

2019 SUMMARY OF LEGISLATION



EDUCATION



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MEASURES

P-12 Education	Enacted	SB 16, SB 52, SB 151, SB 154, SB 155, SB 216, SB 283, SB 664, SB 665, SB 690, SB 802, SB 905, SB 963, HB 2022, HB 2023, HB 2024, HB 2025, HB 2191, HB 2444, HB 2457, HB 2512, HB 2556, HB 2867, HB 2892, HB 2964, HB 3409, HB 3427, HJM 3, HJR 15
	Not Enacted	SB 12, SB 13, SB 14, SB 18, SB 156, SB 157, SB 180, SB 282, SB 289, SB 352, SB 428, SB 433, SB 456, SB 486, SB 489, SB 496, SB 535, SB 553, SB 573, SB 575, SB 584, SB 692, SB 719, SB 731, SB 739, SB 764, SB 786, SB 801, SB 828, SB 960, HB 2019, HB 2021, HB 2026, HB 2031, HB 2074, HB 2224, HB 2229, HB 2247, HB 2307, HB 2318, HB 2326, HB 2327, HB 2346, HB 2349, HB 2385, HB 2440, HB 2441, HB 2516, HB 2612, HB 2629, HB 2630, HB 2632, HB 2676, HB 2736, HB 2742, HB 2759, HB 2760, HB 2765, HB 2897, HB 2902, HB 2939, HB 2967, HB 3020, HB 3032, HB 3115, HB 3241, HB 3391, HB 3414
Higher Education	Enacted	SB 3, SB 160, SB 234, SB 312, SB 455, SB 689, SB 859, SCR 22, HB 2030, HB 2213, HB 2216, HB 2519, HB 2571
	Not Enacted	SB 4, SB 158, SB 159, SB 255, SB 257, SB 263, SB 293, SB 497, SB 624, SB 730, SB 777, SB 794, SB 811, SB 844, SB 852, SB 949, SB 958, HB 2140, HB 2207, HB 2214, HB 2389, HB 2517, HB 2520, HB 2594, HB 2809, HB 2817, HB 2941, HB 2942, HB 2976, HB 3015, HB 3212, HB 3280
System-Wide	Enacted	SB 485, HB 2018, HB 2262, HB 2263, HB 2871
	Not Enacted	SB 17, SB 739, SB 800, HB 2029, HB 2440, HB 2990, HB 3010

Picture: Soap Creek School, Benton County – [Gary Halvorson, Oregon State Archives](#)

TASK FORCES AND REPORTING REQUIREMENTS

The following bills created task forces and reporting requirements. Additional information is provided in the bill summaries.

Bill Number	Description	Deadline
SB 283	Directs the Oregon Health Authority to report on the health effects of exposure to microwave radiation, particularly exposure that results from the use of wireless network technologies in schools or similar environments.	January 2, 2021
SB 455	Expands reporting requirement under ORS 352.629 to include all institutions of higher education with ongoing qualified contracts.	Annually, on or before February 1
SB 859	Expands reporting requirements under ORS 352.287 to include graduate students who qualify for tuition equity.	Annually, on or before July 1
HB 2263	Directs the Oregon Department of Education to report on the issuance of grants administered in collaboration with the Higher Education Coordinating Commission.	Annually by December 1
	Directs the Higher Education Coordinating Commission, in collaboration with post-secondary institutions of education, to report on and recommend a range of graduate courses to meet dual credit program qualifications in Oregon.	September 15, 2020
	Directs the Teacher Standards and Practices Commission to study whether educator preparation program providers should provide accelerated learning specialization and submit a report to the interim committee on the study.	September 15, 2020
HB 2519	Directs each institution of higher education to report on the number of hazing incidents reported and investigated by the institution.	Annually by December 31

HB 2457	Directs specified evaluations be made by the Teacher Standards and Practices Commission, Oregon Department of Education, and Office of Child Care to increase the number of math, science, and career and technical program educators in the Eastern Oregon Economic Development Region for grades 9 through 12.	September 15, 2024
HB 3427	Requires the Oregon Department of Education to submit a report to the legislature on implementation of the Act by February 1, 2020, including recommendations for legislation.	February 1, 2020
	Requires the Oregon Department of Education, Educator Advancement Council, Teacher Standards and Practices Commission, school district representatives and education stakeholders to report to the 2020 Legislative Assembly on recommendations to increase educator diversity.	Annually, starting February 1, 2022
	Requires the Oregon Department of Education to report annually to the legislature on each school districts' progress toward meeting its performance goals beginning February 1, 2022.	January 1, 2021
	Requires the Oregon Department of Education to submit a report detailing the development of the American Indian and Alaska Native education plan and a report detailing the development of the Latino or Hispanic education plan to the legislature by January 1, 2021.	January 1, 2021
	Requires the Early Learning Division to submit a report to the legislature by September 15 of each odd-numbered year on the Early Childhood Equity Fund grants.	Odd-numbered years on September 15

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[Senate Bill 3](#)

Effective Date: January 1, 2020

Community College Applied Baccalaureate Degrees

Chief Sponsors: Sens. Courtney, Girod, Heard, Thomsen, Wagner

Committees: Senate Education, House Education

Background and Current Law: Oregon has 17 community colleges serving 272,254 individual students in four program areas: lower-division collegiate education, career and technical programs, developmental education, and adult continuing education. Community colleges are currently prohibited from offering four-year programs, including applied baccalaureate programs. An applied baccalaureate degree is a bachelor's degree designed to incorporate applied associate courses and degrees with additional coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills. Common applied baccalaureate areas of study are information technology, applied management, health sciences, and early childhood/elementary education. At present, 25 states allow community colleges to award bachelor's degrees.

Bill Summary: Senate Bill 3 permits community colleges to offer applied baccalaureate degree programs if approved by the Higher Education Coordinating Commission (HECC). To receive approval, community colleges must submit: a description of the program; information about how it will be created, including any accreditation requirements; and documentation of local unmet workforce needs, student demand, program expertise, and adequate program resources. If the community college meets existing criteria for the approval of new programs, HECC is required to approve them.

Oregon Laws 2019: Chapter 255

[Senate Bill 4](#)

Not Enacted

Community College and Public University Consolidation

Chief Sponsors: Sens. Courtney, Thomsen

Committees: Senate Education

Background and Current Law: Oregon has 17 community colleges, governed by local community college districts and funded through local taxing authorities, state revenues, tuition, and other sources. Oregon has seven public universities, governed by boards and funded through tuition, state revenue, and other sources. The Higher Education Coordinating Commission coordinates state policy regarding community colleges and public universities, which do not currently have the authority to merge into one institution.

Bill Summary: Senate Bill 4 would have permitted voluntary mergers of a community college and a public university. The Higher Education Coordinating Commission would have been required to approve proposals to consolidate and report to the legislature at least 90 days prior to the effective date.

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[Senate Bill 12-A](#)

Not Enacted

[\(see House Bill 3427\)](#)

Inclusive Schools Pilot Program

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: Senate Education, Joint Student Success

Background and Current Law: The Oregon Department of Education (ODE) convened a Safe and Effective Schools for All Students Advisory Committee, to recommend legislation. Senate Bill 12 A resulted from its activity.

Bill Summary: Senate Bill 12-A would have established a pilot program to foster safe, effective, equitable, and conducive learning environments for all students. ODE would have been authorized to award grants to school districts to implement early warning systems to help students graduate, and to establish and oversee a network of regional student councils. Provisions relating to early warning systems were incorporated into the Student Success Act (House Bill 3427).

[Senate Bill 13](#)

Effective Date: January 1, 2020

Disability Terminology for Special Education Statutes

At the request of: Governor Kate Brown for Oregon Department of Education

Committees: Senate Education, House Education

Background and Current Law: The Oregon Department of Education (ODE) requested that terminology referencing certain disabilities be updated in provisions governing special education, consistent with modern usage, along with a technical correction to conform with federal requirements.

Bill Summary: Senate Bill 13 changes “hearing impaired” to “deaf or hard of hearing,” “autism” to “autism spectrum disorder,” “blindness or deafness or both” to “deafblind” and “emotional disturbance” to “emotional behavior disability.” It also makes “other health impairment” a separate category and modifies the definition of developmental delay to identify and include children based on age (three through nine years old), rather than by grade level.

Oregon Laws 2019: Chapter 310

[Senate Bill 14](#)

Not Enacted

American Indian or Alaska Native Student Success Plan

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: Senate Education, Joint Student Success

Background and Current Law: Senate Bill 14 is modeled on House Bill 2016 (2015), which established a statewide education plan for African American students. It builds on the Oregon Department of Education's (ODE's) existing American Indian/Alaska Native Education State Plan, a policy ODE adopted in the 1980s.

Bill Summary: Senate Bill 14 would have directed ODE to develop and implement a statewide education plan for American Indian or Alaska Native students and corresponding advisory body. Provisions of this measure were incorporated into the Student Success Act (House Bill 3427).

[Senate Bill 16](#)

Effective Date: May 24, 2019

Practitioners for Special Education Evaluations

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: Senate Education, House Education

Background and Current Law: In the 2017-2018 school year, Oregon school districts provided 78,867 students with special education services, representing 13.6 percent of the total student population. To receive special education services, a student must undergo an evaluation, which may include a medical examination by a licensed physician or a health assessment by a licensed nurse. In practice, for purposes of the special education services evaluation, the medical assessment is the same regardless of the type of health practitioner. Current law does not expressly provide for audiology exams, out-of-state licensed naturopathic physicians, or reporting requirements.

Bill Summary: Senate Bill 16 expands the types of health practitioners that may conduct medical examinations for special education evaluations to include licensed naturopathic physicians, adds audiology assessments as a type of examination, and requires health practitioners to report results to school districts.

Oregon Laws 2019: Chapter 171

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[Senate Bill 17](#)

Not Enacted

Electronic Transcripts in High School

At the request of: Governor Kate Brown for Higher Education Coordinating Commission

Committees: Senate Education, Joint Student Success

Background and Current Law: Electronic transcripts allow high schools and higher education institutions to share students' academic information electronically. Currently, each Oregon school district uses its own application, causing difficulties for students transferring between districts and challenges for higher education institutions.

Bill Summary: Senate Bill 17 would have established a task force to study electronic transcripts and submit a report to the legislature by December 1, 2019.

[Senate Bill 18](#)

Not Enacted

School Administrators – Investigations of Abuse or Sexual Conduct

At the request of: Governor Kate Brown for the Teacher Standards and Practices Commission

Committees: Senate Education

Background and Current Law: The Teacher Standards and Practices Commission (TSPC) is responsible for regulating licensed educators. This includes issuing licenses and taking disciplinary action, such as suspending or revoking certifications for teachers, administrators, school counselors, school social workers, school psychiatrists, and school nurses. TSPC must investigate all reports of sexual conduct or abuse involving TSPC-licensed personnel. Disciplinary action may be based on a criminal conviction, gross neglect of duty, and gross unfitness.

Bill Summary: Senate Bill 18 would have permitted TSPC to take disciplinary action, including the suspension or revocation of a school administrator's license, for failure to meet reporting, investigation, and notification requirements concerning reports of suspected abuse or sexual conduct.

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[Senate Bill 52](#)

Effective Date: May 24, 2019

School District Suicide Prevention Plans

Chief Sponsors: Sens. Wagner, Roblan; Reps. Smith Warner, Doherty, Nosse, Power, Williamson

Committees: Senate Education, House Education

Background and Current Law: In 2015, Oregon's suicide rate was 33 percent higher than the national average and Oregon ranked 13th among all the states for incidence of suicide. The 2017 Oregon Healthy Teens Survey reported that 16 percent of eighth graders and 18 percent of eleventh graders seriously considered attempting suicide during the previous 12 months. The Oregon Health Authority reports that 98 people under the age of 25 died of suicide in 2016.

Bill Summary: Senate Bill 52 requires school districts to adopt comprehensive plans on suicide prevention. Plans must address reduction of suicide risks, suicide response, and high-risk groups. The measure is designated Adi's Act in honor of Adi Staub, who died from suicide in 2017.

Oregon Laws 2019: Chapter 172

[Senate Bill 151](#)

Effective Date: January 1, 2020

Education Service Districts

At the request of: Senate Interim Committee on Education

Committees: Senate Education, House Education

Background and Current Law: Oregon has 19 education service districts (ESDs) serving 36 counties. Each ESD provides regional educational services to school districts within its jurisdiction, including early intervention, low-incidence disability, special education, and college and career readiness programs. In 1991, the legislature passed the ESD Reorganization Act which required the consolidation of 29 ESDs into 21. Since that time, two more ESDs have merged: Yamhill and Willamette ESDs in 2003; and Union-Baker ESD with Umatilla-Morrow ESD to form the Intermountain ESD in 2011.

Bill Summary: Senate Bill 151 correspondingly updates the list of education service districts (ESDs) in statute.

Oregon Laws 2019: Chapter 258

[Senate Bill 154](#)

Not Enacted

11th Grade Statewide Assessment

At the request of: Senate Interim Committee on Education

Committees: Senate Education

Background and Current Law: The Oregon Department of Education (ODE) is required to implement a valid and reliable statewide assessment system for all students. The federal Every Student Succeeds Act (ESSA) requires states to assess students in math and reading every year in grades three through eight and once in high school, and to assess science at least once in elementary, middle, and high school. Oregon's high school assessment is the Smarter Balanced Assessment Consortium (SBAC), completed in grade 11. The ESSA allows for use of a nationally recognized high school academic assessment instead of a statewide high school assessment, if the administering school district uses the same locally selected, nationally recognized assessment in all its high schools.

Bill Summary: Senate Bill 154 would have tasked ODE to study whether school districts should use the American College Testing tool (ACT), the Scholastic Aptitude Test (SAT), or another national standardized test for the grade 11 assessment, and to report to the legislature by September 15, 2020.

[Senate Bill 155](#)

Effective Date: July 23, 2019

Sexual Misconduct in Schools

At the request of: Senate Interim Committee on Education

Committees: Senate Education, Senate Rules, Joint Student Success, Joint Ways and Means

Background and Current Law: In 2015, Congress passed the Every Student Succeeds Act (ESSA), which contains provisions prohibiting school districts, state departments of education, school employees, contractors, or agents from assisting school employees, contractors, or agents investigated for sexual misconduct from obtaining new jobs unless certain reporting requirements are met. In 2018, Portland Public Schools (PPS) released a report detailing how several former teachers retained their positions despite multiple reports of sexual conduct. The Senate Education Committee drafted Senate Bill 155 to align Oregon law with federal law and to implement recommendations contained in the PPS report.

Bill Summary: Senate Bill 155 brings Oregon law into compliance with federal law; changes the definition of sexual conduct to remove requirements that it must unreasonably interfere with a student's educational performance and create an intimidating, hostile, or offensive environment; expands and clarifies responsibilities of the Department of Human Services (DHS), the Teacher Standards and Practices Commission (TSPC), and the Oregon Department of Education (ODE) to investigate allegations of abuse or sexual conduct in schools; places a 90-day timeline on investigations by TSPC and ODE; allows nonlicensed personnel to appeal; clarifies the responsibility of school districts to determine whether or not any employment policies were violated; requires districts to establish policies on appropriate electronic communications between students and staff; and prohibits any termination or resignation agreements that may impair or suppress an investigation.

