

A-Engrossed
Senate Bill 612

Ordered by the Senate April 23
Including Senate Amendments dated April 23

Sponsored by Senator HASS, Representatives TAYLOR, HOYLE, Senators ROBLAN, KNOPP; Senators BATES, GELSER, ROSENBAUM, Representatives KENY-GUYER, NOSSE, READ

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

[Requires school districts to screen students for risk factors for dyslexia and to ensure specified staff members receive training related to dyslexia.]

Directs Department of Education to designate dyslexia specialist.

Directs Department of Education to develop plan to provide dyslexia screening and guidance for parental notification.

[Requires teacher education institutions and teacher education programs to provide course on dyslexia.]

Requires school districts to ensure that at least one kindergarten through grade five teacher per kindergarten through grade five school receives training related to dyslexia.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to dyslexia; creating new provisions; amending ORS 342.950; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. The Department of Education shall designate a dyslexia specialist for the**
5 **department to provide school districts with support and resources that are necessary to as-**
6 **sist students with dyslexia and their families.**

7 **SECTION 2. (1) The Department of Education shall develop a plan to:**

8 (a) **Ensure that every student who is first enrolled at a public school in this state for**
9 **kindergarten or first grade receives a screening for risk factors of dyslexia; and**

10 (b) **Provide guidance for notifications sent by school districts to parents of students who**
11 **are identified as being at risk for dyslexia based on a screening of risk factors.**

12 (2) **The plan required under subsection (1) of this section must be developed**
13 **collaboratively with experts on dyslexia, including representatives of nonprofit entities with**
14 **expertise in issues related to dyslexia and the dyslexia specialist for the department.**

15 (3) **When developing the plan required under subsection (1) of this section, the depart-**
16 **ment shall identify screening tests that are cost effective and that screen for the following**
17 **factors:**

18 (a) **Phonological awareness;**

19 (b) **Rapid naming skills;**

20 (c) **The correspondence between sounds and letters; and**

21 (d) **Family history of difficulty in learning to read.**

22 (4) **The department shall submit a report on the plan required under subsection (1) of this**
23 **section, and any proposed legislation, to the interim legislative committees on education no**

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 **later than September 15, 2016.**

2 **SECTION 3. Section 2 of this 2015 Act is repealed on December 31, 2016.**

3 **SECTION 4. Section 1 of this 2015 Act is amended to read:**

4 **Sec. 1. (1)** The Department of Education shall designate a dyslexia specialist for the department
5 to provide school districts with support and resources that are necessary to:

6 (a) Assist students with dyslexia and their families[.]; **and**

7 (b) **Comply with the requirements of this section.**

8 (2) **Each school district shall ensure that at least one kindergarten through grade five**
9 **teacher in each kindergarten through grade five school has received training related to**
10 **dyslexia.**

11 (3) **The training required under this section must:**

12 (a) **Comply with the knowledge and practice standards of an international organization**
13 **on dyslexia;**

14 (b) **Enable the teacher to understand and recognize dyslexia; and**

15 (c) **Enable the teacher to implement instruction that is systematic, explicit and**
16 **evidence-based to meet the educational needs of students with dyslexia.**

17 (4) **The department shall annually develop a list of training opportunities that satisfy the**
18 **requirements described in subsection (3) of this section. The list must:**

19 (a) **Be developed in collaboration with the Teacher Standards and Practices Commission**
20 **to ensure that the training opportunities also satisfy professional development requirements;**
21 **and**

22 (b) **Include at least one opportunity that is provided entirely online.**

23 (5)(a) **A school district that does not comply with the requirements of this section and**
24 **that does not secure a waiver from the department within the time required by the State**
25 **Board of Education by rule is considered nonstandard under ORS 327.103.**

26 (b) **The board shall adopt by rule the criteria for a waiver from the requirements of this**
27 **section to address instances when noncompliance is outside the control of the school district.**

28 **SECTION 5. (1) The amendments to section 1 of this 2015 Act by section 4 of this 2015**
29 **Act become operative on July 1, 2017.**

30 (2) **The requirements of the amendments to section 1 of this 2015 Act by section 4 of this**
31 **2015 Act first apply to the 2017-2018 school year.**

32 **SECTION 6. ORS 342.950 is amended to read:**

33 342.950. (1) The Network of Quality Teaching and Learning is established. The network consists
34 of the Oregon Education Investment Board, the Department of Education and public and private
35 entities that receive funding as provided by this section to accomplish the purposes of the network
36 described in subsection (2) of this section.

37 (2) The purposes of the network are the following:

38 (a) To enhance a culture of leadership and collaborative responsibility for advancing the pro-
39 fession of teaching among providers of early learning services, teachers and administrators in
40 kindergarten through grade 12, education service districts and teacher education institutions.

