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

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

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

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

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

(b) Comply with the requirements of this section.

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

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

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

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

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

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

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

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

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

(4) The department shall annually develop a list of training opportunities related to
dyslexia that satisfy the requirements described in subsection (3) of this section. The list
must:
(a) Be developed in collaboration with the Teacher Standards and Practices Commission
to ensure that the training opportunities also satisfy professional development requirements;
and
(b) Include at least one opportunity that is provided entirely online.
(5) Each school district shall ensure that every student is screened for risk factors of
dyslexia using a screening test identified by the department when the student is in:
(a) Kindergarten, if the student first enrolls at a public school in this state for
kindergarten; or
(b) First grade, if the student first enrolls in a public school in this state for first grade.
(6) For the purpose of subsection (5) of this section, the department shall:
(a) Identify screening tests that are cost effective. The tests may take into account the
following factors:
(A) Phonological awareness;
(B) Rapid naming skills;
(C) The correspondence between sounds and letters; and
(D) Family history of difficulty in learning to read, if the student shows risk factors for
reading difficulties.
(b) Provide guidance for notifications to be sent by school districts to parents of students
who are identified as having risk factors for reading difficulties.
(7) The department shall develop guidance regarding best practices for assisting students
who are identified as being at risk for dyslexia. The department shall make the guidance
available to school districts.
[(5)(a)] (8)(a) A school district that does not comply with the requirements of subsection (2)
of this section and that does not secure a waiver from the department within the time required by
the State Board of Education by rule is considered nonstandard under ORS 327.103.
(b) The board shall adopt by rule the criteria for a waiver from the requirements of subsection
(2) of this section to address instances when noncompliance is outside the control of the school
district.

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

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

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