

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

SENATE BILL 1338

By: Pugh

AS INTRODUCED

An Act relating to the Strong Readers Act; amending Section 2, Chapter 288, O.S.L. 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508H), which relates to literacy instructional team; removing language establishing three-year pilot program; prohibiting certain school districts that decline certain assistance from being eligible for certain funds; requiring biennial submission of certain report; updating contents of report; updating statutory language; providing an effective date; and declaring an emergency.

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

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

Section 1210.508H. A. Beginning with the 2023-2024 school year, the State Department of Education shall ~~establish a three-year pilot program to~~ employ a literacy instructional team to support school districts in implementation of the requirements of Section 1210.508C of this title. The Department shall provide technical assistance for literacy instruction, dyslexia, and related

1 disorders, and serve as a primary source of information and support  
2 for schools in addressing the needs of students struggling with  
3 literacy, dyslexia, and related disorders.

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

23 C. Literacy instructional team members employed by the  
24 Department shall have training in:

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

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

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

8        4. The requirements of the Strong Readers Act;

9        5. Special education laws and procedures; and

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

13       D. The literacy instructional team members employed by the  
14 Department shall report to the Program Director for Literacy at the  
15 Department and have:

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

- 22           a. have an endorsement or certification as a certified  
23                structured literacy dyslexia specialist or certified  
24                academic language therapist,

- 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 interventions and treatment models for dyslexia; and

2. A minimum of ten literacy specialists. The Department shall give preference to educators applying for literacy 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 interventions and treatment models for dyslexia.

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

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

2       SECTION 3. It being immediately necessary for the preservation  
3 of the public peace, health, or safety, an emergency is hereby  
4 declared to exist, by reason whereof this act shall take effect and  
5 be in full force from and after its passage and approval.  
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