

1 ENGROSSED SENATE AMENDMENTS
TO
2 ENGROSSED HOUSE
BILL NO. 2768

By: Randleman and Mize of the
House

and

Standridge of the Senate

[education - including dysgraphia in annual dyslexia
professional development program - effective date]

11 AMENDMENT NO. 1. Page 7, line 6, insert, after the word "Force",
12 the following language, "a speech-language
pathologist, an occupational therapist,"

13 AMENDMENT NO. 2. Page 1, restore the title

14 Passed the Senate the 27th day of April, 2022.

16 _____
17 Presiding Officer of the Senate

18 Passed the House of Representatives the ____ day of _____,
19 2022.

21 _____
22 Presiding Officer of the House
23 of Representatives

24

1 ENGROSSED HOUSE
2 BILL NO. 2768

By: Randleman and Mize of the
House

3 and

4 Standridge of the Senate
5

6
7
8 [education - including dysgraphia in annual dyslexia
9 professional development program - effective date]
10
11
12

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

14 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-194, is
15 amended to read as follows:

16 Section 6-194. A. The district boards of education of this
17 state shall establish professional development programs for the
18 certified teachers and administrators of the district. Programs
19 shall be adopted by each board based upon recommendations of a
20 professional development committee appointed by the board of
21 education for the district. For the fiscal years ending June 30,
22 2011, and June 30, 2012, a school district board of education may
23 elect not to adopt and offer a professional development program for
24 certified teachers and administrators of the district. If a school

1 district elects not to adopt and offer a professional development
2 program, the district may expend any monies allocated for
3 professional development for any purpose related to the support and
4 maintenance of the school district as determined by the board of
5 education of the school district.

6 B. Each professional development committee shall include
7 classroom teachers, administrators, school counselors or licensed
8 mental health providers, and parents, guardians or custodians of
9 children in the school district and shall consult with a higher
10 education faculty. A majority of the members of the professional
11 development committee shall be composed of classroom teachers. The
12 teacher members shall be selected by a designated administrator of
13 the school district from a list of names submitted by the teachers
14 in the school district. The members selected shall be subject to
15 the approval of a majority vote of the teachers in the district.

16 C. In developing program recommendations, each professional
17 development committee shall annually utilize a data-driven approach
18 to analyze student data and determine district and school
19 professional development needs. The professional development
20 programs adopted shall be directed toward development of
21 competencies and instructional strategies in the core curriculum
22 areas for the following goals:

23 1. Increasing the academic performance data scores for the
24 district and each school site;

1 2. Closing achievement gaps among student subgroups;

2 3. Increasing student achievement as demonstrated on state-
3 mandated tests and the ACT;

4 4. Increasing high school graduation rates; and

5 5. Decreasing college remediation rates.

6 Each program may also include components on classroom management
7 and student discipline strategies, outreach to parents, guardians or
8 custodians of students, special education, and racial and ethnic
9 education, which all personnel defined as teachers in Section 1-116
10 of this title shall be required to complete on a periodic basis.

11 The State Board of Education shall provide guidelines to assist
12 school districts in developing and implementing racial and ethnic
13 education components into professional development programs.

14 D. At a minimum of once an academic year a program shall be
15 offered which includes the following:

16 1. Training on recognition of child abuse and neglect;

17 2. Recognition of child sexual abuse;

18 3. Proper reporting of suspected abuse; and

19 4. Available resources.

20 E. One time per year, beginning in the 2009-2010 school year,
21 training in the area of autism shall be offered and all resident
22 teachers of students in early childhood programs through grade three
23 shall be required to complete the autism training during the
24 resident year and at least one time every three (3) years

1 thereafter. All other teachers and education support professionals
2 of students in early childhood programs through grade three shall be
3 required to complete the autism training at least one time every
4 three (3) years. The autism training shall include a minimum
5 awareness of the characteristics of autistic children, resources
6 available and an introduction to positive behavior supports to
7 challenging behavior. Each adopted program shall allow school
8 counselors to receive at least one-third (1/3) of the hours or
9 credit required each year through programs or courses specifically
10 designed for school counselors.

11 Districts are authorized to utilize any means for professional
12 development that is not prohibited by law including, but not limited
13 to, professional development provided by the district, any state
14 agency, institution of higher education, or any private entity.

15 F. One time per year, beginning in the 2020-2021 school year, a
16 dyslexia awareness program shall be offered. Beginning in the 2023-
17 2024 school year, the program shall include information and training
18 in dysgraphia. At a minimum, the program shall include:

19 1. Training in awareness of dyslexia characteristics in
20 students;

21 2. Training in effective classroom instruction to meet the
22 needs of students with dyslexia; and

23 3. Available dyslexia resources for teachers, students and
24 parents.

