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OARs for SB 612

Dyslexia-Related Training

**581-002-1800 Dyslexia-Related Training: Definitions**

The following definitions apply to OAR 581-002-1805 and 581-002-1810:

1. “Dyslexia” means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition, or both, and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
2. “Explicit” means direct, face-to-face teaching that involves teacher explanation, demonstration, and the provision of ongoing corrective feedback.
3. “Evidence-based” means instructional practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in reading achievement.
4. “Kindergarten through grade five school” means any public school that enrolls students in kindergarten and grade one including, but not limited to, kindergarten through grade eight schools, kindergarten through grade 12 schools, and primary schools serving students in kindergarten through grade two.
5. “Systematic” means a carefully planned sequence of instruction with lessons that build on previously taught information, from simple to complex.

Stat. Auth.: ORS 326.726

Stats. Implemented: ORS 326.726

**581-002-1805 Annual List of Dyslexia-Related Training Opportunities**

1. The Oregon Department of Education shall annually develop a list of training opportunities related to dyslexia.
2. To be included on the list of approved training opportunities, the training must:
   1. Comply with the Knowledge and Practice Standards for Teachers of Reading published by The Center for Effective Reading Instruction of the International Dyslexia Association in 2010;
   2. Include content in one or more of the following areas:
      1. Understanding and recognizing dyslexia;
      2. Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
      3. Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.

(3) The Oregon Department of Education will independently review potential training opportunities and annually post a Request for Information for dyslexia-related training opportunities to solicit information from interested vendors.

1. The Department will review training opportunities on a rolling basis, beginning as early as January 1 of each year and concluding July 31 of that calendar year.
2. The Department will post a Request for Information no later than March 31st of each year. The Request for Information will remain posted through the end of June of that calendar year.
3. The Department will consult with the Teachers Standards and Practices Commission to ensure the approved training opportunities also satisfy professional development requirements for teachers.
4. The list of approved training opportunities will be posted no later than May 31st of each year. The list will be updated regularly until the review process is completed on July 31 of each year.
5. Vendors must reapply annually to be considered for inclusion on the list of training opportunities each year.

Stat. Auth.: ORS 326.726

Stats. Implemented: ORS 326.726

**581-022-2440 Teacher Training Related to Dyslexia**

1. School districts must 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 be from the Department approved list referenced in 581-002-1805 and must include all of the content requirements in subsection (2)(b).
2. The teacher who completes the dyslexia-related training must be a licensed or registered teacher serving in a position teaching students in any configuration of grades kindergarten through fifth grade and assigned to the school building at least .50 FTE. The position may include, but is not limited to, that of classroom teacher, reading specialist, special educator or English language learner teacher.
3. A teacher who has completed previous training on using evidence-based practices to systematically and explicitly teach the foundational skills in reading may demonstrate knowledge of that content through receiving a passing score on The Center for Effective Reading Instruction’s Certification Exam for a Structured Literacy Teacher and be exempt from that area of the training requirements as stated in (2)(b)(B). The teacher will still be required to complete training in (2)(b)(A) and (C) as outlined in 581-002-1805.
4. The definitions of terms outlined in OAR 581-002-1800 apply to this rule.
5. This rule is effective January 1, 2018.

Stat. Auth.: ORS 326.726

Stats. Implemented: ORS 326.726

**581-002-1810 Waiver from Teacher Training Requirements**

1. A school district may petition the Superintendent of Public Instruction or their designee for a waiver from the teacher training requirement of ORS 581-022-2440. The written petition must specify the reason(s) the district is seeking the waiver and any other relevant information. If it is determined that the request is reasonable, the Superintendent of Public Instruction shall grant the waiver.
2. The Superintendent of Public Instruction or their designee, upon receipt of a waiver petition, will review the petition and may grant the waiver when:
3. The designated teacher is unable to complete the training within the required time period;
4. The trained teacher leaves his or her position in the school and the district is not able to designate and train a replacement by the beginning of the next school year; or
5. A district serving from 1 to 499 students only includes one or two elementary schools with four or fewer licensed teachers per school teaching multiple grade levels and the district receives services from an Educational Service District teacher who has completed the required training.
6. Waivers under subsections (2)(a) and (b) may be granted for up to one year. Waivers under subsection (2)(c) would remain in effect as long as the circumstances continue so long as the district continues to receive services from the ESD teacher.

Stat. Auth.: ORS 326.726

Stats. Implemented: ORS 326.726