

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

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

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

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

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

1       **“(a) Phonological awareness;**  
2       **“(b) Rapid naming skills;**  
3       **“(c) The correspondence between sounds and letters; and**  
4       **“(d) Family history of difficulty in learning to read.**  
5       **“(4) The department shall submit a report on the plan required**  
6 **under subsection (1) of this section, and any proposed legislation, to**  
7 **the interim legislative committees on education no later than Sep-**  
8 **tember 15, 2016.**  
9       **“SECTION 3. Section 2 of this 2015 Act is repealed on December 31,**  
10 **2016.**  
11       **“SECTION 4. Section 1 of this 2015 Act is amended to read:**  
12       **“Sec. 1. (1) The Department of Education shall designate a dyslexia spe-**  
13 **cialist for the department to provide school districts with support and re-**  
14 **sources that are necessary to:**  
15       **“(a) Assist students with dyslexia and their families[.]; and**  
16       **“(b) Comply with the requirements of this section.**  
17       **“(2) Each school district shall ensure that at least one kindergarten**  
18 **through grade five teacher in each kindergarten through grade five**  
19 **school has received training related to dyslexia.**  
20       **“(3) The training required under this section must:**  
21       **“(a) Comply with the knowledge and practice standards of an**  
22 **international organization on dyslexia;**  
23       **“(b) Enable the teacher to understand and recognize dyslexia; and**  
24       **“(c) Enable the teacher to implement instruction that is systematic,**  
25 **explicit and evidence-based to meet the educational needs of students**  
26 **with dyslexia.**  
27       **“(4) The department shall annually develop a list of training op-**  
28 **portunities that satisfy the requirements described in subsection (3)**  
29 **of this section. The list must:**  
30       **“(a) Be developed in collaboration with the Teacher Standards and**

1 **Practices Commission to ensure that the training opportunities also**  
2 **satisfy professional development requirements; and**

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

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

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

12 **“SECTION 5. (1) The amendments to section 1 of this 2015 Act by**  
13 **section 4 of this 2015 Act become operative on July 1, 2017.**

14 **(2) The requirements of the amendments to section 1 of this 2015**  
15 **Act by section 4 of this 2015 Act first apply to the 2017-2018 school year.**

16 **“SECTION 6. ORS 342.950 is amended to read:**

17 **“342.950. (1) The Network of Quality Teaching and Learning is estab-**  
18 **lished. The network consists of the Oregon Education Investment Board, the**  
19 **Department of Education and public and private entities that receive funding**  
20 **as provided by this section to accomplish the purposes of the network de-**  
21 **scribed in subsection (2) of this section.**

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

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

27 **“(b) To strengthen and enhance existing evidence-based practices that**  
28 **improve student achievement, including practices advanced by or described**  
29 **in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and**  
30 **342.805 to 342.937.**

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

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

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

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

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

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

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

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

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

1 developing and engaging in proficiency-based or student-centered learning  
2 practices and assessments.

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

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

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

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

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

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

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

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

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

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

30 “(b) 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 “(c) Administering the distribution of funding as described in subsection  
5 (3) of this section.

6 “(6) The Oregon Education Investment Board shall develop processes to  
7 establish the network and ensure the accountability of the network. The  
8 processes must 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 Oregon Education Investment Board, contained in achievement compacts or  
14 set forth in ORS 351.009.

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

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

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

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

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

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

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

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

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

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

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

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

27 “(c) To school districts and nonprofit organizations for the purpose of  
28 providing teachers with opportunities for professional collaboration and  
29 professional development and for the pursuit of career pathways in a manner  
30 that is consistent with the School District Collaboration Grant Program de-

1 scribed in ORS 329.838.

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3 providing beginning teachers and administrators with mentors in a manner  
4 that is consistent with the beginning teacher and administrator mentorship  
5 program described in ORS 329.788 to 329.820.

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

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

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

17 “(h) To school districts, nonprofit organizations and post-secondary insti-  
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19 supporting the development and sustainability of partnerships between pro-  
20 viders of early learning services, public schools with any grades from  
21 kindergarten through grade 12 and post-secondary institutions.

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23 post-secondary institutions for the purposes of providing professional devel-  
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27 **kindergarten through grade five teachers have received training to**  
28 **understand and recognize dyslexia and to implement appropriate in-**  
29 **struction.**

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



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2 evidence-based models.

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4 laboration with education providers.

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

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

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

12 “(f) Supporting the development and implementation of standards-based  
13 curriculum, high-leverage practices and assessments that promote student  
14 learning and improve outcomes for students learning English as a second  
15 language and for students with disabilities.

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

18 “(5) The State Board of Education shall develop processes to establish the  
19 network and ensure the accountability of the network. The processes must  
20 ensure that the network:

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

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

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25 State Board of Education, contained in achievement compacts or set forth  
26 in ORS 351.009.

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

29 “(6) No more than two percent of all moneys received for the purposes  
30 of this section may be expended by the Department of Education for admin-

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

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

8 **“SECTION 8. This 2015 Act being necessary for the immediate  
9 preservation of the public peace, health and safety, an emergency is  
10 declared to exist, and this 2015 Act takes effect on its passage.”.**

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