

PRELIMINARY STAFF MEASURE SUMMARY**CARRIER:**

Senate Committee on Education

REVENUE: No revenue impact**FISCAL: May have fiscal impact, statement not yet issued****Action:****Vote:****Yeas:****Nays:****Exc.:****Prepared By:** Gretchen Engbring, Administrator**Meeting Dates:** 3/17, 4/16

WHAT THE MEASURE DOES: Requires school districts screen students for specified risk factors for dyslexia and ensure specified staff members receive annual training on dyslexia. Requires Oregon Department of Education (ODE) designate dyslexia specialist to assist districts. Prohibits Teacher Standards and Practices Commission from approving teacher education institution or program unless program provides minimum of one course on dyslexia. First applies requirements to 2016-2017 school year.

ISSUES DISCUSSED:

- Importance of early identification and intervention to change trajectories of dyslexic students
- High accuracy of screening at a young age
- Impact of dyslexia on student academic success, graduation rates and psychological health if no or late identification and intervention
- Prohibitively high costs of screening, identifying and addressing dyslexia for some families
- High incidence of dyslexia among incarcerated individuals and homeless
- Potential litigation costs if schools or districts don't provide dyslexic students with appropriate support

EFFECT OF COMMITTEE AMENDMENT:

-3 amendments (proposed) replace original measure. Require Department of Education (ODE) to develop plan to ensure that every student first enrolled in kindergarten or first grade receives screening for risk factors of dyslexia. Specifies what plan must include. Require ODE submit report on plan by September 15, 2016. Require each school district to ensure at least one teacher per school has received specified training related to dyslexia by 2017-2018 school year. Allow training to be online. Require Teacher Standards and Practices Commission to adopt rules ensuring that training meet professional development requirements. Consider school district nonstandard under ORS 327.103 if non-compliant. Declare emergency, effective on passage.

BACKGROUND: Dyslexia may be considered a language-based or reading disability with a neurological basis that occurs when a person has difficulty quickly and accurately decoding words, comprehending text, or spelling. Definitions for dyslexia vary, making determining prevalence difficult, though it is widely accepted to be one of the most common learning disabilities. Estimates indicate that the prevalence of dyslexia in school-aged children is anywhere between roughly five to 17 percent.

Nationally, the rights of individuals with dyslexia are addressed by the Individuals with Disabilities Education Act (2004), Rehabilitation Act (1973), and Americans with Disabilities Act (1990). Many states also currently have laws specific to dyslexia screening and training programs. As of July 2012, 22 states had statewide dyslexia laws.

Senate Bill 612 requires school districts to screen students for dyslexia and ensure that staff members receive annual training on dyslexia. It further requires the Department of Education to designate a dyslexia specialist, and prohibits the Teacher Standards and Practices Commission from approving a teacher education institution or program unless the program provides at least one course on dyslexia.

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This summary has not been adopted or officially endorsed by action of the committee.

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