

1 ENGROSSED HOUSE  
2 BILL NO. 2223

By: Randleman, Dobrinski and  
Davis of the House

3 and

4 Pemberton of the Senate  
5  
6  
7

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

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

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

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

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

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

16 1. Evidence-based practices designed specifically for students  
17 with characteristics of dyslexia;

18 2. Characteristics of targeted instruction for dyslexia;

19 3. Guidance on developing instructional plans for students with  
20 characteristics of dyslexia;

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

23 5. Guidance for selecting instructional materials that address  
24 dyslexia and other reading difficulties;

