

1 **SENATE FLOOR VERSION**

2 February 18, 2026

3 **AS AMENDED**

4
5
6 SENATE BILL NO. 1338

By: Pugh

7 **[literacy instructional team - pilot program - funds**
8 **- report - effective date -**

9 **emergency]**

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

11 SECTION 1. AMENDATORY Section 2, Chapter 288, O.S.L.
12 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S.
13 Supp. 2025, Section 1210.508H), is amended to read as follows:

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

23 B. The Department shall employ a literacy instructional team
24 with team members who are placed regionally across the state. The

1 literacy instructional ~~teams~~ team members shall assist general
2 education and special education teachers in recognizing educational
3 needs to improve literacy outcomes for all students including those
4 with dyslexia or identified with the risk characteristics associated
5 with dyslexia. The role of the literacy instructional team shall
6 also include increasing professional awareness and instructional
7 competencies to meet the educational needs of all students including
8 those with dyslexia or identified with risk characteristics
9 associated with dyslexia. The Department shall prioritize supports
10 and interventions including enrollment in reading trainings and
11 professional development for schools which have the highest
12 percentage of students who do not demonstrate sufficient reading
13 skills as established by the State Board of Education. If a school
14 district that is prioritized for supports and interventions pursuant
15 to this subsection declines to accept assistance from a literacy
16 instructional team, the district shall not be eligible to receive
17 funds pursuant to Section 1210.508D of this title.

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 Strong Readers 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 Program Director for Literacy at the
10 Department and have:

11 1. A minimum of five regional literacy leads, including at
12 least one who shall be designated by the Department as a dyslexia
13 specialist to provide school districts with support and resources
14 that are necessary to assist students with dyslexia. The Department
15 shall give preference to educators applying for regional literacy
16 lead 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
24

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.

12 E. The State Department of Education shall electronically
13 submit a report to the Governor, the President Pro Tempore of the
14 Senate, and the Speaker of the House of Representatives by December
15 31, 2026, and by December 31 biennially thereafter, that includes an
16 evaluation of ~~the pilot program~~ literacy instructional team members
17 by school districts to which they were assigned, data on whether the
18 ~~program~~ literacy instructional team members had an impact on
19 increasing the number of students who demonstrate proficiency in
20 reading, and recommendations for changes to the Strong Readers Act.

21 SECTION 2. This act shall become effective July 1, 2026.

22 SECTION 3. It being immediately necessary for the preservation
23 of the public peace, health, or safety, an emergency is hereby
24

1 declared to exist, by reason whereof this act shall take effect and
2 be in full force from and after its passage and approval.

3 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS
4 February 18, 2026 - DO PASS
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