

# Oregon Dyslexia Advisory Council



March 15, 2016



## Welcome

- Introductions
- Overview of Recent Dyslexia Legislation in Oregon
- Charge/Commitment of ODAC

## Introductions

- Your name
- The stakeholder group you represent
- Your current position

## Overview of Oregon's Dyslexia Legislation

### ➤ **SB 612**

- The Department of Education shall designate a dyslexia specialist
  - The department shall annually develop a list of training opportunities related to dyslexia
  - Each school district shall ensure that at least one K-5 teacher in each K-5 school has received training related to dyslexia
  - School districts that do not comply with the training requirements and do not secure a waiver from the department are considered nonstandard under ORS 327.103
  - The board shall adopt by rule the criteria for a waiver from the training requirements to address instances when noncompliance is outside the control of the district
- \* Amendments to Section 1 become operative on January 1, 2018

## Overview of Oregon's Dyslexia Legislation

The list of training opportunities must:

- Be developed in collaboration with TSPC to ensure the training opportunities also satisfy professional development requirements
- Include at least one opportunity that is provided entirely online

## Overview of Oregon's Dyslexia Legislation

The list of training opportunities must:

- Comply with the **knowledge and practice standards of an international organization on dyslexia**
- Enable the teacher to **understand and recognize dyslexia**
- Enable the teacher to implement instruction that is **systematic, explicit and evidence-based** to meet the educational needs of students with dyslexia

# Overview of Oregon's Dyslexia Legislation

## ➤ SB 612

- The Department of Education shall **develop a plan** to:
  - Ensure that every K and 1 student enrolled in a public school receives a screening for risk factors of dyslexia
  - Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on screening

# Overview of Oregon's Dyslexia Legislation

- The plan must be developed collaboratively with experts on dyslexia, including representatives of nonprofit entities with expertise in issues related to dyslexia and the dyslexia specialist
- The department must identify screening tests that are cost effective
- The department shall submit a report on the plan and any proposed legislation to the interim legislative committees on education non later than September 15, 2016
- The screening tests must screen for:
  - phonological awareness
  - rapid naming skills
  - letter/sound correspondence
  - family history of difficulty in learning to read

## Overview of Oregon's Dyslexia Legislation

➤ SB 612 is now ORS 326.726



## Overview of Oregon's Dyslexia Legislation

➤ **HB 2412**

Requires that institutes of higher education include content on teaching students with dyslexia consistent with the standards of an international dyslexia organization in the following programs:

- Elementary Multiple Subjects
- Special Education: Generalist
- Reading Interventionist

## Charge/Commitment of ODAC

### ➤ Provide input and recommendations to ODE to:

- develop a plan on universal screening to be submitted to the interim legislative committee on education no later than September 15, 2016
- develop a list of training opportunities related to dyslexia to share with districts
- ensure that at least one K-5 teacher in each K-5 or K-8 school receives training related to dyslexia
- draft Oregon Administrative Rules (OARs) to address SB 612 implementation requirements

## Charge/Commitment of ODAC

- ODAC is not charged with making recommendations directly to the State Board or the Legislature, but rather to inform the work of ODE
- ODE is ultimately responsible for developing the plan and implementation of other SB 612 requirements
- ODE is not bound by the decisions of the advisory council, the input is only advisory

## Charge/Commitment of ODAC

➤ Voice/perspective of each ODAC member is important



## Vision for SB 612



## Vision for SB 612

- *Diana Sticker and Jen Cappalunga, Decoding Dyslexia*
- *Senator Arnie Roblan, District 5*
- *Emery Roberts, Senior, Lincoln High School, PPS*

## Implementation Timeline

### ➤ **Priority Tasks:**

- **Develop a plan** to (a) ensure that every student K-1 student enrolled at a public school 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 to present to legislature **by September 15, 2016.**
- **Develop a list of training opportunities** related to dyslexia to ensure that at least one K-5 teacher in each K-5/K-8 school has received training related to dyslexia **by January 1, 2018.**
- **Draft OARs** to address SB 612 implementation requirements.

