

PRELIMINARY STAFF MEASURE SUMMARY**CARRIER:**

Senate Committee on Education

REVENUE: No revenue impact**FISCAL: Fiscal statement issued****Action:****Vote:****Yeas:****Nays:****Exc.:****Prepared By:** Gretchen Engbring, Administrator**Meeting Dates:** 3/10, 3/26

WHAT THE MEASURE DOES: Directs Department of Education to assist school districts in achieving specified goals related to school discipline by contracting with local entities and providing grant moneys. Appropriates unspecified amount to department out of General Fund to support discipline goals. Requires sunset July 1, 2017. Declares emergency, effective July 1, 2015.

ISSUES DISCUSSED:

- Disproportionate effects of discipline on minorities
- Impact of exclusionary discipline on 40-40-20 goals
- Opportunity and achievement gaps
- Staff and teacher training
- Diversity training
- Reliance on exclusionary discipline due to lack of resources for other options
- Community based organizations as a resource for cultural training and knowledge

EFFECT OF COMMITTEE AMENDMENT:

BACKGROUND: Senate Bill 554 directs the Department of Education (ODE) to assist school districts in achieving school discipline related goals including implementing strategies that increase academic achievement, reduce the amount of time students are out of the classroom as a result of disciplinary sanctions, and reduce disparities in rates of discipline between racial, ethnic, income, disability and gender-related groups. The bill proposes that the department shall provide assistance by entering into contracts with local entities to provide consultation and training services, and by providing grant moneys to school districts to plan and implement strategies. The bill further appropriates an unspecified amount out of the General Fund to the ODE to assist school districts.

A study of six Oregon school districts in 2011 -2012 identified that roughly 6.4 percent of students were suspended or expelled from school, and that nearly 40 percent of students who were suspended had received more than one suspension. The report further indicated that the percentage of students receiving exclusionary discipline was 2.5 times higher for male students than female students, higher for students in special education than students not in special education, and higher for American Indian, Black, Hispanic, and multiracial students than Asian or White students.