

**PROPOSED AMENDMENTS TO  
A-ENGROSSED SENATE BILL 612**

1 On page 1 of the printed A-engrossed bill, line 2, after “342.950” insert  
2 “and section 10, chapter 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**  
5 **dyslexia specialist for the department to provide school districts with**  
6 **support and resources that are necessary to assist students with**  
7 **dyslexia and their families.**

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

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

14 **“(b) Include at least one opportunity that is provided entirely on-**  
15 **line.**

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

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

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

21 **“(c) Enable the teacher to implement instruction that is systematic,**  
22 **explicit and evidence-based to meet the educational needs of students**

1 with dyslexia.

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

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

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

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

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

17 **“(a) Phonological awareness;**

18 **“(b) Rapid naming skills;**

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

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

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

25 **“SECTION 3. Section 2 of this 2015 Act is repealed on December 31,**  
26 **2016.**

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

28 **“Sec. 1. (1) The Department of Education shall designate a dyslexia spe-**  
29 **cialist for the department to provide school districts with support and re-**  
30 **sources that are necessary to:**

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

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

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

6       “(a) Be developed in collaboration with the Teacher Standards and Prac-  
7 tices Commission to ensure that the training opportunities also satisfy pro-  
8 fessional development requirements; and

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

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

12       “(a) Comply with the knowledge and practice standards of an interna-  
13 tional organization on dyslexia;

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

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

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

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

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

30       **“SECTION 5. The amendments to section 1 of this 2015 Act by sec-**

1 **tion 4 of this 2015 Act become operative on January 1, 2018.**

2 **“SECTION 6.** Section 10, chapter 519, Oregon Laws 2011, as amended by  
3 section 1, chapter 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws  
4 2013, section 89, chapter 624, Oregon Laws 2013, section 9, chapter 660,  
5 Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section 5,  
6 chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013,  
7 and section 6, chapter 778, Oregon Laws 2013, is amended to read:

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

10 **“(2)** The amendments to [*section 2 of this 2013 Act*] **ORS 342.208** by section  
11 **4, chapter 286, Oregon Laws 2013,** [*of this 2013 Act*] become operative on  
12 March 15, 2016.

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

15 **“(4)** The amendments to [*sections 1, 2, 3 and 4 of this 2013 Act*] **ORS**  
16 **327.800, 327.810, 327.815 and 327.820** by sections 5, 6, 7 and 8, **chapter 660,**  
17 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

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

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

23 **“(6)** The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section  
24 **4, chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on  
25 March 15, 2016.

26 **“(7)** The amendments to [*section 7 of this 2013 Act*] **ORS 327.380** by section  
27 **8, chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on  
28 March 15, 2016.

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

1 “(9) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section  
2 **6, chapter 739, Oregon Laws 2013**, [of this 2013 Act] become operative on  
3 July 1, 2025.

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

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

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

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

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

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

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

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

30 “(b) To school districts and nonprofit organizations for the purposes of

1 complying with the core teaching standards adopted as provided by ORS  
2 342.856 and complying with related standards prescribed by federal law.

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

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

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

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

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

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

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

1 nities for professional collaboration and advancement.

2 “(j) To school districts to ensure that a sufficient number of  
3 kindergarten through grade five teachers have received training to  
4 understand and recognize dyslexia and to implement appropriate in-  
5 struction.

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

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

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

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

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

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

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

20 “[*f*] (b) Supporting the development and implementation of standards-  
21 based curriculum, high-leverage practices and assessments that promote stu-  
22 dent learning and improve outcomes for students learning English as a  
23 second language and for students with disabilities.

24 “[*g*] (c) Administering the distribution of funding as described in sub-  
25 section (3) of this section.

26 “[*5*] (6) The [*State Board of Education*] **Oregon Education Investment**  
27 **Board** shall develop processes to establish the network and ensure the ac-  
28 countability of the network. The processes must ensure that the network:

29 “(a) Gives preference to entities that have demonstrated success in im-  
30 proving 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  
3 [*State Board of Education*] **Oregon Education Investment Board**, con-  
4 tained in achievement compacts or set forth in ORS 351.009.