41 (b) To strengthen and enhance existing evidence-based practices that improve student achieve-
42 ment, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824,
43 329.838, 342.433 to 342.449 and 342.805 to 342.937.

44 (c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
45 port of educators.

1 (3) To accomplish the purposes of the network described in subsection (2) of this section, the
2 Department of Education, subject to the direction and control of the Chief Education Officer, shall
3 distribute funding as follows:

4 (a) To school districts, schools, nonprofit organizations, post-secondary institutions and consor-
5 tiums that are any combination of those entities for the purpose of supporting the implementation
6 of common core state standards.

7 (b) To school districts and nonprofit organizations for the purposes of complying with the core
8 teaching standards adopted as provided by ORS 342.856 and complying with related standards pre-
9 scribed by federal law.

10 (c) To school districts and nonprofit organizations for the purpose of providing teachers with
11 opportunities for professional collaboration and professional development and for the pursuit of ca-
12 reer pathways in a manner that is consistent with the School District Collaboration Grant Program
13 described in ORS 329.838.

14 (d) To school districts and nonprofit organizations for the purpose of providing beginning
15 teachers and administrators with mentors in a manner that is consistent with the beginning teacher
16 and administrator mentorship program described in ORS 329.788 to 329.820.

17 (e) To school districts for the purposes of obtaining assessments and developing professional
18 development plans to meet school improvement objectives and educator needs.

19 (f) To school districts, nonprofit organizations and post-secondary institutions for the purpose
20 of closing achievement gaps by providing and improving the effectiveness of professional develop-
21 ment, implementing data-driven decision making, supporting practice communities and implementing
22 culturally competent practices.

23 (g) To school districts and nonprofit organizations for the purposes of developing and engaging
24 in proficiency-based or student-centered learning practices and assessments.

25 (h) To school districts, nonprofit organizations and post-secondary institutions for the purposes
26 of strengthening educator preparation programs and supporting the development and sustainability
27 of partnerships between providers of early learning services, public schools with any grades from
28 kindergarten through grade 12 and post-secondary institutions.

29 (i) To providers of early learning services, nonprofit organizations and post-secondary insti-
30 tutions for the purposes of providing professional development and supporting providers of early
31 learning services with opportunities for professional collaboration and advancement.

32 **(j) To school districts to ensure that a sufficient number of kindergarten through grade**
33 **five teachers have received training to understand and recognize dyslexia and to implement**
34 **appropriate instruction.**

35 (4) The Oregon Education Investment Board shall support the network by:

36 (a) Conducting and coordinating research to determine best practices and evidence-based mod-
37 els.

38 (b) Working with educator preparation programs to ensure ongoing collaboration with education
39 providers.

40 (c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as
41 described in ORS 342.437.

42 (d) Creating and supporting a statewide plan for increasing the successful recruitment of high-
43 ability and culturally diverse candidates to work in high-need communities and fields.

44 (5) The Department of Education shall support the network by:

45 (a) Developing a system that ensures statewide dissemination of best practices and evidence-

1 based models.

2 (b) Supporting the development and implementation of standards-based curriculum, high-leverage
3 practices and assessments that promote student learning and improve outcomes for students learning
4 English as a second language and for students with disabilities.

5 (c) Administering the distribution of funding as described in subsection (3) of this section.

6 (6) The Oregon Education Investment Board shall develop processes to establish the network
7 and ensure the accountability of the network. The processes must ensure that the network:

8 (a) Gives preference to entities that have demonstrated success in improving student outcomes.

9 (b) Delivers services for the benefit of all regions of this state.

10 (c) Is accountable for improving education outcomes identified by the Oregon Education Invest-
11 ment Board, contained in achievement compacts or set forth in ORS 351.009.

12 (d) Includes and connects education providers and leaders from pre-kindergarten through post-
13 secondary education.

14 (7) No more than two percent of all moneys received for the purposes of this section may be
15 expended by the Oregon Education Investment Board or the Department of Education for adminis-
16 trative costs incurred under this section. For the purpose of this subsection, technical assistance
17 and direct program services provided to school districts and nonprofit organizations are not con-
18 sidered administrative costs.

19 (8) The State Board of Education may adopt any rules necessary for the Department of Educa-
20 tion to support the network and perform any duties assigned to the department under this section
21 or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the
22 State Board of Education must be consistent with this section and with actions taken by the Oregon
23 Education Investment Board to implement this section.

24 **SECTION 7.** ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended
25 to read:

26 342.950. (1) The Network of Quality Teaching and Learning is established. The network consists
27 of the Department of Education and public and private entities that receive funding as provided by
28 this section to accomplish the purposes of the network described in subsection (2) of this section.

