

SENATE AMENDMENTS TO SENATE BILL 575

By COMMITTEE ON EDUCATION

April 10

- 1 On page 3 of the printed bill, line 22, delete the semicolon and insert “based on:
2 “(A) Race and ethnicity; and
3 “(B) Disability category under ORS 343.035, and as further disaggregated by race and
4 ethnicity;”.
- 5 Delete line 45 and delete pages 4 and 5.
- 6 On page 6, delete lines 1 through 17 and insert:
7 “**SECTION 2.** Section 1 of this 2023 Act is amended to read:
8 “**Sec. 1.** (1) As used in this section, ‘plan student’ means a student enrolled in early childhood
9 through post-secondary education who:
10 “(a) Is a student eligible for special education as a child with a disability, as defined in ORS
11 343.035; and
12 “(b) Has experienced disproportionate results in education due to historical practices, as iden-
13 tified by the State Board of Education by rule.
14 “(2)(a) The Department of Education shall develop and implement a statewide education plan for
15 plan students, including:
16 “(A) Consulting with the advisory groups formed for other similar statewide education plans;
17 “(B) Establishing criteria and administering the selection and accountability requirements for
18 grants awarded under this section;
19 “(C) Providing technical assistance to special education advisory councils established as pro-
20 vided by section 5 of this 2023 Act; and
21 “(D) Advising the State Board of Education on the adoption of rules for implementation of the
22 plan.
23 “(b) When developing and implementing the plan, the Department **of Education** shall consult
24 with:
25 “(A) Local, state and national organizations that have expertise in the best practices for pro-
26 viding special education and related services; and
27 “(B) The advisory group formed under paragraph (c) of this subsection.
28 “(c) The Department **of Education** shall form an advisory group consisting of individuals who
29 are:
30 “(A) Students who are eligible for special education and related services and who represent a
31 diversity of:
32 “(i) Disability types;
33 “(ii) Geographic locations, including urban and rural communities; and
34 “(iii) Demographics, including students who are plan students under other statewide education
35 plans and students who are eligible for and enrolled in an English language learner program;

1 “(B) Parents or other family members of students who are eligible for special education and re-
2 lated services;

3 “(C) Representatives of a local parent training and information center that serves parents of
4 children with disabilities; and

5 “(D) Representatives of special education stakeholders, including community-based organiza-
6 tions, members of the disability community and representatives of the [*Early Learning Division*]
7 **Department of Early Learning and Care**, the Youth Development Division and the Higher Edu-
8 cation Coordinating Commission.

9 “(d) The advisory group formed as provided in paragraph (c) of this subsection shall advise the
10 Department **of Education** regarding:

11 “(A) Development and implementation of the plan;

12 “(B) Eligibility criteria, applicant selection processes and expectations for recipients of grant
13 awards described in this section; and

14 “(C) Adoption of rules by the State Board of Education for the implementation of the plan.

15 “(3) The plan developed under this section must address:

16 “(a) The disparities experienced by plan students in every indicator of academic success, as
17 documented by the [*department’s*] **Department of Education’s** annual performance report to the
18 United States Department of Education, the statewide report card and other relevant reports related
19 to plan students;

20 “(b) The historical and ongoing systemic inequities experienced by plan students that lead to
21 disproportionate results for plan students;

22 “(c) The educational needs of plan students from early childhood through post-secondary edu-
23 cation as determined by examining best practices in inclusive education in this state and other
24 states;

25 “(d) The importance of having high expectations for all plan students and ensuring that teach-
26 ers, students, parents and others involved in the education of plan students hold plan students to a
27 high standard; and

28 “(e) Strategies and goals to increase educational rigor and expectations for plan students, which
29 must be developed by collaborating closely with other statewide education plan advisory groups in
30 recognition that many plan students identify under more than one statewide education plan and that
31 intersections in how a plan student is identified may have compounding effects for plan students.

32 “(4) The plan developed and implemented under this section must provide strategies to:

33 “(a) Address the disproportionate rate of disciplinary incidents involving plan students compared
34 to all students in the education system;

35 “(b) Increase parental engagement in the education of plan students through the use of special
36 education advisory councils in each school district as required by section 5 of this 2023 Act;

37 “(c) Increase the engagement of plan students in student leadership, nonacademic classes and
38 extracurricular opportunities and activities before, during and after regular school hours;

39 “(d) Increase early childhood education and kindergarten readiness for plan students;

40 “(e) Improve literacy and numeracy levels among plan students between kindergarten and grade
41 three;

42 “(f) Support plan student transitions to middle school and through the middle school and high
43 school grades to maintain and improve academic performance;

44 “(g) Support pedagogy and best practices that promote the inclusion of plan students from early
45 childhood through post-secondary education by such strategies as model schools, grant distributions

1 and the establishment of professional communities of practice;

2 “(h) Support investments and changes in teacher and school administrator credentialing and
3 degree programs and in educator professional development to support plan students and increase
4 inclusionary practices, either as teachers of special education or as general education teachers and
5 school administrators;

6 “(i) Regularly review academic content standards from the perspective of persons with disabili-
7 ties and with the intent of incorporating content relating to disability awareness, disability history,
8 disability rights and the social justice movement, ableism, intersectionality, universal design and
9 other topics important to the disability community;

10 “(j) Review educational facilities in this state and make capital investments to support needed
11 modifications to the facilities to ensure facilities are accessible to plan students;

12 “(k) Ensure that every plan student has the opportunity to attain the most rigorous high school
13 diploma option possible for that student, and provide disaggregated data collection on diplomas
14 awarded to plan students based on:

15 “(A) Race and ethnicity; and

16 “(B) Disability category under ORS 343.035, and as further disaggregated by race and ethnicity;

17 “(L) Support the development and expansion of an array of post-secondary education and career
18 options for plan students;

19 “(m) Provide support in preparing plan students for post-secondary opportunities, including ac-
20 cessing career and technical education, trade schools, apprenticeships, internships and other oppor-
21 tunities;

22 “(n) Address disproportionate rates of students leaving school without earning a high school
23 diploma or having only received an alternative certificate; and

24 “(o) Align the plan with similar statewide education plans developed and implemented by the
25 Department **of Education**.

26 “(5) The Department **of Education** shall submit a biennial report concerning the progress of the
27 plan developed and implemented under this section to a committee of the Legislative Assembly re-
28 lated to education at each even-numbered year regular session of the Legislative Assembly.

29 “(6) The Department **of Education**, in consultation with the advisory group, shall award grants
30 to Early Learning Hubs, providers of early learning services, school districts, education service
31 districts, post-secondary institutions of education, tribal governments, community-based organiza-
32 tions or a consortium of these entities to implement the strategies provided in the plan developed
33 and implemented under this section and to support the implementation of best practices in inclusive
34 education in order to address the disparities in educational outcomes for plan students.

35 “(7) To qualify for and receive a grant described in this section, an applicant must identify and
36 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
37 cation by rule.”.

38 On page 8, line 32, delete “September 15, 2023” and insert “February 1, 2024”.