

COMMITTEE AMENDMENT
HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB4420 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By deleting the content of the entire measure, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Kyle Hilbert

Adopted: _____

Reading Clerk

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

PROPOSED SUBCOMMITTEE
SUBSTITUTE
FOR
HOUSE BILL NO. 4420

By: Hilbert

PROPOSED SUBCOMMITTEE SUBSTITUTE

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 1210.508A, as amended by Section 3, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508A), which relates to the short title of the act; updating references; amending 70 O.S. 2021, Section 1210.508B, as amended by Section 4, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508B), which relates to legislative findings; declaring intent of the Legislature; amending 70 O.S. 2021, Section 1210.508C, as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508C), which relates to reading screenings; including reading deficiencies for identification in screenings; requiring the Commission for Educational Quality and Accountability to evaluate three screening instruments; requiring the State Department of Education to choose one screening instrument; adding criteria to screening instrument; removing reference to additional reading assessments; clarifying additional skills assessed in screenings; prohibiting program of reading instruction from occurring during other core classes; prohibiting reading instruction for deficient students from including the three-cueing systems model and other similar models; including certain fourth-grade students in receiving reading intervention plans; reducing time to receive a reading intervention plan; adding principal or designate to reading intervention team; requiring benchmarks for screening instrument results; requiring annual analysis and reporting of screening

1 instruments tiers; prohibiting digital technology
2 from solely being used in reading intervention;
3 allowing retired teachers to contract as literacy
4 coaches and reading specialists; adding additional
5 requirements to parent notifications regarding the
6 child's reading deficiency; requiring certain reading
7 deficient kindergarten through third-grade students
8 to receive intensive intervention; requiring
9 retention review for certain first- and second-grade
10 students; requiring summer tutoring for certain first
11 and second grade students; allowing rescreening of
12 retained first- and second-grade students; requiring
13 more reading interventions for certain incoming
14 third-grade students; requiring a review of progress
15 and additional services for certain incoming third-
16 grade students; requiring demonstration of sufficient
17 reading skills for promotion to fourth grade;
18 mandating that third-grade students be retained in
19 the third grade if certain conditions are not met;
20 providing good-cause exemptions from third grade
21 retention; allowing option for parents to retain
22 student when good-cause exemption applies;
23 implementing a good-cause exemption request process;
24 adding parental notification requirement of student
retention; requiring intensive reading intervention
for retained students; detailing additional support
and services to be provided to retained students;
requiring schools to establish an intensive
acceleration class for students retained more than
once; adding school district reporting and
publication requirements; adding State Department of
Education reporting requirements; amending 70 O.S.
2021, Section 1210.508E, as amended by Section 7,
Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section
1210.508E), which relates to summer academy programs;
clarifying that summer reading academies shall
include services to correct reading deficiencies;
requiring school districts to provide or partner with
other districts to provide summer reading academies
to certain students; mandating minimum hours of
instructional time; requiring certain student
recommendations to summer programs for third through
eighth grades; amending 70 O.S. 2021, Section
1210.508F, as last amended by Section 3, Chapter 297,
O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508F),
which relates to teacher training requirements;
eliminating reference to adjuncts; providing

1 professional development options; clarifying
2 instruction to prospective teachers; mandating that
3 teacher candidates receive certain instruction
4 regarding balanced literacy and whole language
5 models; amending Section 2, Chapter 288, O.S.L. 2023,
6 as amended by Section 9, Chapter 411, O.S.L. 2024 (70
7 O.S. Supp. 2025, Section 1210.508H), which relates to
8 the literacy instructional team; making the literacy
9 instructional team pilot program permanent; changing
10 team language to coaches; requiring literacy coaches
11 to provide certain job support for K-3 teachers;
12 increasing minimum regional literacy leads; giving
13 priority to teachers with certain degrees and
14 experience; providing literacy coach assignment
15 criteria; providing literacy coach duties; creating
16 the Strong Readers Revolving Fund; designating source
17 of funds; designating Department to receive and
18 expend funds; requiring donors to designate specific
19 places to receive monies; requiring strict adherence
20 to donor designations; providing additional monetary
21 uses; providing for codification; and providing an
22 effective date.

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

24 SECTION 1. AMENDATORY 70 O.S. 2021, Section 1210.508A,
as amended by Section 3, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
2025, Section 1210.508A), is amended to read as follows:

Section 1210.508A. Sections 1210.508A through ~~1210.508H~~
1210.508J of this title shall be known and may be cited as the
"Strong Readers Act".

SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508B,
as amended by Section 4, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
2025, Section 1210.508B), is amended to read as follows:

1 Section 1210.508B. A. The Legislature finds that it is
2 essential for children in the public schools to read early and well
3 in elementary school. The Legislature further finds that clear and
4 visible goals, assessments to determine the reading level at each
5 elementary school, use of a scientifically based and researched
6 methodology in reading instruction in addition to regular and
7 periodic measurements of elementary school reading improvement, and
8 accountability in each level of the educational system will result
9 in a significant increase in the number of children reading at or
10 above grade level.

11 B. The purpose of the Strong Readers Act is to ensure that
12 progression from one grade to another is determined, in part, upon
13 proficiency in reading, that school district board of education
14 policies facilitate reading instruction and intervention services to
15 address student reading needs, and that each student and his or her
16 parent or legal guardian be informed of that student's reading
17 progress. It is the intent of the Legislature that every student
18 reads at or above grade level by the end of third grade.

19 C. Each public school district in this state shall ensure that
20 all students receive a well-rounded education that is focused on
21 building deep foundations in reading, writing, and mathematics. The
22 State Board of Education shall encourage school districts to
23 integrate the teaching of the other curricular areas in the subject
24 matter standards adopted by the Board with the instruction of

1 reading, writing, and mathematics. All teachers of reading in the
2 public schools in this state in kindergarten through third grade
3 shall incorporate into instruction the five elements of reading
4 instruction which are phonological awareness, decoding, fluency,
5 vocabulary, and comprehension.

6 D. It is the intent of the Legislature that beginning with the
7 2025-2026 school year, school districts and charter schools in this
8 state shall be prohibited from using the three-cueing system model
9 of teaching students to read. For the purposes of this section, the
10 "three-cueing system" means any model of teaching students to read
11 based on meaning, structure, syntax, and visual cues, which may also
12 be known as meaning, structure, and visual (MSV), balanced literacy,
13 or whole language.

