

B-Engrossed Senate Bill 612

Ordered by the Senate June 25
Including Senate Amendments dated April 23 and June 25

Sponsored by Senator HASS, Representatives TAYLOR, HOYLE, Senators ROBLAN, KNOPP; Senators BATES, GELSER, ROSENBAUM, STEINER HAYWARD, 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.

Directs Department of Education to designate dyslexia specialist **and develop list of training opportunities related to dyslexia.**

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

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. **Allows school districts to receive funding for training through Network of Quality Teaching and Learning.**

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to dyslexia; creating new provisions; amending ORS 342.950 and section 10, chapter 519,
3 Oregon Laws 2011; and declaring an emergency.

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

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

8 **(2) The department shall annually develop a list of training opportunities related to**
9 **dyslexia that satisfy the requirements described in subsection (3) of this section. The list**
10 **must:**

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

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

15 **(3) For the purpose of this section, a training opportunity related to dyslexia must:**

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

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

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

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

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

24 **(b) Provide guidance for notifications sent by school districts to parents of students who**

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 are identified as being at risk for dyslexia based on a screening of risk factors.

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

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

8 (a) Phonological awareness;

9 (b) Rapid naming skills;

10 (c) The correspondence between sounds and letters; and

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

12 (4) The department shall submit a report on the plan required under subsection (1) of this
13 section, and any proposed legislation, to the interim legislative committees on education no
14 later than September 15, 2016.

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

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

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

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

20 (b) Comply with the requirements of this section.

21 (2) The department shall annually develop a list of training opportunities related to dyslexia that
22 satisfy the requirements described in subsection (3) of this section. The list must:

23 (a) Be developed in collaboration with the Teacher Standards and Practices Commission to en-
24 sure that the training opportunities also satisfy professional development requirements; and

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

26 (3) For the purpose of this section, a training opportunity related to dyslexia must:

27 (a) Comply with the knowledge and practice standards of an international organization on
28 dyslexia;

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

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

32 (4) Each school district shall ensure that at least one kindergarten through grade five
33 teacher in each kindergarten through grade five school has received training related to
34 dyslexia. The training must comply with the requirements described in subsection (3) of this
35 section.

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

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

41 **SECTION 5.** The amendments to section 1 of this 2015 Act by section 4 of this 2015 Act
42 become operative on January 1, 2018.

43 **SECTION 6.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37,
44 Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws
45 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section

1 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6,
2 chapter 778, Oregon Laws 2013, is amended to read:

3 **Sec. 10.** (1) Sections 1, 2, 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15,
4 2016.

5 (2) The amendments to [section 2 of this 2013 Act] **ORS 342.208** by section 4, **chapter 286,**
6 **Oregon Laws 2013,** [of this 2013 Act] become operative on March 15, 2016.

7 (3) The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013,** [of this 2013
8 Act] become operative on March 15, 2016.

9 (4) The amendments to [sections 1, 2, 3 and 4 of this 2013 Act] **ORS 327.800, 327.810, 327.815**
10 **and 327.820** by sections 5, 6, 7 and 8, **chapter 660, Oregon Laws 2013,** [of this 2013 Act] become
11 operative on March 15, 2016.

12 (5)(a) The amendments to [section 1 of this 2013 Act] **ORS 342.950** by section 2, **chapter 661,**
13 **Oregon Laws 2013, and section 7 of this 2015 Act** [of this 2013 Act] become operative on [March
14 15, 2016] **July 1, 2015.**

15 **(b) The amendments to ORS 342.950 by section 8 of this 2015 Act become operative on**
16 **March 15, 2016.**

17 (6) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section 4, **chapter 739,**
18 **Oregon Laws 2013,** [of this 2013 Act] become operative on March 15, 2016.

19 (7) The amendments to [section 7 of this 2013 Act] **ORS 327.380** by section 8, **chapter 739,**
20 **Oregon Laws 2013,** [of this 2013 Act] become operative on March 15, 2016.

21 (8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013,** [of this 2013
22 Act] become operative on March 15, 2016.

23 (9) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section 6, **chapter 739,**
24 **Oregon Laws 2013,** [of this 2013 Act] become operative on July 1, 2025.

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

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

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

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

35 (b) To strengthen and enhance existing evidence-based practices that improve student achieve-
36 ment, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824,
37 329.838, 342.433 to 342.449 and 342.805 to 342.937.

