

Enrolled
Senate Bill 612

Sponsored by Senator HASS, Representatives TAYLOR, HOYLE, Senators ROBLAN, KNOPP; Senators BATES, GELSER, ROSENBAUM, STEINER HAYWARD, Representatives HUFFMAN, KENY-GUYER, NOSSE, READ

CHAPTER

AN ACT

Relating to dyslexia; creating new provisions; amending ORS 342.950 and section 10, chapter 519, Oregon Laws 2011, and sections 66 and 72, chapter ___, Oregon Laws 2015 (Enrolled Senate Bill 215); and declaring an emergency.

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

SECTION 1. (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.

SECTION 2. (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.**

SECTION 3. Section 2 of this 2015 Act is repealed on December 31, 2016.

SECTION 4. Section 1 of this 2015 Act is amended to read:

Sec. 1. (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.**

SECTION 5. The amendments to section 1 of this 2015 Act by section 4 of this 2015 Act become operative on January 1, 2018.

SECTION 6. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6, chapter 778, Oregon Laws 2013, is amended to read:

Sec. 10. (1) Sections 1, 2, 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) The amendments to [section 2 of this 2013 Act] **ORS 342.208** by section 4, **chapter 286, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(3) The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(4) The amendments to [sections 1, 2, 3 and 4 of this 2013 Act] **ORS 327.800, 327.810, 327.815 and 327.820** by sections 5, 6, 7 and 8, **chapter 660, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(5)(a) The amendments to [section 1 of this 2013 Act] **ORS 342.950** by section 2, **chapter 661, Oregon Laws 2013**, and **section 7 of this 2015 Act** [of this 2013 Act] become operative on [March 15, 2016] **July 1, 2015.**

(b) The amendments to ORS 342.950 by section 8 of this 2015 Act become operative on March 15, 2016.

(6) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section 4, **chapter 739, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(7) The amendments to [section 7 of this 2013 Act] **ORS 327.380** by section 8, **chapter 739, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013**, [of this 2013 Act] become operative on March 15, 2016.

(9) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section 6, **chapter 739, Oregon Laws 2013**, [of this 2013 Act] become operative on July 1, 2025.

SECTION 7. ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of **the Oregon Education Investment Board**, the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the [*Superintendent of Public Instruction*] **Chief Education Officer**, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability

of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(j) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The [Department of Education] **Oregon Education Investment Board** shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

[(e)] (a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

[(f)] (b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

[(g)] (c) Administering the distribution of funding as described in subsection (3) of this section.

[(5)] **(6) The [State Board of Education] Oregon Education Investment Board** shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the [State Board of Education] **Oregon Education Investment Board**, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

[(6)] **(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Oregon Education Investment Board or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.**

[(7)] **(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Oregon Education Investment Board to implement this section.**

SECTION 8. ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, and section 7 of this 2015 Act, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of [the Oregon Education Investment Board,] the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the [*Chief Education Officer*] **Superintendent of Public Instruction**, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(j) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The [*Oregon Education Investment Board*] **Department of Education** shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

[(5) The Department of Education shall support the network by:]

[(a)] (e) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

[(b)] (f) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

[(c)] (g) Administering the distribution of funding as described in subsection (3) of this section.

[(6)] (5) The *[Oregon Education Investment Board]* **State Board of Education** shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the *[Oregon Education Investment Board]* **State Board of Education**, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

[(7)] (6) No more than two percent of all moneys received for the purposes of this section may be expended by *[the Oregon Education Investment Board or]* the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

[(8)] (7) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section *[or assigned to the department by the Oregon Education Investment Board]*. Any rules adopted by the State Board of Education must be consistent with this section *[and with actions taken by the Oregon Education Investment Board to implement this section]*.

SECTION 8a. If Senate Bill 215 becomes law, section 6 of this 2015 Act (amending section 10, chapter 519, Oregon Laws 2011) is repealed.

SECTION 8b. If Senate Bill 215 becomes law, section 7 of this 2015 Act (amending ORS 342.950) is repealed and ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the *[Department of Education]* **Chief Education Office** and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the *[Superintendent of Public Instruction]* **Chief Education Officer**, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(j) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The [Department of Education] **Chief Education Office** shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

[(e)] (a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

[(f)] (b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

[(g)] (c) Administering the distribution of funding as described in subsection (3) of this section.

[(5)] (6) The [State Board of Education] **Chief Education Office** shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the [State Board of Education, contained in achievement compacts] **Chief Education Office** or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

[(6)] (7) No more than two percent of all moneys received for the purposes of this section may be expended by the **Chief Education Office or the** Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

[(7)] (8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section **or assigned to the department by the Chief Education Office**. Any rules adopted by the State Board of Education must be consistent with this section **and with actions taken by the Chief Education Office to implement this section**.

