



SB 819

Implementation Update

Presented to the Oregon Senate Education Committee

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Implementing SB 819: A Phased Approach

**Establishing Guidance
& Facilitating Training**

Phase 1

**Developing ODE's
Internal SB 819
Framework**

Phase 2

**Building the SB 819
Complaint System &
Ongoing Monitoring**

Phase 3

Recent Phase 1 Work

Continued providing resources and support aimed at the effective implementation of SB 819, including:

- Publishing a recording of a training webinar geared for school districts and those implementing SB 819
- Updating and re-releasing informal removals guidance to reflect SB 819
- Releasing guidance on manifestation determination review (MDR) processes

Recent Phase 1 Work

Established multiple touchpoints to hear feedback about where additional guidance, resources, and support are needed to enable effective implementation of SB 819, including:

- Biweekly meetings with Oregon's federally designated parent centers (FACT/CODSN)
- Internal "Route and Resolve" meetings to address constituent questions and concerns
- Monthly special education director meetings

Recent Phase 1 Work

Provided or ensuring provision of training and technical assistance related to SB 819, including:

- Recent training to ODE's regional technical assistance providers (RTAPs) on informal removals.
- Working with COSA for initiation of a training series on informal removals and MDRs for principals and special education teams.

Recent Phase 2 Work

Expanded ODE's Leadership Capacity for Implementing SB 819:

- ODE's Director of IDEA Initiatives began part time on 10/31/23 and will begin full time on 12/1/23.
- This position provides primary day-to-day leadership for SB 819 implementation.
- Critical work in this area includes onboarding efforts; SB 819 data collection, analysis, and intervention; and overseeing and implementing accountability for SB 819 requirements.

Recent Phase 2 Work

Expanded ODE's Support Capacity for Implementing SB 819, including:

- Hiring all District Support Specialists, with latest start 11/27/23.
- Continuing recruitment processes for Research Analysts and Administrative Specialists
- Providing regular and ongoing training and technical assistance for District Support Specialists increased understanding of SB 819

Impact of Additional Capacity

- The appropriation provided by SB 819 enabled the Department to hire 5 additional district support specialists within OESO.
- The additional capacity enabled ODE to shift DSS responsibilities in order to reduce district assignment numbers.
- This reduction in the number of assigned districts provides increased capacity for each district support specialist for responses to parents, community, and district staff around SB 819 questions.

Recent Phase 3 Work

Ensuring and Refining Data Submission

- ODE has developed a procedure to ensure accuracy of 'zero' student submissions from school districts.
- Each DSS is working with each of their assigned school districts to ensure accuracy of 'zero' student submissions.
- Districts must submit an attestation regarding such submissions that includes confirmation of district intention to comply with data submission requirements as soon as applicable.
- ODE also continues to develop data analysis and intervention procedures related to this new data collection.



Abbreviated Day Collection Attestation

This form must be submitted by school districts that have zero students with disabilities placed on an abbreviated school day program as defined by SB 819.

SB 819 went into effect on July 13, 2023 for all Oregon school districts, education service districts, and public education programs.

Under SB 819, for each student with a disability placed on an abbreviated school day program, the school district shall at least once every 30 calendar days during the school year, inform the Department of Education about the student's abbreviated school day program placement, including:

- The grade level of the student;
- The number of hours of instruction and educational services the school district is scheduled to provide to the student each week;
- The date the student began the abbreviated school day program; and
- The date by which the student is expected to receive meaningful access to the same number of hours of instruction and educational services that are provided to the majority of other students who are in the same grade within the student's resident school district.

ODE has established [a collection for school districts](#) to report this information as required by SB 819 and enable ODE to analyze usage of abbreviated school day programs in order to provide technical assistance that aims to support the effective implementation of SB 819.

The data collection system can only track information about students who are placed on abbreviated school day programs. It has no way to show that a district has zero students on these types of programs.