14 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508C,
15 as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S.
16 Supp. 2025, Section 1210.508C), is amended to read as follows:

17 Section 1210.508C. A. To identify students who have a reading
18 deficiency or characteristics of dyslexia that lead to or cause
19 reading difficulty, each student enrolled in kindergarten and first,
20 second, and third grade in a public school in this state shall be
21 screened at the beginning, middle, and end of each school year for
22 reading skills including, but not limited to, phonological
23 awareness, decoding, fluency, vocabulary, and comprehension. A
24 ~~screening instrument approved by the State Board of Education, in~~

~~consultation with the Commission for Educational Quality and Accountability and the Secretary of Education, shall~~ The Commission for Educational Quality and Accountability shall evaluate and rank up to three screening instruments, from which the State Board of Education shall select one to be utilized for the purposes of this section. In determining which screening instrument to approve, the State Board of Education, the Commission for Educational Quality and Accountability, and the Secretary of Education shall take into consideration at a minimum the following factors:

1. The time required to conduct the screening instrument with the intention of minimizing the impact on instructional time;

2. The timeliness in reporting screening instrument results to teachers, administrators, and parents and legal guardians of students; ~~and~~

3. The integration of the screening instrument into reading curriculum; and

4. The ability to report all reading screening results to both the State Department of Education and the Commission for Educational Quality and Accountability.

B. Beginning in the ~~2025-2026~~ 2026-2027 school year, the ~~State Board of Education shall approve no fewer than three screening instruments for use at~~ Commission for Educational Quality and Accountability shall evaluate and rank up to three screening instruments, from which the State Board of Education shall select

one for use at the beginning, middle, and end of the school year for
monitoring of progress and for measurement of reading skills as
required in subsection A of this section. The selected screening
~~instruments~~ instrument shall meet the following criteria:

1. Assess for phonological awareness, sound symbol recognition,
alphabet knowledge, rapid naming skills, decoding and encoding
skills, oral reading accuracy and fluency, vocabulary, and
comprehension as developmentally appropriate;

2. Document the validity and reliability of each assessment;

3. Can be used for identifying students who are at risk for
reading deficiency and progress monitoring throughout the school
year;

4. Can be used to assess students with disabilities and English
language learners; ~~and~~

5. Accompanied by a data management system that provides
profiles of each student, class, grade level, and school building.

The profiles shall identify each student's instructional point of
need and reading achievement level. ~~The State Board shall also~~
~~determine other comparable reading assessments for diagnostic~~
~~purposes to be used for students at risk of reading failure; and~~

6. Capable of reporting student-level data to the State
Department of Education.

C. 1. Exemptions to the screening requirements of this section
may be provided to students who have documented evidence that they

1 meet at least one of the following criteria as related to the
2 provision of classroom instruction:

- 3 a. the student participates in the Oklahoma Alternate
4 Assessment Program (OAAP) and is taught using
5 alternate methods,
- 6 b. the student's primary expressive or receptive
7 communication is sign language,
- 8 c. the student's primary form of written or read text is
9 Braille, or
- 10 d. the student's primary expressive or receptive language
11 is not English, the student is identified as an
12 English learner using a state-approved identification
13 assessment, and the student has had less than one (1)
14 school year of instruction in an English-learner
15 program.

16 2. A public school that grants an exemption pursuant to
17 paragraph 1 of this subsection shall provide ongoing evidence of
18 student progression toward English language acquisition with the
19 same frequency as administration of screening assessments. Evidence
20 may include, but not be limited to, student progression toward OAAP
21 reading essential elements, proficiency in sign language and reading
22 comprehension, and proficiency in Braille and reading comprehension.

23 D. 1. Students who are administered a screening instrument
24 pursuant to subsection A of this section and are found not to be

1 meeting grade-level targets shall be provided a program of reading
2 instruction designed to enable students to acquire the appropriate
3 grade-level reading skills. The program of reading instruction
4 shall be based on scientific reading research and align with the
5 subject matter standards adopted by the State Board of Education. A
6 program of reading instruction shall include:

- 7 a. sufficient additional in-school instructional time for
8 the acquisition of phonological awareness, ~~decoding,~~
9 ~~fluency, vocabulary, and comprehension~~ sound symbol
10 recognition, alphabet knowledge, rapid naming skills,
11 decoding and encoding skills, oral reading accuracy
12 and fluency, vocabulary, and comprehension as
13 developmentally appropriate. Additional in-school
14 instructional time for reading shall not occur during
15 other core curriculum lessons including math, science,
16 and social studies,
- 17 b. if necessary ~~and if funding is available,~~ tutorial
18 instruction after regular school hours, on Saturdays,
19 and during summer; however, such instruction may not
20 be counted toward the ~~one-hundred-eighty-day~~ one-
21 hundred-eighty-one-day or ~~one-thousand-eighty-hour~~
22 one-thousand-eighty-six-hour school year required in
23 Section 1-109 of this title,
24

- c. assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, ~~decoding, fluency, vocabulary, and comprehension,~~ sound symbol recognition, alphabet knowledge, rapid naming skills, decoding and encoding skills, oral reading accuracy and fluency, vocabulary, and comprehension as developmentally appropriate as identified in the student's program of reading instruction,
- d. high-quality instructional materials grounded in ~~scientifically based reading research~~ the science of reading designed to reduce the risk of reading failure, which do not include balanced literacy and whole language models, such as three-cueing, and are selected from a vetted list approved by the State Board of Education, and
- e. a means of providing every family of a student in prekindergarten, kindergarten, and first, second, and third grade access to free ~~online~~ evidence-based literacy instruction resources to support the student's literacy development at home.

