

1 **SENATE FLOOR VERSION**

2 March 23, 2021

3 ENGROSSED HOUSE
4 BILL NO. 2223

By: Randleman, Dobrinski and
Davis of the House

5 and

6 Pemberton and Stephens of
7 the Senate

8
9 An Act relating to schools; directing the State
10 Department of Education to maintain the dyslexia
11 handbook; requiring annual review and necessary
12 revisions of the handbook with specified
13 stakeholders; prescribing revisions to include
14 certain information; providing for codification; and
15 providing an effective date.

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

17 SECTION 1. NEW LAW A new section of law to be codified
18 in the Oklahoma Statutes as Section 1210.517 of Title 70, unless
19 there is created a duplication in numbering, reads as follows:

20 A. The State Department of Education shall maintain the
21 dyslexia handbook created by the Dyslexia and Education Task Force
22 pursuant to Section 1, Chapter 261, O.S.L. 2017 that includes
23 guidance, technical assistance and training to assist all local
24 school systems, students and families in the implementation of

1 evidence-based practices for instructing students with
2 characteristics of dyslexia.

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

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

18 1. Evidence-based practices designed specifically for students
19 with characteristics of dyslexia;

20 2. Characteristics of targeted instruction for dyslexia;

21 3. Guidance on developing instructional plans for students with
22 characteristics of dyslexia;

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

- 1 5. Guidance for selecting instructional materials that address
- 2 dyslexia and other reading difficulties;
- 3 6. Suggested training programs; and
- 4 7. Guidance on dysgraphia and dyscalculia.

5 SECTION 2. This act shall become effective November 1, 2021.

6 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
7 March 23, 2021 - DO PASS

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