1	HOUSE OF REPRESENTATIVES - FLOOR VERSION
2	STATE OF OKLAHOMA
3	1st Session of the 58th Legislature (2021)
4	HOUSE BILL 2223 By: Randleman and Dobrinski of
5	the House
6	and
7	Pemberton of the Senate
8	
9	
10	AS INTRODUCED
11	An Act relating to schools; directing the State
12	Department of Education to maintain the dyslexia handbook; requiring annual review and necessary
13	revisions of the handbook with specified stakeholders; prescribing revisions to include
14	certain information; providing for codification; and
15	providing an effective date.
16	
17	BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:
18	SECTION 1. NEW LAW A new section of law to be codified
19	in the Oklahoma Statutes as Section 1210.517 of Title 70, unless
20	there is created a duplication in numbering, reads as follows:
21	A. The State Department of Education shall maintain the
22	dyslexia handbook created by the Dyslexia and Education Task Force
23	pursuant to Section 1, Chapter 261, O.S.L. 2017 that includes
24	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.
 - B. The Department shall review the handbook and make revisions, as necessary, on an annual basis with stakeholders, including, but not limited to, previous members of the Dyslexia and Education Task Force and the State Advisory Panel created pursuant to Part B of the Individuals with Disabilities Education Act. Previous members of the Task Force may be consulted when making revisions to the handbook. Members of the Task Force not available for the annual review may be replaced by individuals meeting the criteria of the original appointment in order to maintain the original composition of the Task Force.
 - 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:
 - 1. Evidence-based practices designed specifically for students with characteristics of dyslexia;
 - 2. Characteristics of targeted instruction for dyslexia;
 - 3. Guidance on developing instructional plans for students with characteristics of dyslexia;

1.3

1	4. Best practices for reading and writing instruction aligned
2	with the science of reading;
3	5. Guidance for selecting instructional materials that address
4	dyslexia and other reading difficulties;
5	6. Suggested training programs; and
6	7. Guidance on dysgraphia and dyscalculia.
7	SECTION 2. This act shall become effective November 1, 2021.
8	
9	- DO PASS, As Coauthored.
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	