SECTION 8c. If Senate Bill 215 becomes law, section 8 of this 2015 Act (amending ORS 342.950) is repealed and ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, and section 8a of this 2015 Act, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the [*Chief Education Office*] **Department of Education** and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the [*Chief Education Officer*] **Superintendent of Public Instruction**, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(j) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The [*Chief Education Office*] **Department of Education** shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

[*(5) The Department of Education shall support the network by:*]

[*(a)*] (e) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

[*(b)*] (f) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

[*(c)*] (g) Administering the distribution of funding as described in subsection (3) of this section.

[*(6)*] (5) The [*Chief Education Office*] **State Board of Education** shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the [*Chief Education Office*] **State Board of Education** or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

[*(7)*] (6) No more than two percent of all moneys received for the purposes of this section may be expended by the [*Chief Education Office or the*] Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

[*(8)*] (7) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section [*or assigned to the department by the Chief Education Office*]. Any rules adopted by the State Board of Education must be consistent with this section [*and with actions taken by the Chief Education Office to implement this section*].

SECTION 8d. If Senate Bill 215 becomes law and Senate Bill 217 does not become law, section 66, chapter ___, Oregon Laws 2015 (Enrolled Senate Bill 215), is amended to read:

Sec. 66. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1 of this 2015 Act, is repealed on June 30, 2019.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, section 29, chapter 747, Oregon Laws 2013, and section 4 of this 2015 Act, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 of this 2015 Act, is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 of this 2015 Act, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 of this 2015 Act become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 of this 2015 Act become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 of this 2015 Act become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 of this 2015 Act become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 of this 2015 Act become operative on June 30, 2019.

(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become operative on June 30, 2019.

(8) The amendments to ORS 327.800 by section 49 of this 2015 Act become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 50 of this 2015 Act become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 51 of this 2015 Act become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 52 of this 2015 Act become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 of this 2015 Act become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 of this 2015 Act become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 of this 2015 Act become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 of this 2015 Act become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 *[of this 2015 Act]*, **chapter __, Oregon Laws 2015 (Enrolled Senate Bill 215), and section 8c of this 2015 Act** become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a of this 2015 Act become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 of this 2015 Act become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 of this 2015 Act become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 of this 2015 Act become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 of this 2015 Act become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 of this 2015 Act become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 of this 2015 Act become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 of this 2015 Act become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 of this 2015 Act become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a of this 2015 Act become operative on June 30, 2019.

(27) Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

SECTION 8e. If Senate Bill 215 and Senate Bill 217 both become law, section 72, chapter ____, Oregon Laws 2015 (Enrolled Senate Bill 215), is amended to read:

Sec. 72. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1 of this 2015 Act, is repealed on June 30, 2019.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, section 29, chapter 747, Oregon Laws 2013, and section 4 of this 2015 Act, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 of this 2015 Act, is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 of this 2015 Act, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 of this 2015 Act become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 of this 2015 Act become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 of this 2015 Act become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 of this 2015 Act become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 of this 2015 Act become operative on June 30, 2019.

(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become operative on June 30, 2019.

(8) The amendments to ORS 327.800 by section 67a of this 2015 Act become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a of this 2015 Act become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a of this 2015 Act become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a of this 2015 Act become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 of this 2015 Act become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 of this 2015 Act become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 of this 2015 Act become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 of this 2015 Act become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 *[of this 2015 Act]*, **chapter ____, Oregon Laws 2015 (Enrolled Senate Bill 215), and section 8c of this 2015 Act** become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a of this 2015 Act become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 of this 2015 Act become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 of this 2015 Act become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 of this 2015 Act become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 of this 2015 Act become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 of this 2015 Act become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 of this 2015 Act become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 of this 2015 Act become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 of this 2015 Act become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a of this 2015 Act become operative on June 30, 2019.

(27) Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

SECTION 9. In addition to and not in lieu of any other appropriation, there is appropriated to the Department of Education, for the biennium beginning July 1, 2015, out of the General Fund, the amount of \$190,592, which shall be expended for the purposes of sections 1 and 2 of this 2015 Act.

SECTION 10. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.

Passed by Senate June 29, 2015

Repassed by Senate July 3, 2015

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Lori L. Brocker, Secretary of Senate

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Peter Courtney, President of Senate

Passed by House July 2, 2015

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Tina Kotek, Speaker of House

Received by Governor:

.....M.,....., 2015

Approved:

.....M.,....., 2015

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2015

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Jeanne P. Atkins, Secretary of State