

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

1
2 Relating to high school graduates; creating new provisions; amending section 72, chapter 774,
3 Oregon Laws 2015; and declaring an emergency.

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

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

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

13 **(a) Research on graduation rates; and**

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

15 **(A) The student's attendance;**

16 **(B) The student's behavior at school;**

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

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

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

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

22 **(a) Providing professional development to the educators and school counselors of the**
23 **school district to ensure that the educators and school counselors know the goals and ob-**
24 **jectives of the system;**

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

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

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 **dents in:**

2 (A) Graduating from high school; and

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

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

6 (e) Developing local communication systems between students, students' families, edu-
7 cators, school counselors and community organizations to assist students in graduating from
8 high school;

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

11 (g) Reviewing existing policies and practices to:

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

13 (B) Eliminate or modify policies and practices that may provide a disincentive to gradu-
14 ate from high school.

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

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

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

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

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

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

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

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

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

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

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

40 (c) Implementing school district and regional consortia programs and practices that im-
41 prove student attendance, including:

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

44 (B) Providing professional development in culturally responsive and sustaining practices
45 and in reinforcing practices that eliminate discipline disparities;

1 (C) Adopting a multitiered system of supports that includes:

2 (i) Universal preventative measures to maintain regular attendance of all students; and

3 (ii) Targeted support to decrease chronic absenteeism;

4 (D) Offering culturally relevant and engaging curricular or extracurricular offerings that
5 are aligned to readiness paths for careers or post-secondary education; and

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

8 (4) The office, in coordination with the State Board of Education and the Higher Educa-
9 tion Coordinating Commission, shall adopt any rules necessary for the administration of this
10 section.

11 **SECTION 3.** (1) The Graduation Equity Account is established in the State Treasury,
12 separate and distinct from the General Fund. Interest earned by the account shall be cred-
13 ited to the account.

14 (2) Moneys in the Graduation Equity Account are continuously appropriated to the De-
15 partment of Education for the purpose of making distributions through the Graduation Eq-
16 uity Program established by section 2 of this 2017 Act.

17 (3) The department, on behalf of the State of Oregon, may solicit and accept gifts, grants
18 or donations from public and private sources for deposit in the Graduation Equity Account.

19 **SECTION 4.** Section 1 of this 2017 Act is amended to read:

20 **Sec. 1.** (1) The Department of Education[, *in coordination with the Chief Education Office,*] shall
21 establish the Early Indicator and Intervention System. The system shall be used by school districts
22 in partnership with students, students' families, educators, school counselors and community organ-
23 izations to assist students in developing a plan to graduate from high school.

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

27 (a) Research on graduation rates; and

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

29 (A) The student's attendance;

30 (B) The student's behavior at school;

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

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

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

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

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

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

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

43 (A) Graduating from high school; and

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

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

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

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

6 (g) Reviewing existing policies and practices to:

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

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

10 (4) The State Board of Education[, *in coordination with the office,*] shall adopt any rules neces-
11 sary for the administration of this section.

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

13 **Sec. 2.** (1) The [*Chief Education Office*] **Department of Education** shall establish and provide
14 direction on the administration of the Graduation Equity Program for the purposes of:

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

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

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

21 (a) Consult students, students' families, educators, school counselors and community organiza-
22 tions to identify promising practices and programs that improve graduation rates for low-income and
23 historically underserved student populations;

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

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

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

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

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

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

38 (A) Using attendance data to engage in collaborative decision-making to decrease chronic ab-
39 senteeism;

40 (B) Providing professional development in culturally responsive and sustaining practices and in
41 reinforcing practices that eliminate discipline disparities;

42 (C) Adopting a multitiered system of supports that includes:

43 (i) Universal preventative measures to maintain regular attendance of all students; and

44 (ii) Targeted support to decrease chronic absenteeism;

45 (D) Offering culturally relevant and engaging curricular or extracurricular offerings that are

1 aligned to readiness paths for careers or post-secondary education; and

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

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

7 **SECTION 6.** Section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682,
8 Oregon Laws 2015, and section 20, chapter 763, Oregon Laws 2015, is amended to read:

9 **Sec. 72.** (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519,
10 Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1, chapter 774,
11 Oregon Laws 2015, is repealed on June 30, 2019.

12 (b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws
13 2012, section 29, chapter 747, Oregon Laws 2013, and section 4, chapter 774, Oregon Laws 2015, is
14 repealed on June 30, 2019.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

45 **(16) The amendments to ORS 342.448 by section 76a, chapter 774, Oregon Laws 2015, be-**

1 **come operative on June 30, 2019.**

2 [(16)] (17) The amendments to ORS 342.950 by section 57, chapter 774, Oregon Laws 2015, and
3 section 8c, chapter 790, Oregon Laws 2015, become operative on June 30, 2019.

4 **(18) The amendments to ORS 344.059 and 344.141 by sections 13 and 14, chapter 763,
5 Oregon Laws 2015, become operative on June 30, 2019.**

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

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

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

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

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

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

18 [(21)] (23) The amendments to ORS 417.796 by section 62, chapter 774, Oregon Laws 2015, be-
19 come operative on June 30, 2019.

20 [(22)] (24) The amendments to ORS 417.847 by section 63, chapter 774, Oregon Laws 2015, be-
21 come operative on June 30, 2019.

22 [(23)] (25) The amendments to ORS 417.852 by section 64, chapter 774, Oregon Laws 2015, be-
23 come operative on June 30, 2019.

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

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

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

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

32 [(26)] (29) Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

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

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

38