

1 **SENATE FLOOR VERSION**

2 April 5, 2022

3 **AS AMENDED**

4 ENGROSSED HOUSE

5 BILL NO. 2768

6 By: Randleman and Mize of the  
7 House

8 and

9 Standridge of the Senate

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

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

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

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

1 professional development for any purpose related to the support and  
2 maintenance of the school district as determined by the board of  
3 education of the school district.

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

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

- 21 1. Increasing the academic performance data scores for the  
22 district and each school site;
- 23 2. Closing achievement gaps among student subgroups;

24

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

3 4. Increasing high school graduation rates; and

4 5. Decreasing college remediation rates.

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

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

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

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

16 2. Recognition of child sexual abuse;

17 3. Proper reporting of suspected abuse; and

18 4. Available resources.

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

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

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

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

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

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

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

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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.

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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, a speech-language pathologist, an  
7 occupational therapist, and the State Advisory Panel created  
8 pursuant to Part B of the Individuals with Disabilities Education  
9 Act. Previous members of the Task Force shall be consulted when  
10 making revisions to the handbook. Each member of the Task Force not  
11 available for the review shall be replaced by an individual meeting  
12 the criteria of the original appointment in order to maintain the  
13 original composition of the Task Force.

14 As part of the review, members shall:

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

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

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

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

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

10 2. Characteristics of targeted instruction for dyslexia and  
11 dysgraphia;

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

14 4. Best practices for reading and writing instruction aligned  
15 with the science of reading;

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

18 6. Suggested training programs; and

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

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

21 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION  
22 April 5, 2022 - DO PASS AS AMENDED

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