

COMMITTEE AMENDMENT

HOUSE OF REPRESENTATIVES

State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB3446 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by
inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Rhonda Baker

Adopted: _____

Reading Clerk

STATE OF OKLAHOMA

2nd Session of the 57th Legislature (2020)

PROPOSED COMMITTEE
SUBSTITUTE
FOR
HOUSE BILL NO. 3446

By: Baker

PROPOSED COMMITTEE SUBSTITUTE

An Act relating to schools; directing the State Department of Education to retain certain funds to employ literacy specialists; requiring the Department to provide certain assistance; placing literacy specialists and coaches at sites across the state; directing specialists to assist teachers; requiring specialists have certain training; providing preference for certain specialists; amending 70 O.S. 2011, Section 1210.508D, as amended by Section 2, Chapter 171, O.S.L. 2012 (70 O.S. Supp. 2019, Section 1210.508D), which relates to the Reading Sufficiency Act; requiring certain districts to provide certain professional development and training; directing the Department to approve certain programs; 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 1210.517 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Beginning with the 2020-2021 school year, the State Department of Education shall retain no less than ten percent (10%)

1 of funds appropriated for the Reading Sufficiency Act to employ a
2 team of literacy specialists to support districts in implementation
3 of the requirements of Section 1210.508C of Title 70 of the Oklahoma
4 Statutes. The Department shall provide technical assistance for
5 literacy instruction, dyslexia and related disorders and serve as a
6 primary source of information and support for schools in addressing
7 the needs of students struggling with literacy, dyslexia and related
8 disorders.

9 B. With the funds provided by this Section, the Department
10 shall employ a team of literacy specialists including literacy
11 coaches to be placed regionally across the state. Literacy
12 specialists shall assist general education and special education
13 teachers in recognizing educational needs to improve literacy
14 outcomes for all students including those with dyslexia or
15 identified with the risk characteristics associated with dyslexia.
16 The role of literacy specialist shall also include increasing
17 professional awareness and instructional competencies to meet the
18 educational needs of all students including those with dyslexia or
19 identified with risk characteristics associated with dyslexia.

20 C. Literacy specialists employed by the state shall have
21 training in:

22 1. The science of how students learn to read including
23 phonological awareness, phonics, fluency, vocabulary, comprehension,
24 writing, and language;

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

3. Identification of and the appropriate interventions, accommodations, and teaching techniques for struggling students;

4. Understanding of the requirements of the Reading Sufficiency Act;

5. Understanding of Special Education rules and procedures; and

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

C. The Department shall give preference to literacy specialists which:

1. Have an endorsement or certification as a certified structured literacy dyslexia specialist or certified academic language therapist;

2. Are knowledgeable of multi-tiered systems of support; and

3. Have been trained in the identification of and intervention for dyslexia and related disorders, including best practice interventions and treatment models for dyslexia.

SECTION 2. AMENDATORY 70 O.S. 2011, Section 1210.508D, as amended by Section 2, Chapter 171, O.S.L. 2012 (70 O.S. Supp. 2019, Section 1210.508D), is amended to read as follows:

Section 1210.508D A. Contingent on the provision of appropriated funds designated for the Reading Sufficiency Act,

1 school districts may be allocated monies for each enrolled
2 kindergarten student or first-, second- and third-grade student of
3 the current school year, including any student who has been retained
4 in the third grade pursuant to Section 1210.508C of this title, who
5 is found to be in need of remediation or intervention in reading.
6 The allocation shall be distributed to each school district upon
7 approval of the reading sufficiency plan for the school district by
8 the State Department of Education and the submittal of a child-count
9 report to the Department that details the number of students
10 identified as needing remediation or intervention in reading. To
11 determine a per-student allocation amount, the total amount of funds
12 available for allocation each year shall be divided by the total
13 number of students in the state identified as in need of remediation
14 or intervention in reading as provided for in Section 1210.508C of
15 this title. Each school district shall be allocated an amount equal
16 to the per-student allocation amount multiplied by the number of
17 identified students enrolled in the school district.

18 B. Beginning with the 2020-2021 school year, districts
19 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)
20 pursuant to subsection A of this section shall spend no less than
21 ten percent (10%) to provide professional development for teachers
22 teaching prekindergarten through grade five. The professional
23 development shall include training in the science of how students

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1 learn to read as well as instructional materials required for
2 implementation.

3 C. By June 30, 2021, the Department shall approve programs that
4 are evidence-based and directly address the cognitive science of how
5 students learn to read for which districts are permitted to use the
6 funds received under this section.

7 D. The State Board of Education shall promulgate rules for the
8 administration of reimbursements.

9 ~~C.~~ E. If a teacher attends and completes a professional
10 development institute in elementary reading approved by the Oklahoma
11 Commission for Teacher Preparation during the summer or when school
12 is not in session, the teacher may receive a stipend equal to the
13 amount of the cost for a substitute teacher, based on the amount of
14 funds allocated.

15 SECTION 3. This act shall become effective July 1, 2020.

16 SECTION 4. It being immediately necessary for the preservation
17 of the public peace, health or safety, an emergency is hereby
18 declared to exist, by reason whereof this act shall take effect and
19 be in full force from and after its passage and approval.

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