

**PROPOSED AMENDMENTS TO
SENATE BILL 612**

1 In line 2 of the printed bill, after “dyslexia” insert “; creating new pro-
2 visions; amending ORS 342.950; and declaring an emergency”.

3 Delete lines 4 through 26 and insert:

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

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

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

12 **“(2) The plan required under subsection (1) of this section must be
13 developed collaboratively with experts on dyslexia, including repre-
14 sentatives of nonprofit entities with expertise in issues related to
15 dyslexia.**

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

19 **“(a) Phonological awareness;**

20 **“(b) Rapid naming skills;**

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

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

1 “(4) The department shall submit a report on the plan required
2 under subsection (1) of this section, and any proposed legislation, to
3 the interim legislative committees on education no later than Sep-
4 tember 15, 2016.

5 “SECTION 2. Section 1 of this 2015 Act is repealed on December 31,
6 2016.

7 “SECTION 3. (1) Each school district shall ensure that at least one
8 kindergarten through grade five teacher in each kindergarten through
9 grade five school has received training related to dyslexia.

10 “(2) The training required under this section must:

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

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

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

17 “(3) The Department of Education shall annually develop a list of
18 training opportunities that satisfy the requirements described in sub-
19 section (2) of this section. The list must:

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

23 “(b) Include at least one opportunity that is provided entirely on-
24 line.

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

29 “(b) The State Board of Education shall adopt by rule the criteria
30 for a waiver from the requirements of this section to address instances

1 **when noncompliance is outside the control of the school district.**

2 **“SECTION 4. The requirements of section 3 of this 2015 Act first**
3 **apply to the 2017-2018 school year.**

4 **“SECTION 5.** ORS 342.950 is amended to read:

5 “342.950. (1) The Network of Quality Teaching and Learning is estab-
6 lished. The network consists of the Oregon Education Investment Board, the
7 Department of Education and public and private entities that receive funding
8 as provided by this section to accomplish the purposes of the network de-
9 scribed in subsection (2) of this section.

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

11 “(a) To enhance a culture of leadership and collaborative responsibility
12 for advancing the profession of teaching among providers of early learning
13 services, teachers and administrators in kindergarten through grade 12, ed-
14 ucation service districts and teacher education institutions.

15 “(b) To strengthen and enhance existing evidence-based practices that
16 improve student achievement, including practices advanced by or described
17 in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and
18 342.805 to 342.937.

19 “(c) To improve recruitment, preparation, induction, career advancement
20 opportunities and support of educators.

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

24 “(a) To school districts, schools, nonprofit organizations, post-secondary
25 institutions and consortiums that are any combination of those entities for
26 the purpose of supporting the implementation of common core state stan-
27 dards.

28 “(b) To school districts and nonprofit organizations for the purposes of
29 complying with the core teaching standards adopted as provided by ORS
30 342.856 and complying with related standards prescribed by federal law.

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

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

10 “(e) To school districts for the purposes of obtaining assessments and de-
11 veloping professional development plans to meet school improvement objec-
12 tives and educator needs.

13 “(f) To school districts, nonprofit organizations and post-secondary insti-
14 tutions for the purpose of closing achievement gaps by providing and im-
15 proving the effectiveness of professional development, implementing
16 data-driven decision making, supporting practice communities and imple-
17 menting culturally competent practices.

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

21 “(h) To school districts, nonprofit organizations and post-secondary insti-
22 tutions for the purposes of strengthening educator preparation programs and
23 supporting the development and sustainability of partnerships between pro-
24 viders of early learning services, public schools with any grades from
25 kindergarten through grade 12 and post-secondary institutions.

26 “(i) To providers of early learning services, nonprofit organizations and
27 post-secondary institutions for the purposes of providing professional devel-
28 opment and supporting providers of early learning services with opportu-
29 nities for professional collaboration and advancement.

30 “(j) **To school districts to ensure that a sufficient number of**

1 **kindergarten through grade 5 teachers have received training to un-**
2 **derstand and recognize dyslexia and to implement appropriate in-**
3 **struction.**

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

6 “(a) Conducting and coordinating research to determine best practices and
7 evidence-based models.

8 “(b) Working with educator preparation programs to ensure ongoing col-
9 laboration with education providers.

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

12 “(d) Creating and supporting a statewide plan for increasing the success-
13 ful recruitment of high-ability and culturally diverse candidates to work in
14 high-need communities and fields.

