

# An Act

ENROLLED HOUSE  
BILL NO. 2223

By: Randleman, Dobrinski and  
Davis of the House

and

Pemberton and Stephens of  
the Senate

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

SUBJECT: Schools

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 State Department of Education shall maintain the dyslexia 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.

B. The Department shall review the handbook and make revisions, as necessary, but at a minimum of every three (3) years, 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 shall be consulted when making revisions to the handbook. Each member of the Task Force not available for the review shall be replaced by an individual 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;

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

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

6. Suggested training programs; and

7. Guidance on dysgraphia and dyscalculia.

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

Passed the House of Representatives the 8th day of March, 2021.

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Presiding Officer of the House  
of Representatives

Passed the Senate the 21st day of April, 2021.

\_\_\_\_\_  
Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this \_\_\_\_\_  
day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.  
By: \_\_\_\_\_

Approved by the Governor of the State of Oklahoma this \_\_\_\_\_  
day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this \_\_\_\_\_  
day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.  
By: \_\_\_\_\_