

SENATE AMENDMENTS TO A-ENGROSSED SENATE BILL 612

By JOINT COMMITTEE ON WAYS AND MEANS

June 25

1 On page 1 of the printed A-engrossed bill, line 2, after “342.950” insert “and section 10, chapter
2 519, Oregon Laws 2011”.

3 Delete lines 4 through 23 and delete pages 2 through 6 and insert:

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

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

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

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

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

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

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

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

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

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

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

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

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

31 **“(a) Phonological awareness;**

32 **“(b) Rapid naming skills;**

33 **“(c) The correspondence between sounds and letters; and**

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

35 **“(4) The department shall submit a report on the plan required under subsection (1) of**

1 **this section, and any proposed legislation, to the interim legislative committees on education**
2 **no later than September 15, 2016.**

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

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

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

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

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

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

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

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

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

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

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

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

20 **“(4) Each school district shall ensure that at least one kindergarten through grade five**
21 **teacher in each kindergarten through grade five school has received training related to**
22 **dyslexia. The training must comply with the requirements described in subsection (3) of this**
23 **section.**

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

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

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

31 **“SECTION 6.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37,
32 Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws
33 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section
34 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6,
35 chapter 778, Oregon Laws 2013, is amended to read:

36 **“Sec. 10.** (1) Sections 1, 2, 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March
37 15, 2016.

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

40 **“(3)** The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013,** [of this
41 2013 Act] become operative on March 15, 2016.

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

45 **“(5)(a)** The amendments to [section 1 of this 2013 Act] **ORS 342.950** by section 2, **chapter 661,**

1 **Oregon Laws 2013, and section 7 of this 2015 Act** [of this 2013 Act] become operative on [March
2 15, 2016] **July 1, 2015.**

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

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

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

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

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

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

15 **“342.950. (1) The Network of Quality Teaching and Learning is established. The network con-**
16 **sists of the Oregon Education Investment Board,** the Department of Education and public and
17 private entities that receive funding as provided by this section to accomplish the purposes of the
18 network described in subsection (2) of this section.

19 **“(2) The purposes of the network are the following:**

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

23 **“(b) To strengthen and enhance existing evidence-based practices that improve student**
24 **achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822,**
25 **329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.**

26 **“(c) To improve recruitment, preparation, induction, career advancement opportunities and sup-**
27 **port of educators.**

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

31 **“(a) To school districts, schools, nonprofit organizations, post-secondary institutions and con-**
32 **sortiums that are any combination of those entities for the purpose of supporting the implementation**
33 **of common core state standards.**

34 **“(b) To school districts and nonprofit organizations for the purposes of complying with the core**
35 **teaching standards adopted as provided by ORS 342.856 and complying with related standards pre-**
36 **scribed by federal law.**

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

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

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

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

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

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

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

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

17 “(4) The [*Department of Education*] **Oregon Education Investment Board** shall support the
18 network by:

19 “(a) Conducting and coordinating research to determine best practices and evidence-based mod-
20 els.

21 “(b) Working with educator preparation programs to ensure ongoing collaboration with educa-
22 tion providers.

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

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

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

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

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

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

34 “[*5*] **(6) The [*State Board of Education*] Oregon Education Investment Board** shall develop
35 processes to establish the network and ensure the accountability of the network. The processes must
36 ensure that the network:

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

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

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

42 “(d) Includes and connects education providers and leaders from pre-kindergarten through post-
43 secondary education.

44 “[*6*] **(7) No more than two percent of all moneys received for the purposes of this section may**
45 **be expended by the Oregon Education Investment Board or the Department of Education for**

1 administrative costs incurred under this section. For the purpose of this subsection, technical as-
2 sistance and direct program services provided to school districts and nonprofit organizations are not
3 considered administrative costs.

4 “[7] (8) The State Board of Education may adopt any rules necessary for the Department of
5 Education to support the network and perform any duties assigned to the department under this
6 section **or assigned to the department by the Oregon Education Investment Board**. Any rules
7 adopted by the State Board of Education must be consistent with this section **and with actions**
8 **taken by the Oregon Education Investment Board to implement this section**.

9 “**SECTION 8.** ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, and sec-
10 tion 7 of this 2015 Act, is amended to read:

11 “342.950. (1) The Network of Quality Teaching and Learning is established. The network con-
12 sists of [*the Oregon Education Investment Board,*] the Department of Education and public and pri-
13 vate entities that receive funding as provided by this section to accomplish the purposes of the
14 network described in subsection (2) of this section.

15 “(2) The purposes of the network are the following:

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

19 “(b) To strengthen and enhance existing evidence-based practices that improve student
20 achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822,
21 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

22 “(c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
23 port of educators.

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

27 “(a) To school districts, schools, nonprofit organizations, post-secondary institutions and con-
28 sortiums that are any combination of those entities for the purpose of supporting the implementation
29 of common core state standards.

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

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

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

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

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

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

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

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

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

13 “(4) The [*Oregon Education Investment Board*] **Department of Education** shall support the
14 network by:

15 “(a) Conducting and coordinating research to determine best practices and evidence-based mod-
16 els.

17 “(b) Working with educator preparation programs to ensure ongoing collaboration with educa-
18 tion providers.

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

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

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

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

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

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

30 “[*(6)*] (5) The [*Oregon Education Investment Board*] **State Board of Education** shall develop
31 processes to establish the network and ensure the accountability of the network. The processes must
32 ensure that the network:

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

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

35 “(c) Is accountable for improving education outcomes identified by the [*Oregon Education In-*
36 *vestment Board*] **State Board of Education**, contained in achievement compacts or set forth in ORS
37 351.009.

38 “(d) Includes and connects education providers and leaders from pre-kindergarten through post-
39 secondary education.

40 “[*(7)*] (6) No more than two percent of all moneys received for the purposes of this section may
41 be expended by [*the Oregon Education Investment Board or*] the Department of Education for ad-
42 ministrative costs incurred under this section. For the purpose of this subsection, technical assist-
43 ance and direct program services provided to school districts and nonprofit organizations are not
44 considered administrative costs.

45 “[*(8)*] (7) The State Board of Education may adopt any rules necessary for the Department of

1 Education to support the network and perform any duties assigned to the department under this
2 section [*or assigned to the department by the Oregon Education Investment Board*]. Any rules adopted
3 by the State Board of Education must be consistent with this section [*and with actions taken by the*
4 *Oregon Education Investment Board to implement this section*].

5 **“SECTION 9. In addition to and not in lieu of any other appropriation, there is appro-**
6 **priated to the Department of Education, for the biennium beginning July 1, 2015, out of the**
7 **General Fund, the amount of \$190,592, which shall be expended for the purposes of sections**
8 **1 and 2 of this 2015 Act.**

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

12 _____