Oregon Laws 2019: Chapter 618

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[Senate Bill 156](#)

Not Enacted

Investigations of Abuse and Sexual Conduct

At the request of: Senate Interim Committee on Education for Portland Public Schools

Committees: Senate Education

Background and Current Law: School districts employ approximately 68,000 teachers, administrators, specialists, and support staff during a school year. The responsibility to report and investigate allegations of abuse and sexual conduct by school employees is shared by school districts, school employees, licensing boards, the Department of Human Services (DHS), and law enforcement. The Teacher Standards and Practices Commission (TSPC) is responsible for discipline and suspending or revoking certifications for teachers, administrators, school counselors, school social workers, school psychiatrists and school nurses.

Bill Summary: Senate Bill 156 would have revised the definitions of “school employee,” “sexual conduct,” and “student,” for purposes of reporting and investigating suspected abuse or sexual conduct by school employees. TSPC would have been required to complete investigations within 180 days of receiving a complaint of abuse, sexual conduct, or behavior considered dangerous to children.

[Senate Bill 157-A](#)

Not Enacted

National Assessments

At the request of: Senate Interim Committee on Education

Committees: Senate Education, Joint Student Success, Joint Ways and Means

Background and Current Law: Currently, Oregon students take the Smarter Balanced Assessment Consortium (SBAC) summative assessments in math and English language arts at the end of each school year from third through eighth grade and once in high school. The Scholastic Aptitude Test (SAT) and American College Testing (ACT) are examples of nationally recognized academic assessments that are used for entrance into post-secondary institutions.

Bill Summary: Senate Bill 157-A would have required the Oregon Department of Education (ODE) to contract with a nonprofit entity to allow school districts to administer a nationally recognized assessment to meet Oregon's high school assessment requirement.

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[Senate Bill 158-A](#)

Not Enacted

Foster Youth Promise

At the request of: Senate Interim Committee on Education

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Community colleges and public universities waive tuition for current and former foster youth. In 2018, 11,645 children in Oregon spent at least one day in the foster care system.

Bill Summary: Senate Bill 158-A would have established a pilot project to assist foster youth transitioning from community college to a public university.

[Senate Bill 159-A](#)

Not Enacted

Foster Youth Success Centers

At the request of: Senate Interim Committee on Education

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Community colleges and public universities waive tuition for current and former foster youth. In 2018, 11,645 children in Oregon spent at least one day in the foster care system.

Bill Summary: Senate Bill 159-A would have established student success centers for foster youth receiving tuition waivers. The student success centers would have provided peer support, outreach, mentoring, and other support for foster youth attending college.

[Senate Bill 160](#)

Effective Date: January 1, 2020

College Credit for International Baccalaureate Exams

At the request of: Senate Interim Committee on Education

Committees: Senate Education, House Education

Background and Current Law: In 2017, 17 Oregon high schools offered an International Baccalaureate (IB) program, with 2,292 students completing 5,595 IB courses. The IB program requires high school students to complete an external, standardized exam for each IB course. Scores on these exams range from one (lowest) to seven (highest). Many universities and colleges offer college credit to students who receive a minimum score on an IB exam. Typically, Oregon public universities and community colleges award credit for IB exam scores of five or higher. Senate Bill 160 is modeled on Senate Bill 207 (2017) that required public higher education institutions to provide credit to students receiving a score of three or higher on an Advanced Placement (AP) exam.

Bill Summary: Senate Bill 160 requires public universities and community colleges to award academic credit for IB scores of four or higher, unless an institution is granted an exception.

Oregon Laws 2019: Chapter 235

[Senate Bill 180](#)

Not Enacted

Bullying Prevention Program

At the request of: Senate Interim Committee on Human Services

Committees: Senate Education, Joint Student Success

Background and Current Law: Oregon law requires school districts to adopt policies prohibiting harassment, intimidation, bullying, and cyberbullying and to provide prevention and response training. Oregon law also encourages school districts to develop anti-bullying task forces and programs that involve students, parents, school employees, law enforcement, and community representatives.

Bill Summary: Senate Bill 180 would have provided grants to school districts to implement anti-bullying programs and would have established a statewide youth-empowerment conference.

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[Senate Bill 216](#)

Effective Date: January 1, 2020

Educator Licensure

At the request of: Governor Kate Brown for Teacher Standards and Practices Commission

Committees: Senate Education, House Education

Background and Current Law: In 2017, the legislature passed Senate Bill 205, allowing teachers to teach for 90 days without a license if they have submitted the application and completed all required background checks, enabling them to become employed while their application is being processed. In 2018, Senate Bill 1520 was enacted, expanding this authorization to all employees that must obtain educator licensure to work. Under current law, the Teacher Standards and Practices Commission (TSPC) may not limit the number of times an educator is employed using the 90-day exception period, so it is possible for educators to re-apply for the same license multiple times to extend the 90-day unlicensed employment period.

Bill Summary: Senate Bill 216 limits educators with pending applications, to working unlicensed for 90 days once per year for each type of license.

Oregon Laws 2019: Chapter 150

[Senate Bill 234](#)

Effective Date: January 1, 2020

Tuition Parity for Veterans

At the request of: Senate Interim Committee on Veterans and Emergency Preparedness

Committees: Senate Veterans and Emergency Preparedness, House Veterans and Emergency Preparedness

Background and Current Law: Several higher education benefits are available to qualifying active duty service members, veterans, and their dependents in Oregon, beginning with in-state tuition at public universities and community colleges for eligible veterans at both the graduate and undergraduate levels. The federal government provides tuition assistance through both the G.I. Bill and vocational rehabilitation benefits; however, a conflicting provision exists in current state law that specifically requires recipients of vocational rehabilitation benefits to pay nonresident tuition. This provision causes some institutions of higher education to differentiate between students based on the source of the assistance they receive: those that receive tuition assistance via the G.I. Bill pay in-state rates, and those who receive tuition assistance through vocational rehabilitation benefits pay nonresident rates.

Bill Summary: Senate Bill 234 allows nonresident recipients of federal vocational rehabilitation benefits to pay in-state tuition, the same as nonresident recipients of the G.I. Bill, beginning with 2020-2021 academic year.

Oregon Laws 2019: Chapter 283

[Senate Bill 255](#)

Not Enacted

Oregon Institute of Marine Biology – Research Vessel

Chief Sponsors: Sen. Roblan; Reps. DB Smith, McKeown

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Since the 1920s, the University of Oregon (UO) has taught and conducted research in marine biology on the Southern Oregon coast. In 1929, the U.S. Army Corps of Engineers provided a portion of the Coos Head Military Reservation for the permanent home of UO's marine biology program. In 1966, UO began operating the Oregon Institute of Marine Biology (OIMB) as a year-round research and teaching facility. The OIMB helped establish the South Slough National Estuarine Research Reserve and continues to collaborate with it. OIMB offers the only undergraduate marine biology major in Oregon and provides ongoing educational opportunities to K-12 students, college students, and the public.

Bill Summary: Senate Bill 255 would have appropriated \$500,000 to OIMB to replace a research vessel.

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[Senate Bill 257](#)

Not Enacted

Oregon State University Statewide Programs

Chief Sponsors: Sens. Roblan, Hansell; Reps. McKeown, Marsh, McLane, G Smith

Committees: Senate Education, Joint Ways and Means

Background and Current Law: The Oregon Agricultural Experiment Station (OAES) conducts research and demonstrations in the agricultural, biological, social, and environmental sciences at main campus of Oregon State University (OSU) in Corvallis and at branch stations throughout the state. The OSU Extension Service is a county-based statewide network that develops and delivers non-credit, educational programs based on locally identified needs. The Forest Research Laboratory conducts research on management and utilization of state forests. The research results are shared with educational programs, forestry and scientific publications, government, and the public.

Bill Summary: Senate Bill 257 would have appropriated \$30 million to Oregon State University's agricultural experiment stations, extension services, and forest research laboratory. Provisions of the bill were incorporated into HB 5050.

[Senate Bill 263-A](#)

Not Enacted

Resident Tuition for Specified Students

Chief Sponsors: Sens. Dembrow, Hansell, Monnes Anderson, Wagner; Reps. Piluso, Hernandez, Keny-Guyer

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Currently, most foreign students pay nonresident tuition at public universities. Foreign students may enter the United States in a variety of ways, the most typical being, with the use of a student visa upon acceptance at a post-secondary institution. A student's presence in the United States may also be authorized by a special immigrant visa, or they may be refugees, or they may be working in the United States pursuant to the Compact of Free Association (COFA). COFA is an international agreement that allows citizens of the Republic of Palau, the Republic of Marshall Islands, and the Federated States of Micronesia to work in the United States as nonimmigrants for an unlimited length of time. Refugees are granted that status by the U.S. Citizen and Immigration Services, and special immigrant visas are issued to persons from Iraq or Afghanistan by the U.S. Department of Homeland Security under the 2006 National Defense Authorization Act, the 2007 Refugee Crisis in Iraq Act, or the 2009 Afghan Allies Protection Act.

Bill Summary: Senate Bill 263-A would have allowed refugees, special immigrant visa holders, and COFA islanders to pay in-state tuition.

[Senate Bill 282](#)

Not Enacted

Appropriate Use of Technology in Schools

Chief Sponsors: Sen. Monnes Anderson; Reps. Piluso, Sanchez

Committees: Senate Education

Background and Current Law: School districts are required to adopt policies for the use of personal electronic devices in schools so that students may be allowed to access them in support of academic activities and independent communications. Unless otherwise specifically prohibited by the policy, students may not be denied opportunities to use personal electronic devices that support academic activities and independent communications. If a school district implements a curriculum that uses technology, the district school board must adopt a policy that allows but does not require students to use their own personal devices. School districts may prohibit the use of technology during regular school hours or during school events if the communications are not related to academic activities, such as social media or entertainment.

Bill Summary: Senate Bill 282 would have required the Oregon Department of Education (ODE) to conduct a study, adopt guidelines, and develop materials related to the appropriate use of technology by students.

[Senate Bill 283](#)

Effective Date: August 9, 2019

Health Effects of Microwave Radiation in Schools

Chief Sponsors: Sens. Monnes Anderson, Boquist; Reps. Piluso, Keny-Guyer

Committees: Senate Education, Joint Ways and Means

Background and Current Law: School districts are required to provide opportunities for students to use technology and to develop and adopt a Healthy and Safe Schools Plan. The plan must address environmental conditions at facilities owned or leased by the district or school where students or staff are present on a regular basis.

Bill Summary: Senate Bill 283 requires the Oregon Health Authority (OHA) to review scientific studies on the health effects of exposure to microwave radiation, including in schools or similar environments and the Oregon Department of Education is directed to recommend practices and alternative technologies to reduce students' exposure.

Oregon Laws 2019: Chapter 677

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[Senate Bill 289](#)

Not Enacted

Vision Screenings

Chief Sponsors: Sens. Roblan, Hansell; Reps. Doherty, Reschke, McKeown, G Smith, Williamson

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Students age seven or younger are required to submit certification to school districts that they have received a vision screening, unless they meet certain criteria. Many districts and preschool programs offer free vision screenings during school hours to meet this requirement. School-based screenings must be conducted by a school nurse, qualified school staff, or an organization approved by the Oregon Department of Education (ODE), such as the Oregon Lions Sight and Hearing Foundation or the Elks Preschool Vision Screening Foundation. In 2017, the legislature passed Senate Bill 187 requiring ODE to reimburse education providers for expenses related to vision screenings, including any expenses related to contracting with outside providers. It appropriated \$1 million for this purpose, capping the rate of reimbursement at \$3.20 per student. Since the measure specified only education providers may be reimbursed, other providers, such as the Lions Foundation, must request reimbursement through a school district.

Bill Summary: Senate Bill 289 would have appropriated \$2 million for school children's vision screenings and would have authorized ODE to reimburse all approved screening providers directly.

[Senate Bill 293](#)

Not Enacted

Indian Health Scholarship Program

Chief Sponsors: Sen. Hansell

Committees: Senate Education, Joint Ways and Means

Background and Current Law: There are nine federally recognized tribes located within Oregon's borders. Indian tribes provide healthcare services to their members through tribal-operated clinics in their communities. Tribal health clinics are supported through tribal, federal, and state sources.

Bill Summary: Senate Bill 293 would have created the Indian Health Scholarship Program for members of federally recognized Indian tribes enrolled in degree programs for health professions at Oregon Health and Science University (OHSU). Scholarship recipients would have been required to work at tribal service sites upon completion and funds would have been appropriated to OHSU for program administration.

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[Senate Bill 312](#)

Effective Date: June 7, 2019

Native American and Alaska Native Students – In-state Tuition

Chief Sponsors: Sen. Hansell

Committees: Senate Education, House Education

Background and Current Law: In 2018, 888 American Indian or Alaska Native (AI/AN) students were enrolled in Oregon public universities, representing 0.9 percent of the total student population. In the same year, 3,025 AI/AN students were enrolled in Oregon community colleges. In 2018-19, the average undergraduate tuition and fees for public universities was \$10,111 (resident) and \$27,860 (nonresident). In 2017-18, the average tuition and fees for community colleges was \$5,172 (resident) and \$9,994 (nonresident, nonborder states).

Bill Summary: Senate Bill 312 allows nonresident Native Americans or Alaska Natives who graduated from a public or private high school in Oregon to pay in-state tuition at public colleges and universities.

Oregon Laws 2019: Chapter 287

[Senate Bill 352-A](#)

Not Enacted

Tucker Maxon School

Chief Sponsors: Sens. Monnes Anderson, Roblan; Rep. Nosse

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Tucker Maxon School is an educational institution in Portland that integrates children who are deaf, hearing, and hard of hearing. It is an independent, non-profit corporation governed by a 14-member board of directors. In 2016–2017, it enrolled 110 students, 39 of whom were deaf and 71 with typical hearing.

Bill Summary: Senate Bill 352-A would have appropriated \$500,000 to the Tucker Maxon School for a new heating system. Provisions of the bill were enacted in HB 5050.

[Senate Bill 428-A](#)

Not Enacted

Audit of Statewide Assessments

Chief Sponsors: Sen. Frederick

Committees: Senate Education, Joint Ways and Means

Background and Current Law: The Oregon Department of Education (ODE) is required to implement a statewide assessment system for all students. The federal Every Student Succeeds Act (ESSA) requires states to test students in reading and math annually from grades three through eight and once in high school, and to test science once in elementary school, middle school, and high school. To meet state and federal requirements, Oregon students complete the Smarter Balanced assessments in English and math in grades three through eight and grade 11, and the Oregon Assessment of Knowledge and Skills (OAKS) in science in grades five, eight, and 11. Additionally, school districts are required to administer a kindergarten readiness assessment, English-language proficiency assessment for English language learners, Oregon Extended Assessment for students with cognitive disabilities, and the Preliminary Scholastic Aptitude Test (PSAT) in grade 10.

Bill Summary: Senate Bill 428-A would have tasked ODE with conducting an audit related to the use of statewide assessments in Oregon public schools.

[Senate Bill 433](#)

Not Enacted

Statewide Assessments – Opting Out/Notification

Chief Sponsors: Sen. Frederick

Committees: Senate Education

Background and Current Law: In 2015, the legislature passed the Student Assessment Bill of Rights that allows a parent to excuse a child from taking annual statewide assessments, as identified by the Oregon Department of Education (ODE). Parents are not required to provide a reason for opting out of the test, but they must submit the required form. The Act also requires school districts to notify parents about statewide assessments and their opt-out rights. Currently, ODE permits parents to opt out of the English and math assessments. In 2017-2018, 2.8 percent of Oregon students opted out of the English assessment and 3.3 percent opted out of the math assessment. To comply with the federal Every Student Succeeds Act (ESSA), states must attain at least 95 percent participation on the statewide assessments in English, math, and science. ODE permits parents to excuse a child from the kindergarten, science and English language proficiency assessments for disability or religious reasons.

