

# An Act

ENROLLED HOUSE  
BILL NO. 2768

By: Randleman and Mize of the  
House

and

Standridge of the Senate

An Act relating to education; amending 70 O.S. 2021, Section 6-194, which relates to professional development programs; requiring information and training related to dysgraphia; specifying school year; amending 70 O.S. 2021, Section 1210.517, which relates to dyslexia handbooks; modifying required content to include dysgraphia; modifying duties of Dyslexia and Education Task Force; providing for recommendations related to dysgraphia; modifying provisions related to stakeholder review; and providing an effective date.

SUBJECT: Education

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

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

Section 6-194. A. The district boards of education of this state shall establish professional development programs for the certified teachers and administrators of the district. Programs shall be adopted by each board based upon recommendations of a professional development committee appointed by the board of education for the district. For the fiscal years ending June 30, 2011, and June 30, 2012, a school district board of education may elect not to adopt and offer a professional development program for certified teachers and administrators of the district. If a school district elects not to adopt and offer a professional development

program, the district may expend any monies allocated for professional development for any purpose related to the support and maintenance of the school district as determined by the board of education of the school district.

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

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

1. Increasing the academic performance data scores for the district and each school site;
2. Closing achievement gaps among student subgroups;
3. Increasing student achievement as demonstrated on state-mandated tests and the ACT;
4. Increasing high school graduation rates; and
5. Decreasing college remediation rates.

Each program may also include components on classroom management and student discipline strategies, outreach to parents, guardians or custodians of students, special education, and racial and ethnic education, which all personnel defined as teachers in Section 1-116 of this title shall be required to complete on a periodic basis. The State Board of Education shall provide guidelines to assist school districts in developing and implementing racial and ethnic education components into professional development programs.

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

1. Training on recognition of child abuse and neglect;
2. Recognition of child sexual abuse;
3. Proper reporting of suspected abuse; and
4. Available resources.

E. One time per year, beginning in the 2009-2010 school year, training in the area of autism shall be offered and all resident teachers of students in early childhood programs through grade three shall be required to complete the autism training during the resident year and at least one time every three (3) years thereafter. All other teachers and education support professionals of students in early childhood programs through grade three shall be required to complete the autism training at least one time every three (3) years. The autism training shall include a minimum awareness of the characteristics of autistic children, resources available and an introduction to positive behavior supports to challenging behavior. Each adopted program shall allow school counselors to receive at least one-third (1/3) of the hours or credit required each year through programs or courses specifically designed for school counselors.

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

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

1. Training in awareness of dyslexia characteristics in students;
2. Training in effective classroom instruction to meet the needs of students with dyslexia; and
3. Available dyslexia resources for teachers, students and parents.

G. Except as otherwise provided for in this subsection, each certified teacher in this state shall be required by the district board of education to meet the professional development requirements established by the board, or established through the negotiation process. Except as otherwise provided for in this subsection, the professional development requirements established by each board of education shall require every teacher to annually complete a minimum number of the total number of points required to maintain employment. Failure of any teacher to meet district board of education professional development requirements may be grounds for nonrenewal of such teacher's contract by the board. Such failure may also be grounds for nonconsideration of salary increments affecting the teacher. For the fiscal years ending June 30, 2011, and June 30, 2012, a certified teacher shall not be required to complete any points of the total number of professional development points required. Provided, a teacher may elect to complete some or all of the minimum number of points required for the two (2) fiscal years and any points completed shall be counted toward the total number of points required to maintain employment. If a teacher does not complete some or all of the minimum number of points required for one (1) or both fiscal years, the total number of points required to maintain employment shall be adjusted and reduced by the number of points not completed.

H. Each district shall annually submit a report to the State Department of Education on the district level professional development needs, activities completed, expenditures, and results achieved for each school year by each goal as provided in subsection C of this section. If a school district elects not to adopt and offer a professional development program as provided for in subsection A of this section, the district shall not be required to submit an annual report as required pursuant to this subsection but shall report to the State Department of Education its election not to offer a program and all professional development activities completed by teachers and administrators of the school district.

I. Subject to the availability of funds, the Department shall develop an online system for reporting as required in subsection H of this section. The Department shall also make such information available on its website.

SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.517, is amended to read as follows:

Section 1210.517 A. The State Department of Education shall maintain the dyslexia handbook created by the Dyslexia and Education Task Force pursuant to Section 1, Chapter 261, O.S.L. 2017 that includes guidance, technical assistance and training to assist all local school systems, students and families in the implementation of evidence-based practices for instructing students with characteristics of dyslexia and dysgraphia. Beginning January 1, 2024, the dyslexia handbook shall be known as the dyslexia and dysgraphia handbook.

B. The Department shall review the handbook and make revisions, as necessary, but at a minimum of every three (3) years, with stakeholders, including, but not limited to, previous members of the Dyslexia and Education Task Force, a speech-language pathologist, an occupational therapist, and the State Advisory Panel created pursuant to Part B of the Individuals with Disabilities Education Act. Previous members of the Task Force shall be consulted when making revisions to the handbook. Each member of the Task Force not available for the review shall be replaced by an individual meeting the criteria of the original appointment in order to maintain the original composition of the Task Force.

As part of the review, members shall:

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

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

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

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

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

2. Characteristics of targeted instruction for dyslexia and dysgraphia;

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

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

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

6. Suggested training programs; and

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

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

Passed the House of Representatives the 3rd day of May, 2022.

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Presiding Officer of the House  
of Representatives

Passed the Senate the 27th day of April, 2022.

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Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_

Approved by the Governor of the State of Oklahoma this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_