

# Senate Bill 643

Sponsored by Senator GELSER; Senator HASS

## 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 **as introduced**.

Establishes Kindergarten Through Grade Three Reading Initiative Program to assist school districts in implementing early reading literacy programs.

Establishes Kindergarten Through Grade Three Reading Initiative Account.

Declares emergency, effective July 1, 2015.

## A BILL FOR AN ACT

1  
2 Relating to early reading programs; and declaring an emergency.

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

4 **SECTION 1. (1) The Kindergarten Through Grade Three Reading Initiative Program is**  
5 **established within the Department of Education.**

6 **(2) Each fiscal year, the department shall award grants to school districts to implement**  
7 **early reading literacy programs for students who:**

8 **(a) Are in any grade from kindergarten through grade three; or**

9 **(b) Will be in kindergarten at the beginning of the next school year.**

10 **(3) Each school district may apply to the department for a grant under this section. An**  
11 **application under this section must be in a form prescribed by the State Board of Education**  
12 **by rule and must describe:**

13 **(a) A plan to provide the following elements of an early reading literacy program:**

14 **(A) Implementation of full-day kindergarten;**

15 **(B) Implementation of a research-based reading program that is aligned to academic**  
16 **standards and that is tailored to the specific needs of the students served in the school dis-**  
17 **trict;**

18 **(C) Goals and objectives that address the achievement gap between student groups iden-**  
19 **tified by disability, culture, poverty, language and race and other student groups;**

20 **(D) Resources for students who require special education and related services or who do**  
21 **not speak English as a first language, including any instructional assistants, assistive tech-**  
22 **nologies or augmentative communication devices that will be used;**

23 **(E) Implementation of research-based interventions;**

24 **(F) A process to engage families and community-based organizations;**

25 **(G) The use of data-driven instruction;**

26 **(H) The use of instructional coaches; and**

27 **(I) Professional development for staff.**

28 **(b) The elements of the plan described in paragraph (a) of this subsection that will be**  
29 **funded by the grant.**

30 **(c) The anticipated improvements in student performance that will result from the**

**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 funding of the elements described in paragraph (b) of this subsection.

2 (4)(a) The department shall review and approve applications based on criteria established  
3 by the State Board of Education by rule.

4 (b) Approved applications shall become part of the local district continuous improvement  
5 plan described in ORS 329.095.

6 (5)(a) Notwithstanding ORS 338.155 (9), the department may not award a grant under this  
7 section directly to a public charter school.

8 (b) A school district that receives a grant under this section may transfer a portion of  
9 the grant moneys to a public charter school located within the school district based on the  
10 charter of the public charter school or any other agreement between the school district and  
11 the public charter school.

12 (c) A public charter school that receives grant moneys under this subsection shall use  
13 those moneys as described in the school district's application.

14 (6)(a) The amount of each grant for a school district = the school district's ADMw ×  
15 (the total amount available for distribution to school districts as grants in each fiscal  
16 year ÷ the total ADMw of all school districts that receive a grant).

17 (b) Notwithstanding paragraph (a) of this subsection, the department may adjust the  
18 amount awarded to each school district based on the number of students in the school dis-  
19 trict who have historically been underprepared for kindergarten and first grade.

20 (c) As used in this subsection, "ADMw" means the extended weighted average daily  
21 membership as calculated under ORS 327.013, 338.155 (1) and 338.165 (2) for students enrolled  
22 in kindergarten through grade three for the school year prior to the school year for which  
23 the grant is awarded.

24 (7)(a) Each school district shall deposit the grant moneys it receives under this section  
25 in a separate account and shall use moneys in that account as described in the school  
26 district's application.

27 (b) The department may require a school district to repay grant moneys if the school  
28 district does not use moneys as described in the application or does not meet other require-  
29 ments of the grant.

30 (8) The State Board of Education shall adopt rules necessary for the administration of  
31 this section, including identifying sanctions the Department of Education may impose if a  
32 school district is found to have excluded students from the early reading literacy program  
33 because the students required special education and related services or did not speak English  
34 as a first language.

35 **SECTION 2.** (1) The Kindergarten Through Grade Three Reading Initiative Account is  
36 established in the State Treasury, separate and distinct from the General Fund. Interest  
37 earned by the Kindergarten Through Grade Three Reading Initiative Account shall be cred-  
38 ited to the account.

39 (2) Moneys in the Kindergarten Through Grade Three Reading Initiative Account are  
40 continuously appropriated to the Department of Education for the purposes of awarding  
41 grants under section 1 of this 2015 Act.

42 **SECTION 3.** This 2015 Act being necessary for the immediate preservation of the public  
43 peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect  
44 July 1, 2015.