Bill Summary: Senate Bill 433 would have allowed parents to excuse a child from all statewide assessments for any reason. The measure would also have required ODE to ensure that forms and notices were accurate, nonpartisan, and free of conjecture or speculation, and directed ODE to consult with legislators and stakeholders when revising forms and notices.

EDUCATION

[Senate Bill 455](#)

Effective Date: January 1, 2020

Public Contracts and Apprenticeships

Chief Sponsors: Sen. Beyer

Committees: Senate Education, Senate Rules, House Rules

Background and Current Law: The University of Oregon is currently required to require contractors and subcontractors to employ apprentices to perform 15 percent of applicable work hours under qualified contracts and to establish and execute a plan for outreach, recruitment, and retention of women and minority individuals to perform work under contracts.

Bill Summary: Senate Bill 455 requires public universities and community colleges to support apprenticeship programs by awarding specified contracts to contractors who are registered with certain apprenticeship-related entities, and for contractors to likewise award specified subcontracts to subcontractors who are registered with certain apprenticeship-related entities. An exemption exists if compliance would cause unreasonable expense or delay or result in less than three bidders.

Oregon Laws 2019: Chapter 549

[Senate Bill 456](#)

Not Enacted

Essential Learning Skills Tests

Chief Sponsors: Sen. Hass

Committees: Senate Education, Joint Student Success

Background and Current Law: The State Board of Education established in Oregon Administrative Rule 581-022-2115 nine essential learning skills that students must demonstrate to receive a high school diploma.

Bill Summary: The measure would have prohibited testing as the only means for students to demonstrate proficiency in the nine essential learning skills required by the State Board of Education and would have required school districts to award diplomas to individuals who failed tests in the past.

EDUCATION

[Senate Bill 485](#)

Effective Date: January 1, 2020

Suspected Suicides – Communication Plans

Chief Sponsors: Sens. Gelser, Wagner

Committees: Senate Education, House Education

Background and Current Law: In 2016, the Oregon Health Authority (OHA) reported that 98 youths age 24 and younger died because of suicide. OHA may, but is not required to, collaborate with educational institutions on a communications plan to respond to suspected suicides and to serve as a resource as needed. Educational institutions are not currently required to inform OHA of efforts to provide support and reduce the risk of subsequent suicides.

Bill Summary: Senate Bill 485 requires OHA to collaborate with public and private schools, public and private universities and colleges, and runaway or homeless youth service providers on a communication plan to respond to suspected suicides of persons 24 years or younger. It also requires educational institutions, attended at the time of death by individuals who commit suicide, to inform OHA of actions taken to provide support and prevent the increased risk of subsequent suicides. Finally, it directs OHA to serve as a resource for affected educational institutions.

Oregon Laws 2019: Chapter 178

[Senate Bill 486](#)

Not Enacted

Special Education – Assessment Timelines

Chief Sponsors: Sen. Gelser

Committees: Senate Education

Background and Current Law: In the 2017-2018 school year, Oregon school districts provided 78,867 students with special education services through the federal Individuals with Disabilities Education Act (IDEA), representing 13.6 percent of the total student population. School districts are required to evaluate and re-evaluate students to determine special education eligibility and needs.

Bill Summary: Senate Bill 486 would have required a special education evaluation and parent meeting within 75 calendar days of receiving consent from parents. The measure also would have required that evaluations occur within 89 days of parental consent in circumstances where students are absent on scheduled evaluation days.

EDUCATION

[Senate Bill 489](#)

Not Enacted

Cyberbullying in Schools

Chief Sponsors: Sen. Gelser; Rep. Noble

Committees: Senate Education, Senate Judiciary

Background and Current Law: Cyberbullying is defined as the use of any electronic communication device to harass, intimidate, or bully. School districts must adopt policies to prohibit and respond to cyberbullying and provide anti-cyberbullying training to students and staff. School districts are also encouraged to work with students, parents, law enforcement, and other partners to develop programs to address cyberbullying.

Bill Summary: Senate Bill 489 would have encouraged school districts to collaborate with social media providers to work on cyberbullying issues, including developing agreements with school districts on how to disclose online content related to incidences of cyberbullying.

[Senate Bill 496](#)

Effective Date: July 1, 2019

Equal Access to School Facilities

Chief Sponsors: Sen. Gelser

Committees: Senate Education, House Education

Background and Current Law: In 2017-2018 school year, Oregon schools served 78,867 students in special education services, 13,300 students in alternative programs, and 54,408 English language learners.

Bill Summary: Senate Bill 496 requires school districts to provide special education students, alternative education students, and English language learners with the same access to specialized or common areas as traditional students. There are exceptions for behavioral issues or to comply with a court order or law enforcement agency.

Oregon Laws 2019: Chapter 334

EDUCATION

[Senate Bill 497-A](#)

Not Enacted

Oregon Promise – Minimum Grade Point Average

Chief Sponsors: Sen. Gelser

Committees: Senate Education, Joint Ways and Means

Background and Current Law: In 2015, the legislature created the Oregon Promise program to provide grants to cover the cost of community college tuition. To qualify, students must be recent Oregon high school or GED graduates, earn a cumulative GPA of at least 2.5, and enroll at a community college within six months of graduation. In 2016-2017, 45 percent of 35,380 high school graduates applied for the Oregon Promise grant, 31 percent completed the application and met requirements, and 16 percent accepted an award.

Bill Summary: Senate Bill 497-A would have reduced the minimum cumulative grade-point average (GPA) required for an Oregon Promise grant from 2.5 to 2.0.

[Senate Bill 535](#)

Not Enacted

Open Enrollment

Chief Sponsors: Sen. Knopp

Committees: Senate Housing, Senate Education

Background and Current Law: Public schools are funded through federal, state, and local sources. Funds are distributed to school districts according to a formula that is based on their average daily membership (ADM) plus additional weights for certain students.

Bill Summary: Senate Bill 535 would have provided additional allocation for students in poverty, children in foster care, and children in state-recognized institutions for neglect or delinquency, by increasing the added weight assigned to them for purposes of the school funding distribution formula from 0.25 to 0.5 additional weight.

EDUCATION

[Senate Bill 553](#)

Not Enacted

Open Enrollment

Chief Sponsors: Sen. Knopp

Committees: Senate Education

Background and Current Law: Open enrollment allows students who reside in one school district to attend school in a different district, under certain circumstances. In 2011, the legislature passed House Bill 3681 allowing students to attend schools in other districts with the written consent of the receiving district. The provision is scheduled to sunset on July 1, 2019.

Bill Summary: Senate Bill 553 would have lifted the sunset to continue open enrollment.

[Senate Bill 573](#)

Not Enacted

Educator Misconduct

Chief Sponsors: Sen. Knopp

Committees: Senate Education

Background and Current Law: The Teacher Standards and Practices Commission (TSPC) is the regulatory body that oversees school personnel. It is required to investigate reports of educator and administrator misconduct. It may discipline, suspend, or revoke licenses for teachers and administrators for conviction of crimes, gross neglect of duty, and any gross unfitness. School districts are required to place employees on administrative leave for reports of suspected abuse, and on administrative leave or in nonsupervisory positions for reports of suspected sexual conduct, until the Department of Human Services (DHS) or law enforcement has decided on the report.

Bill Summary: Senate Bill 573 would have required TSPC to immediately suspend licenses or registrations of any teachers or administrators who engage in abuse, sexual conduct, drug or alcohol abuse, using physical force against a student, sexual harassment, assault, or domestic violence, and school districts would have been required to place school employees suspected of sexual conduct on administrative leave until DHS or law enforcement completed an investigation.

EDUCATION

[Senate Bill 575](#)

Not Enacted

Special Education Evaluation – Vision Exams

Chief Sponsors: Sen. Knopp

Committees: Senate Education

Background and Current Law: In the 2017-2018 school year, Oregon school districts provided special education services to 78,867 students, representing 13.6 percent of total enrollment. School districts are required to ensure that an evaluation is conducted to determine if a child is eligible for special education services. The evaluation may include a vision examination by a licensed ophthalmologist or optometrist.

Bill Summary: Senate Bill 575 would have required special education evaluations to include a vision examination.

[Senate Bill 584](#)

Not Enacted

[\(see House Bill 3427\)](#)

School Safety

At the request of: Oregon School Safety Task Force, Oregon Association of Education Service Districts, Association of Community Mental Health Providers, Lines for Life, Oregon Fire Chiefs Association, Oregon Association Chiefs of Police, Oregon State Sheriffs' Association, Oregon Education Association, Oregon School Employees Association, Confederation of Oregon School Administrators.

Committees: Senate Education, Joint Student Success

Background and Current Law: Oregon's School Safety Task Force convened in 2014 to make recommendations relating to the physical safety of schools and students.

Bill Summary: Senate Bill 584 includes a proposal from the School Safety Task Force that would have established a statewide school safety and prevention system focused on bullying prevention, student wellness and suicide prevention, threat and risk assessment, and promotion and implementation of a statewide tip line for students. The provisions of this measure were incorporated into House Bill 3427.

EDUCATION

[Senate Bill 624](#)

Not Enacted

Public Universities – Common Application

Chief Sponsors: Sen. Girod

Committees: Senate Education

Background and Current Law: Oregon has seven public universities, serving approximately 75,500 resident, undergraduate students. They are not required to use the same application for enrollment but two institutions, the University of Oregon and Oregon State University, currently participate in a nationwide common application system, which allows students to apply to over 800 colleges and universities with one application.

Bill Summary: Senate Bill 624 would have required Oregon public universities to establish a common application for undergraduate admission.

[Senate Bill 664](#)

Effective Date: January 1, 2020

Holocaust and Genocide Instruction

Chief Sponsors: Sens. Wagner, Manning Jr, Heard; Rep. Sollman

Committees: Senate Education, House Education

Background and Current Law: School districts are required to provide instructional programs that meet content standards adopted by the State Board of Education. In May 2018, the Board adopted new content standards for social studies that require high school students to study the oppression of ethnic and religious groups, including those that are traditionally marginalized, but the standards do not specifically refer to the Holocaust or genocide.

Bill Summary: Senate Bill 664 requires school districts to provide instruction about the Holocaust and genocide and directs the State Board of Education to adopt content standards for Holocaust and genocide studies.

Oregon Laws 2019: Chapter 253

EDUCATION

[Senate Bill 665](#)

Effective Date: January 1, 2020

Naloxone Distribution – School Districts

Chief Sponsors: Sen. Johnson

Committees: Senate Education, House Education, House Health Care

Background and Current Law: Naloxone is a medication that rapidly reverses opioid overdose. It binds to opioid receptors and can reverse and block the effects of other opioids. It can very quickly restore normal respiration to a person whose breathing has slowed or stopped because of overdosing with heroin or prescription opioid pain medications. In 2016, there were 312 opioid-related overdose deaths in Oregon, a rate of 7.6 deaths per 100,000 persons compared to the national rate of 13.3 deaths per 100,000.

Bill Summary: Senate Bill 665 permits school districts to adopt rules to allow trained school personnel to administer naloxone and similar medications if a student or other individual overdoses on opioids at school, on school property, or at a school-sponsored activity.

Oregon Laws 2019: Chapter 375

[Senate Bill 689](#)

Effective Date: January 1, 2020

Maintaining Resident Status of Service Members' Dependents for Purposes of Post-Secondary Enrollment

At the request of: Senate Committee on Veterans and Emergency Preparedness

Committees: Senate Veterans and Emergency Preparedness, House Education

Background and Current Law: A number of higher education benefits are available to qualifying active duty service members, veterans, and their dependents in Oregon. The federal government provides tuition assistance through the G.I. Bill and vocational rehabilitation benefits. Educational assistance is also available for Oregon residents who served in the National Guard or Reserves in an active-duty capacity in a combat zone since September 11, 2001, through the Voyager Tuition Assistance Program. Priority enrollment is available at Oregon institutions of higher education for eligible service members, veterans, and their dependents. Oregon community colleges and universities also provide in-state tuition for eligible veterans at both the graduate and undergraduate levels. Finally, tuition waivers are available for eligible children and spouses to pursue a bachelor's or master's degree for only the cost of fees, pursuant to the Veterans Dependent Tuition Waiver Program. These waivers are available to the dependents of Purple Heart recipients awarded from 2001 going forward; or of veterans who died while on active duty or from a disability sustained while on active duty; or of veterans who are 100 percent disabled from military service.

Bill Summary: Senate Bill 689 allows dependents of service members who are considered residents at the time of their admission to a community college or public university, to remain so for as long as they are continuously enrolled.

Oregon Laws 2019: Chapter 264

EDUCATION

[Senate Bill 690](#)

Effective Date: June 11, 2019

Maintaining Participation in Interstate Compact for Military Children

At the request of: Senate Committee on Veterans and Emergency Preparedness

Committees: Senate Veterans and Emergency Preparedness, Senate Education, House Veterans and Emergency Preparedness, House Education

Background and Current Law: In 2014, Senate Bill 1506 was enacted, enabling Oregon to participate in the Interstate Compact on Educational Opportunity for Military Children (Compact). The Compact is concerned with the smooth transfer of students from school to school, who are the children of military parents. An interstate compact functions like a contract among participating states: each state enacts substantially similar provisions and avoids making unilateral changes to material terms to provide relative consistency from state to state. Oregon's participation in the Compact is scheduled to sunset December 31, 2019.

Bill Summary: Senate Bill 690 maintains Oregon's participation in the Compact by lifting the sunset and modifies its provisions consistent with its current operation: adding the Deputy Superintendent of Public Instruction and members of State Board of Education to the Compact council; changing meetings from every three months, to annually; and replacing the Oregon Military Department with the Oregon Department of Education for staffing purposes.

Oregon Laws 2019: Chapter 339

[Senate Bill 692](#)

Not Enacted

[\(see House Bill 3427\)](#)

Youth Reengagement System

Chief Sponsors: Sens. Roblan, Knopp; Reps. Doherty, G. Smith

Committees: Senate Education, Joint Student Success

Background and Current Law: According to the Youth Development Division (YDD) of the Oregon Department of Education (ODE), there are currently 17,506 Oregon youths between the ages of 16 and 21 who do not have a high school diploma or GED® who are not enrolled in school.

Bill Summary: Senate Bill 692 would have directed YDD to establish a statewide youth reengagement system to mentor students who have dropped out of high school and allow them to earn credits toward graduation or career readiness. The measure would also have required ODE to adjust school accountability systems to remove disincentives for school districts offering reengagement programs. Provisions of the measure were incorporated into House Bill 3427.

EDUCATION

[Senate Bill 719-A](#)

Not Enacted

Abbreviated School Day Programs for Students with Disabilities

Chief Sponsors: Sens. Gelser, Knopp

Committees: Senate Education, Joint Student Success, Joint Ways and Means

Background and Current Law: An abbreviated school day program restricts a student's access to instructional hours or educational services more than ten school days per year. School districts must meet specific requirements prior to placing a student in an abbreviated school day program. On January 22, 2019, a lawsuit was filed against the Oregon Department of Education (ODE) related to children with disabilities and their opportunity to attend full days of school.

Bill Summary: Senate Bill 719-A would have required the ODE to establish an advisory committee and provide school districts with supports and technical assistance related to abbreviated school day programs.

[Senate Bill 730-A](#)

Not Enacted

Student Transfer Bill of Rights and Responsibilities

Chief Sponsors: Senate Committee on Education

Committees: Senate Education, Joint Ways and Means

Background and Current Law: The legislature has a long-standing interest in the efficient transfer of community college credits to public universities, acting to increase transferability in 1987, 2005, 2011, 2013, 2015, and 2017. In response, the higher education system developed common course initiatives, statewide transfer degrees, the Oregon Transfer Module, core transfer maps, and major transfer maps. At present, transfer students complete 11 more credit hours on average than nontransfer students to earn a bachelor's degree (211 quarter hours vs. 200). In addition, transfer students are less likely to graduate than nontransfer students, and those students who do graduate take longer to earn their four-year degrees.

