

1 STATE OF OKLAHOMA

2 2nd Session of the 57th Legislature (2020)

3 COMMITTEE SUBSTITUTE

4 FOR

HOUSE BILL NO. 2889

By: Sanders

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7 COMMITTEE SUBSTITUTE

8 An Act relating to schools; requiring the State
9 Department of Education to maintain the dyslexia
10 informational handbook; requiring annual review and
11 necessary revisions of the handbook with certain
12 stakeholders; requiring revisions to include certain
13 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, 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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- 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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