29 (2) The purposes of the network are the following:

30 (a) To enhance a culture of leadership and collaborative responsibility for advancing the pro-
31 fession of teaching among providers of early learning services, teachers and administrators in
32 kindergarten through grade 12, education service districts and teacher education institutions.

33 (b) To strengthen and enhance existing evidence-based practices that improve student achieve-
34 ment, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824,
35 329.838, 342.433 to 342.449 and 342.805 to 342.937.

36 (c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
37 port of educators.

38 (3) To accomplish the purposes of the network described in subsection (2) of this section, the
39 Department of Education, subject to the direction and control of the Superintendent of Public In-
40 struction, shall distribute funding as follows:

41 (a) To school districts, schools, nonprofit organizations, post-secondary institutions and consor-
42 tiums that are any combination of those entities for the purpose of supporting the implementation
43 of common core state standards.

44 (b) To school districts and nonprofit organizations for the purposes of complying with the core
45 teaching standards adopted as provided by ORS 342.856 and complying with related standards pre-

1 scribed by federal law.

2 (c) To school districts and nonprofit organizations for the purpose of providing teachers with
3 opportunities for professional collaboration and professional development and for the pursuit of ca-
4 reer pathways in a manner that is consistent with the School District Collaboration Grant Program
5 described in ORS 329.838.

6 (d) To school districts and nonprofit organizations for the purpose of providing beginning
7 teachers and administrators with mentors in a manner that is consistent with the beginning teacher
8 and administrator mentorship program described in ORS 329.788 to 329.820.

9 (e) To school districts for the purposes of obtaining assessments and developing professional
10 development plans to meet school improvement objectives and educator needs.

11 (f) To school districts, nonprofit organizations and post-secondary institutions for the purpose
12 of closing achievement gaps by providing and improving the effectiveness of professional develop-
13 ment, implementing data-driven decision making, supporting practice communities and implementing
14 culturally competent practices.

15 (g) To school districts and nonprofit organizations for the purposes of developing and engaging
16 in proficiency-based or student-centered learning practices and assessments.

17 (h) To school districts, nonprofit organizations and post-secondary institutions for the purposes
18 of strengthening educator preparation programs and supporting the development and sustainability
19 of partnerships between providers of early learning services, public schools with any grades from
20 kindergarten through grade 12 and post-secondary institutions.

21 (i) To providers of early learning services, nonprofit organizations and post-secondary insti-
22 tutions for the purposes of providing professional development and supporting providers of early
23 learning services with opportunities for professional collaboration and advancement.

24 **(j) To school districts to ensure that a sufficient number of kindergarten through grade**
25 **five teachers have received training to understand and recognize dyslexia and to implement**
26 **appropriate instruction.**

27 (4) The Department of Education shall support the network by:

28 (a) Conducting and coordinating research to determine best practices and evidence-based mod-
29 els.

30 (b) Working with educator preparation programs to ensure ongoing collaboration with education
31 providers.

32 (c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as
33 described in ORS 342.437.

34 (d) Creating and supporting a statewide plan for increasing the successful recruitment of high-
35 ability and culturally diverse candidates to work in high-need communities and fields.

36 (e) Developing a system that ensures statewide dissemination of best practices and evidence-
37 based models.

38 (f) Supporting the development and implementation of standards-based curriculum, high-leverage
39 practices and assessments that promote student learning and improve outcomes for students learning
40 English as a second language and for students with disabilities.

41 (g) Administering the distribution of funding as described in subsection (3) of this section.

42 (5) The State Board of Education shall develop processes to establish the network and ensure
43 the accountability of the network. The processes must ensure that the network:

44 (a) Gives preference to entities that have demonstrated success in improving student outcomes.

45 (b) Delivers services for the benefit of all regions of this state.

1 (c) Is accountable for improving education outcomes identified by the State Board of Education,
2 contained in achievement compacts or set forth in ORS 351.009.

3 (d) Includes and connects education providers and leaders from pre-kindergarten through post-
4 secondary education.

5 (6) No more than two percent of all moneys received for the purposes of this section may be
6 expended by the Department of Education for administrative costs incurred under this section. For
7 the purpose of this subsection, technical assistance and direct program services provided to school
8 districts and nonprofit organizations are not considered administrative costs.

9 (7) The State Board of Education may adopt any rules necessary for the Department of Educa-
10 tion to support the network and perform any duties assigned to the department under this section.
11 Any rules adopted by the State Board of Education must be consistent with this section.

12 **SECTION 8. This 2015 Act being necessary for the immediate preservation of the public**
13 **peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect**
14 **on its passage.**

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