2. A student enrolled in kindergarten or first, second, or third grade who exhibits a deficiency in reading at any time based

1 on the screening instrument administered pursuant to subsection A of
2 this section and any fourth-grade student promoted for good cause
3 pursuant to subsection M of this section shall receive an individual
4 reading intervention plan no later than ~~thirty (30)~~ twenty-one (21)
5 days after the identification of the deficiency in reading. The
6 reading intervention plan shall be provided in addition to core
7 reading instruction that is provided to all students. The reading
8 intervention plan shall:

- 9 a. describe the research-based reading intervention
10 services the student will receive to remedy the
11 deficiency in reading,
- 12 b. provide explicit and systematic instruction in
13 phonological awareness, decoding, fluency, vocabulary,
14 and comprehension, as applicable,
- 15 c. monitor the reading progress of each student's reading
16 skills throughout the school year and adjust
17 instruction according to the student's needs, and
- 18 d. continue until the student is determined to be meeting
19 grade-level targets in reading based on screening
20 instruments administered pursuant to subsection A of
21 this section or assessments identified for diagnostic
22 purposes and periodic monitoring pursuant to
23 subparagraph c of paragraph 1 of this subsection.

1 3. The reading intervention plan for each student identified
2 with a deficiency in reading shall be developed by a Student Reading
3 Proficiency Team and shall include supplemental instructional
4 services and supports. Each team shall be composed of:

- 5 a. the parent or legal guardian of the student,
- 6 b. the teacher assigned to the student who had
7 responsibility for reading instruction in that
8 academic year,
- 9 c. a teacher who is responsible for reading instruction
10 and is assigned to teach in the next grade level of
11 the student, ~~and~~
- 12 d. a certified reading specialist or an individual with
13 advanced training or specialization in literacy
14 instruction, ~~if one is available~~ and
- 15 e. principal, vice principal, or designate.

16 4. A school district shall notify the parent or legal guardian
17 of any student in kindergarten or first, second, or third grade who
18 exhibits a deficiency in reading at any time based on the screening
19 instrument administered pursuant to subsection A of this section.
20 The notification shall occur no later than ~~thirty (30)~~ seven (7)
21 days after the identification of the deficiency in reading.

22 Parents or legal guardians of students who receive a reading
23 intervention plan shall be notified at least every thirty (30) days
24

1 of the progress and ongoing goals of the student. Such notification
2 shall include home support suggestions.

3 5. The State Board of Education, in consultation with the
4 Commission for Educational Quality and Accountability, shall
5 annually define and set benchmarks for screening instrument results
6 that are predictive of future performance on the state summative
7 assessment to assist in identifying intervention tiers within a
8 reading intervention plan. Annually, the Commission for Educational
9 Quality and Accountability shall analyze and report to the State
10 Department of Education the correlation of screening instrument
11 tiers to state summative tiers using predictive modeling and prior
12 year formative and summative testing results.

13 6. Reading intervention shall not be provided solely by digital
14 technology. Reading intervention shall include a majority of direct
15 instruction from a teacher or reading specialist trained in the
16 science of reading.

17 7. Retired teachers shall be permitted to contract with the
18 State Department of Education as literacy coaches or with local
19 school districts as reading specialists for purposes of assisting
20 teachers and students in accordance with their reading intervention
21 plans.

22 E. 1. Every school district shall adopt and implement a
23 district strong readers plan which has had input from school
24 administrators, teachers, and parents and legal guardians, and ~~if~~

1 possible a reading specialist, and which shall be submitted
2 electronically to and approved by the State Board of Education. The
3 plan shall be updated annually. School districts shall not be
4 required to electronically submit the annual updates to the Board if
5 the last plan submitted to the Board was approved and expenditures
6 for the program include only expenses relating to individual and
7 small group tutoring, purchase of and training in the use of
8 screening and assessment measures, summer school programs, and
9 Saturday school programs. If any expenditure for the program is
10 deleted or changed or any other type of expenditure for the program
11 is implemented, the school district shall be required to submit the
12 latest annual update to the Board for approval. The district strong
13 readers plan shall include a plan for each site which includes an
14 analysis of the data provided by the Oklahoma School Testing Program
15 and other reading assessments utilized as required in this section,
16 and which outlines how each school site will comply with the
17 provisions of the Strong Readers Act.

18 2. The State Board of Education shall adopt rules for the
19 implementation and evaluation of the provisions of the Strong
20 Readers Act. The evaluation shall include, but not be limited to,
21 an analysis of the data required in subsection ~~F~~ T of this section.

22 F. 1. Any first-grade, second-grade, or third-grade student
23 who demonstrates proficiency in reading through a grade-level
24 appropriate screening instrument approved pursuant to subsection B

1 of this section shall not require a program of reading instruction
2 or an individual reading intervention plan. After a student has
3 demonstrated proficiency through a screening instrument, the
4 district shall provide notification to the parent or legal guardian
5 of the student that he or she has satisfied the minimum requirements
6 of the Strong Readers Act within thirty (30) days. The district
7 shall continue to monitor the student in the next successive grade
8 level to ensure he or she maintains grade-level proficiency.

9 2. Beginning with the ~~2025-2026~~ 2026-2027 school year, if a
10 kindergarten through third-grade student is identified at any point
11 of the academic year as having a significant reading deficiency,
12 which shall be defined as not meeting grade-level targets on a
13 screening instrument administered pursuant to subsection A of this
14 section, the district shall provide the student with intensive
15 intervention services for the appropriate amount of the
16 instructional day consistent with the individual reading
17 intervention plan developed pursuant to paragraph 2 of subsection D
18 of this section and as determined by the Student Reading Proficiency
19 Team. Intensive intervention services shall continue until the
20 student demonstrates proficiency at his or her grade level based on
21 a screening instrument administered pursuant to subsection A of this
22 section.

23 G. 1. a. If a first-grade student has not met a basic
24 benchmark, as defined by the State Department of

1 Education in accordance with paragraph 5 of subsection
2 D of this section, by either the mid-year or the end-
3 of-year screening, the Reading Proficiency Team of the
4 student shall meet prior to the end of the school year
5 to discuss voluntary retention of the student.

6 Retention under this paragraph shall be optional and
7 based upon the recommendations of at least five
8 members of the Reading Proficiency Team of the
9 student.

10 b. If the student is not retained in the first grade, the
11 family of the student shall be provided with a summer
12 tutoring program and shall be scheduled for a
13 rescreening prior to the start of the subsequent
14 school year. The State Department of Education shall
15 approve one or two online or workbook-based summer
16 tutoring programs for use by students under this
17 paragraph. School districts shall also provide the
18 parents or legal guardians of the student with a list
19 of summer literacy programs available if a summer
20 academy, as described in Section 1210.508E of this
21 title, is not offered by the school district.

