

1                   **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2                                   STATE OF OKLAHOMA

3                                   2nd Session of the 59th Legislature (2024)

4   HOUSE BILL 3952

                                  By: Blancett

7                                   AS INTRODUCED

8                   An Act relating to schools; amending Section 2,  
9                   Chapter 288, O.S.L. 2023 (70 O.S. Supp. 2023, Section  
10                   1210.508H), which relates to the Literacy  
                                  Instructional Team; adding an audiologist and vision  
                                  expert; and providing an effective date.

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

14                   SECTION 1.           AMENDATORY           Section 2, Chapter 288, O.S.L.  
15                   2023 (70 O.S. Supp. 2023, Section 1210.508H), is amended to read as  
16                   follows:

17                   Section 1210.508H A. Beginning with the 2023-2024 school year,  
18                   the State Department of Education shall establish a three-year pilot  
19                   program to employ a literacy instructional team to support school  
20                   districts in implementation of the requirements of Section 1210.508C  
21                   of ~~Title 70 of the Oklahoma Statutes~~ this title. The Department  
22                   shall provide technical assistance for literacy instruction,  
23                   dyslexia, and related disorders, and serve as a primary source of  
24

1 information and support for schools in addressing the needs of  
2 students struggling with literacy, dyslexia, and related disorders.

3 B. The Department shall employ a literacy instructional team  
4 with team members who are placed regionally across the state. The  
5 literacy instructional teams shall assist general education and  
6 special education teachers in recognizing educational needs to  
7 improve literacy outcomes for all students including those with  
8 dyslexia or identified with the risk characteristics associated with  
9 dyslexia. The role of the literacy instructional team shall also  
10 include increasing professional awareness and instructional  
11 competencies to meet the educational needs of all students including  
12 those with dyslexia or identified with risk characteristics  
13 associated with dyslexia. The Department shall prioritize supports  
14 and interventions including enrollment in reading trainings and  
15 professional development for schools which have the highest  
16 percentage of students who do not demonstrate sufficient reading  
17 skills as established by the State Board of Education.

18 C. Literacy instructional team members employed by the  
19 Department shall have training in:

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

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

- 1           3. Identification of and the appropriate interventions,  
2 accommodations, and teaching techniques for struggling students;  
3           4. The requirements of the Reading Sufficiency Act;  
4           5. Special education laws and procedures; and  
5           6. Appropriate interventions, accommodations, and assistive  
6 technology supports for students with dyslexia or a related  
7 disorder.

8           D. The literacy instructional team members employed by the  
9 Department shall report to the Director of Reading Sufficiency and  
10 have:

11           1. A minimum of five regional literacy leads, at least one who  
12 shall be designated by the Department as a dyslexia specialist to  
13 provide school districts with support and resources that are  
14 necessary to assist students with dyslexia. The Department shall  
15 give preference to educators applying for regional literacy lead  
16 who:

- 17           a. have an endorsement or certification as a certified  
18 structured literacy dyslexia specialist or certified  
19 academic language therapist,  
20           b. are knowledgeable of multitiered systems of support,  
21 and  
22           c. have been trained in the identification of and  
23 intervention for dyslexia and related disorders  
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1 including best practice interventions and treatment  
2 models for dyslexia; ~~and~~

3 2. A minimum of ten literacy specialists. The Department shall  
4 give preference to educators applying for literacy specialist who:

- 5 a. have training in the science of reading,
- 6 b. are knowledgeable of multitiered systems of support,  
7 and
- 8 c. have been trained in the identification of and  
9 intervention for dyslexia and related disorders  
10 including best practice interventions and treatment  
11 models for dyslexia; and

12 3. An audiologist who shall be designated by the Department as  
13 an auditory specialist to provide school districts with support and  
14 resources that are necessary to assist students with auditory  
15 pathway disorders as they relate to learning.

16 4. A vision expert(s) who shall be designated by the Department  
17 as a vision specialist to provide school districts with support and  
18 resources that are necessary to assist students with vision problems  
19 as they relate to learning.

20 E. The State Department of Education shall submit a report to  
21 the Governor, the President Pro Tempore of the Senate, and the  
22 Speaker of the House of Representatives by December 31, 2026, that  
23 includes an evaluation of the pilot program by school districts,  
24 data on whether the program had an impact on increasing the number

1 of students who demonstrate proficiency in reading, and  
2 recommendations for changes to the Reading Sufficiency Act.

3 SECTION 2. This act shall become effective November 1, 2024.  
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5 COMMITTEE REPORT BY: COMMITTEE ON COMMON EDUCATION, dated 02/20/2024  
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