Bill Summary: Senate Bill 730-A would have established an advisory committee of higher education representatives to provide recommendations to the Higher Education Coordinating Commission (HECC) on how to effectively implement the Student Transfer Bill of Rights and Responsibilities. Additionally, it would have required HECC to adopt standards to simplify transfer agreements and to require colleges and universities to provide information about requests for variances to statewide transfer paths.

EDUCATION

[Senate Bill 731](#)

Effective Date: September 29, 2019

Student Government – Political Statements

Chief Sponsors: Sens. Gelser, Dembrow

Committees: Senate Education, House Rules

Background and Current Law: Oregon has 17 community colleges and seven public universities, serving over 450,000 students each year. Each institution has an associated student government. Public employees are prohibited from engaging in political activities while on the job during work hours. In addition, public employees may not be compelled to engage in political activities. Some public institutions have interpreted these prohibitions to include a student government making a statement or issuing a resolution to support or oppose a ballot measure, initiative, or referendum.

Bill Summary: Senate Bill 731 permits a student government to make a statement or issue a resolution to support or oppose a measure, initiative, or referendum petition. Student governments may use student fees and institutional resources to facilitate making a statement or issuing a resolution, such as renting a room or printing materials. It prohibits the use of student fees or public funds for other political activities.

Oregon Laws 2019: Chapter 377

[Senate Bill 739](#)

Not Enacted

Oregon Research Schools Network

Chief Sponsors: Sen. Roblan

Committees: Senate Education, Joint Student Success

Background and Current Law: The Oregon Research Schools Network (ORSN) is a partnership between the University of Oregon (UO) College of Education and high schools. Under ORSN, UO faculty members work with teachers and administrators to develop data-driven, research-based practices to improve graduation rates and student performance, with a focus on professional development and dual-credit initiatives.

Bill Summary: Senate Bill 739 would have appropriated \$2.5 million to expand ORSN to additional high schools. Provisions of the bill were incorporated into House Bill 5050.

EDUCATION

[Senate Bill 764](#)

Not Enacted

Mandatory Subjects of Collective Bargaining

Chief Sponsors: Sens. Frederick, Fagan, Dembrow; Rep. Clem

Committees: Senate Education, Joint Student Success

Background and Current Law: Under the Public Employee Collective Bargaining Act of 1973 (PECBA), public employers and labor organizations are required to bargain collectively in good faith with respect to employment relations, including monetary benefits, hours, vacation time, sick leave, grievance procedures, and other conditions of employment. The Act does not specifically include class size as a condition of employment in the definition of employment relations for purposes of school district bargaining. Bargaining outside the defined scope of employment relations is allowed, but not required.

Bill Summary: Senate Bill 764 would have included class size and caseloads as mandatory subjects of collective bargaining for school districts and their employees.

[Senate Bill 777-A](#)

Not Enacted

[\(see Senate Bill 949\)](#)

Prison Education – Task Force

Chief Sponsors: Sens. Dembrow, Frederick, Winters; Rep. Sanchez

Committees: Senate Judiciary, Senate Education, Joint Ways and Means

Background and Current Law: In 2015, the legislature passed Senate Bill 969, creating the Joint Interim Task Force on Reentry, Employment and Housing. The task force was formed to identify barriers to the successful reentry of formerly incarcerated individuals and propose possible solutions. One barrier identified was the need for expanded educational opportunities during incarceration to help them build resumes, expand knowledge and skills, and access job opportunities upon reentry. In 2017, the legislature considered Senate Bill 689, which would have continued the work of the task force, but the bill was vetoed by the Governor.

Bill Summary: Senate Bill 777-A would have established a task force on prison education.

EDUCATION

[Senate Bill 786](#)

Not Enacted

Sex Trafficking Prevention Instruction

Chief Sponsors: Sens. Hansell, Taylor

Committees: Senate Education, Joint Student Success

Background and Current Law: Current law requires school districts to adopt a child sexual abuse prevention program for students in kindergarten through grade 12.

Bill Summary: Senate Bill 786 A would have required school districts to adopt a sex trafficking prevention program.

[Senate Bill 794-A](#)

Not Enacted

Parent Demographic Information

Chief Sponsors: Sen. Gelser; Reps. Evans, Nearman

Committees: Senate Education, Joint Ways and Means

Background and Current Law: There are 17 community colleges and seven public universities in Oregon serving over 450,000 students each year. Public universities are governed by institutional governing boards, and community colleges are governed by locally elected district boards. The Higher Education Coordinating Commission (HECC) coordinates state higher education policies, including collecting statewide data on student demographics such as gender, race, ethnicity, and first-generation status.

Bill Summary: Senate Bill 794-A would have required public universities and community colleges to collect data on students who identify as parents or guardians.

EDUCATION

[Senate Bill 800-A](#)

Not Enacted

Transfer of Dual Credits

At the request of: Sen. Wagner

Committees: Senate Education, Joint Student Success, Joint Ways and Means

Background and Current Law: Dual credit programs provide students with opportunities to earn college credit while in high school. The Higher Education Coordinating Commission (HECC) is responsible for developing standards for dual credit programs. Students face challenges transferring dual credits when enrolling in higher education institutions other than the institution that cooperated with their school district to sponsor the courses.

Bill Summary: Senate Bill 800-A would have directed HECC to convene teachers, administrators, and faculty to develop policies to facilitate the transfer of dual credits to community colleges and public universities.

[Senate Bill 801](#)

Not Enacted

Firearm Safety Instruction

Chief Sponsors: Sens. Beyer, Knopp; Rep. Sprenger

Committees: Senate Education

Background and Current Law: The Oregon Health Authority (OHA) reports that an average of one state resident dies from a firearm injury each day, including suicides, homicides, and accidents. Suicide and homicide are the leading reasons for firearm deaths.

Bill Summary: Senate Bill 801 would have permitted school districts to offer a gun safety and accident prevention class to first graders if the class met certain standards.

EDUCATION

[Senate Bill 802](#)

Effective Date: January 1, 2020

Military Child – School Residency

Chief Sponsors: Senate Committee on Veterans and Emergency Preparedness

Committees: Senate Education, House Veterans and Emergency Preparedness, House Education

Background and Current Law: In 2014, the legislature adopted the Interstate Compact on Educational Opportunity for Military Children. The purpose of the compact is to reduce barriers and provide consistency for children of military personnel as they transfer schools between participating states. The compact addresses enrollment, placement, attendance, eligibility and graduation issues. It applies to children of active duty and recently retired, medically discharged, or deceased military personnel.

Bill Summary: Senate Bill 802 permits military orders to be used to enroll children in school prior to moving into a new district.

Oregon Laws 2019: Chapter 347

[Senate Bill 811](#)

Not Enacted

Natural Child of Foster Parent -- Tuition Remission

Chief Sponsors: Sen. Thatcher

Committees: Senate Education

Background and Current Law: In 2017, an average of 5,733 Oregon children were in family foster care daily, including 2,787 children placed with relatives. Foster children are eligible for free tuition and fees at community colleges and public universities.

Bill Summary: Senate Bill 811 would have extended tuition and fee waivers to the natural children of parents providing foster care. The amount of the waiver would have been based on the number of years the parent provided such care.

EDUCATION

[Senate Bill 828](#)

Not Enacted

Foster Youth – Study Abroad Programs

Chief Sponsors: Sens. Thatcher, Roblan

Committees: Senate Education

Background and Current Law: In 2017, 11,645 Oregon children spent at least one day in foster care, including 3,143 children over the age of thirteen. The Oregon Department of Education (ODE) estimates that students in foster care represent approximately one percent of a statewide high school graduation cohort. The Department of Human Services (DHS) currently permits foster youth to participate in international study abroad programs if the foster care family receives approval in advance.

Bill Summary: Senate Bill 828 would have used state school funding to pay for study abroad programs for high school students in foster care.

[Senate Bill 844](#)

Not Enacted

Plant Pest Solutions Website

Chief Sponsors: Sen. Roblan; Rep. Marsh

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Oregon State University is a public research university with two campuses, 11 colleges, 14 experiment stations, 36 extension offices, and over 200 academic programs. OSU's Agricultural Sciences and Natural Resources Extension Program in particular, provides research-based knowledge in a wide variety of topics, including integrated pest-management strategies.

Bill Summary: Senate Bill 844 would have appropriated \$3 million to OSU to develop, implement, and operate a website to inform the public about chemical and nonchemical plant pest solutions.

EDUCATION

[Senate Bill 852-A](#)

Not Enacted

Health Care Benefits – Part-Time Faculty

Chief Sponsors: Sen. Dembrow; Rep. Reardon

Committees: Senate Workforce, Senate Education, Joint Ways and Means

Background and Current Law: Public universities and community colleges are required to offer the same health benefits to eligible part-time and full-time faculty members. Part-time faculty are required to pay for all health insurance premiums unless otherwise provided by institutional policies or collective bargaining agreements.

Bill Summary: Senate Bill 852-A would have required the state to pay 90 percent of health insurance premiums for part-time faculty, with the remaining 10 percent paid by the faculty member.

[Senate Bill 859](#)

Effective Date: June 7, 2019

Tuition Equity – Graduate Students

Chief Sponsors: Sen. Dembrow; Rep. Hernandez

Committees: Senate Education, House Education

Background and Current Law: House Bill 2787 (2013) allows eligible, undergraduate students who are not citizens or lawful permanent residents to pay in-state tuition and fees at Oregon public universities. This legislation is commonly referred to as “tuition equity.” To qualify for tuition equity, an undergraduate student must attend an Oregon school for three years immediately prior to graduating or leaving school without a diploma, attend a U.S. school for five years immediately prior to graduating or leaving school without a diploma, earn an Oregon high school diploma or equivalent, and demonstrate intent to become a U.S. citizen or lawful permanent resident. During the 2017-2018 school year, approximately 250 undergraduate students qualified.

Bill Summary: Senate 859 extends tuition equity to qualifying graduate students.

Oregon Laws 2019: Chapter 300

[Senate Bill 905](#)

Effective Date: July 1, 2019

Foster Children School District Assignment

At the request of: Senate Committee on Education

Committees: Senate Education, Senate Rules, House Rules

Background and Current Law: In 2017, 7,831 Oregon children were in foster care on an average daily basis. A child may enter foster care through an involuntary or voluntary placement. Oregon law provides that a child with involuntary placement should attend their original school unless it is in the best interest of the child to enroll in another school district. In the case of a voluntary placement, Oregon law is silent on where the child should go to school.

Bill Summary: Senate Bill 905 creates a general rule that children who are voluntarily placed with a public or private agency by their parent or guardian are to attend school in the district in which they are placed. The bill provides an exception to allow children to attend school in the district where their parents or guardians reside when the placement is within 20 miles of the school, a plan exists for the child to return home, it is in the best interests of the child to attend the school, and the child would prefer to remain in the school district.

Oregon Laws 2019: Chapter 561

[Senate Bill 912-A](#)

Not Enacted

School-Based Sexual Conduct

Chief Sponsors: Sen. Prozanski

At the request of: Taylor Proden and Deborah & Shannon Hart

Committees: Senate Judiciary, Joint Ways and Means

Background and Current Law: Each school board in Oregon, including the governing board of a private school, is required to have policies that outline its response to sexual conduct by teachers. Policies must require all school employees who have reasonable cause to believe that another school employee has engaged in sexual conduct or abuse, or that a student has abused another student, to report the suspected abuse or sexual conduct to the Department of Human Services (DHS) or law enforcement.

Bill Summary: Senate Bill 912-A would have required internal reporting of student-to-student sexual conduct and allowed a private right of action against employees who failed to report, as required, in cases in which the Teachers Standards and Practices Commission does not have authority to discipline the employee.

EDUCATION

[Senate Bill 949](#)

Not Enacted

Prison Education Programs

Chief Sponsors: Sens. Dembrow, Hansell, Prozanski; Rep. Williamson

Committees: Senate Education, Joint Ways and Means

Background and Current Law: In 2015, the legislature passed Senate Bill 969, which created the Joint Interim Task Force on Reentry, Employment and Housing. The task force was formed to assess current barriers to the successful reintegration of individuals into mainstream society after incarceration and to propose possible solutions. One barrier the task force identified was the need for expanded educational opportunities to help individuals build a résumé, expand their knowledge and skills, and improve access to jobs upon reentry.

Bill Summary: Senate Bill 949 would have appropriated \$350,000 to the University of Oregon and \$150,000 to Blue Mountain Community College for prison education programs.

[Senate Bill 958-A](#)

Not Enacted

Dreamers Access Program

Chief Sponsors: Sen. Wagner

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Oregon students who are not U.S. citizens or lawful permanent residents are not eligible for federal student loan programs. House Bill 2787 (2013) allows eligible, undergraduate students who are not citizens or lawful permanent residents to pay in-state tuition and fees at Oregon public universities. This legislation is commonly referred to as “tuition equity.” In the 2017-2018 school year, tuition equity applied to approximately 250 undergraduate students.

Bill Summary: Senate Bill 958-A would have created an educational loan program for Oregon students who qualified for tuition equity.

EDUCATION

[Senate Bill 960](#)

Not Enacted

Investigating Sexual Conduct

Chief Sponsors: Sens. Gelser, Roblan, Wagner

Committees: Senate Education, Joint Ways and Means

Background and Current Law: School districts, school employees, licensing boards, the Department of Human Services (DHS), and law enforcement all share responsibilities to report and investigate allegations of abuse and sexual conduct by school employees.

Bill Summary: Senate Bill 960 would have modified certain investigatory procedures for reports of suspected sexual conduct by school employees.

[Senate Bill 963](#)

Effective Date: July 1, 2019

Use of Restraints

Chief Sponsors: Sen. Gelser; Reps. Clem, McLain, Helt, Salinas, G Smith

Committees: Senate Education, House Education, Joint Ways and Means

Background and Current Law: House Bill 2939 (2011) limits the use of physical restraint and sequestration of students in schools and youth services. Physical restraint is defined as one or more persons restricting a student's movement by holding them or applying pressure. Touching or holding a student without force to direct or assist in a task or activity is not considered physical restraint. Physical restraint is permitted when a student's behavior threatens serious bodily injury to the student or others, when no other, less restrictive interventions would be effective, and it may only be employed by individuals who have received appropriate training. Physical restraint may not be used for discipline, punishment, or convenience purposes. In addition, the use of mechanical, non-prescription chemical, and prone restraints are prohibited. Schools must report to parents, guardians, and the Oregon Department of Education when restraint is used.

Bill Summary: Senate Bill 963 clarifies what actions may be taken to direct, assist, or protect students. It permits safely escorting students, assisting willing students to complete a task, using minimal force to break up a fight, intervening to stop harmful behavior, and for self-protection. It prohibits supine restraints; using a door, wall or other object to impede a student's movement; impeding a student's breathing; placing pressure on a student's sensitive areas; retaliating against students; or taking any action designed to inflict pain.

Oregon Laws 2019: Chapter 267

[Senate Bill 971-A](#)

Not Enacted

American Indian Languages

Chief Sponsors: Senate Committee on Judiciary

Committees: Senate Judiciary, Joint Ways and Means

Background and Current Law: Oregon is home to nine federally recognized tribes, each a sovereign entity with distinct and unique histories, cultural traditions, and languages.