22 c. If the Reading Proficiency Team of the student
23 determines that retention of the student in the first
24 grade is necessary, the student shall be permitted to

1 re-screen prior to the start of the subsequent school
2 year on a date determined by school personnel if the
3 rescreening is requested by the parent or legal
4 guardian of the student, at least five members of the
5 Reading Proficiency Team of the student agree to the
6 re-screening, and a reasonable time has been provided
7 for summer remediation. After reviewing the results
8 of the re-screening of the student, the Reading
9 Proficiency Team shall redetermine if voluntary
10 retention is appropriate.

11 2. a. If a second-grade student has not met a basic
12 benchmark, as defined by the State Department of
13 Education in accordance with paragraph 5 of subsection
14 D of this section, by the end-of-year screening, the
15 Reading Proficiency Team of the student shall meet
16 prior to the end of the school year to discuss
17 retention of the student. If the second-grade student
18 previously met the mid-year screening basic benchmark
19 and has shown growth for the remainder of the year,
20 the Reading Proficiency Team may consider the growth
21 of the student in its retention determination.
22 Retention under this paragraph shall be optional and
23 based upon the recommendations of at least five
24

1 members of the Reading Proficiency Team of the
2 student.

- 3 b. If the student is not retained in the second grade,
4 the family of the student shall be provided with a
5 summer tutoring program and shall be scheduled for a
6 rescreening prior to the start of the subsequent
7 school year. The State Department of Education shall
8 approve one or two online or workbook-based summer
9 tutoring programs for use by students under this
10 paragraph. School districts shall also provide the
11 parents or legal guardians of the student with a list
12 of summer literacy programs available if a summer
13 academy as described in Section 1210.508E of this
14 title is not offered by the school district.
- 15 c. If the Reading Proficiency Team of the student
16 determines that retention of the student in the second
17 grade is necessary, the student shall be permitted to
18 re-screen prior to the start of the subsequent school
19 year on a date determined by school personnel if the
20 rescreening is requested by the parent or legal
21 guardian of the student, at least five members of the
22 Reading Proficiency Team of the student agree to the
23 re-screening, and a reasonable time has been provided
24 for summer remediation. After reviewing the results

1 of the re-screening of the student, the Reading
2 Proficiency Team shall redetermine if voluntary
3 retention is appropriate.

4 H. Each school district shall annually report in an electronic
5 format to the State Department of Education, the Office of
6 Educational Quality and Accountability, and the Secretary of
7 Education the number of students in kindergarten through third grade
8 per grade level who exhibit grade-level reading proficiency, the
9 number of students per grade level who received intensive
10 intervention services pursuant to paragraph 2 of subsection F of
11 this section, the number of students per grade level who attended a
12 summer academy as provided for in Section 1210.508E of this title,
13 the number of students per grade level who exhibited improved
14 reading proficiency after completion of intensive intervention
15 services, and the number of students per grade level who are still
16 in need of intensive intervention services. The State Department of
17 Education shall publicly report the aggregate and district-specific
18 numbers submitted pursuant to this subsection on its website and
19 shall provide electronic copies of the report to the Governor,
20 Secretary of Education, President Pro Tempore of the Senate, Speaker
21 of the House of Representatives, and to the respective chairs of the
22 committees with responsibility for common education policy in each
23 legislative chamber.

1 ~~H.~~ I. The parent or legal guardian of any student who is found
2 to have a reading deficiency and is not meeting grade-level reading
3 targets and has been provided a program of reading instruction as
4 provided for in paragraph 1 of subsection D of this section shall be
5 notified in writing of the following:

6 1. That the student has been identified as having a substantial
7 deficiency in reading;

8 2. A description of the current services that are provided to
9 the student pursuant to subsection D of this section;

10 3. A description of the proposed intensive intervention
11 services and supports that will be provided to the student that are
12 designed to remediate the identified area of reading deficiency as
13 provided for in paragraph 2 of subsection F of this section;

14 4. That the parent or legal guardian shall be informed in
15 writing of the child's progress toward grade level reading at least
16 once a month and provided with strategies to assist at home;

17 5. That if the child's reading deficiency is not remediated by
18 the end of third grade, the child shall not be promoted to fourth
19 grade unless a good-cause exemption is met;

20 6. That a student who is promoted to the fourth grade for good
21 cause shall receive supplemental intensive intervention services
22 unless he or she is a student who meets the definition of a student
23 with the most significant cognitive disabilities;

~~5. Strategies~~ 7. A description of the specific skill deficits of the child and strategies for parents or legal guardians to use in helping their child succeed in reading proficiency; and

~~6. 8.~~ The grade-level performance scores of the student; and

9. That while the statewide English Language Arts assessment is the initial determinate for promotion, students may be provided with an alternative reading assessment option that is approved by the State Department of Education or Commission for Educational Quality and Accountability to demonstrate sufficient reading skills for promotion to fourth grade.

~~I. J.~~ No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

~~J. K.~~ 1. Any incoming third-grade student identified with a reading deficiency shall be provided more intensified interventions to remedy his or her specific reading deficiency. Intervention services shall include effective instructional strategies to accelerate student progress and be delivered by a highly effective teacher of reading as demonstrated by student reading performance data and teacher performance evaluations.

2. A review of individualized progress monitoring plans shall be conducted for all incoming third-grade students identified with a reading deficiency. The review shall address additional supports and services the student will receive. The supports and services shall include:

- a. reading instruction and intervention services and supports to correct any identified area of reading deficiency,
- b. daily targeted small group reading intervention based on student need, including explicit, systematic, sequential and cumulative instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback, and
- c. specialized supplemental reading intervention before or after school delivered by a highly effective teacher of reading as demonstrated by student reading performance data and teacher performance evaluations.

L. 1. Beginning with the 2026-2027 school year, third-grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided the following options to demonstrate sufficient reading skills for promotion to fourth grade:

- a. scoring above the below basic level on the third-grade statewide English Language Arts assessment, or
- b. earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Board of Education,

1 2. If the third-grade student cannot demonstrate sufficient
2 reading skills on one of the two options described in subparagraph 1
3 of this subsection and does not qualify for a good-cause exemption,
4 the student shall be retained in the third grade for the next school
5 year. Screening instruments described in this section shall not be
6 used for promotion purposes.

