

2009 Regular Legislative Session
FISCAL ANALYSIS OF PROPOSED LEGISLATION
Prepared by the Oregon Legislative Fiscal Office

MEASURE NUMBER: HB 2507

STATUS: B-Engrossed

SUBJECT: Modifying diploma processes

GOVERNMENT UNIT AFFECTED: Department of Education, local education agencies (school districts and public charter schools)

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DATE: May 28, 2009

	<u>2009-2011</u>	<u>2011-2013</u>
EXPENDITURES: See analysis		

EFFECTIVE DATE: July 1, 2009

LOCAL GOVERNMENT MANDATE: This bill does not affect local governments' service levels or shared revenues sufficient to trigger Section 15, Article XI of the Oregon Constitution.

ANALYSIS: House Bill 2507 establishes the criteria which a student must meet to be awarded a modified diploma, an extended diploma, or an alterative certificate and requires a school district or public charter school to award these diplomas if a student meets these requirements. The bill requires a school district or public charter school to ensure that students have access to the resources to achieve these diplomas or certificate. The measure requires school districts and public charter schools to make the extended diplomas available during the 2009-10 school year and prohibits school districts and public charter schools from awarding modified diplomas not in compliance with the provisions of this measure beginning July 1, 2009.

There is an indeterminate, but likely minimal fiscal impact to school districts and public charter schools. The Portland School District reports that there could be costs associated with adhering to new standards for the modified diploma process and issuing the new extended diplomas. Currently, the majority of modified diplomas are issued for special education students. Under the provisions of this measure the modified diploma process would be available to all students who meet the criteria as outlined in the bill. Potential costs could include costs to provide training staff to determine which students would qualify for modified and extended diplomas and how to integrate the instructional needs of these students into classrooms with standard degree track students. Although these costs are indeterminate, it is not anticipated that they will be significant.