Bill Summary: Senate Bill 971-A would have named the 16 separate heritage languages spoken by the nine federally recognized tribes and would have required the Department of Education to provide any needed assistance and support to each of the tribes to revitalize the languages. The measure would have appropriated \$900,000 from the General Fund to carry out the measure.

[House Bill 2018](#)

Effective Date: July 23, 2019

Statewide Longitudinal Data System

At the request of: Joint Committee on Student Success

Committees: Joint Student Success, Joint Ways and Means

Background and Current Law: The Education Statewide Longitudinal Data System (SLDS) links data about students as they move through Oregon’s education system and the workforce without revealing the identity of any students. Currently it houses data from early learning, K-12, post-secondary and the Employment Department and acts as a central hub where the data can be linked and analyzed. The purpose of the SLDS is to improve student learning by providing researchers and policymakers with the information they need to examine the effectiveness of specific programs or interventions. Longitudinal data allows policy makers to clearly identify outcomes of programs across student populations and geographic regions. This helps the state pinpoint and address areas of inequities, in order to better direct resources and funding to programs that are helping students succeed.

Bill Summary: House Bill 2018 transfers the Statewide Longitudinal Data System from the Chief Education Office to the Higher Education Coordinating Commission (HECC).

Oregon Laws 2019: Chapter 572

[House Bill 2019](#)

Not Enacted

[\(see House Bill 3427\)](#)

Education Funding

At the request of: Joint Committee on Student Success

Committees: Joint Student Success

Background and Current Law: The Joint Committee on Student Success was established by the legislature in January 2018 and tasked with creating a plan to improve outcomes for students throughout Oregon. The committee conducted nine tours around the state, where it met with students, teachers, administrators, school employees, school board members, parents, business leaders, and other stakeholders.

Bill Summary: Originally intended as the vehicle for the Student Success Act, House Bill 2019 would have required the Oregon Department of Education to study the public education system. Amendments to House Bill 2019 were incorporated into the Student Success Act, House Bill 3427.

EDUCATION

[House Bill 2021](#)

Not Enacted

Oregon Youth Challenge

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Education, Joint Student Success

Background and Current Law: The Oregon Youth Challenge (OYC) is an alternative education program in the Bend-LaPine school district operated by the Oregon Military Department (OMD) and funded via interagency agreement. Students attending OYC are included in the district's graduation rate.

Bill Summary: House Bill 2021 would have established a funding mechanism for OYC and a unique school identification number, to remove its students from being included in the Bend-LaPine school district's graduation rate, leaving the agreement between OMD and the school district intact.

[House Bill 2022](#)

Effective Date: January 1, 2020

Oregon Virtual School District Name

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Education, Senate Education

Background and Current Law: In 2005, the Legislative Assembly passed Senate Bill 1071 creating the Oregon Virtual School District (ORVSD) within the Oregon Department of Education (ODE). The purpose of ORVSD is to provide online courses for K-12 public school students. Online courses must meet applicable standards and be taught by licensed or registered teachers.

Bill Summary: House Bill 2022 renames the Oregon Virtual School District (ORVSD) to the Oregon Digital Learning and expands the program to include professional development related to online learning for public school teachers. It also directs ODE to provide professional development to support school districts with online learning, including helping school districts to identify and support students who will benefit from online learning opportunities, and authorizes the Superintendent of Public Instruction to contract with public or private entities to offer professional development.

Oregon Laws 2019: Chapter 383

[House Bill 2023](#)

Effective Date: January 1, 2020

Reviewing K-12 Textbook Content

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Education, Senate Education

Background and Current Law: Other states, such as California, are reviewing whether K-12 textbooks accurately reflect the histories and contributions of minority groups. The California Department of Education adopted a new comprehensive framework for history and social science instruction in 2016 for grades K-12, called “2016 History-Social Science Framework.”

Bill Summary: House Bill 2023 directs district school boards, the State Board of Education, and committees or officers responsible for textbook adoption and other instructional materials, to ensure academic content standards for history, geography, economics, and civics include instruction on the histories, contributions, and perspectives of individuals who are of Native American, African, Asian, Pacific Islander, Chicano, Latino, or Middle Eastern descent; are women; or are disabled; immigrants or refugees; or are lesbian, gay, bisexual, or transgender, by September 30, 2026. It also requires the State Board of Education to review existing academic content standards no later than September 30, 2026 and requires the Oregon Department of Education to provide professional development for teachers and administrators.

Oregon Laws 2019: Chapter 202

[House Bill 2024](#)

Effective Date: January 1, 2020

Early Childhood Care

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Human Services and Housing, House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: A 2018 study by the Oregon Child Care Research Partnership (OCCRP) at Oregon State University found that only 12 percent of infants and toddlers in Oregon have access to licensed child care.

Bill Summary: House Bill 2024 directs the Early Learning Division to administer a program to improve access to high quality infant and toddler care for families with incomes at or below 200 percent of the federal poverty guidelines.

Oregon Laws 2019: Chapter 573

[House Bill 2025](#)

Effective Date: January 1, 2020

Early Learning

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: Oregon has two public preschool programs: the Oregon Prekindergarten Program (OPK) and Preschool Promise. OPK is available to children whose families earn 100 percent of the federal poverty level or less. Preschool Promise is available to children whose families earn 200 percent of the poverty level or less. The programs are offered through nine Early Learning Hubs (Hubs) around the state. Hubs develop and implement a strategic vision and work plan to achieve the following three goals: to create an aligned, coordinated, and family-centered system; ensure children entering school are ready to succeed; and support healthy, stable, attached families.

Bill Summary: House Bill 2025 expands OPK, modifies the role of Hubs, officially names the Preschool Promise Program and requires the Early Learning Division (ELD) to identify coordinating entities. Hubs are required to complete a community plan every two years to identify children and families to enroll and to assess the availability of preschool programs. A scholarship and grant program is established, jointly administered by the Higher Education Coordinating Commission (HECC) and the ELD, to ensure participation of high quality early childhood care and education professionals. Finally, current OPK reporting requirements are transferred from the Superintendent of Public Instruction to the ELD.

Oregon Laws 2019: Chapter 646

EDUCATION

[House Bill 2026-A](#)

Not Enacted

Trauma-Informed Practices Pilot Sunset Extension

At the request of: Governor Kate Brown for the Oregon Department of Education

Committees: House Education, Joint Student Success

Background and Current Law: House Bill 4002 (2016) and Senate Bill 182 (2017) established a three-year pilot program to study the use of trauma-informed practices to mitigate adverse childhood experiences. Pilot programs were implemented in Tigard-Tualatin and Central School Districts and are scheduled to sunset in July of 2019.

Bill Summary: House Bill 2026-A would have appropriated \$2,500,000 and extended the pilot program until June 30, 2022.

[House Bill 2029](#)

Not Enacted

Accelerated College Credit Definition

At the request of: Governor Kate Brown for Higher Education Coordinating Commission

Committees: House Education

Background and Current Law: Current accelerated college credit programs in Oregon include dual credit, two-plus-two, advanced placement (AP), and international baccalaureate (IB) programs. Dual credit programs award both high school and post-secondary credit for a course offered in a high school during regular school hours. Two-plus-two programs are a type of dual credit program for professional career and technical courses and are transferable between high schools and community colleges.

Bill Summary: House Bill 2029 would have expanded the definition of dual credit to include sponsored dual credit, assessment-based learning credit, advanced placement, international baccalaureate, and any other high school program providing college credit.

EDUCATION

[House Bill 2030](#)

Effective Date: September 29, 2019

Higher Education Coordinating Commission Omnibus bill

At the request of: Governor Kate Brown for Higher Education Coordinating Commission

Committees: House Education, Senate Education

Background and Current Law: Senate Bill 242 (2011) created the Higher Education Coordinating Commission (HECC) and it became operative in 2012. It is an agency as well as a governing commission comprised of 14 volunteers who are appointed by the Governor. It is responsible for statewide policies concerning higher education, authorizing degree programs, and evaluating higher education efforts, among other duties.

Bill Summary: House Bill 2030 is HECC's omnibus bill for 2019, making several clarifying adjustments and touching on a variety of topics. It clarifies HECC's authority to request workforce development system funding. It modifies obtaining fingerprints for criminal records check to include private career school agents. It changes the amount of Oregon Promise grants for eligible recipients equal to the average cost of tuition at a community college if the actual cost exceeds \$1,000. It also provides for grant amounts up to \$1,000 if the eligible recipient's cost of tuition is less than \$1,000. Finally, it clarifies that public universities are public buildings that may apply for seismic rehabilitation grants.

Oregon Laws 2019: Chapter 384

[House Bill 2031](#)

Not Enacted

Educator License Fee Waiver for Public School Teachers

At the request of: Governor Kate Brown for Teacher Standards and Practices Commission

Committees: House Education, Joint Ways and Means

Background and Current Law: House Bill 2763 (2017) and Senate Bill 1520 (2018) authorized the Teacher Standards and Practices Commission (TSPC) to reimburse teachers for their initial certification and their educator license fee, if the educator is licensed by the National Board for Professional Teaching Standards (NBPTS).

Bill Summary: House Bill 2031 would have required that educators certified by national professional organizations for teaching standards, be employed as teachers in public schools to qualify for the educator license fee waiver.

EDUCATION

[House Bill 2074-A](#)

Not Enacted

Annual Education Forecasted Budget

Chief Sponsors: Rep. Sollman

Committees: House Education, Joint Ways and Means

Background and Current Law: Executive Order 99-15 signed by Governor Kitzhaber required the Department of Administrative Services (DAS) to annually forecast a statewide allowable growth factor of general operating revenue per weighted Average Daily Membership (ADMw) that school districts could reasonably expect for the next three fiscal years. It also required DAS to form a School Revenue Forecast Committee to review these annual forecasts. Executive Orders are only in effect for the duration of office of the Governor who signs them.

Bill Summary: House Bill 2074-A would have required DAS to prepare a tentative budget for funding the State School Fund in each even-numbered year for the next biennium, like how Executive Order 99-15 operated. It would also have required DAS to form a committee to prepare the tentative budget and establish the committee membership to include representatives from the Oregon Department of Education, the Legislative Fiscal Office, the Legislative Revenue Office, the Governor's Office, school districts, school budget committees, school business officials, and education labor unions.

[House Bill 2140](#)

Not Enacted

Employer Sponsored Tax Credit

At the request of: House Interim Committee on Revenue

Committees: House Education, House Revenue

Background and Current Law: Current law allows qualifying employers who provide scholarships to receive a nonrefundable income tax credit equal to 50 percent of the amount of the scholarship paid to or on behalf of recipients during the relevant tax year. The tax credit is scheduled to be repealed at the end of the biennium.

Bill Summary: House Bill 2140 would have extended the sunset on the tax credit for employer's scholarship payments to employees and their dependents to January 1, 2026.

[House Bill 2191](#)

Effective Date: July 1, 2019

Mental Health as Excused Absence

At the request of: House Interim Committee on Healthcare for Students for a Healthy Oregon

Committees: House Education, Senate Education

Background and Current Law: Currently, a student's absence from school may be excused by a principal or teacher if it is due to the student's illness, a family member's illness, or an emergency.

Bill Summary: House Bill 2191 expands the reasons a principal or teacher may excuse a student's absence to include the mental or behavioral health of the student. It also prohibits student grading policies that reduce grades or deny credit based on excused absences and takes effect for the 2019-2020 school year.

Oregon Laws 2019: Chapter 393

[House Bill 2207-A](#)

Not Enacted

Oregon Campus Resilience

At the request of: House Interim Committee on Veterans and Emergency Preparedness

Committees: House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: On October 1, 2015, a student at Umpqua Community College in Roseburg fatally shot an assistant professor and eight students in a classroom and injured eight others. In 2016, Governor Brown convened the Oregon Campus Safety Work Group in response to the incident, tasking the work group to identify resource needs and potential state policies to create a coordinated strategy across the state's system of higher education, and to analyze practices and protocols in higher education institutions to maintain public safety and to prevent, prepare for, and effectively manage future response and recovery efforts for campus-wide crises or emergencies. The Oregon Campus Resilience Consortium is a multi-institution group that was created as part of the work group process.

Bill Summary: House Bill 2207-A would have appropriated \$1,526,167 from the General Fund to the Higher Education Coordinating Commission for distribution to the Oregon Campus Resilience Consortium.

EDUCATION

[House Bill 2213](#)

Effective Date: January 1, 2020

Textbook Plans for Universities and Colleges

At the request of: House Interim Committee on Higher Education and Workforce Development

Committees: House Education, Senate Education

Background and Current Law: The federal Higher Education Opportunity Act of 2008 required publishers to provide faculty members with price information and copyright dates of previous editions of textbooks. It also required educational institutions to publish information about all required texts used in classes as part of registration materials, including retail prices.

Bill Summary: House Bill 2213 requires each community college and public university to establish a textbook affordability plan, in cooperation with at least one student representative. The plan must create measurable goals for increasing textbook affordability by setting a target amount of student savings, or by requiring a certain number of courses to offer textbooks at a designated low-cost or at no cost.

Oregon Laws 2019: Chapter 189

[House Bill 2214](#)

Not Enacted

Open Educational Resource Funding

At the request of: House Interim Committee on Higher Education and Workforce Development

Committees: House Education, Joint Ways and Means

Background and Current Law: House Bill 2871 (2015) established the Open Educational Resources (OER) Program within the Higher Education Coordinating Commission (HECC). It requires each public university and community college designate courses whose materials exclusively consist of open or free textbooks, or no-cost materials. Such courses must be conspicuously identified online or provided during course registration. The measure also requires designated courses to appear on bookstore materials lists.

Bill Summary: House Bill 2214 would have appropriated money from the General Fund for Oregon's Open Educational Resources (OER) Program.

EDUCATION

[House Bill 2216](#)

Effective Date: January 1, 2020

Hiring Practices of Public Universities

Chief Sponsors: Rep. Greenlick

Committees: House Business and Labor, Senate Education

Background and Current Law: In 2009, the legislature passed House Bill 3118 requiring public universities to interview at least one qualified minority candidate for a head coach or athletic director position. The law created an exception if the public university is not able to identify a minority applicant to interview for the position and established an affirmative defense to a claim of a violation if the public university acts in good faith. The Oregon law is based on the National Football League's "Rooney Rule" that requires league teams to interview minority candidates for head coaching and other senior football positions. House Bill 3118 (2009) included a sunset date of January 2, 2020.

Bill Summary: House Bill 2216 repeals the sunset date, making the interview requirement permanent.

Oregon Laws 2019: Chapter 190

[House Bill 2224-A](#)

Not Enacted

Student Wellness

At the request of: House Interim Committee on Education for Confederation of Oregon School Administrators

Committees: House Education, Joint Student Success

Background and Current Law: Social-emotional development refers to the ability of children to form relationships and manage emotions.

Bill Summary: House Bill 2224-A would have established the Student Social and Emotional Health and Development Account to provide grants to school districts for improving student outcomes by supporting the social, emotional, mental, and physical health needs of students.

[House Bill 2229-A](#)

Not Enacted

School Emergency Preparedness Curriculum Pilot Program

Chief Sponsors: Rep. Gomberg; Sen. Roblan

Committees: House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: The coast of the Pacific Northwest has, for thousands of years, experienced periodic, catastrophic seismic events related to the Cascadia subduction zone, which extends from northern California to British Columbia. The Oregon Seismic Safety Policy Advisory Committee defines the goal of seismic resilience as follows: Oregon citizens will not only be protected from life-threatening physical harm, but because of the risk reduction measures and pre-disaster planning, communities will be able to recover more quickly and with less continuing vulnerability following a Cascadia subduction zone earthquake and tsunami.