7 M. The district school board may only exempt students from
8 mandatory third-grade retention, as provided in subsection K of this
9 section, for good cause. A student who is promoted to fourth grade
10 with a good-cause exemption, except for students who meet the
11 definition of a student with the most significant cognitive
12 disabilities, shall continue to receive intensive reading
13 intervention that includes specific reading strategies prescribed in
14 the student's individual reading intervention plan until the
15 deficiency is remedied. The school district shall assist schools
16 and teachers with the implementation of reading strategies that
17 research has shown to be successful in improving reading among
18 students with reading difficulties. Good-cause exemptions shall be
19 limited to the following:

20 1. Students with disabilities whose Individualized Education
21 Program (IEP) indicates that participation in the statewide
22 assessment program is not appropriate, consistent with state law;
23
24

1 2. Students identified as English language learners who have
2 had less than two (2) years of instruction in an English-learner
3 program;

4 3. Students with disabilities who participate in the statewide
5 English Language Arts assessment and who have an IEP or a Section
6 504 plan that reflects that the student has received intensive
7 reading intervention for more than two (2) years but still
8 demonstrates a deficiency in reading, or who was previously retained
9 for one (1) year in kindergarten, first, second, or third grade; and

10 4. Students who have received intensive reading intervention
11 for two (2) or more years but still demonstrate a deficiency in
12 reading, and who were previously retained in kindergarten, first,
13 second, or third grade for a total of two (2) years. No student
14 shall be retained twice in third grade.

15 N. Requests to exempt students from the mandatory third-grade
16 retention requirement, as provided in subsection L of this section,
17 using one of the good-cause exemptions, as described in subsection M
18 of this section, shall be made consistent with the following:

19 1. Documentation shall be submitted from the student's teacher
20 to the school principal indicating that the promotion of the student
21 is appropriate. Such documentation shall consist only of the good-
22 cause exemption being requested, and the existing reading
23 intervention plan or IEP;

1 2. The school principal shall review and discuss the
2 recommendation for exemption with the student's teacher. If the
3 principal determines that the student meets one of the good-cause
4 exemptions based on the discussion and documentation provided, the
5 school principal shall make such recommendation in writing to the
6 school district superintendent. The school district superintendent
7 shall accept or reject the school principal's recommendation in
8 writing; and

9 3. The parents or legal guardians of a third-grade student
10 eligible for a good-cause exemption may choose that the student be
11 retained for one (1) year even if the school district superintendent
12 accepts a recommendation for a good-cause exemption pursuant to this
13 subsection.

14 0. The school district shall provide written notification to
15 the parent or legal guardian of any student who is retained. Such
16 notification shall state that his or her child has not met the
17 reading level required for promotion to the fourth grade, the
18 reasons the child is not eligible for a good-cause exemption, and
19 that his or her child will be retained in third grade. The
20 notification shall include a description of the proposed
21 interventions and supports that will be provided to the child to
22 remedy the identified areas of reading deficiency in the retained
23 year.

1 P. Beginning with the 2027-2028 school year, students retained
2 under the provisions of subsection L of this section shall be
3 provided intensive reading intervention to remedy the student's
4 specific reading deficiency. The reading intervention services
5 shall include effective instructional strategies to accelerate
6 student progress. Each school district shall conduct a review of
7 student reading intervention plans for all students retained in
8 third grade. The review shall address additional supports and
9 services needed to remedy the identified areas of reading deficiency
10 and ensure the following are provided to retained students:

11 1. A highly effective teacher of reading as demonstrated by
12 student reading performance data and teacher performance
13 evaluations;

14 2. Reading intervention services and supports to correct the
15 identified areas of reading deficiency, including, but not limited
16 to:

17 a. more dedicated time than the previous school year in
18 scientifically research-based reading instruction and
19 intervention,

20 b. use of reading strategies and programs from a
21 preapproved list approved by the State Board of
22 Education that are scientifically research-based and
23 have proven results in accelerating student reading
24 achievement within the same school year,

- c. daily targeted small group reading intervention based on student needs, including explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback,
- d. frequent monitoring of the reading progress of each student's reading skills throughout the school year and adjusting instruction according to student needs, and
- e. reading intervention shall not be provided solely by digital technology. Reading intervention shall include a majority of direct instruction from a teacher or reading specialist training in the science of reading;

3. The option of a transitional instructional setting. Such setting shall be designed to produce learning gains sufficient to meet fourth-grade performance standards in all other core academic areas while continuing to correct the areas of reading deficiency;

4. Before or after school supplemental research-based reading intervention delivered by a teacher or tutor with specialized reading training; and

5. A "Read at Home" plan as created by the Office of Educational Quality and Accountability shall be outlined in a parental or legal guardian contract, including participation in

1 parent or legal guardian training workshops or regular parent-guided
2 or legal guardian-guided home reading activities which are aligned
3 to scientifically based reading research.

4 Q. Each school shall establish an intensive acceleration class
5 for any student retained in third grade who was previously retained
6 in kindergarten, first, or second grade. The intensive acceleration
7 class shall include the additional supports and services described
8 in subsection P of this section and provide explicit, systematic,
9 sequential, and cumulative reading instruction and intervention for
10 the majority of student contact time each day.

11 R. 1. Each school district board of education shall annually
12 publish on the school website and report electronically to the State
13 Department of Education, the Office of Educational Quality and
14 Accountability, and the Secretary of Education by September 1 of
15 each year the following information on the prior school year:

- 16 a. the policies and procedures adopted by the school
17 district board of education to implement the
18 provisions of this section. The information submitted
19 shall include expenditures related to implementing the
20 provisions of this section, the number of staff
21 implementing the provisions of this section, and
22 average daily classroom time devoted to implementing
23 the provisions of this section,

- b. by grade, the number and percentage of all students in kindergarten through third grade who did not meet grade-level targets based on a screening instrument administered pursuant to subsection A of this section,
- c. by grade, the number and percentage of all students in kindergarten through third grade who have been enrolled in the district for fewer than two (2) years,
- d. by grade, the number and percentage of all students in kindergarten through third grade who were retained,
- e. by grade, the number and percentage of students in kindergarten through third grade who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section, ~~and~~
- ~~e.~~
- f. by grade, the number and percentage of students in kindergarten through third grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) and who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section or an alternative assessment prescribed by the student's IEP,

- 1 g. the number and percentage of all students in third
2 grade who demonstrated sufficient reading skills for
3 promotion to the next grade on the test-based student
4 portfolio,
- 5 h. the number and percentage of all students in third
6 grade who demonstrated sufficient reading skills for
7 promotion to the next grade on the alternative reading
8 assessment,
- 9 i. the number and percentage of students in third grade
10 who were promoted to fourth grade for good cause, by
11 category of good cause as specified in subsection M of
12 this section, and
- 13 j. the performance of fourth-grade students on the
14 statewide English Language Arts assessment who were
15 promoted with a good-cause exemption in the previous
16 school year.