1 G. Except as otherwise provided for in this subsection, each
2 certified teacher in this state shall be required by the district
3 board of education to meet the professional development requirements
4 established by the board, or established through the negotiation
5 process. Except as otherwise provided for in this subsection, the
6 professional development requirements established by each board of
7 education shall require every teacher to annually complete a minimum
8 number of the total number of points required to maintain
9 employment. Failure of any teacher to meet district board of
10 education professional development requirements may be grounds for
11 nonrenewal of such teacher's contract by the board. Such failure
12 may also be grounds for nonconsideration of salary increments
13 affecting the teacher. For the fiscal years ending June 30, 2011,
14 and June 30, 2012, a certified teacher shall not be required to
15 complete any points of the total number of professional development
16 points required. Provided, a teacher may elect to complete some or
17 all of the minimum number of points required for the two (2) fiscal
18 years and any points completed shall be counted toward the total
19 number of points required to maintain employment. If a teacher does
20 not complete some or all of the minimum number of points required
21 for one (1) or both fiscal years, the total number of points
22 required to maintain employment shall be adjusted and reduced by the
23 number of points not completed.

24

1 H. Each district shall annually submit a report to the State
2 Department of Education on the district level professional
3 development needs, activities completed, expenditures, and results
4 achieved for each school year by each goal as provided in subsection
5 C of this section. If a school district elects not to adopt and
6 offer a professional development program as provided for in
7 subsection A of this section, the district shall not be required to
8 submit an annual report as required pursuant to this subsection but
9 shall report to the State Department of Education its election not
10 to offer a program and all professional development activities
11 completed by teachers and administrators of the school district.

12 I. Subject to the availability of funds, the Department shall
13 develop an online system for reporting as required in subsection H
14 of this section. The Department shall also make such information
15 available on its website.

16 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.517, is
17 amended to read as follows:

18 Section 1210.517 A. The State Department of Education shall
19 maintain the dyslexia handbook created by the Dyslexia and Education
20 Task Force pursuant to Section 1, Chapter 261, O.S.L. 2017 that
21 includes guidance, technical assistance and training to assist all
22 local school systems, students and families in the implementation of
23 evidence-based practices for instructing students with
24 characteristics of dyslexia and dysgraphia. Beginning January 1,

1 2024, the dyslexia handbook shall be known as the dyslexia and
2 dysgraphia handbook.

3 B. The Department shall review the handbook and make revisions,
4 as necessary, but at a minimum of every three (3) years, with
5 stakeholders, including, but not limited to, previous members of the
6 Dyslexia and Education Task Force and the State Advisory Panel
7 created pursuant to Part B of the Individuals with Disabilities
8 Education Act. Previous members of the Task Force shall be
9 consulted when making revisions to the handbook. Each member of the
10 Task Force not available for the review shall be replaced by an
11 individual meeting the criteria of the original appointment in order
12 to maintain the original composition of the Task Force.

13 As part of the review, members shall:

14 1. Study how to effectively identify students who have
15 dysgraphia identified through possible reading and broad written
16 language scores;

17 2. Study the response-to-intervention process (RTI), as well as
18 other effective research-based approaches in writing, reading, and
19 literacy to identify the appropriate measures for assisting students
20 with dysgraphia; and

21 3. Make recommendations for appropriate resources and
22 interventions for students with reading or writing difficulties,
23 including dysgraphia and broad written language disorder, in order
24 to make schools aware of the significance of dysgraphia.

1 C. Any revisions to the handbook shall include, but not be
2 limited to, the following information for school districts screening
3 students in kindergarten and grades one through three who have been
4 identified through the response-to-intervention process as having
5 characteristics of dyslexia or dysgraphia:

6 1. Evidence-based practices designed specifically for students
7 with characteristics of dyslexia or dysgraphia;

8 2. Characteristics of targeted instruction for dyslexia and
9 dysgraphia;

10 3. Guidance on developing instructional plans for students with
11 characteristics of dyslexia or dysgraphia;

12 4. Best practices for reading and writing instruction aligned
13 with the science of reading;

14 5. Guidance for selecting instructional materials that address
15 dyslexia, dysgraphia and other reading or writing difficulties;

16 6. Suggested training programs; and

17 7. Guidance on ~~dysgraphia~~ and dyscalculia.

18 SECTION 3. This act shall become effective November 1, 2022.

1 Passed the House of Representatives the 23rd day of March, 2022.

2
3 _____
4 Presiding Officer of the House
of Representatives

5 Passed the Senate the ____ day of _____, 2022.

6
7
8 _____
9 Presiding Officer of the Senate