Senate Bill 183

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Governor Kate Brown for Chief Education Office)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Directs Department of Education to establish Early Indicator and Intervention System. Establishes department’s duties in relation to system.

Directs Chief Education Office to establish and provide direction on administration of Graduation Equity Program. Establishes office’s duties in relation to program. Establishes Graduation Equity Account for purpose of funding program.

Declares emergency, effective July 1, 2017.

A BILL FOR AN ACT

Relating to high school graduates; creating new provisions; amending section 72, chapter 774, Oregon Laws 2015; and declaring an emergency.

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

SECTION 1. (1) The Department of Education, in coordination with the Chief Education Office, shall establish the Early Indicator and Intervention System. The system shall be used by school districts in partnership with students, students' families, educators, school counselors and community organizations to assist students in developing a plan to graduate from high school.

(2) The system shall enable school districts, students, students' families, educators, school counselors and community organizations to take any corrective actions necessary to assist students in graduating from high school. The corrective actions shall be based on:

(a) Research on graduation rates; and

(b) Reports on individual students that are based on:

(A) The student's attendance;

(B) The student's behavior at school;

(C) The student's time away from a classroom setting as the result of school discipline;

(D) The student's academic or skill progress; or

(E) Any other data identified by the State Board of Education by rule.

(3) To ensure maximum implementation of the system, the department shall assist each school district with:

(a) Providing professional development to the educators and school counselors of the school district to ensure that the educators and school counselors know the goals and objectives of the system;

(b) Developing expertise in, and a culture at, the school district to assist students in graduating from high school;

(c) Engaging community organizations related to education, or to serving youth, for the purpose of enabling the organizations to provide services and other support to assist stu-
dents in:

(A) Graduating from high school; and

(B) Developing the skills to successfully transition from high school to a career or to post-secondary education;

(d) Identifying meaningful predictive indicators of high school graduation;

(e) Developing local communication systems between students, students’ families, educators, school counselors and community organizations to assist students in graduating from high school;

(f) Identifying and developing interventions at school, at home and in the community to meet students’ needs; and

(g) Reviewing existing policies and practices to:

(A) Expand policies and practices that encourage high school graduation; and

(B) Eliminate or modify policies and practices that may provide a disincentive to graduate from high school.

(4) The State Board of Education, in coordination with the office, shall adopt any rules necessary for the administration of this section.

SECTION 2. (1) The Chief Education Office shall establish and provide direction on the administration of the Graduation Equity Program for the purposes of:

(a) Improving high school graduation rates for students of this state; and

(b) Creating and supporting opportunities for low-income and historically underserved student populations from prekindergarten through grade 12 to increase high school graduation rates among those populations.

(2) To accomplish the purposes of the Graduation Equity Program, the office shall coordinate planning with communities, local education providers and relevant state agencies to:

(a) Consult students, students’ families, educators, school counselors and community organizations to identify promising practices and programs that improve graduation rates for low-income and historically underserved student populations;

(b) Establish local partnerships to create and expand pathways for student learning and success by building on existing strengths among collaborating partners; and

(c) Research and evaluate identified promising practices and programs for results and scalability.

(3) The Department of Education, in coordination with the office, shall distribute moneys to school districts, education service districts, nonprofit organizations, post-secondary institutions of education or the tribes of this state, or any combination thereof, for the purposes of the program, including:

(a) Implementing the Early Indicator and Intervention System described in section 1 of this 2017 Act;

(b) Improving access to comprehensive counseling services, instructional strategies and supports that are culturally responsive and trauma-informed; and

(c) Implementing school district and regional consortia programs and practices that improve student attendance, including:

(A) Using attendance data to engage in collaborative decision-making to decrease chronic absenteeism;

(B) Providing professional development in culturally responsive and sustaining practices and in reinforcing practices that eliminate discipline disparities;
(C) Adopting a multitiered system of supports that includes:
(i) Universal preventative measures to maintain regular attendance of all students; and
(ii) Targeted support to decrease chronic absenteeism;
(D) Offering culturally relevant and engaging curricular or extracurricular offerings that
are aligned to readiness paths for careers or post-secondary education; and
(E) Creating partnerships between schools and community organizations that can provide
holistic support to students and families.
(4) The office, in coordination with the State Board of Education and the Higher Educa-
tion Coordinating Commission, shall adopt any rules necessary for the administration of this
section.

SECTION 3. (1) The Graduation Equity Account is established in the State Treasury,
separate and distinct from the General Fund. Interest earned by the account shall be cred-
ited to the account.
(2) Moneys in the Graduation Equity Account are continuously appropriated to the De-
partment of Education for the purpose of making distributions through the Graduation Eq-
uity Program established by section 2 of this 2017 Act.
(3) The department, on behalf of the State of Oregon, may solicit and accept gifts, grants
or donations from public and private sources for deposit in the Graduation Equity Account.