17 2. The State Department of Education shall establish a uniform
18 format for school districts to report the information required in
19 this subsection. The format shall be developed with input from
20 school districts and shall be provided not later than ninety (90)
21 days prior to the annual due date. The Department shall annually
22 compile the information required, along with state-level summary
23 information, and electronically report the information to the
24 public, the Governor, the Secretary of Education, the President Pro

1 Tempore of the Senate, and the Speaker of the House of
2 Representatives and shall post such information on its website.

3 ~~K.~~ S. The State Department of Education shall provide technical
4 assistance as needed to aid school districts in administering the
5 provisions of the Strong Readers Act.

6 ~~H.~~ T. On or before January 31 of each year, the State
7 Department of Education shall electronically submit to the Governor,
8 the President Pro Tempore of the Senate, the Speaker of the House of
9 Representatives, and members of the committees with responsibility
10 over common education in both houses of the Legislature a Strong
11 Readers Report which shall include, but is not limited to, trend
12 data detailing three (3) years of data, disaggregated by student
13 subgroups to include economically disadvantaged, major racial or
14 ethnic groups, students with disabilities, and English language
15 learners, as appropriate for the following:

16 1. The statewide aggregate number and percentage of students in
17 kindergarten through third grade determined to be at risk for
18 reading difficulties compared to the total number of students
19 enrolled in each grade;

20 2. The statewide aggregate number and percentage of students in
21 kindergarten who continue to be at risk for reading difficulties as
22 determined by the year-end administration of the screening
23 instrument required in subsection A of this section;

1 3. The statewide aggregate number and percentage of students in
2 kindergarten through third grade who have successfully completed
3 their program of reading instruction and are reading on grade level
4 as determined by the results of screening instruments administered
5 pursuant to subsection A of this section;

6 4. The statewide aggregate and district-specific number and
7 percentage of students that meet or do not meet grade-level targets
8 for reading based on screening instruments administered pursuant to
9 subsection A of this section;

10 5. The statewide aggregate and district-specific number and
11 percentage of students that were retained in third grade;

12 6. The amount of funds received by each district for
13 implementation of the Strong Readers Act;

14 ~~6.~~ 7. An evaluation and narrative interpretation of the report
15 data analyzing the impact of the Strong Readers Act on students'
16 ability to read at grade level;

17 ~~7.~~ 8. The type of reading instruction practices and methods
18 currently being used by school districts in the state;

19 ~~8.~~ 9. Socioeconomic information, access to reading resources
20 outside of school, and screening for and identification of learning
21 disabilities for students not reading at the appropriate grade level
22 in kindergarten and first through third grade;

23 ~~9.~~ 10. By grade level, the types of intensive intervention
24 efforts being conducted by school districts for students who are not

1 on an IEP and who are not reading at the appropriate grade level and
2 for students who are on an IEP and who are not reading at the
3 appropriate grade level; and

4 ~~10.~~ 11. Any recommendations for improvements or amendments to
5 the Strong Readers Act.

6 The State Department of Education may contract with an
7 independent entity for the reporting and analysis requirements of
8 this subsection.

9 ~~M.~~ U. Copies of the results of the screening instruments
10 administered pursuant to subsection A of this section shall be made
11 a part of the permanent record of each student.

12 SECTION 4. AMENDATORY 70 O.S. 2021, Section 1210.508E,
13 as amended by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
14 2025, Section 1210.508E), is amended to read as follows:

15 Section 1210.508E. A. If a teacher determines that a student
16 in kindergarten or first through third grade is not reading at grade
17 level by the end of the second quarter of the school year, the
18 parent or legal guardian of the student shall be notified of:

- 19 1. The reading level of the student;
- 20 2. The program of reading instruction for the student as
21 required pursuant to the Strong Readers Act; and
- 22 3. The potential need for the student to participate in a
23 summer academy or other program designed to assist the student in
24 attaining grade-level reading skills.

1 B. A teacher who determines a student in kindergarten or first
2 through third grade is not meeting grade-level targets for reading
3 may, after consultation with the parent or legal guardian of the
4 student, recommend that the student participate in and complete a
5 summer academy or other program.

6 C. Summer academy programs shall be designed to ensure that
7 participating students successfully complete grade-level
8 competencies in reading to enhance next-grade readiness. A summer
9 academy reading program shall be a program that incorporates the
10 content of a scientifically research-based professional development
11 program administered by the Commission for Educational Quality and
12 Accountability or a scientifically research-based reading program
13 administered by the State Board of Education and is taught by
14 teachers who have ~~successfully completed professional development in~~
15 ~~the reading program~~ demonstrated their effectiveness through student
16 reading data and evaluations or who are certified as reading
17 specialists. Teachers shall provide explicit, systematic,
18 sequential, and cumulative reading intervention services and
19 supports to correct students' identified areas of reading
20 deficiency.

21 D. School districts may approve an option for students who are
22 unable to attend a summer academy. The optional program may
23 include, but is not limited to, an approved private provider of
24 instruction, approved computer- or Internet-based instruction, or an

1 approved program of reading instruction monitored by the parent or
2 legal guardian. School districts shall not be required to pay for
3 the optional program but shall clearly communicate to the parent or
4 legal guardian the expectations of the program and any costs that
5 may be involved.

