

## DYSLEXIA SUPPORT

**326.726 Dyslexia specialist; training opportunities.** (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 assist students with dyslexia and their families.

(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.

(3) For the purpose 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. [2015 c.790 §1]

**Note:** The amendments to 326.726 by section 4, chapter 790, Oregon Laws 2015, become operative January 1, 2018. See section 5, chapter 790, Oregon Laws 2015. The text that is operative on and after January 1, 2018, is set forth for the user's convenience.

**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.

(3) For the purpose 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.

(5)(a) A school district that does not comply with the requirements 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 this section to address instances when noncompliance is outside the control of the school district.

**Note:** Sections 2 and 3, chapter 790, Oregon Laws 2015, provide:

**Sec. 2. Development of plan to screen for risk factors of dyslexia; report.** (1) The Department of Education shall develop a plan to:

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

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

(2) The plan required under subsection (1) of this section must be developed collaboratively with experts on dyslexia, including representatives of nonprofit entities with expertise in issues related to dyslexia and the dyslexia specialist for the department.

(3) When developing the plan required under subsection (1) of this section, the department shall identify screening tests that are cost effective and that screen for 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.

(4) The department shall submit a report on the plan required under subsection (1) of this section, and any proposed legislation, to the interim legislative committees on education no later than September 15, 2016. [2015 c.790 §2]

**Sec. 3. Repeal.** Section 2 of this 2015 Act is repealed on December 31, 2016. [2015 c.790 §3]