

1 ENGROSSED HOUSE  
2 BILL NO. 2889

By: Sanders and Albright of the  
House

3 and

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

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

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

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

1 B. The Department shall review the handbook and make revisions,  
2 as necessary, on an annual basis with stakeholders, including, but  
3 not limited to, previous members of the Dyslexia and Education Task  
4 Force and the Oklahoma Advisory Panel created pursuant to Part B of  
5 the Individuals with Disabilities Education Act. Previous members  
6 of the Task Force may be consulted when making revisions to the  
7 handbook. Members of the Task Force not available for the annual  
8 review may be replaced by individuals meeting the criteria of his or  
9 her original appointment in order to maintain the original  
10 composition of the Task Force.

11 C. Any revisions to the handbook shall include, but not be  
12 limited to, the following information for local school systems  
13 screening students in kindergarten and grades one through three who  
14 have been identified through the response-to-intervention process as  
15 having 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 toward meaning-centered reading and writing;
- 22 5. Developmentally appropriate curricula and engaging  
23 instructional materials and practices;

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