6 E. ~~Subject to the availability of funds, beginning~~ School
7 districts shall provide summer reading academies or partner with
8 neighboring school districts to provide summer reading academies to
9 all third-grade students scoring at the below basic achievement
10 level on the third-grade statewide English Language Arts assessment,
11 as well as students who have completed kindergarten through second
12 grade and are at risk of reading deficiency as determined by a
13 screening instrument administered pursuant to subsection A of
14 Section 1210.508C of this title. Summer reading academies shall
15 include, at a minimum, seventy (70) hours of instructional time in
16 reading and shall not use balanced literacy and whole language
17 models, such as three-cueing as defined in subsection D of Section
18 1210.508B of this title.

19 F. Beginning one (1) year after implementation of this section,
20 the requirements of subsection B of this section ~~may~~ shall be
21 expanded to apply to students in fourth grade. Each year
22 thereafter, the requirements ~~may~~ shall be expanded by one grade
23 level until the requirements apply to third-grade students through
24 eighth-grade students. Summer academy programs shall be designed

1 for each grade level. Nothing in this section shall prevent the
2 State Board of Education or a school district board of education
3 from utilizing private, local, or federal funds to implement this
4 section.

5 ~~F.~~ G. The State Board of Education shall adopt rules to
6 implement the provisions of this section which shall include
7 requirements for instructional time for summer academy programs,
8 teacher qualifications, and evaluation of student achievement as a
9 result of summer academy programs or other optional programs.

10 SECTION 5. AMENDATORY 70 O.S. 2021, Section 1210.508F,
11 as last amended by Section 3, Chapter 297, O.S.L. 2025 (70 O.S.
12 Supp. 2025, Section 1210.508F), is amended to read as follows:

13 Section 1210.508F. A. The Commission for Educational Quality
14 and Accountability shall ensure that the reading competencies for
15 elementary teachers are included in the competencies for special
16 education teachers.

17 B. The Commission for Educational Quality and Accountability in
18 collaboration with the Oklahoma State Regents for Higher Education
19 shall ensure that all teachers ~~and adjuncts~~ of early childhood
20 education, elementary education, and special education are provided
21 quality training in intervention, instruction, and remediation
22 strategies in the science of reading to provide explicit and
23 systematic instruction in phonological awareness, decoding, fluency,
24 vocabulary, and comprehension and implement reading strategies that

research has shown to be successful in improving reading among students with reading difficulties. Professional development may include effective use of data, progress monitoring, and intervention planning as it fits into a multi-tiered system of supports (MTSS) framework. In addition, quality education for prospective teachers shall be provided in research-based instructional strategies for instruction, assessment, and intervention for literacy development for all students including advanced readers, typically developing readers, and struggling readers who are coping with a range of challenges including, but not limited to, English language learners, students at risk for reading deficiencies, and ~~learners~~ students with handicapping conditions and learning disabilities, including dyslexia. Quality training shall include guidance from professional resources such as the Report of the National Reading Panel, Response to Intervention guidelines, and professional organizations such as the Council for Exceptional Children, International Dyslexia Association, International Literacy Association, National Council of Teachers of English, and National Association for the Education of Young Children.

C. All institutions within The Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education programs approved by the Commission for Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study the five

1 elements of reading instruction which are phonological awareness,
2 decoding, fluency, vocabulary, and comprehension and the study
3 methods based on the science of reading. Teacher candidates shall
4 study strategies including, but not limited to, instruction that is
5 explicitly taught, sequenced, multimodal (reading, writing,
6 speaking, listening, hands-on, etc.), multidisciplinary, and
7 reflective to adapt for individual learners. Additionally, teacher
8 candidates shall study the negative impacts of balanced literacy and
9 whole language models, including three-cueing practices. They shall
10 further study how to identify balanced literacy and whole language
11 models including three-cueing practices in curriculum, and
12 subsequently, learn how to implement reading instruction using high-
13 quality instructional materials grounded in the science of reading
14 which do not include balanced literacy and whole language models
15 such as three-cueing, and the negative impacts of three-cueing.

16 D. Effective July 1, 2025, any person seeking initial
17 certification in a special education, early childhood education, or
18 elementary education program in this state shall be required to
19 successfully complete a comprehensive reading instruction assessment
20 approved by the Commission for Educational Quality and
21 Accountability as a condition for certification. The assessment
22 shall be aligned to scientifically based reading research and
23 evaluate the certification applicant's knowledge and understanding
24

1 of the five elements of reading instruction which are phonological
2 awareness, decoding, fluency, vocabulary, and comprehension.

3 E. Candidates applying for adjunct positions, an alternative
4 placement teaching certificate, or an emergency teaching certificate
5 in elementary education shall complete instruction in the science of
6 reading as determined by the Commission for Educational Quality and
7 Accountability and the State Board of Education.

8 SECTION 6. AMENDATORY Section 2, Chapter 288, O.S.L.
9 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S.
10 Supp. 2025, Section 1210.508H), is amended to read as follows:

11 Section 1210.508H. A. Beginning with the 2023-2024 school
12 year, the State Department of Education shall establish a ~~three-year~~
13 ~~pilot~~ program to employ ~~a literacy instructional team~~ coaches to
14 support school districts in implementation of the requirements of
15 Section 1210.508C of this title. The Department shall provide
16 technical assistance for literacy instruction, dyslexia, and related
17 disorders, and serve as a primary source of information and support
18 for schools and teachers in addressing the needs of students
19 struggling with literacy, dyslexia, and related disorders.

20 B. The Department shall employ ~~a literacy instructional team~~
21 ~~with team members~~ coaches who are placed ~~regionally~~ in six major
22 geographic regions across the state. The literacy ~~instructional~~
23 ~~teams~~ coaches shall assist general education and special education
24 teachers in recognizing educational needs to improve literacy

1 outcomes for all students including those with reading deficiencies,
2 dyslexia, or identified with the risk characteristics associated
3 with dyslexia. Priority shall be given to lowest performing schools
4 on the end-of-year English language arts assessment or the statewide
5 reading screener as approved by the State Department of Education.

6 The role of the literacy ~~instructional team~~ coaches shall also
7 include increasing professional awareness and instructional
8 competencies to meet the educational needs of all students including
9 those with reading deficiencies, dyslexia, or identified with risk
10 characteristics associated with dyslexia. The Department shall
11 prioritize supports and interventions including enrollment in
12 reading trainings and professional development for schools which
13 have the highest percentage of students who do not demonstrate
14 sufficient reading skills as established by the State Board of
15 Education.

