

# House Bill 2743

Sponsored by Representative GELSER; Representative BUCKLEY

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Establishes Task Force on High School and Transition Success for Students with Disabilities.  
Sunsets task force on date of convening of 2015 regular session of Legislative Assembly.  
Declares emergency, effective on passage.

## A BILL FOR AN ACT

1  
2 Relating to the Task Force on High School and Transition Success for Students with Disabilities;  
3 and declaring an emergency.

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

5 **SECTION 1. (1) The Task Force on High School and Transition Success for Students with**  
6 **Disabilities is established.**

7 **(2) The task force consists of 24 members appointed as follows:**

8 **(a) The Speaker of the House of Representative shall appoint two members who are**  
9 **members of the House of Representatives at the time of appointment.**

10 **(b) The Senate President shall appoint two members who are members of the Senate at**  
11 **the time of appointment.**

12 **(c) The Chief Education Officer shall appoint:**

13 **(A) One high school registrar.**

14 **(B) Two high school counselors.**

15 **(C) Two special education teachers.**

16 **(D) Two high school principals.**

17 **(E) One representative of a disability services office of a community college.**

18 **(F) One representative of a disability services office of a public university.**

19 **(G) One admissions officer of a public university.**

20 **(H) One representative of the office of the Chancellor of the Oregon University System.**

21 **(I) One representative of the Oregon Student Access Commission.**

22 **(J) One representative of the Bureau of Labor and Industries.**

23 **(K) One representative of the Employment First Initiative through the Department of**  
24 **Human Services.**

25 **(L) One transition specialist from the Department of Education.**

26 **(M) One counselor from the Office of Vocational Rehabilitation Services of the Depart-**  
27 **ment of Human Services.**

28 **(N) One representative of the University of Oregon Center for Excellence in Develop-**  
29 **mental Disabilities.**

30 **(O) One representative of a trade program, an apprenticeship program or a career path-**  
31 **way program at a community college.**

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

1 (P) One representative from the business community who operates a business that does  
 2 not employ individuals with disabilities at subminimum wages.

3 (Q) One representative of Think College Oregon.

4 (3) For the purpose of providing a report to the Legislative Assembly, the task force shall  
 5 study and make recommendations to improve:

6 (a) The understanding of modified diplomas and extended diplomas by high school coun-  
 7 selors, educators, parents and teachers.

8 (b) The consideration of modified diplomas and extended diplomas by admissions officers  
 9 of public universities.

10 (c) The application of career learning standards to students who had individualized edu-  
 11 cation plans or plans adopted in compliance with section 504 of the Rehabilitation Act of 1973  
 12 as those students prepare to work, including enhancing the ability for those students to  
 13 participate in internships, apprenticeships and job shadow programs.

14 (d) The rate of participation of students who have individualized education plans or plans  
 15 adopted in compliance with section 504 of the Rehabilitation Act of 1973 in high school  
 16 courses, programs or activities that could result in college credit.

17 (e) Standards that outline the necessary documentation a student should present to a  
 18 community college or to a public university in order to access appropriate student support  
 19 services for a disability.

20 (f) Strategies for increasing college affordability for students with individualized educa-  
 21 tion plans or plans adopted in compliance with section 504 of the Rehabilitation Act of 1973,  
 22 and for expanding the role of state financial aid for students with disabilities when the  
 23 students' access to federal financial aid is reduced.

24 (g) Strategies for outreach to students who have individualized education plans or plans  
 25 adopted in compliance with section 504 of the Rehabilitation Act of 1973 to encourage these  
 26 students to consider enrollment in post-secondary education.

27 (h) Strategies for outreach to businesses that employ individuals with disabilities at or  
 28 above minimum wage for the purposes of improving job opportunities for students graduating  
 29 with modified diplomas or extended diplomas and improving potential work placements for  
 30 high school students and transition students pursuing their career learning standards.

31 (i) Strategies for collaboration between school district transition programs and programs  
 32 at community colleges and public universities, including the possible payment by school dis-  
 33 tricts for students participating in transition programs that may result in college credit.

34 (j) The development of plans in collaboration with Think College Oregon for the purpose  
 35 of increasing post-secondary education opportunities for students with disabilities.

36 (k) The recruitment to career pathway programs and apprenticeship programs for stu-  
 37 dents who have individualized education plans or plans adopted in compliance with section  
 38 504 of the Rehabilitation Act of 1973.

39 (L) Strategies for high schools to educate students who have individualized education  
 40 plans or plans adopted in compliance with section 504 of the Rehabilitation Act of 1973 about  
 41 the accommodations, financial aid and student service options that are available for post-  
 42 secondary education.