Bill Summary: House Bill 2229-A would have directed the Oregon Department of Education (ODE) to establish and administer a pilot program to assist school districts in age-appropriate instruction on natural disasters and would have appropriated moneys from the General Fund to ODE for curriculum development.

[House Bill 2247-A](#)

Not Enacted

Imagination Libraries

At the request of: House Interim Committee on Early Childhood and Family Supports

Committees: House Education, Joint Student Success

Background and Current Law: Dolly Parton's Imagination Library program allows local affiliates to raise money to send books to children ages birth to five. It is funded through a 50/50 match of local contributions by the Dolly Parton Foundation. Oregon has 42 existing Imagination Library programs.

Bill Summary: House Bill 2247-A would have funded establishment of the Oregon Imagination Library Project within the Early Learning Division.

[House Bill 2262](#)

Effective Date: July 1, 2019

Coordination of Early Learning, Youth Services, and Higher Education

At the request of: Governor Kate Brown for Chief Education Office

Committees: House Education, Senate Education

Background and Current Law: In Senate Bill 909 (2011), the legislature established the Early Learning Council (ELC) and charged it with developing recommendations to merge, redesign, or improve the coordination and integration of early childhood services. Originally, the ELC had nine members, but expanded to 20 members to meet requirements of the federal Head Start Act. In House Bill 4165 (2012), the legislature further aligned early learning services and programs and created the Youth Development Council (YDC) to oversee a unified system of youth services.

Bill Summary: House Bill 2262 modifies the purpose of the Early Learning Council (ELC) from overseeing to coordinating a system of early learning services and to prioritize healthy, stable, attached families. It requires at least one tribal representative on the ELC and at least one member to represent the child care and early learning workforce. It directs the ELC to designate a committee to serve as the state's advisory council for the federal Head Start Act. It also modifies the purpose of the Youth Development Council (YDC) from overseeing to coordinating a system for youth services and authorizes the YDC to enter into grant agreements and contracts with specified entities to provide youth development services. Finally, the measure authorizes the Higher Education Coordinating Commission to administer a statewide longitudinal data system, enter into interagency agreements to conduct longitudinal studies, and report on early learning, K-12 education, higher education, and workforce programs.

Oregon Laws 2019: Chapter 395

EDUCATION

[House Bill 2263](#)

Effective Date: June 4, 2019

Accelerated College Credit Grant Program

At the request of: Governor Kate Brown for Chief Education Office

Committees: House Education, Senate Education

Background and Current Law: In 2011, Senate Bill 254 directed the Joint Boards of Education to develop statewide standards for dual high school and college credit. The measure also appropriated \$250,000 to the Oregon Department of Education (ODE) to provide grants related to accelerated college credit programs and examinations for college credit. In 2015, the Legislative Assembly appropriated an additional \$250,000 to support the implementation and enhancement of accelerated college credit programs.

Bill Summary: House Bill 2263 requires ODE to administer the Accelerated College Credit Planning Partnership Grant Program in coordination with the Higher Education Coordinating Commission (HECC). The measure defines accelerated college credit to include dual credit, two-plus-two, advanced placement, and International Baccalaureate programs; establishes the purpose of the grant program, criteria to apply, and allowable uses of funds; renames the accelerated college credit program administered by ODE the Accelerated College Credit Instructor Grant Program; and establishes collaboration with HECC. Finally, the measure specifies that ODE award grants to eligible school districts and Education Service Districts (ESDs) for the tuition costs of up to 65 high school instructors, and award grants to eligible post-secondary institutions for graduate courses as specified.

Oregon Laws 2019: Chapter 204

[House Bill 2307](#)

Not Enacted

Career and Technical Education (CTE) Safety Study

Chief Sponsors: Rep. Reardon

Committees: House Education

Background and Current Law: The Oregon Department of Education (ODE) provides a list of online resources related to workplace safety in career and technical education (CTE) classrooms. The resources are identified as ideas for making CTE classrooms safe environments. Some school districts impose additional safety standards.

Bill Summary: House Bill 2307 would have directed the ODE to study whether CTE teachers are following best practices regarding dangers and risks in shops, labs, classrooms, and other CTE workspaces.

EDUCATION

[House Bill 2318](#)

Not Enacted

Prohibition of Creating Assessments

Chief Sponsors: Rep. Lively; Sens. Fagan, Frederick

Committees: House Education

Background and Current Law: Oregon's Kindergarten Assessment is composed of early literacy, early math, and approaches to learning. It was created to link to third grade reading and align with current state assessment practices. It is used statewide to identifying systemic opportunity gaps, and measure performance over time.

Bill Summary: House Bill 2318 would have prohibited the State Board of Education and school districts from developing an assessment or using a state-developed assessment, commercially developed assessment, or any comparable assessment, to measure students enrolled or preparing to enroll in prekindergarten through grade two, except for classroom teachers assessing particular subject areas, or for diagnostic purposes. Diagnostic assessments would have been precluded from measuring the social, emotional, or behavioral development of students before first grade.

[House Bill 2326](#)

Not Enacted

Transportation Funding

Chief Sponsors: Reps. McKeown, Lively; Sen. Roblan

Committees: House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: House Bill 4130 (2018) allocated \$250,000 to fund the creation of a matching grant program for school districts to offset transportation costs.

Bill Summary: House Bill 2326 would have allocated \$2.5 million from the General Fund for transportation grants.

EDUCATION

[House Bill 2327](#)

Not Enacted

[\(see House Bill 3427\)](#)

School Safety

At the request of: Oregon School Safety Task Force, Oregon Association of Education Service Districts, Association of Community Mental Health Providers, Lines for Life, Oregon Fire Chiefs Association, Oregon Association Chiefs of Police, Oregon State Sheriffs' Association

Committees: Senate Education, Joint Student Success

Background and Current Law: Oregon's School Safety Task Force convened in 2014 to make recommendations relating to the physical safety of schools and students. House Bill 2327 resulted from its activity.

Bill Summary: House Bill 2327 includes a proposal from the School Safety Task Force that would have established a statewide school safety system focused on bullying prevention, student wellness and suicide prevention, threat and risk assessment, and promotion and implementation of a statewide tip line for students. The provisions of this measure were incorporated into House Bill 3427.

[House Bill 2346](#)

Effective Date: July 23, 2019

Task Force on Access to Quality Affordable Child Care

Chief Sponsors: Rep. Power

Committees: House Human Services and Housing, Joint Ways and Means

Background and Current Law: A 2018 study by the Oregon Child Care Research Partnership at Oregon State University found that 12 percent of infants and toddlers in Oregon have access to a regulated child care slot.

Bill Summary: House Bill 2346 establishes a 17-member Task Force on Access to Quality Affordable Child Care to study why eligible families are not using child care subsidies and to make recommendations on how to encourage eligible families to use the subsidies. The measure appropriates \$235,857 from the General Fund to the Early Learning Division to study and prepare a report on existing child care subsidy programs in Oregon.

Oregon Laws 2019: Chapter 586

EDUCATION

[House Bill 2349](#)

Not Enacted

Child Care Provider Training Program

Chief Sponsors: Rep. Power

Committees: House Human Services and Housing

Background and Current Law: The Early Learning Division (ELD), part of the Oregon Department of Education, administers programs such as Oregon Pre-Kindergarten, Early Head Start, Great Start, Healthy Start, Relief Nurseries, and the new “mixed” delivery preschool program. ELD is also responsible for child care provider licensing, subsidies, monitoring, and training.

Bill Summary: House Bill 2349 would have established a statewide child care provider business training program to be implemented by ELD. The measure would have required that the program include training, technical assistance, guidance in providing culturally appropriate care, and outreach support. House Bill 2349 would have appropriated an unspecified amount of General Fund to ELD for small grants to assist child care providers in providing quality services.

[House Bill 2385](#)

Not Enacted

Career and Technical Education

Chief Sponsors: Rep. DB Smith

Committees: House Education, Joint Student Success

Background and Current Law: Ballot Measure 98 (2016) required school districts to spend new funding to create or expand career and technical education programs and dropout-prevention strategies in high schools.

Bill Summary: House Bill 2385 would have allowed school districts with a remote, small high school to use funds associated with Ballot Measure 98 on existing career and technical education programs without having to expand them.

EDUCATION

[House Bill 2389](#)

Not Enacted

Task Force on Post-Secondary Savings

At the request of: State Treasurer Tobias Read

Committees: House Education, Joint Ways and Means

Background and Current Law: Like most states, Oregon has a state-sponsored 529 college savings plan that allows people to save and grow their savings tax-free for qualifying higher education expenses such as tuition, books, room and board, and computers. Anyone who is a U.S. citizen or resident with a social security number or tax identification number can open an Oregon College Savings Plan account.

Bill Summary: House Bill 2389 would have established the Oregon Bright Futures Plan Task Force to develop recommendations to increase the number of children with post-secondary education savings accounts, and to encourage children, family members, and community institutions to contribute toward post-secondary savings.

[House Bill 2440](#)

Not Enacted

[\(see House Bill 3427\)](#)

Latino or Hispanic Student Success Plan

Chief Sponsors: Reps. Piluso, Hernandez, Alonso Leon

Committees: House Education, Joint Student Success

Background and Current Law: In 2015, House Bill 2016 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/black students in early childhood through post-secondary education programs.

Bill Summary: House Bill 2440 would have required ODE to develop a similar statewide education plan for Latino or Hispanic students who experienced disproportionate educational outcomes. The provisions of this measure were enacted in House Bill 3427, the Student Success Act.

EDUCATION

[House Bill 2441-A](#)

Not Enacted

School Counseling Programs

Chief Sponsors: Reps. Greenlick, Hernandez, Reardon

Committees: House Education, Joint Student Success

Background and Current Law: School districts and schools are required by administrative rule to provide a comprehensive school counseling program, but current rules do not specify what professionals are responsible for program delivery.

Bill Summary: House Bill 2441-A would have codified the requirement in statute, that districts provide a coordinated comprehensive school counseling program to support academic, career, personal and social development of students. It also would have specified the professionals responsible for implementation.

[House Bill 2444](#)

Effective Date: July 23, 2019

Agricultural Education

Chief Sponsors: Reps. Barreto, McLain; Sens. Hansell, Johnson

Committees: House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: Students participating in Future Farmers of American (FFA) have access to development opportunities focused on agricultural education. Prior to 2011, the Oregon chapter of FFA received state funds through the Oregon Department of Education (ODE).

Bill Summary: House Bill 2444 appropriates \$2 million General Fund dollars for ODE to coordinate with Oregon FFA to increase student achievement and improve graduation rates, college preparation, and career placement for those enrolled in secondary agricultural courses. Funding may also be used for ODE and FFA to coordinate events and to establish a grant program for summer agricultural activities.

Oregon Laws 2019: Chapter 588

EDUCATION

[House Bill 2457](#)

Effective Date: May 30, 2019

Eastern Border Economic Region

Chief Sponsors: Reps. Findley, DB Smith; Sen. Heard

Committees: House Education, Senate Education

Background and Current Law: The Teacher Standards and Practices Commission (TSPC) is responsible for licensing and regulating educators and for developing standards for educator preparation programs in Oregon. The equivalent regulatory functions in Idaho are administered by the Idaho State Department of Education. It is responsible for licensing educators as well as implementing policies, distributing funds, administering statewide assessments, and providing data. The border area that Oregon shares with Idaho has been designated the Eastern Oregon Economic Development Region for purposes of workforce and economic development programs and initiatives administered by the Oregon Business Development Department (OBDD or “Business Oregon”).

Bill Summary: House Bill 2457 requires specified evaluations by TSPC, the Oregon Department of Education (ODE), and the Office of Child Care (OCC) to increase the number of math, science, and career and technical program educators in the Eastern Oregon Economic Development Region for grades 9 through 12. It also requires a report to the Legislative Assembly by September 15, 2024, and sunsets on December 31, 2024.

Oregon Laws 2019: Chapter 195

[House Bill 2512](#)

Effective Date: January 1, 2020

Allowing Appointment of School Personnel to State Board of Education

Chief Sponsors: Rep. Doherty

Committees: House Education, Senate Education

Background and Current Law: The State Board of Education consists of seven members appointed by the Governor and confirmed by the Senate, with the Secretary of State and the State Treasurer or their designees, serving as ex-officio, nonvoting members. The Governor is required to appoint one member from each congressional district and two members from the state at large and is prohibited from appointing a member who is engaged in teaching or school administration.

Bill Summary: House Bill 2512 requires one “at-large” member of the State Board of Education to be a licensed teacher, engaged in teaching, and lifts the prohibition against appointing active teachers or school administrators.

Oregon Laws 2019: Chapter 404

[House Bill 2516-A](#)

Not Enacted

Virtual Charter School Moneys

Chief Sponsors: Rep. Doherty

Committees: House Education, House Revenue

Background and Current Law: Public charter schools are defined as elementary or secondary schools that operate comprehensive instructional programs pursuant to written agreements between sponsors and applicants. Virtual public charter schools are defined as public charter schools that provide online courses, excluding public charter schools that primarily serve students in a physical location.

Bill Summary: House Bill 2516-A would have prevented virtual public charter schools from using moneys received via State School Fund distributions or from other local and state sources to pay for advertising or promotional materials in schools, with a number of exceptions.

[House Bill 2517](#)

Not Enacted

Student Loan Debt

Chief Sponsors: Rep. Doherty

Committees: House Business and Labor

Background and Current Law: Statutes governing licensing by state agencies, boards, and commissions generally describe the reasons for which a license may be suspended or revoked. Some license applicants may be required to undergo a background check that could include a credit report.

Bill Summary: House Bill 2517 would have prohibited state agencies from suspending or revoking business, trade, occupation, or professional licenses because a licensee is delinquent in paying student loan debt.

EDUCATION

[House Bill 2519](#)

Effective Date: January 1, 2020

Annual Hazing Reports

Chief Sponsors: Rep. Doherty

Committees: House Education, Senate Education

Background and Current Law: Hazing is generally when applicants to a student organization, like a fraternity or sorority, are subjected to some form of humiliation or brutality as a condition of being accepted into the organization. It is unlawful in most states and an applicant's consent is not a defense.

Bill Summary: House Bill 2519 requires higher education institutions to adopt a written policy on hazing and provide annual on-campus training for students that educates them about its harmful effects, relevant regulation, and institutional prohibitions. It requires each institution to report to the Legislative Assembly annually no later than December 31 on the number of hazing incidents reported and investigated by the institution.

Oregon Laws 2019: Chapter 206

[House Bill 2520](#)

Not Enacted

Study on High School Equivalency Tests

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Ways and Means

Background and Current Law: The Higher Education Coordinating Commission's (HECC's) Office of Community Colleges and Workforce Development administers the High School Equivalency Program, which oversees the General Educational Development (GED®) test needed for individuals to obtain the equivalent of a high school diploma.

Bill Summary: House Bill 2520 would have required HECC to study whether the state should recognize more than one high school equivalency test. The study would have included a comparison of the GED test, High School Equivalency test, and Test Assessing Secondary Completion.

EDUCATION

[House Bill 2556](#)

Effective Date: July 1, 2019

Excused Absences for Children of Military Parents

Chief Sponsors: Rep. Evans

Committees: House Education, Senate Education

Background and Current Law: Absent students may be excused by a principal or teacher if the absence is due to the student's illness, a family member's illness, or an emergency. Students may not be excused more than five days in three months, and ten days in six months.

