

Senate Bill 1003

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 **as introduced**.

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.

Takes effect July 1, 2018.

A BILL FOR AN ACT

1
2 Relating to dyslexia; creating new provisions; amending ORS 326.726; and prescribing an effective
3 date.

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
26 to meet the educational needs of students with dyslexia.

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

30 **(4) The department shall annually develop a list of training opportunities related to**

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 **dyslexia that satisfy the requirements described in subsection (3) of this section. The list**
2 **must:**

3 **(a) Be developed in collaboration with the Teacher Standards and Practices Commission**
4 **to ensure that the training opportunities also satisfy professional development requirements;**
5 **and**

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

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

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

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

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

13 **(a) Identify screening tests that are cost effective. The tests may take into account the**
14 **following factors:**

15 **(A) Phonological awareness;**

16 **(B) Rapid naming skills;**

17 **(C) The correspondence between sounds and letters; and**

18 **(D) Family history of difficulty in learning to read, if the student shows risk factors for**
19 **reading difficulties.**

20 **(b) Provide guidance for notifications to be sent by school districts to parents of students**
21 **who are identified as having risk factors for reading difficulties.**

22 **(7) The department shall develop guidance regarding best practices for assisting students**
23 **who are identified as being at risk for dyslexia. The department shall make the guidance**
24 **available to school districts.**

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

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

31 **SECTION 2. The amendments to ORS 326.726 by section 1 of this 2017 Act first apply to**
32 **the 2018-2019 school year.**

33 **SECTION 3. No later than September 15, 2018, the Department of Education shall submit**
34 **a report, including recommendations for legislation, to the interim committees of the Leg-**
35 **islative Assembly related to education about best practices for screening students for risk**
36 **factors of dyslexia and instructional support for students who show risk for or who are**
37 **identified as having dyslexia.**

38 **SECTION 4. This 2017 Act takes effect on July 1, 2018.**

39