

B-Engrossed
Senate Bill 1003

Ordered by the House May 16
Including Senate Amendments dated April 7 and House Amendments
dated May 16

Sponsored by COMMITTEE ON EDUCATION

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.

Prescribes requirements for screening tests related to dyslexia. Directs Department of Education to develop guidance regarding best practices related to dyslexia intervention. Directs department to submit to interim committees of Legislative Assembly report and recommendations for legislation related to screening and instructional support.

Delays timeline by which specified number of grade school teachers are required to have received training related to dyslexia.

[Takes effect July 1, 2018.]

A BILL FOR AN ACT

1
2 Relating to dyslexia; creating new provisions; and amending ORS 326.726 and section 5, chapter 790,
3 Oregon Laws 2015.

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

5 **SECTION 1.** ORS 326.726, as amended by section 4, chapter 790, Oregon Laws 2015, is amended
6 to read:

7 326.726. (1) The Department of Education shall designate a dyslexia specialist for the department
8 to provide school districts with support and resources that are necessary to:

9 (a) Assist students with dyslexia and their families; and

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

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

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

15 *[(b) Include at least one opportunity that is provided entirely online.]*

16 **(2) Each school district shall ensure that at least one kindergarten through grade five**
17 **teacher in each kindergarten through grade five school has received training related to**
18 **dyslexia. The training must comply with the requirements described in subsection (3) of this**
19 **section.**

20 (3) For the purpose of **subsection (2) of** this section, a training opportunity related to dyslexia
21 must:

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

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

25 (c) Enable the teacher to implement instruction that is systematic, explicit and evidence-based

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 to meet the educational needs of students with dyslexia.

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

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

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

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

12 (5) Each school district shall ensure that every student is screened for risk factors of
13 dyslexia using a screening test identified by the department when the student is in:

14 (a) Kindergarten, if the student first enrolls at a public school in this state for
15 kindergarten; or

16 (b) First grade, if the student first enrolls in a public school in this state for first grade.

17 (6) For the purpose of subsection (5) of this section, the department shall:

18 (a) Identify screening tests that are cost effective. The tests administered to students in
19 kindergarten must take into account the following factors:

20 (A) Phonological awareness;

21 (B) Rapid naming skills;

22 (C) The correspondence between sounds and letters; and

23 (D) Family history of difficulty in learning to read, if the student shows risk factors for
24 reading difficulties, including dyslexia.

25 (b) Provide guidance for notifications to be sent by school districts to parents of students
26 who are identified as having risk factors for reading difficulties, including dyslexia.

27 (7) The department shall develop guidance regarding best practices for assisting students
28 who are identified through screening or through parental input as showing risk factors or
29 being at risk for reading difficulties, including dyslexia. The department shall make the
30 guidance available to school districts.

31 [(5)(a)] (8)(a) A school district that does not comply with the requirements of subsection (2)
32 of this section and that does not secure a waiver from the department within the time required by
33 the State Board of Education by rule is considered nonstandard under ORS 327.103.

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

37 **SECTION 2.** Section 5, chapter 790, Oregon Laws 2015, is amended to read:

38 **Sec. 5.** The amendments to [section 1 of this 2015 Act] **ORS 326.726** by section 4 [of this 2015
39 Act], **chapter 790, Oregon Laws 2015, and section 1 of this 2017 Act** become operative on [Jan-
40 uary] **July 1, 2018.**

41 **SECTION 3.** The amendments to **ORS 326.726** by section 1 of this 2017 Act first apply to
42 the **2018-2019 school year.**

43 **SECTION 4.** No later than September 15, 2018, the Department of Education shall submit
44 a report, including recommendations for legislation, to the interim committees of the Leg-
45 islative Assembly related to education about best practices for screening students for risk

1 **factors of dyslexia and instructional support for students who show risk for or who are**
2 **identified as having dyslexia.**

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