

1 school systems, students and families in the implementation of
2 evidence-based practices for instructing students with
3 characteristics of dyslexia.

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

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

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

21 2. Characteristics of targeted instruction for dyslexia;

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

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

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

5 6. Suggested training programs; and

6 7. Guidance on dysgraphia and dyscalculia.

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

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9 COMMITTEE REPORT BY: COMMITTEE ON COMMON EDUCATION, dated 02/09/2021
10 - DO PASS, As Coauthored.

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