

From an article on Decoding Dyslexia Oregon website. (full article link below):

We **are excited to announce...**

Oregon's **first dyslexia bills have passed!**

Senate Bill 612 & House Bill 2412.

The goals of these bill are:

SB 612

- TEACHER TRAINING

Requires school districts to ensure that **at least one teacher in every K-5 public school receives training related to dyslexia**. Training must 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. School districts have approximately three years to train a teacher. **Allows school districts to receive funding for training through Network of Quality Teaching and Learning**. 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. 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. We will keep you updated on the progress of rulemaking for this section.

- DYSLEXIA SCREENING

Directs **Oregon Department of Education to develop plan to 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 guidance for parental notification. The plan must be developed collaboratively with experts on dyslexia, including representatives of nonprofit entities with expertise in issues related to dyslexia and the ODE dyslexia specialist. The department shall submit a report on the plan and any proposed legislation, to the interim legislative committees on education no later than September 15, 2016. The plan must look at cost effective ways to screening for (a) **Phonological awareness**; (b) Rapid naming skills; (c) The correspondence between sounds and letters; and (d) Family history of difficulty in learning to read.

- ODE TO DESIGNATE A DYSLEXIA SPECIALIST

