

STAFF MEASURE SUMMARY**Senate Committee On Education****Fiscal:** Fiscal impact issued**Revenue:** No Revenue Impact**Action Date:** 04/17/15**Action:** Do Pass With Amendments And Requesting Referral To Ways And Means.
(Printed A-Engrossed.)**Meeting Dates:** 03/17, 04/17**Vote:**

Yeas: 5 - Beyer, Gelsler, Knopp, Kruse, Roblan

Exc: 2 - Baertschiger Jr, Hass

Prepared By: Gretchen Engbring, Committee Administrator**WHAT THE MEASURE DOES:**

Requires Oregon Department of Education (ODE) develop plan by 2016 to screen students for specified risk factors for dyslexia and provide notification to parents if risk factors identified. Requires ODE designate dyslexia specialist. Requires each school district ensure at least one kindergarten to grade five teacher per school has received specified training related to dyslexia by 2017-2018 school year. Requires ODE develop list of approved training opportunities. Requires school districts comply with training provisions to be considered standard under ORS 327.103. Requires State Board of Education (SBE) adopt by rule criteria for waiver when noncompliance is outside control of school district. Allows funding to be distributed to Network of Quality Teaching and Learning (NQTL) to ensure that sufficient number of teachers have received dyslexia training. Declare emergency, effective on passage.

ISSUES DISCUSSED:

- Importance of early identification and intervention to improve academic and career outcomes for dyslexic students
- High accuracy of screening at a young age
- Negative impact of dyslexia on student academic success, graduation rates, and psychological health in cases of 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 of schools or districts do not provide dyslexic students with appropriate support

EFFECT OF COMMITTEE AMENDMENT:

Replaces the measure.

BACKGROUND:

Dyslexia is 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), the Rehabilitation Act (1973), and the Americans with Disabilities Act (1990). As of July 2012, 22 states had statewide dyslexia laws.

Senate Bill 612-A requires ODE designate a dyslexia specialist and develop a plan by September 15, 2016 to ensure that every student first enrolled in kindergarten or first grade at a public school in Oregon receives a screening for risk factors of dyslexia, and to ensure that notification be provided to the parents of students who are identified as demonstrating risk factors. The bill also requires each school district to ensure that at least one kindergarten to grade five teacher per school receive training related to dyslexia by the 2017-2018 school year, and further requires ODE to annually develop a list of acceptable training opportunities, including at least one exclusively online program. Senate Bill 612-A considers school districts nonstandard under ORS 327.103 if they do not comply with the training provisions, but requires SBE adopt by rule criteria for a waiver when noncompliance is outside of the control of the school district. The bill additionally allows funding to be distributed to NQTL to ensure that a sufficient number of teachers have received dyslexia training.