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

40 (3) To accomplish the purposes of the network described in subsection (2) of this section, the
41 Department of Education, subject to the direction and control of the [Superintendent of Public In-
42 struction] **Chief Education Officer,** shall distribute funding as follows:

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

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

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

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

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

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

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

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

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

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

29 (4) The *[Department of Education]* **Oregon Education Investment Board** shall support the
30 network by:

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

33 (b) Working with educator preparation programs to ensure ongoing collaboration with education
34 providers.

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

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

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

40 *[(e)]* (a) Developing a system that ensures statewide dissemination of best practices and
41 evidence-based models.

42 *[(f)]* (b) Supporting the development and implementation of standards-based curriculum, high-
43 leverage practices and assessments that promote student learning and improve outcomes for stu-
44 dents learning English as a second language and for students with disabilities.

45 *[(g)]* (c) Administering the distribution of funding as described in subsection (3) of this section.

1 [(5)] (6) The [*State Board of Education*] **Oregon Education Investment Board** shall develop
2 processes to establish the network and ensure the accountability of the network. The processes must
3 ensure that the network:

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

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

6 (c) Is accountable for improving education outcomes identified by the [*State Board of*
7 *Education*] **Oregon Education Investment Board**, contained in achievement compacts or set forth
8 in ORS 351.009.

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

11 [(6)] (7) No more than two percent of all moneys received for the purposes of this section may
12 be expended by **the Oregon Education Investment Board** or the Department of Education for
13 administrative costs incurred under this section. For the purpose of this subsection, technical as-
14 sistance and direct program services provided to school districts and nonprofit organizations are not
15 considered administrative costs.

16 [(7)] (8) The State Board of Education may adopt any rules necessary for the Department of
17 Education to support the network and perform any duties assigned to the department under this
18 section **or assigned to the department by the Oregon Education Investment Board**. Any rules
19 adopted by the State Board of Education must be consistent with this section **and with actions**
20 **taken by the Oregon Education Investment Board to implement this section**.

21 **SECTION 8.** ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, and section
22 7 of this 2015 Act, is amended to read:

23 342.950. (1) The Network of Quality Teaching and Learning is established. The network consists
24 of [*the Oregon Education Investment Board,*] the Department of Education and public and private
25 entities that receive funding as provided by this section to accomplish the purposes of the network
26 described in subsection (2) of this section.

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

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

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

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

36 (3) To accomplish the purposes of the network described in subsection (2) of this section, the
37 Department of Education, subject to the direction and control of the [*Chief Education Officer*] **Su-**
38 **perintendent of Public Instruction**, shall distribute funding as follows:

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

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

45 (c) To school districts and nonprofit organizations for the purpose of providing teachers with

1 opportunities for professional collaboration and professional development and for the pursuit of ca-
2 reer pathways in a manner that is consistent with the School District Collaboration Grant Program
3 described in ORS 329.838.

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

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

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

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

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

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

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

25 (4) The [*Oregon Education Investment Board*] **Department of Education** shall support the net-
26 work by:

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

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

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

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

35 [*(5) The Department of Education shall support the network by:*]

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

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

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

42 [(6)] (5) The [*Oregon Education Investment Board*] **State Board of Education** shall develop
43 processes to establish the network and ensure the accountability of the network. The processes must
44 ensure that the network:

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

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

2 (c) Is accountable for improving education outcomes identified by the [*Oregon Education Invest-*
3 *ment Board*] **State Board of Education**, contained in achievement compacts or set forth in ORS
4 351.009.

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

7 [(7)] (6) No more than two percent of all moneys received for the purposes of this section may
8 be expended by [*the Oregon Education Investment Board or*] the Department of Education for ad-
9 ministrative costs incurred under this section. For the purpose of this subsection, technical assist-
10 ance and direct program services provided to school districts and nonprofit organizations are not
11 considered administrative costs.

12 [(8)] (7) The State Board of Education may adopt any rules necessary for the Department of
13 Education to support the network and perform any duties assigned to the department under this
14 section [*or assigned to the department by the Oregon Education Investment Board*]. Any rules adopted
15 by the State Board of Education must be consistent with this section [*and with actions taken by the*
16 *Oregon Education Investment Board to implement this section*].

17 **SECTION 9. In addition to and not in lieu of any other appropriation, there is appropri-**
18 **ated to the Department of Education, for the biennium beginning July 1, 2015, out of the**
19 **General Fund, the amount of \$190,592, which shall be expended for the purposes of sections**
20 **1 and 2 of this 2015 Act.**

21 **SECTION 10. This 2015 Act being necessary for the immediate preservation of the public**
22 **peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect**
23 **on its passage.**

24