

Enrolled
House Bill 2743

Sponsored by Representative GELSER; Representative BUCKLEY

CHAPTER

AN ACT

Relating to the Task Force on High School and Transition Success for Students with Disabilities; and declaring an emergency.

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

SECTION 1. (1) The Task Force on High School and Transition Success for Students with Disabilities is established.

(2) The task force consists of 21 members appointed as follows:

(a) The Speaker of the House of Representative shall appoint two members who are members of the House of Representatives at the time of appointment.

(b) The Senate President shall appoint two members who are members of the Senate at the time of appointment.

(c) The Chief Education Officer shall appoint:

(A) One person with a disability who graduated from high school within five years of the time of appointment.

(B) One parent of a student with a disability.

(C) One high school registrar.

(D) Two high school counselors.

(E) One special education teacher.

(F) One high school principal.

(G) One school district director for special education.

(H) One representative of a disability services office of a community college.

(I) One representative of a disability services office of a public university.

(J) One representative of the Oregon Student Access Commission.

(K) One representative of the Employment First Initiative through the Department of Human Services.

(L) One transition specialist from the Department of Education.

(M) One counselor from the Office of Vocational Rehabilitation Services of the Department of Human Services.

(N) One representative of the University of Oregon Center for Excellence in Developmental Disabilities.

(O) One representative of a trade program, an apprenticeship program or a career pathway program at a community college.

(P) One representative of Disability Rights Oregon.

(3) The task force shall prepare a report for the Legislative Assembly. The report shall relate to high school and transition success for students with disabilities.

(4) For the purpose of providing the report described in subsection (3) of this section, the task force may study and make recommendations to improve:

(a) The understanding of modified diplomas and extended diplomas by high school counselors, educators, parents, students and teachers.

(b) The consideration of modified diplomas and extended diplomas by admissions officers of public universities.

(c) Participation of students who have individualized education plans in high school courses, programs or activities that could result in college credit.

(d) Standards that outline the necessary documentation a student should present to a community college or to a public university in order to access appropriate student support services for a disability.

(e) Strategies for increasing college affordability for students with individualized education plans and for expanding the role of state financial aid for students with disabilities when the students' access to federal financial aid is reduced.

(f) Strategies for collaboration between school district transition programs and programs at community colleges and public universities, including the possible payment by school districts for students participating in transition programs that may result in college credit.

(g) The recruitment to career pathway programs and apprenticeship programs for students who have individualized education plans.

(h) Strategies for high schools to educate students who have individualized education plans about the accommodations, financial aid and student service options that are available for post-secondary education.

(i) The use of technology as an accommodation for students with disabilities in high schools and post-secondary education to boost student achievement.

(j) Regular diploma graduation rates for students who have individualized education plans, particularly students with specified learning disabilities and other health impairments.

(5) In addition to the recommendations compiled as described in subsection (4) of this section, the task force may make recommendations to the Oregon Education Investment Board about specific goals for achievement compacts for school districts, education service districts, community colleges and public universities that will help drive and track improved post-secondary success for students who have individualized education plans.

(6) Based on the study and recommendations compiled as described in subsection (4) of this section, the task force may recommend legislation that:

(a) Implements post-secondary education opportunities for students with disabilities.

(b) Increases the rate of participation of students who have individualized education plans in high school courses, programs or activities that could result in college credit.

(c) Coordinates school district transition programs and programs at community colleges and public universities.

(d) Improves recruitment of students who have individualized education plans in apprenticeships, career pathway programs and other post-secondary education opportunities.

(e) Establishes a process to uniformly record credits and grades for high school diplomas, modified diplomas and extended diplomas.

(7) When making the recommendations described in subsections (4) to (6) of this section, the task force shall consider how proposed modifications to the state's school funding formula align with the policies established by the Oregon Education Investment Board and with the state goal for high school graduation rates and post-secondary educational attainment expressed in ORS 351.009.

(8) A majority of the voting members of the task force constitutes a quorum for the transaction of business.

(9) Official action by the task force requires the approval of a majority of the voting members of the task force.

(10) The task force shall elect one of its members to serve as chairperson.

(11) If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.

(12) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the voting members of the task force.

(13) The task force may adopt rules necessary for the operation of the task force.

(14)(a) The task force shall submit an update about its progress to the legislative committees of the Legislative Assembly related to education and higher education no later than February 20, 2014.

(b) The task force shall submit a final report, and make any recommendations for legislation, to the interim committees of the Legislative Assembly related to education and higher education no later than July 1, 2014.

(c) The task force shall submit any recommendations about achievement compacts as described in subsection (5) of this section to the Oregon Education Investment Board no later than July 1, 2014.

(15) The Legislative Administration Committee shall provide staff support to the task force. The Legislative Administration Committee, on behalf of the task force, may accept donations of staff support, office space and equipment from any business or nonprofit entity that has an interest in improving the post-secondary education and workforce success of individuals with disabilities.

(16) Notwithstanding ORS 171.072, members of the task force who are members of the Legislative Assembly are not entitled to mileage expenses or a per diem and serve as volunteers on the task force. Other members of the task force are not entitled to compensation or reimbursement for expenses and serve as volunteers on the task force.

(17) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties.

SECTION 2. Section 1 of this 2013 Act is repealed on the date of the convening of the 2015 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect on its passage.

Passed by House June 27, 2013

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Ramona J. Line, Chief Clerk of House

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Tina Kotek, Speaker of House

Passed by Senate July 1, 2013

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Peter Courtney, President of Senate

Received by Governor:

.....M,....., 2013

Approved:

.....M,....., 2013

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John Kitzhaber, Governor

Filed in Office of Secretary of State:

.....M,....., 2013

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Kate Brown, Secretary of State