Bill Summary: House Bill 2556 allows students to be excused for up to seven days during the school year, in addition to other excused absences, if they are the dependent of a member of the Armed Forces who is on active duty or called into active duty, effective beginning with the 2019-2020 school year. The Armed Forces include the Army, Navy, Air Force, Marine Corps, Coast Guard, and the National Guard, and reserve units for each.

Oregon Laws 2019: Chapter 207

[House Bill 2571](#)

Effective Date: June 4, 2019

Tuition Waivers for Foster Youth

Chief Sponsors: Rep. Doherty

Committees: House Education, Senate Education

Background and Current Law: House Bill 3471 (2011) provided tuition and fee waivers at public colleges and universities for students with experience in Oregon's foster care system. To qualify, the student must be under age 25, enrolled as an undergraduate, and have submitted the Free Application for Federal Student Aid.

Bill Summary: House Bill 2571 changes the eligibility for a tuition waiver to requiring that the current or former foster youth be enrolled in at least one or more credit hours toward their undergraduate degree, effective beginning with the 2019-2020 academic year.

Oregon Laws 2019: Chapter 208

EDUCATION

[House Bill 2594](#)

Not Enacted

City Year Program

Chief Sponsors: Reps. Fahey, Wilde; Sen. Prozanski

Committees: House Education, Joint Ways and Means

Background and Current Law: The University of Oregon has a Sustainable City Year Program which matches students to an Oregon city, county, special district, tribe, or government agency for the academic year. The program allows students to participate in actual sustainable development solutions to community challenges.

Bill Summary: House Bill 2594 would have appropriated \$300,000 General Fund dollars to support the Sustainable City Year Program.

[House Bill 2612](#)

Not Enacted

Prohibition of Voluntary Organizations for Activities

Chief Sponsors: Rep. G Smith

Committees: House Education

Background and Current Law: The Oregon School Activities Association is a voluntary organization that coordinates interscholastic activities and promotes activities that provide equitable participation. Senate Bill 208 (2017) clarified that charter school and homeschooled students are eligible to participate in interscholastic activities. There are no laws surrounding the scheduling of activities.

Bill Summary: House Bill 2612 would have prohibited school districts from participating in voluntary organizations that schedule interscholastic activities on legal holidays or weekends preceding the holiday.

[House Bill 2629](#)

Not Enacted

Parent Outreach for Oregon School for the Deaf

Chief Sponsors: Rep. Sanchez

Committees: House Education

Background and Current Law: The Oregon School for the Deaf has a volunteer community program that provides outreach and referral services to deaf and hard-of-hearing students, parents, families, and professionals.

Bill Summary: House Bill 2629 would have directed the Superintendent of Public Instruction to establish a parent outreach program at the Oregon School for the Deaf.

[House Bill 2630](#)

Not Enacted

Office of Deaf and Hard-of-Hearing

Chief Sponsors: Rep. Sanchez

Committees: House Education

Background and Current Law: The Oregon Department of Education (ODE) does not have an internal office designated for deaf and hard-of-hearing, nor any other particular disability.

Bill Summary: House Bill 2630 would have established the Office of Deaf and Hard-of-Hearing Education within ODE to gather data on deaf and hard-of-hearing children from zero through age 20 from school districts and education service districts, including the results of kindergarten readiness assessments, language and literacy development, expressive and receptive language assessments, and graduation rates.

EDUCATION

[House Bill 2632](#)

Not Enacted

Children at Oregon School for the Deaf

Chief Sponsors: Rep. Sanchez

Committees: House Education

Background and Current Law: According to the Oregon School for the Deaf, the school serves children from kindergarten through age 21. It has an elementary school, middle school, and a high school. There is also an adult transition program that serves students who have graduated from high school with modified diplomas that need assistance transitioning to independent living.

Bill Summary: House Bill 2632 would have required the Oregon School for the Deaf to serve children from zero through age 20.

[House Bill 2644](#)

Not Enacted

Coordination of Services for Oregon Youth

Chief Sponsors: Rep. Schouten

Committees: House Human Services and Housing, Joint Ways and Means

Background and Current Law: The Youth Development Division is in the Oregon Department of Education. The Division provides services to school-age children through 24 years of age, supports educational success, focuses on crime prevention, reduces high-risk behaviors, and is integrated, measurable, and accountable.

Bill Summary: House Bill 2644 would have directed the Youth Development Division to administer a pilot program to coordinate the delivery of services to youth between six and 21 years of age via at least five Youth Development Hubs located in different counties.

EDUCATION

[House Bill 2676](#)

Not Enacted

Special Education Funding

Chief Sponsors: Rep. Doherty; Sens. Roblan, Knopp

Committees: House Education, Joint Student Success

Background and Current Law: Federal law requires school districts to meet the needs of all students with disabilities. The state's funding equalization formula gives extra funding to districts with higher percentages of high needs students, yet school districts may only claim the extra funding for up to 11 percent of enrolled students.

Bill Summary: House Bill 2676 would have increased the maximum percentage for which districts could receive extra funding for students with disabilities, from 11 percent to 13 percent.

[House Bill 2736](#)

Not Enacted

Assessments

Chief Sponsors: Reps. Helt, Doherty

Committees: House Education, Joint Student Success

Background and Current Law: States may allow school districts to use a nationally recognized assessment instead of a statewide summative assessment to meet federal requirements for assessing high school students. In Oregon, all school districts currently use the statewide summative assessment created by the Smarter Balanced Consortium.

Bill Summary: House Bill 2736 would have authorized school districts and public charter schools to implement a nationally recognized high school assessment in place of the statewide high school summative assessment under certain circumstances.

EDUCATION

[House Bill 2742-A](#)

Not Enacted

Educator Diversity

Chief Sponsors: Rep. Sollman; Sens. Roblan, Wagner

Committees: House Education, Joint Student Success

Background and Current Law: The Chief Education Office reports that while ethnically and linguistically diverse students make up over 39 percent of Oregon's total enrollment, ethnically and linguistically diverse teachers make up only 11 percent and 12 percent of the teaching and administrative workforces, respectively.

Bill Summary: House Bill 2742-A would have allocated \$16.7 million General Fund dollars to establish the Next Generation Educator Recruitment and Development grant program for school districts and education service districts to diversify the educator workforce.

[House Bill 2759](#)

Not Enacted

[\(see House Bill 3427\)](#)

School Meals Funding

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Student Success

Background and Current Law: The National School Breakfast and Lunch Program, administered by the U.S. Department of Agriculture, provides funding for schools to offer students breakfast and lunch either free or at a reduced cost depending on the student's household income.

Bill Summary: House Bill 2759 would have reimbursed costs incurred by school districts to provide breakfast and lunch that were not otherwise reimbursed. Similar provisions were incorporated into House Bill 3427, the Student Success Act.

EDUCATION

[House Bill 2760](#)

Not Enacted

[\(see House Bill 3427\)](#)

School Meals Funding

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Student Success

Background and Current Law: The National School Breakfast and Lunch Program, administered by the U.S. Department of Agriculture, provides funding for schools to offer students breakfast and lunch either free or at a reduced cost depending on the student's household income. The Community Eligibility Provision (CEP) of the program allows districts, schools, or groups of schools to provide free meals to all students based on the percentage of the student population that would be eligible for free or reduced-price meals as determined by household income.

Bill Summary: House Bill 2760 would have reimbursed school districts for costs incurred to provide meals that were not reimbursed from other sources. The measure would also have increased funding for schools and districts using the Community Eligibility Provision. Similar provisions were incorporated into House Bill 3427, the Student Success Act.

[House Bill 2765](#)

Not Enacted

[\(see House Bill 3427\)](#)

“Breakfast After the Bell”

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Student Success

Background and Current Law: “Breakfast After the Bell” refers to a variety of breakfast delivery models that are part of the U.S. Department of Agriculture’s School Breakfast Program, designed to increase student access to breakfast by making it available after the school day starts.

Bill Summary: House Bill 2765 would have required school districts that make breakfast available to do so after the start of the school day. Similar provisions were enacted as part of House Bill 3427, the Student Success Act.

EDUCATION

[House Bill 2809](#)

Not Enacted

Competency Based Pilot Program

Chief Sponsors: Rep. Marsh; Sen. Golden

Committees: House Education, Joint Ways and Means

Background and Current Law: The Higher Education Coordinating Commission's (HECC's) Office of Community Colleges and Workforce Development administers the High School Equivalency Program, which oversees the General Educational Development (GED®) test needed for individuals to obtain the equivalent of a high school diploma.

Bill Summary: House Bill 2809 would have directed HECC to establish a competency-based pilot program, using \$200,000 from the General Fund, to help public post-secondary institutions expand competency-based education. The pilot would have been required to issue one or more grants to institutions for start-up costs to implement competency-based education within the recipient institution, and to encourage out-of-state marketing and promotion.

[House Bill 2817](#)

Effective Date: January 1, 2020

Oregon National Guard Education Grants

Chief Sponsors: Rep. Evans

Committees: House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: House Bill 4035 (2018) directed the Higher Education Coordinating Commission to offer full resident tuition assistance to qualifying members of the Oregon Army National Guard and Oregon Air National Guard. The assistance is provided in the form of grants to Guard members who are enrolled at one of 17 community colleges or at one of Oregon's seven public universities.

Bill Summary: House Bill 2817 permits higher education tuition grants offered to qualified members of the Oregon National Guard to be used for undergraduate degree programs at qualifying private, post-secondary institutions and the Oregon Health and Science University.

Oregon Laws 2019: Chapter 656

[House Bill 2867](#)

Effective Date: August 9, 2019

Small School Grant Provision

Chief Sponsors: Rep. Reschke

Committees: House Education, House Revenue, Senate Finance and Revenue

Background and Current Law: Oregon uses an equalization formula to calculate equitable distributions to school districts and education service districts across the state, out of the State School Fund. The State School Fund provides the majority of operating revenues for K-12 schools. In order for a school district to receive distributions based on having small high schools, the district must have an average weighted daily membership (ADMw) under 8,500 and high schools with a resident average daily membership (ADMr) under 350. In addition, the location of high schools that qualify as small high schools within the school district must be unchanged since January 1, 1995; they must have qualified as small since July 23, 2009; and they cannot have been part of a high school that divided or reorganized into two different high schools.

Bill Summary: House Bill 2867 raises the ADMw cap from 8,500 to 9,500 effective July 1, 2019, to provide additional time for a school district to adjust to a potential change in its State School Fund distribution.

Oregon Laws 2019: Chapter 657

[House Bill 2871](#)

Effective Date: January 1, 2020

Oregon Youth Corps

At the request of: House Committee on Education on behalf of Rep. Doherty

Committees: House Education, Senate Education

Background and Current Law: The Oregon Youth Conservation Corps (OYCC) awards grants and provides training and resources to youth serving agencies statewide. It was created in 1987 to emulate the Civilian Conservation Corps in the 1930s and is governed by an advisory committee that guides program implementation.

Bill Summary: House Bill 2871 changes the name of the Oregon Youth Conservation Corps to Oregon Youth Corps (OYC). It changes the OYC advisory "committee" to advisory "board," and changes Office of Community Colleges and Workforce Development director to HECC executive director or designee. It increases the amount of Oregon Community Stewardship Corps voucher awards from \$1,500 to "up to" \$1,500, and broadens the purpose from tuition alone, to include tuition, books, other items, or services enhancing and supporting education or employment. The measure also adds garden, greenhouse, and farming programs to OYC's program outcomes.

Oregon Laws 2019: Chapter 209

EDUCATION

[House Bill 2892](#)

Effective Date: June 4, 2019

Military Uniforms at Graduation Ceremonies

Chief Sponsors: Reps. Bonham, Wilde, Hernandez

Committees: House Veterans and Emergency Preparedness, Senate Education

Background and Current Law: Under current law, Oregon school districts may determine appropriate dress for students at high school graduation ceremonies. Some districts require graduation robes to be the most outwardly visible garment worn, which may be in violation of military rules. Other states have passed legislation to allow students to wear military uniforms at graduation, including California, New Hampshire, Pennsylvania, and New Jersey.

Bill Summary: House Bill 2892 requires school districts and public charter schools to allow a student who has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces, to wear a military dress uniform at a high school graduation ceremony.

Oregon Laws 2019: Chapter 210

[House Bill 2897-A](#)

Not Enacted

[\(see House Bill 3427\)](#)

Early Childhood Equity Fund

Chief Sponsors: Reps. Hernandez, Lively, Fahey, Keny-Guyer, G Smith, Smith Warner; Sens. Gelser, Roblan

Committees: House Education, Joint Student Success

Background and Current Law: Portland State University issued a report in 2019 focused on how culturally specific early learning programs, developed and run by culturally specific organizations, can impact school readiness and success in K-12 education.

Bill Summary: House Bill 2897-A would have established the Early Childhood Equity Fund to provide grants to culturally specific organizations to develop culturally specific early learning programs. Similar provisions were enacted as part of House Bill 3427, the Student Success Act.

EDUCATION

[House Bill 2902-B](#)

Not Enacted

Student Behavior Reporting

Chief Sponsors: Reps. McLain, G Smith, Clem

Committees: House Education, Joint Student Success

Background and Current Law: House Bill 2939 (2011) limited the use of physical restraints and seclusion of students in Oregon schools and youth services. House Bill 2756 (2013) prohibited public education programs from purchasing, building, or possessing seclusion areas. During its statewide tour, the Joint Committee on Student Success heard from teachers and administrators that the combined effect of these laws led to an increasing number of incidents in which all students were removed from a classroom because of the behavior of one student.

Bill Summary: House Bill 2902-B would have required school districts to report to the Oregon Department of Education (ODE) on the number of times per year students were removed from a classroom due to the behavior of one student and would have required ODE to publish the reports.

[House Bill 2939](#)

Not Enacted

[\(see House Bill 3427\)](#)

Youth Reengagement System

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Student Success

Background and Current Law: According to the Youth Development Division (YDD) of the Oregon Department of Education (ODE), there are currently 17,506 Oregon youths between the ages of 16 and 21 who do not have a high school diploma or GED who are not enrolled in school.

Bill Summary: House Bill 2939 would have directed YDD to establish a statewide youth reengagement system to mentor students who have dropped out of high school and allow them to earn credits toward graduation or career readiness. The measure would also have required ODE to adjust school accountability systems to remove disincentives for school districts offering reengagement programs. The provisions of House Bill 2939 were incorporated into House Bill 3427, the Student Success Act.

EDUCATION

[House Bill 2941](#)

Not Enacted

Supporting Education Programs for Mental Health Providers

Chief Sponsors: Rep. Alonso Leon

Committees: House Education, Joint Ways and Means

Background and Current Law: Educational programs for aspiring mental health providers prepare students in behavioral health treatment, counseling, clinical mental health counseling, and other variations in professional mental health practice. Graduate programs are available in universities and colleges in Oregon, including master's degrees in counseling with concentrations in clinical mental health counseling and school counseling.

Bill Summary: House Bill 2941 would have directed the Higher Education Coordinating Commission (HECC) to require each mental health provider preparation program to develop a plan for the recruitment, admission, retention, and graduation of students in mental health provider preparation programs. It also would amend the annual plan developed by the Chief Education Office and HECC to recruit diverse educators and include mental health providers.

[House Bill 2942](#)

Not Enacted

Higher Education Equity Plan

Chief Sponsors: Rep. Alonso Leon

Committees: House Education, Joint Ways and Means

Background and Current Law: The Higher Education Coordinating Commission (HECC) oversees several initiatives related to diversity, inclusion, and equity. Senate Bill 755 (2013) and House Bill 3375 (2015) directed the Chief Education Office, the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) to create the Oregon Educator Equity Report to document efforts to diversify the educator workforce.