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

16 “(a) Developing a system that ensures statewide dissemination of best
17 practices and evidence-based models.

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

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

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

27 “(a) Gives preference to entities that have demonstrated success in im-
28 proving student outcomes.

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

30 “(c) Is accountable for improving education outcomes identified by the

1 Oregon Education Investment Board, contained in achievement compacts or
2 set forth in ORS 351.009.

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

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

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

17 **“SECTION 6.** ORS 342.950, as amended by section 2, chapter 661, Oregon
18 Laws 2013, is amended to read:

19 “342.950. (1) The Network of Quality Teaching and Learning is estab-
20 lished. The network consists of the Department of Education and public and
21 private entities that receive funding as provided by this section to accom-
22 plish the purposes of the network described in subsection (2) of this section.

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

24 “(a) To enhance a culture of leadership and collaborative responsibility
25 for advancing the profession of teaching among providers of early learning
26 services, teachers and administrators in kindergarten through grade 12, ed-
27 ucation service districts and teacher education institutions.

28 “(b) To strengthen and enhance existing evidence-based practices that
29 improve student achievement, including practices advanced by or described
30 in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and

1 342.805 to 342.937.

2 “(c) To improve recruitment, preparation, induction, career advancement
3 opportunities and support of educators.

4 “(3) To accomplish the purposes of the network described in subsection
5 (2) of this section, the Department of Education, subject to the direction and
6 control of the Superintendent of Public Instruction, shall distribute funding
7 as follows:

8 “(a) To school districts, schools, nonprofit organizations, post-secondary
9 institutions and consortiums that are any combination of those entities for
10 the purpose of supporting the implementation of common core state stan-
11 dards.

12 “(b) To school districts and nonprofit organizations for the purposes of
13 complying with the core teaching standards adopted as provided by ORS
14 342.856 and complying with related standards prescribed by federal law.

15 “(c) To school districts and nonprofit organizations for the purpose of
16 providing teachers with opportunities for professional collaboration and
17 professional development and for the pursuit of career pathways in a manner
18 that is consistent with the School District Collaboration Grant Program de-
19 scribed in ORS 329.838.

20 “(d) To school districts and nonprofit organizations for the purpose of
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24 “(e) To school districts for the purposes of obtaining assessments and de-
25 veloping professional development plans to meet school improvement objec-
26 tives and educator needs.

27 “(f) To school districts, nonprofit organizations and post-secondary insti-
28 tutions for the purpose of closing achievement gaps by providing and im-
29 proving the effectiveness of professional development, implementing
30 data-driven decision making, supporting practice communities and imple-

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

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7 supporting the development and sustainability of partnerships between pro-
8 viders of early learning services, public schools with any grades from
9 kindergarten through grade 12 and post-secondary institutions.

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11 post-secondary institutions for the purposes of providing professional devel-
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13 nities for professional collaboration and advancement.

14 **“(j) To school districts to ensure that a sufficient number of**
15 **kindergarten through grade 5 teachers have received training to un-**
16 **derstand and recognize dyslexia and to implement appropriate in-**
17 **struction.**

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

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

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22 laboration with education providers.

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

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

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

30 “(f) Supporting the development and implementation of standards-based

1 curriculum, high-leverage practices and assessments that promote student
2 learning and improve outcomes for students learning English as a second
3 language and for students with disabilities.

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

6 “(5) The State Board of Education shall develop processes to establish the
7 network and ensure the accountability of the network. The processes must
8 ensure that the network:

9 “(a) Gives preference to entities that have demonstrated success in im-
10 proving student outcomes.

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

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

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

17 “(6) No more than two percent of all moneys received for the purposes
18 of this section may be expended by the Department of Education for admin-
19 istrative costs incurred under this section. For the purpose of this sub-
20 section, technical assistance and direct program services provided to school
21 districts and nonprofit organizations are not considered administrative costs.

22 “(7) The State Board of Education may adopt any rules necessary for the
23 Department of Education to support the network and perform any duties
24 assigned to the department under this section. Any rules adopted by the
25 State Board of Education must be consistent with this section.

26 **“SECTION 7. This 2015 Act being necessary for the immediate**
27 **preservation of the public peace, health and safety, an emergency is**
28 **declared to exist, and this 2015 Act takes effect on its passage.”.**

29