Therefore, school districts with no students with disabilities on abbreviated school day programs need to submit this form to confirm they have no data to report right now. As soon as they have students to report, they will need to start submitting the regular data.

Resident/Reporting School District Information

Resident School District *

For which school district is this information being reported?

Number of Students with Disabilities Placed on Abbreviated School Day Programs *

How many students with disabilities, as defined by SB 819, for whom the school district is responsible, have been placed on or have received an abbreviated school day program, as defined by SB 819, at any point from July 13, 2023 to the date of this submission?

By checking the box below and submitting this form, the indicated school district is attesting that, while there are no students with disabilities currently placed on an abbreviated school day program within their jurisdiction and, therefore, no submission of information about the use of those programs, as required by SB 819 Section 4(2)(e), is required for the school district at this time, the school district will submit such data as soon as the district's circumstances require it.

School District Will Submit Data When Required *

Data Submitter Information

Submitter's Name *

Please enter the full name of the person submitting this data on behalf of the resident school district.

Submitter's Job Title *

Please enter the complete job title of the person submitting this data on behalf of the resident school district.

Submitter's Email Address *

Please enter the work email address of the person submitting this data on behalf of the resident school district.

By checking the box below, I affirm that I have the appropriate authority to submit this data on behalf of the school district.

Submitter has Authority to Submit on Behalf of School District *

Send me a copy of my responses

Submit

Complaint Updates

- ODE is accepting and processing complaints related to SB 819.
- The Department has established an email address for this purpose. Complaints can be submitted to: ode.sb819complaints@ode.oregon.gov.
- ODE has received 4 parent complaints alleging violations of SB 819.
- In each instance, within 2 business days, ODE has ordered the school district to restore meaningful access for the named student to the same number of hours of instruction and educational services as are available to the majority of other students who are in the same grade within the student's resident school district.
- ODE has also opened investigations into specific situations where necessary based on the facts alleged.

Moving Forward: Areas of Concentration

ODE aims to support effective implementation of SB 819 through continuing to provide training, technical assistance, and supports in all aspects of implementing SB 819 including related guidance and supports for students, families, and school districts. Some of our anticipated next steps include:

- Presenting on SB 819 to the Oregon School Boards Association annual conference
- Initiating principal and special education team training series with COSA related to informal removals and manifestation determination reviews
- Formalizing intervention pathways based on data submission and analysis



Questions?



Safe School Culture Grant:

SB 283 Implementation Update

Safe School Culture Grant: Background

The purpose of Safe School Culture Grant program is to encourage school districts and ESDs to develop a cohort of **certified instructors in nationally-recognized, nonviolent, crisis intervention methods.**

These newly certified instructors will provide training to school staff to equip them with de-escalation techniques to prevent and address behavioral incidents.

Safe School Culture Grant: How it Works

The grant reimburses school districts (including public charter schools) and ESDs for the costs associated with staff members becoming certified instructor in nonviolent crisis intervention methods.

To receive the reimbursement, the certified instructors need to train a minimum number of staff. In addition, districts, ESDs and charter schools must meet reporting requirements.

ODE's Initial Implementation Efforts



Temporary Rules

ODE worked with the SBE to developed temporary rules for grant fund distribution.

Allocation Estimates

ODE staff calculated estimated allocations for each district, ESD, and charter school.

Updated Resources

ODE developed and released updated restraint/seclusion resources.

Reviewed Currently Approved Programs

ODE identified which of the currently approved training programs meet grant criteria.

Safe School Culture Grant

SB 283 required the State Board of Education to adopt rules for grant distribution. The temporary rules adopted in October contain the following requirements:

- Limits reimbursements to completed certifications for new instructors
- Establishes method to reimburse wages or stipends for the time spent attending the certification course
- Permits any unexpended grant funds to be used for costs of training staff at the school district, ESD, or charter school
- Adds a small school floor
- Adds public charter schools as an eligible recipient
- Requires the training programs to be approved pursuant to OAR 581-021-0563 to qualify for reimbursement

ODE's Implementation Timeline