Bill Summary: House Bill 2942 would have required the HECC to adopt a statewide higher education equity plan. The plan would have been required to include recommended strategies to decrease the gap in educational attainment for diverse and underserved groups. It also would have required HECC to appoint a full-time Diversity, Equity and Inclusion Officer, to oversee and promote the plan.

EDUCATION

[House Bill 2964](#)

Effective Date: January 1, 2020

Oregon Education Support Professional of the Year Program

Chief Sponsors: Reps. Doherty, Bonham, Evans

Committees: House Education, Senate Education

Background and Current Law: Education support professionals work in schools supporting student needs beyond the classroom. They provide services in a variety of areas including clerical, custodial, maintenance, transportation, food, health, and security. Other states recognize the service of educational support professional, such as Wisconsin, which issues an award for outstanding work by education support professionals who make significant contributions to the cause of their respective union and to public education.

Bill Summary: House Bill 2964 directs the Oregon Department of Education (ODE) to create a program to recognize the Oregon Education Support Professional of the Year Program, in collaboration with the State Lottery Commission, for individuals serving students in grades pre-kindergarten through 12. The State Board of Education is authorized to adopt rules to establish a nomination process selection criteria, and other program details.

Oregon Laws 2019: Chapter 211

[House Bill 2967](#)

Not Enacted

Computer Science

Chief Sponsors: Reps. Doherty, Hernandez, Reschke

Committees: House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: The Oregon Department of Education (ODE) has organized its secondary career and technical education (CTE) programs into six career learning areas: agriculture, arts and information, business and management, health sciences, human resources, and industrial and engineering systems.

Bill Summary: House Bill 2967 would have required ODE to establish a grant program to develop or expand career and technical education programs in computer science.

EDUCATION

[House Bill 2976-A](#)

Not Enacted

Standards for Private Technical and Career Colleges

Chief Sponsors: Reps. Smith Warner, Wilde

Committees: House Education, Joint Ways and Means

Background and Current Law: The Private Career Schools Licensing Unit and Office of Degree Authorization are housed in the Office of Academic Policy and Authorization at the Higher Education Coordinating Commission (HECC). The Private Career Schools Licensing Unit regulates over 208 private career schools and works on licensing requirements including business and instructional standards.

Bill Summary: House Bill 2976-A would have required HECC and the Department of Veterans' Affairs (ODVA) to adopt rules to establish minimum standards for licensing career schools and authorizing school programs. The standards would have required at least 20 percent or at least 10 percent of the annual revenue received by each campus physically located in Oregon to come from a source other than loans guaranteed by the school, or education-related moneys from the federal government, for schools collecting \$1 million or more, or under \$1 million, respectively, in annual gross tuition revenue. The measure would also have prescribed a civil penalty of \$5,000 for violations.

[House Bill 2990](#)

Not Enacted

Task Force on Family Engagement

Chief Sponsors: Rep. Alonso Leon

Committees: House Education, Joint Ways and Means

Background and Current Law: The Higher Education Coordinating Commission (HECC) oversees several initiatives related to diversity, inclusion, and equity. Senate Bill 755 (2013) and House Bill 3375 (2015) directed HECC, the Chief Education Office, the Oregon Department of Education, and the Teacher Standards and Practices Commission to create the Oregon Educator Equity Report to document diversifying the educator workforce.

Bill Summary: House Bill 2990 would have established a Task Force on Family Engagement in Education, to increase family engagement with the public school system from pre-kindergarten through post-secondary education. It would also have required an evaluation of methods to increase family engagement emphasizing culturally or racially diverse families, low-income families, rural families, and non-English speaking families.

EDUCATION

[House Bill 3010](#)

Not Enacted

Task Force on Educator Attraction and Retention

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Ways and Means

Background and Current Law: The Oregon Educators Equity Act (2015) required that each post-secondary institutions' teacher education program include a plan to recruit, admit, retain, and graduate diverse educators. The Higher Education Coordinating Commission (HECC) reviews each university's plan for feasibility and adequacy.

Bill Summary: House Bill 3010 would have established a Task Force on Educator Attraction and Retention, to examine the educator shortage.

[House Bill 3015-A](#)

Not Enacted

Expanding Tuition Waivers for Former Foster Youth

Chief Sponsors: Rep. Bonham, Hayden

Committees: House Education, Senate Education, Joint Ways and Means

Background and Current Law: House Bill 3471 (2011) provided tuition and fee waivers at public colleges and universities for students with experience in Oregon's foster care system. In order to qualify, the student must be under 25, enrolled as an undergraduate student, and have submitted the Free Application for Federal Student Aid.

Bill Summary: House Bill 3015-A would have expanded provisions allowing adopted former foster children to also qualify for tuition waivers. Adopted former foster children are defined as individuals who were in the legal custody of the Department of Human Services for six months or more, or Indian children subject to the Indian Child Welfare Act under the jurisdiction of a tribal court, applicable starting with the 2019-2020 academic year to children adopted after January 1, 2012.

EDUCATION

[House Bill 3020](#)

Not Enacted

Menstrual Products in Schools

Chief Sponsors: Rep. Fahey

Committees: House Education, Joint Ways and Means

Background and Current Law: California law requires that public schools serving students in grades 6 through 12, provide feminine hygiene products in half of the bathrooms when 40 percent of the school's student population is low-income. Illinois also passed similar legislation and New York City provides free menstrual products in public schools, homeless shelters, and jails.

Bill Summary: House Bill 3020 would have required public school districts or public charter schools make menstrual products available at no cost, in at least 50 percent of school bathrooms with students in grades 7 through 12.

[House Bill 3032-A](#)

Not Enacted

Hostile Educational Environments

Chief Sponsors: Reps. Drazan, Boles

Committees: House Education, Joint Student Success

Background and Current Law: Current law requires school districts to adopt policies prohibiting harassment, intimidation, or bullying, including cyberbullying.

Bill Summary: House Bill 3032-A would have required school officials to notify parents or legal guardians if a student was subjected to harassment, intimidation, or bullying.

EDUCATION

[House Bill 3115](#)

Not Enacted

Status of Foreign Exchange Students for School Funding Purposes

Chief Sponsors: Rep. Findley

Committees: House Education, House Revenue

Background and Current Law: The State School Fund distribution formula allocates the legislatively appropriated budget to school districts based on the number of students, as well as students' specific characteristics. Children who are foreign exchange students who reside in dormitories operated by school districts are considered residents of those school districts for funding purposes; however, the provision governing such exchange students has historically been scheduled for sunset review at the end of each biennium when it is typically renewed.

Bill Summary: House Bill 3115 would have removed the sunset to allow foreign exchange students residing in dormitories sponsored by a school district, to be considered residents of the school district where the dormitory is located, for purposes of school funding. It would have limited residency to one year and school districts must have had foreign exchange students considered residents during the 2010-2011 school year.

[House Bill 3212-A](#)

Not Enacted

Pilot Program for Post-secondary Consortium

Chief Sponsors: Reps. Marsh, Wallan, Reschke; Sen. Golden

Committees: House Education, Joint Ways and Means

Background and Current Law: Oregon Institute of Technology, Klamath Community College, Southern Oregon University, and Rogue Community College have been working together as the Southern Oregon Higher Education Consortium to improve the educational attainment of underserved populations in Southern Oregon. The consortium works together to leverage opportunities between the Southern colleges and universities to ease credit transfers and make higher education more affordable for students.

Bill Summary: House Bill 3212-A would have directed the Higher Education Coordinating Commission (HECC) to establish a pilot program, using \$500,000 from the General Fund, to assist public post-secondary institutions in Klamath County, Jackson County, and Josephine County to expand the consortium's scope and codify its composition.

EDUCATION

[House Bill 3241](#)

Not Enacted

Secure Vestibules

Chief Sponsors: Rep. Helt

Committees: House Education, Joint Student Success

Background and Current Law: In response to gun violence in schools, school districts across the United States have considered single points of entry for school officials to verify the entry of every visitor. Single secure points of entry require a badge or key to open a door from the outside; as well as intercoms, video cameras, or buzzers available at the main entrance for visitors to contact school staff. Visitors are typically required to show a photo identification and sign in.

Bill Summary: House Bill 3241 would have established the Secure Vestibule Grant Fund and required the Oregon Department of Education (ODE) to develop and administer a grant program to create secure school entryways. The measure would have required school districts to finance at least half the cost of each project.

[House Bill 3280](#)

Not Enacted

Composition of Higher Education Coordinating Commission

Chief Sponsors: Rep. Evans; Sen. Dembrow

Committees: House Education, Senate Education

Background and Current Law: Senate Bill 242 (2011) created the Higher Education Coordinating Commission (HECC), a volunteer commission responsible for advising the Governor and Legislative Assembly on post-secondary education. House Bill 3120 (2013) defined HECC's role as a policy and budgetary authority for higher education, while establishing specific roles and oversight responsibilities. The HECC is charged with approving academic programs for public universities and colleges, administering the Oregon Opportunity Grant, and authorizing the operation of private career schools and private degree-granting institutions, among other duties.

Bill Summary: House Bill 3280 would have altered HECC's membership by redesignating five nonvoting positions as voting members and adding one position from a public university. The following positions would have been redesignated as voting members: undergraduate student at a public university, faculty member at a public university, student at a community college, faculty member at a community college, and nonfaculty member at a community college or public university. A graduate student at a public university would have been added.

EDUCATION

[House Bill 3391](#)

Not Enacted

Career and Technical Student Organizations

Chief Sponsors: Reps. Reardon, Sollman; Sen. Dembrow

Committees: House Education, Joint Student Success, Joint Ways and Means

Background and Current Law: Career and technical student organizations (CTSOs) provide students with educational and leadership opportunities in various vocational fields. CTSOs sponsor competitive events and leadership training to build occupational skills. Some examples of CTSOs include Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, and SkillsUSA.

Bill Summary: House Bill 3391 would have required the Oregon Department of Education (ODE) to coordinate with CTSOs to encourage enrollment, provide administration, and coordinate events. It would also have established a grant program for school districts to offer summer courses in conjunction with CTSOs.

[House Bill 3409](#)

Effective Date: September 1, 2019

Standards for Interscholastic Organizations

Chief Sponsors: Reps. Bynum, Kotek, Smith Warner

Committees: House Rules, Senate Education

Background and Current Law: Current statute permits a school board to authorize a school district to be a member of and pay fees, if any, to any voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities. Interscholastic activities include athletics, music, speech, and other similar activities. The Oregon School Activities Association is the primary organization for administering interscholastic activities at the high school level. School districts are responsible for monitoring activities in elementary and middle schools.

Bill Summary: House Bill 3409 permits a school district to join an interscholastic organization only if the organization has specified policies that address derogatory or inappropriate behavior at interscholastic activities.

Oregon Laws 2019: Chapter 417

[House Bill 3414](#)

Not Enacted

Early Learning Certification

Chief Sponsors: Reps. Lively, Helt

Committees: House Education, Joint Student Success

Background and Current Law: Oregon post-secondary institutions offer varied programs in early childhood education, including community college certifications and/or associates degrees as well as four-year degrees in child development; child, family, and community studies; and developmentally appropriate learning environments.

Bill Summary: House Bill 3414 would have directed the Early Learning Division to develop a statewide multi-level system of certification to standardize training for early learning professionals, with each level building on the one prior.

[House Bill 3427](#)

Effective Date: September 29, 2019

Education Funding

At the request of: House Committee on Rules at the request of Rep. Barbara Smith Warner

Committees: Joint Student Success

Background and Current Law: The Joint Committee on Student Success was established in January 2018 and tasked with creating a plan to improve outcomes for students statewide. The Committee conducted nine tours throughout the state, where it heard from students, teachers, administrators, school employees, school board members, parents, business leaders, and other stakeholders. House Bill 3427 is the result of that work.

Bill Summary: House Bill 3427 establishes the Fund for Student Success (FSS) and allocates moneys from it into the State School Fund, the Student Investment Account (SIA), the Early Learning Account (ELA), and the Statewide Education Initiatives Account (SEIA) for specified public education purposes.

The measure establishes a noncompetitive grant program for school districts and certain charter schools to apply directly for funds in the SIA and requires those funds to be spent on increasing learning time, decreasing class size, offering a well-rounded education, or improving student health or safety. The Oregon Department of Education (ODE) is required to work with grant recipients to establish growth targets for a percentage of third graders reading at grade-level proficiency, a percentage of ninth graders completing that year with at least six credits toward graduation, a percentage of students graduating or completing high school, and a percentage of students attending school more than 90 percent of instructional days. School districts are required to report annually on progress meeting growth targets, to both ODE and their local boards, and grant funds must also be audited annually. ODE is required to establish coaching programs for school districts that do not meet growth targets and an intensive program for school districts that consistently fail to improve. The intensive program involves Student Success Teams under contract with ODE to advise districts how to improve, and extra funding for qualifying districts that agree to participate. Districts must implement recommendations of Student Success Teams regarding the expenditure of grant funds and intensive program funds.

Funds in the SEIA may be used for the High School Graduation and College and Career Readiness Act, school breakfast and lunch programs, youth reengagement programs, school safety measures, statewide equity initiatives, summer learning, early warning systems, professional development and training programs, increased transparency and accountability, technical assistance for districts (including Student Success Teams), Education Service Districts, and ODE administrative costs. The measure also establishes requirements for expanded school meal programs, a reengagement system for students who have left high school but who want to finish, a statewide school safety and prevention system recommended by the School Safety Task Force, an American Indian or Alaska Native education plan, a Latino or Hispanic education plan, requirements for summer learning programs for Title I schools, and the Early Childhood Equity Fund. It also funds early warning systems to assist school districts in keeping high school students on track to graduate on time. Funds in the Early Learning Account may be used for early childhood special education or early intervention services, relief nurseries, culturally responsive early childhood programs, the Oregon Pre-kindergarten program, the Preschool Promise program, and Early Head Start programs.

Provisions from the following measures were incorporated into HB 3427:

Senate Bill 12
Senate Bill 14
Senate Bill 584

EDUCATION

(HB 3427 continued)

Senate Bill 692
House Bill 2327
House Bill 2440
House Bill 2759
House Bill 2760
House Bill 2765
House Bill 2897

The measure reduces personal income tax rates for the lowest three tax brackets by 0.25 percent, establishes a modified commercial activities tax of 0.57 percent on Oregon commercial activity over \$1 million with a 35 percent subtraction, and requires that revenue from the commercial activities tax be deposited in the Fund for Student Success.

Oregon Laws 2019: Chapter 122

EDUCATION

[House Joint Memorial 3](#)

Filed with Secretary of State

IDEA Memorial

Chief Sponsors: Rep. Doherty, Sollman; Sen. Roblan

Committees: House Education, Senate Human Services

Background and Current Law: The federal Individuals with Disabilities Education Act (IDEA) ensures that students with disabilities are provided with free appropriate public education by requiring educational agencies to make special education and related services available.

Bill Summary: House Joint Memorial 3 urges Congress to fully fund the IDEA by enacting the Individuals with Disabilities Education Full Funding Act.

[House Joint Resolution 15](#)

Filed with Secretary of State

Childhood and Parenting Principles

Chief Sponsors: Rep. Marsh; Sen. Taylor

Committees: House Education, Senate Human Services

Background and Current Law: Childhood and Early Parenting Principles (CEPPs) were developed by organizations that provide or are concerned with the delivery of child health care and early childhood development services. CEPPs focus on ages three to five because of the impact that early intervention can have on a child's future physical and mental health.

Bill Summary: House Joint Resolution 15 encourages state agencies to use Childhood and Early Parenting Principles as a framework to ground early parenting and childhood development policies and programs.