43 (m) Policies for disability-related accommodations and the administration of college  
 44 placement exams.

45 (n) The use of technology as an accommodation for students with disabilities in high

1 schools and post-secondary education to boost student achievement.

2 (o) Regular diploma graduation rates for students who have individualized education  
3 plans or plans adopted in compliance with section 504 of the Rehabilitation Act of 1973, par-  
4 ticularly students with specified learning disabilities and other health impairments.

5 (p) Physical and sensory access for students who have individualized education plans or  
6 plans adopted in compliance with section 504 of the Rehabilitation Act of 1973, including a  
7 long-term plan for improving accessibility to the buildings at community colleges and public  
8 universities.

9 (4) In addition to the duties described in subsection (3) of this section, the task force  
10 shall make recommendations to the Oregon Education Investment Board about specific goals  
11 for achievement compacts for school districts, education service districts, community col-  
12 leges and public universities that will help drive and track improved post-secondary success  
13 for students who have individualized education plans or plans adopted in compliance with  
14 section 504 of the Rehabilitation Act of 1973.

15 (5) Based on the study and recommendations compiled as described in subsection (3) of  
16 this section, the task force shall recommend legislation that:

17 (a) Improves the understanding of modified diplomas and extended diplomas.

18 (b) Implements post-secondary education opportunities for students with disabilities.

19 (c) Increases the rate of participation of students who have individualized education plans  
20 or plans adopted in compliance with section 504 of the Rehabilitation Act of 1973 in high  
21 school courses, programs or activities that could result in college credit.

22 (d) Coordinates school district transition programs and programs at community colleges  
23 and public universities.

24 (e) Improves recruitment of students who have individualized education plans or plans  
25 adopted in compliance with section 504 of the Rehabilitation Act of 1973 in apprenticeships,  
26 career pathway programs and other post-secondary education opportunities.

27 (f) Uniformly records credits and grades on high school diplomas, modified diplomas and  
28 extended diplomas.

29 (6) When making the recommendations described in subsections (3) to (5) of this section,  
30 the task force must consider how proposed modifications to the state's school funding for-  
31 mula align with the policies established by the Oregon Education Investment Board and with  
32 the state goal for high school graduation rates and post-secondary educational attainment  
33 expressed in ORS 351.009.

34 (7) A majority of the voting members of the task force constitutes a quorum for the  
35 transaction of business.

36 (8) Official action by the task force requires the approval of a majority of the voting  
37 members of the task force.

38 (9) The task force shall elect one of its members to serve as chairperson.

39 (10) If there is a vacancy for any cause, the appointing authority shall make an appoint-  
40 ment to become immediately effective.

41 (11) The task force shall meet at times and places specified by the call of the chairperson  
42 or of a majority of the voting members of the task force.

43 (12) The task force may adopt rules necessary for the operation of the task force.

44 (13)(a) The task force shall submit an update about its progress to the legislative com-  
45 mittees of the Legislative Assembly related to education and higher education no later than

1 February 20, 2014.

2 (b) The task force shall submit a final report, and make recommendations for legislation,  
3 to the interim committees of the Legislative Assembly related to education and higher edu-  
4 cation no later than July 1, 2014.

5 (c) The task force shall submit its recommendations about achievement compacts as de-  
6 scribed in subsection (4) of this section to the Oregon Education Investment Board no later  
7 than July 1, 2014.

8 (14) The Legislative Administration Committee shall provide staff support to the task  
9 force. The Chief Education Officer, on behalf of the task force, may accept donations of staff  
10 support, office space and equipment from any business or nonprofit entity that has an in-  
11 terest in improving the post-secondary education and workforce success of individuals with  
12 disabilities.

13 (15) Notwithstanding ORS 171.072, members of the task force who are members of the  
14 Legislative Assembly are not entitled to mileage expenses or a per diem and serve as volun-  
15 teers on the task force. Other members of the task force are not entitled to compensation  
16 or reimbursement for expenses and serve as volunteers on the task force.

17 (16) All agencies of state government, as defined in ORS 174.111, are directed to assist  
18 the task force in the performance of its duties and, to the extent permitted by laws relating  
19 to confidentiality, to furnish such information and advice as the members of the task force  
20 consider necessary to perform their duties.

21 **SECTION 2.** Section 1 of this 2013 Act is repealed on the date of the convening of the 2015  
22 regular session of the Legislative Assembly as specified in ORS 171.010.

23 **SECTION 3.** This 2013 Act being necessary for the immediate preservation of the public  
24 peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect  
25 on its passage.  
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