SECTION 4. Section 1 of this 2017 Act is amended to read:
Sec. 1. (1) The Department of Education, in coordination with the Chief Education Office,
shall establish the Early Indicator and Intervention System. The system shall be used by school districts
in partnership with students, students' families, educators, school counselors and community organ-
izations to assist students in developing a plan to graduate from high school.
(2) The system shall enable school districts, students, students' families, educators, school
counselors and community organizations to take any corrective actions necessary to assist students
in graduating from high school. The corrective actions shall be based on:
(a) Research on graduation rates; and
(b) Reports on individual students that are based on:
(A) The student's attendance;
(B) The student's behavior at school;
(C) The student's time away from a classroom setting as the result of school discipline;
(D) The student's academic or skill progress; or
(E) Any other data identified by the State Board of Education by rule.
(3) To ensure maximum implementation of the system, the department shall assist each school
district with:
(a) Providing professional development to the educators and school counselors of the school
district to ensure that the educators and school counselors know the goals and objectives of the
system;
(b) Developing expertise in, and a culture at, the school district to assist students in graduating
from high school;
(c) Engaging community organizations related to education, or to serving youth, for the purpose
of enabling the organizations to provide services and other support to assist students in:
(A) Graduating from high school; and
(B) Developing the skills to successfully transition from high school to a career or to post-
secondary education;
(d) Identifying meaningful predictive indicators of high school graduation;
(e) Developing local communication systems between students, students’ families, educators, school counselors and community organizations to assist students in graduating from high school;
(f) Identifying and developing interventions at school, at home and in the community to meet students’ needs; and
(g) Reviewing existing policies and practices to:
    (A) Expand policies and practices that encourage high school graduation; and
    (B) Eliminate or modify policies and practices that may provide a disincentive to graduate from high school.
(4) The State Board of Education, in coordination with the office, shall adopt any rules necessary for the administration of this section.

SECTION 5. Section 2 of this 2017 Act is amended to read:

Sec. 2. (1) The Department of Education shall establish and provide direction on the administration of the Graduation Equity Program for the purposes of:
(a) Improving high school graduation rates for students of this state; and
(b) Creating and supporting opportunities for low-income and historically underserved student populations from prekindergarten through grade 12 to increase high school graduation rates among those populations.
(2) To accomplish the purposes of the Graduation Equity Program, the Department shall coordinate planning with communities, local education providers and relevant state agencies to:
(a) Consult students, students’ families, educators, school counselors and community organizations to identify promising practices and programs that improve graduation rates for low-income and historically underserved student populations;
(b) Establish local partnerships to create and expand pathways for student learning and success by building on existing strengths among collaborating partners; and
(c) Research and evaluate identified promising practices and programs for results and scalability.
(3) The Department of Education, in coordination with the office, shall distribute moneys to school districts, education service districts, nonprofit organizations, post-secondary institutions of education or the tribes of this state, or any combination thereof, for the purposes of the program, including:
(a) Implementing the Early Indicator and Intervention System described in section 1 of this 2017 Act;
(b) Improving access to comprehensive counseling services, instructional strategies and supports that are culturally responsive and trauma-informed; and
(c) Implementing school district and regional consortia programs and practices that improve student attendance, including:
    (A) Using attendance data to engage in collaborative decision-making to decrease chronic absenteeism;
    (B) Providing professional development in culturally responsive and sustaining practices and in reinforcing practices that eliminate discipline disparities;
    (C) Adopting a multitiered system of supports that includes:
        (i) Universal preventative measures to maintain regular attendance of all students; and
        (ii) Targeted support to decrease chronic absenteeism;
    (D) Offering culturally relevant and engaging curricular or extracurricular offerings that are
aligned to readiness paths for careers or post-secondary education; and

(E) Creating partnerships between schools and community organizations that can provide
holistic support to students and families.

(4) The [office, in coordination with the] State Board of Education [and], in coordination with
the Higher Education Coordinating Commission, shall adopt any rules necessary for the adminis-
tration of this section.

SECTION 6. Section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682,
Oregon Laws 2015, and section 20, chapter 763, Oregon Laws 2015, 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, chapter 774,
Oregon Laws 2015, 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, chapter 774, Oregon Laws 2015, is
repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5, chapter 774, Oregon
Laws 2015, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

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

(8) The amendments to ORS 327.800 by section 67a, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.

(16) The amendments to ORS 342.448 by section 76a, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

([16]) (17) The amendments to ORS 342.950 by section 57, chapter 774, Oregon Laws 2015, and
section 8c, chapter 790, Oregon Laws 2015, become operative on June 30, 2019.

(18) The amendments to ORS 344.059 and 344.141 by sections 13 and 14, chapter 763,

([17] The amendments to ORS 351.077 by section 75a, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.)

([18] The amendments to ORS 351.203 by section 58, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.)

(19) The amendments to ORS [351.725] 350.065 by section 60, chapter 774, Oregon Laws 2015,
become operative on June 30, 2019.

(20) The amendments to ORS [351.735] 350.075 by section 61, chapter 774, Oregon Laws 2015,
become operative on June 30, 2019.

(21) The amendments to ORS 350.100 by section 75a, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

(22) The amendments to ORS 352.018 by section 58, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

([21]) (23) The amendments to ORS 417.796 by section 62, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

([22]) (24) The amendments to ORS 417.847 by section 63, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

([23]) (25) The amendments to ORS 417.852 by section 64, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

([24]) (26) The amendments to ORS 660.324 by section 65, chapter 774, Oregon Laws 2015, be-
come operative on June 30, 2019.

(27) The amendments to section 1 of this 2017 Act by section 4 of this 2017 Act become
operative on June 30, 2019.

(28) The amendments to section 2 of this 2017 Act by section 5 of this 2017 Act become
operative on June 30, 2019.

([25] The amendments to section 11, chapter 188, Oregon Laws 2015, by section 76a, chapter 774,
Oregon Laws 2015, become operative on June 30, 2019.)

([26]) (29) Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

([27] The amendments to sections 11 and 12 of this 2015 Act by sections 13 and 14 of this 2015
Act become operative on June 30, 2019.)

SECTION 7. This 2017 Act being necessary for the immediate preservation of the public
peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect
July 1, 2017.