORY 70 O.S. 2001, Section 1210.508C, is amended to read as follows:

Section 1210.508C A. ~~Beginning with the 2001-2002 school year,~~ ~~each~~ Each student enrolled in kindergarten in a public school in this state shall be screened for reading skills including, but not limited to, phoneme awareness, letter recognition, and oral language skills. Classroom assistants, which may include parents, grandparents, or other volunteers, shall be provided in kindergarten classes to assist with the screening of students if a teacher aide is not already employed to assist in a kindergarten classroom.

B. Students enrolled in first, second and third grade of the public schools of this state shall be assessed at the beginning of each school year and throughout the school year by multiple ongoing assessments for the acquisition of reading skills including, but not limited to, phoneme awareness, phonics, spelling, reading fluency, and comprehension. Except for students who are on an individualized education program or have limited English proficiency or for whom English is a second language, any student who is assessed and found not to be reading at the appropriate grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. In addition to providing a program of reading instruction, if a student is found not to be reading at the appropriate grade level the school may recommend to the parents or legal guardians that the student have a vision examination by a family doctor, primary care physician, optometrist or ophthalmologist to test for vision problems that could be

affecting the ability of the student to read. If the school makes a recommendation for a vision examination, it shall not be liable for the cost of the examination or any associated costs.

C. The State Department of Education shall provide to each school district a list of approved comparable reading assessments, which also shall include any such assessments recommended by the Oklahoma Commission for Teacher Preparation and may include any assessments developed and approved by the State Department of Education, to be used for initial identification of students at risk of reading failure and for periodic and post assessments. The sum of the assessments shall measure student acquisition of reading skills including, but not limited to, phoneme awareness, phonics, spelling, reading fluency and comprehension and shall reflect the required reading competencies adopted by the Board pursuant to subsection A of Section 11-103.6 of this title.

D. The program of reading instruction required in subsection ~~A~~ B of this section shall include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phoneme awareness, phonics, spelling, reading fluency and comprehension;

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. Periodic reassessments to measure the acquisition of reading skills including, but not limited to, phoneme awareness, phonics, spelling, reading fluency and comprehension, as identified in the student's program of reading instruction.

E. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level.

F. 1. Every school district shall adopt and annually update a district reading sufficiency plan which has had input from school administrators, teachers, and parents and if possible a reading specialist, and which 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 which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as required in this section, 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 develop the required programs of reading instruction. A parent or guardian of the student shall be included in the development of the program of reading instruction for that student.

3. The State Board of Education shall promulgate rules for the implementation and evaluation of the provisions of the Reading Sufficiency Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection H of this section.

G. For any third-grade student found not to be reading at grade level as determined by reading assessments administered pursuant to this section, a new program of reading instruction shall be developed and implemented as specified in this section. If possible, a fourth-grade teacher shall be involved in the development of the program of reading instruction. 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.

H. On or before October 1 of each year, the State Department of Education shall issue to the Governor and members of the Senate and

House of Representatives Education Committees a Reading Report Card for each elementary site which shall include, but is not limited to:

1. The number of students in need of remediation in reading in first, second and third grades;

2. The number of students provided with a program of reading instruction pursuant to this section;

3. The number of students who have successfully completed their program of reading instruction; and

4. An evaluation and narrative interpretation of the report data prepared by the State Department of Education.

I. Copies of the results of the assessments administered shall be made a part of the permanent record of each student.

SECTION 3. This act shall become effective July 1, 2002.

SECTION 4. 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 16th day of April, 2002.

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Presiding Officer of the House of  
Representatives

Passed the Senate the \_\_\_\_ day of \_\_\_\_\_, 2002.

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Presiding Officer of the Senate