# Implementation Timeline

SB 612 Implementation Schedule

Task	JAN 2016	FEB 2016	MAR 2016	APRIL 2016	MAY 2016	JUNE 2016	JULY 2016	AUG 2016	SEPT 2016	JAN 2017	JAN 2018	DONE
Identify and confirm Dyslexia Advisory Council members, to include stakeholder representation.	X	X	X									✓
Schedule/coordinate Dyslexia Advisory Council meetings.			X		X		X		X			
Schedule and coordinate smaller work group meetings.			X	X	X	X	X	X	X			
Dyslexia Advisory Council to develop plan to screen every K/1 student for dyslexia utilizing cost-effective measures.			X	X	X	X						
Develop plan to communicate required screening to the field.						X	X					
Develop plan for training field on required screening.						X	X					
Develop guidance for parent notification of students identified at risk for dyslexia to include in plan.						X	X					
Submit a report on the plan and on any proposed legislation to the interim legislative committees on education.									Sep 1 Sep 15			
Dyslexia Advisory Council to develop a list of training opportunities related to dyslexia.					X	X	X	X	X			
Collaborate with TSPC to ensure that the list of training opportunities satisfies PD requirements.								X	X			
Determine costs of providing training to understand and recognize dyslexia and implement appropriate instruction.								X	X			
Develop training plan to provide annual staff training on dyslexia screening, identification, early intervention, accommodations, supports, and evidence-based practices.									X			
Schedule and coordinate trainings on dyslexia at school districts and ESDs to support all regions of the state.									X			
Communicate list of training opportunities related to dyslexia to the field.									X			
Travel to school districts and ESDs to provide annual training on dyslexia screening, id., early intervention, accommodations, supports and evidence-based practices.									X			
Determine how districts will demonstrate that each school has at least one K-5 teacher that has received training.									X			
One K-5 teacher in each building has completed training.									X			
Begin OAR development.						X	X	X			X	
Submit OARs to State Board for first reading.												
Submit OARs to Sate Board for second reading.												
Develop dyslexia webpage on ODE site.		X	X	X	X	X	X	X	X			
Develop training materials to include publications such as manuals, FAQs, and parent resource information.									X			

# Implementation Timeline

## ➤ Development of a plan for the legislature

Emily Nazarov, Government an Legal Affairs, ODE



## Oregon's Definition of Dyslexia

- In Oregon, dyslexia is included in the definition of Specific Learning Disability in the Oregon Administrative Rules (OARs) for Special Education (581-015-2000, 4.i).
- (i) *"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, **dyslexia**, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.*

## Oregon's Definition of Dyslexia

**Dyslexia** is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition 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.

*Adopted by the International Dyslexia Association Board of Directors, 2002 and also used by the National Institute of Child Health and Human Development (NICHD). Many state education codes, including New Jersey, Ohio, and Utah, have adopted this definition.*

## Oregon's Definition of Dyslexia

- Definitions included in other states' dyslexia guides:
  - Arkansas
  - Florida
  - Mississippi
  - Nebraska
  - Nevada
  - South Dakota
  - Texas
  - Washington

## Oregon's Definition of Dyslexia

### ➤ **Discussion Point:**

What are the components of a definition of dyslexia that should be included in Oregon's Administrative Rules (OARs)?

# Screening Tests

## ➤ SB 612 Requirements for Screening Tests

- Ensure that every K and 1 student enrolled in a public school receives a screening for risk factors of dyslexia
- The department must identify screening tests that are cost effective
- The screening tests must screen for:
  - phonological awareness
  - rapid naming skills
  - letter/sound correspondence
  - family history of difficulty in learning to read

# Screening Tests

## ➤ Initial Discussion

- Time of year for screening?
- Frequency of screening?
- What measures are already in place in districts? Will these measures address the requirements as outlined in SB 612?
- What other measures are needed to screen for phonological awareness, rapid naming, letter/sound correspondence, family history of difficulty in learning to read?
- What are the criteria for selecting screening measures?
- Require that the same measures be used across all districts?
- When does the requirement for screening begin?

## Screening Tests

### ➤ **Work Group Sign Up**

- Subset of ODAC members with expertise on measurement
- Meet once a month for 90 minutes (April, May, June, July)
- Meet via Go To Meeting
- Gather additional information (inviting other outside experts to share information as needed)
- Make recommendations to bring back to the larger group for discussion and possible inclusion in the plan

## Wrap –up and Next Steps

- Schedule for May, July, and September meetings
- ODAC Contact List
- Expense Forms/Sub Reimbursement

## Adjourn

- Thank you for sharing your perspective and offering your expertise to today's discussion. Your willingness to devote your time and expertise to the ODAC will assist us in better identifying and serving students with dyslexia in Oregon schools.