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

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

12 “**(7) From the moneys received for the purposes of this section:**

13 “**(a) The Oregon Education Investment Board and the Department**  
14 **of Education may expend no more than two percent of all moneys for**  
15 **administrative costs incurred under this section. For the purpose of**  
16 **this paragraph, technical assistance and direct program services pro-**  
17 **vided to school districts and nonprofit organizations are not considered**  
18 **administrative costs.**

19 “**(b) The Department of Education may pay for any costs incurred**  
20 **in relation to a dyslexia specialist designated as required under section**  
21 **1 of this 2015 Act.**

22 “[~~(7)~~ **(8)** The State Board of Education may adopt any rules necessary for  
23 the Department of Education to support the network and perform any duties  
24 assigned to the department under this section **or assigned to the depart-**  
25 **ment by the Oregon Education Investment Board.** Any rules adopted by  
26 the State Board of Education must be consistent with this section **and with**  
27 **actions taken by the Oregon Education Investment Board to imple-**  
28 **ment this section.**

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



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

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

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

11 “(b) To strengthen and enhance existing evidence-based practices that  
12 improve student achievement, including practices advanced by or described  
13 in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and  
14 342.805 to 342.937.

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

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

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

25 “(b) To school districts and nonprofit organizations for the purposes of  
26 complying with the core teaching standards adopted as provided by ORS  
27 342.856 and complying with related standards prescribed by federal law.

28 “(c) To school districts and nonprofit organizations for the purpose of  
29 providing teachers with opportunities for professional collaboration and  
30 professional development and for the pursuit of career pathways in a manner

1 that is consistent with the School District Collaboration Grant Program de-  
2 scribed in ORS 329.838.

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

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

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

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

18 “(h) To school districts, nonprofit organizations and post-secondary insti-  
19 tutions for the purposes of strengthening educator preparation programs and  
20 supporting the development and sustainability of partnerships between pro-  
21 viders 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  
24 post-secondary institutions for the purposes of providing professional devel-  
25 opment and supporting providers of early learning services with opportu-  
26 nities for professional collaboration and advancement.

27 “(j) To school districts to ensure that a sufficient number of kindergarten  
28 through grade five teachers have received training to understand and recog-  
29 nize dyslexia and to implement appropriate instruction.

30 “(4) The [*Oregon Education Investment Board*] **Department of Education**

1 shall support the network by:

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

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

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

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

11 “[5] *The Department of Education shall support the network by:*]

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

14 “[b] (f) Supporting the development and implementation of standards-  
15 based curriculum, high-leverage practices and assessments that promote stu-  
16 dent learning and improve outcomes for students learning English as a  
17 second language and for students with disabilities.

18 “[c] (g) Administering the distribution of funding as described in sub-  
19 section (3) of this section.

20 “[6] (5) The [*Oregon Education Investment Board*] **State Board of Ed-  
21 ucation** shall develop processes to establish the network and ensure the ac-  
22 countability of the network. The processes must ensure that the network:

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

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

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

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

1        “[7] (6) From the moneys received for the purposes of this section, **the**  
2 **Department of Education:**

3        “(a) [*The Oregon Education Investment Board and the Department of Ed-*  
4 *ucation*] May expend no more than two percent of all moneys for adminis-  
5 trative costs incurred under this section. For the purpose of this paragraph,  
6 technical assistance and direct program services provided to school districts  
7 and nonprofit organizations are not considered administrative costs.

8        “(b) [*The Department of Education*] May pay for any costs incurred in  
9 relation to a dyslexia specialist designated as required under section 1 of this  
10 2015 Act.

11        “[8] (7) The State Board of Education may adopt any rules necessary for  
12 the 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 9. This 2015 Act being necessary for the immediate**  
18 **preservation of the public peace, health and safety, an emergency is**  
19 **declared to exist, and this 2015 Act takes effect on its passage.”.**

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