16 C. Literacy coaches shall provide job-embedded support for
17 kindergarten through third-grade reading teachers that includes but
18 is not limited to:

19 1. On-site teacher training on evidence-based reading
20 instruction and data-based decision making to support the
21 effectiveness of classroom reading instruction;

22 2. Demonstration lessons;

23 3. Co-teaching; and

24 4. Feedback for improving instruction.

1 D. Literacy ~~instructional team members~~ coaches employed by the
2 Department shall be required to pass Oklahoma's "Foundations of
3 Reading" test and shall have training in:

4 1. The science of how students learn to read including
5 phonological awareness, phonics, fluency, vocabulary, comprehension,
6 writing, and language;

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

9 3. Identification of and the use of appropriate interventions,
10 accommodations, and teaching techniques for ~~struggling~~ students with
11 dysgraphia, dyslexia, a related reading disorder, or reading
12 deficiency;

13 4. The requirements of the Strong Readers Act;

14 5. Special education laws and procedures; and

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

18 ~~D.~~ E. The literacy ~~instructional team members~~ coaches employed
19 by the Department shall report to the Program Director for Literacy
20 at the Department and have:

21 1. A minimum of ~~five~~ twenty regional literacy leads, at least
22 one who shall be designated by the Department as a dyslexia
23 specialist to provide school districts with support and resources
24 that are necessary to assist students with dyslexia. The Department

1 shall give preference to educators applying for regional literacy
2 lead who:

- 3 a. (1) hold a master's degree in education with three
4 (3) years of documented successful experience
5 teaching reading as evidenced by reading
6 assessment scores,
- 7 (2) hold a bachelor's degree with five (5) years of
8 documented successful experience teaching reading
9 as evidenced by reading assessment scores with a
10 minimum of three (3) years of literacy experience
11 at the state, district, or school level,
- 12 b. have a valid certificate to teach issued by the State
13 Board of Education,
- 14 c. have experience delivering professional development
15 specific to literacy instruction, mentoring and
16 coaching classroom teachers, leading others in a
17 collaborative process, and analyzing and using student
18 performance data for instructional purposes,
- 19 d. have an endorsement or certification as a certified
20 structured literacy dyslexia specialist or certified
21 academic language therapist,
- 22 ~~b.~~
- 23 e. are knowledgeable of multitiered systems of support,
24 and

e.

f. have been trained in the identification of and ~~intervention for dyslexia and related disorders~~ including best practice the use of appropriate interventions and treatment models for, accommodations, and teaching techniques for students with dysgraphia, dyslexia, a related reading disorder, or reading deficiency; and

2. ~~A minimum of ten literacy specialists~~ minimum of one reading specialist, or access to a contracted reading specialist, for each public elementary school.

F. The State Department of Education shall assign literacy coaches to school districts that are identified by the Department based on the number and percentage of students scoring in the below basic performance level on the standards of reading foundations and processes and the vocabulary portions of the statewide third-grade assessment administered pursuant to Section 1210.508C of this title or the statewide reading screener in kindergarten through second grade.

G. Literacy coaches assigned to school districts pursuant to the provisions of this subsection shall:

a. provide daily technical support to teachers responsible for reading instruction and reading specialists,

- b. assist administrators, teachers responsible for reading instruction, and reading specialists in addressing grade-specific curriculum,
- c. design and conduct professional development to meet the needs of teachers responsible for reading instruction and reading specialists,
- d. provide clear, practical, timely, and candid written and oral feedback to teachers responsible for reading instruction and reading specialists, and
- e. meet regularly with teachers responsible for reading instruction, reading specialists, and principals to review data and make recommendations for adjustments in instructional practices.

H. The Department shall give preference to educators applying for ~~literacy~~ reading specialist who:

- a. have training in the science of reading,
- b. are knowledgeable of multitiered systems of support, and
- c. have been trained in the identification of and ~~intervention for dyslexia and related disorders including best practice~~ the use of appropriate interventions and treatment models for, accommodations, and teaching techniques for students

1 with dysgraphia, dyslexia, a related reading disorder,
2 or reading deficiency, and

3 d. have previously retired and were a highly effective
4 elementary school teacher based on student reading
5 scores on the statewide English language arts
6 assessment or teacher evaluations.

7 I. State accreditation shall be withdrawn from or denied to
8 schools or school districts that deny access to the statewide
9 literacy team.

10 ~~E.~~ J. The State Department of Education shall electronically
11 submit a report to the Governor, the President Pro Tempore of the
12 Senate, and the Speaker of the House of Representatives by December
13 31, 2026, that includes an evaluation of the pilot program by school
14 districts, data on whether the program had an impact on increasing
15 the number of students who demonstrate proficiency in reading, and
16 recommendations for changes to the Strong Readers Act.

17 SECTION 7. NEW LAW A new section of law to be codified
18 in the Oklahoma Statutes as Section 1210.508J of Title 70, unless
19 there is created a duplication in numbering, reads as follows:

20 A. There is hereby created in the State Treasury a revolving
21 fund for the State Department of Education to be designated the
22 "Strong Readers Revolving Fund". The fund shall be a continuing
23 fund, not subject to fiscal year limitations, and shall consist of
24 all monies received by the State Department of Education from

1 private businesses, nonprofit organizations, and federally
2 recognized Indian tribes or nations. All monies accruing to the
3 credit of said fund are hereby appropriated and may be budgeted and
4 expended by the State Department of Education for the purpose of
5 improving reading outcomes in accordance with the Strong Readers
6 Act. Expenditures from said fund shall be made upon warrants issued
7 by the State Treasurer against claims filed as prescribed by law
8 with the Director of the Office of Management and Enterprise
9 Services for approval and payment.

10 B. Donors to the Strong Readers Revolving Fund shall designate
11 a specific school, school district, or region to receive their
12 donation. The State Department of Education shall distribute monies
13 from the Strong Readers Revolving Fund in strict compliance with
14 donor designations required by this subsection.

15 C. Monies in the Strong Readers Revolving Fund may be expended
16 for implementation support services, data integration, evaluation,
17 reporting, and professional learning, to support statewide MTSS
18 implementation goals.

19 SECTION 8. This act shall become effective September 1, 2026.
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