

STATE OF OKLAHOMA

2nd Session of the 57th Legislature (2020)

HOUSE BILL 2889

By: Sanders

AS INTRODUCED

An Act relating to schools; requiring the Oklahoma State Department of Education to maintain the dyslexia informational handbook; requiring annual review and necessary revisions of the handbook with certain stakeholders; providing revisions to include certain information; providing for codification; and providing an effective date.

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

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

A. The Oklahoma State Department of Education shall maintain the dyslexia informational 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.

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 shall be consulted when making revisions to the
7 handbook. Members of the Task Force not available for the annual
8 review shall be replaced by individuals meeting the criteria of his
9 or her original appointment and maintain the original composition of
10 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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1 6. Structured multisensory approaches to teach language and
2 reading skills;

3 7. Suggested training programs; and

4 8. Guidance on dysgraphia and dyscalculia.

5 SECTION 2. This act shall become effective November 1, 2020.

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