

Requested by Senator GELSER BLOUIN

**PROPOSED AMENDMENTS TO
SENATE BILL 575**

1 On page 3 of the printed bill, line 22, delete the semicolon and insert
2 “based on:

3 “(A) Race and ethnicity; and

4 “(B) Disability category under ORS 343.035, and as further disaggregated
5 by race and ethnicity;”.

6 Delete line 45 and delete pages 4 and 5.

7 On page 6, delete lines 1 through 17 and insert:

8 **“SECTION 2.** Section 1 of this 2023 Act is amended to read:

9 **“Sec. 1.** (1) As used in this section, ‘plan student’ means a student en-
10 rolled in early childhood through post-secondary education who:

11 “(a) Is a student eligible for special education as a child with a disability,
12 as defined in ORS 343.035; and

13 “(b) Has experienced disproportionate results in education due to histor-
14 ical practices, as identified by the State Board of Education by rule.

15 “(2)(a) The Department of Education shall develop and implement a
16 statewide education plan for plan students, including:

17 “(A) Consulting with the advisory groups formed for other similar state-
18 wide education plans;

19 “(B) Establishing criteria and administering the selection and account-
20 ability requirements for grants awarded under this section;

21 “(C) Providing technical assistance to special education advisory councils

1 established as provided by section 5 of this 2023 Act; and

2 “(D) Advising the State Board of Education on the adoption of rules for
3 implementation of the plan.

4 “(b) When developing and implementing the plan, the Department **of Ed-**
5 **ucation** shall consult with:

6 “(A) Local, state and national organizations that have expertise in the
7 best practices for providing special education and related services; and

8 “(B) The advisory group formed under paragraph (c) of this subsection.

9 “(c) The Department **of Education** shall form an advisory group consist-
10 ing of individuals who are:

11 “(A) Students who are eligible for special education and related services
12 and who represent a diversity of:

13 “(i) Disability types;

14 “(ii) Geographic locations, including urban and rural communities; and

15 “(iii) Demographics, including students who are plan students under other
16 statewide education plans and students who are eligible for and enrolled in
17 an English language learner program;

18 “(B) Parents or other family members of students who are eligible for
19 special education and related services;

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

22 “(D) Representatives of special education stakeholders, including
23 community-based organizations, members of the disability community and
24 representatives of the [*Early Learning Division*] **Department of Early**
25 **Learning and Care**, the Youth Development Division and the Higher Edu-
26 cation Coordinating Commission.

27 “(d) The advisory group formed as provided in paragraph (c) of this sub-
28 section shall advise the Department **of Education** regarding:

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

30 “(B) Eligibility criteria, applicant selection processes and expectations for

1 recipients of grant awards described in this section; and

2 “(C) Adoption of rules by the State Board of Education for the imple-
3 mentation of the plan.

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

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

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

12 “(c) The educational needs of plan students from early childhood through
13 post-secondary education as determined by examining best practices in in-
14 clusive education in this state and other states;

15 “(d) The importance of having high expectations for all plan students and
16 ensuring that teachers, students, parents and others involved in the educa-
17 tion of plan students hold plan students to a high standard; and

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

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

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

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

1 “(c) Increase the engagement of plan students in student leadership, non-
2 academic classes and extracurricular opportunities and activities before,
3 during and after regular school hours;

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

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

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

11 “(g) Support pedagogy and best practices that promote the inclusion of
12 plan students from early childhood through post-secondary education by such
13 strategies as model schools, grant distributions and the establishment of
14 professional communities of practice;

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

20 “(i) Regularly review academic content standards from the perspective of
21 persons with disabilities and with the intent of incorporating content relat-
22 ing to disability awareness, disability history, disability rights and the social
23 justice movement, ableism, intersectionality, universal design and other top-
24 ics important to the disability community;

25 “(j) Review educational facilities in this state and make capital invest-
26 ments to support needed modifications to the facilities to ensure facilities
27 are accessible to plan students;

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

1 based on:

2 “(A) Race and ethnicity; and

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

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

7 “(m) Provide support in preparing plan students for post-secondary op-
8 portunities, including accessing career and technical education, trade
9 schools, apprenticeships, internships and other opportunities;

10 “(n) Address disproportionate rates of students leaving school without
11 earning a high school diploma or having only received an alternative certif-
12 icate; and

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

15 “(5) The Department **of Education** shall submit a biennial report con-
16 cerning the progress of the plan developed and implemented under this sec-
17 tion to a committee of the Legislative Assembly related to education at each
18 even-numbered year regular session of the Legislative Assembly.

19 “(6) The Department **of Education**, in consultation with the advisory
20 group, shall award grants to Early Learning Hubs, providers of early learn-
21 ing services, school districts, education service districts, post-secondary in-
22 stitutions of education, tribal governments, community-based organizations
23 or a consortium of these entities to implement the strategies provided in the
24 plan developed and implemented under this section and to support the im-
25 plementation of best practices in inclusive education in order to address the
26 disparities in educational outcomes for plan students.

27 “(7) To qualify for and receive a grant described in this section, an ap-
28 plicant must identify and demonstrate that the applicant meets the eligibility
29 criteria established by the State Board of Education by rule.”.

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

1 2024”.

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