

SENATE AMENDMENTS TO SENATE BILL 549

By COMMITTEE ON EDUCATION

April 11

1 On page 1 of the printed bill, delete lines 4 through 26 and delete pages 2 and 3 and insert:

2 **“SECTION 1. (1) Grants awarded to school-based health centers by the Oregon Health**
3 **Authority under ORS 413.225 (4)(a) must be for a minimum annual amount of \$66,000, ad-**
4 **justed under subsection (2) of this section.**

5 **“(2) To account for effects of inflation, the authority shall, by rule, annually adjust the**
6 **dollar amount specified in subsection (1) of this section based on the Consumer Price Index**
7 **for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor**
8 **Statistics of the United States Department of Labor.**

9 **“SECTION 1a. Section 1 of this 2023 Act becomes operative on July 1, 2024.**

10 **“SECTION 2. In addition to and not in lieu of any other appropriation, there is appro-**
11 **priated to the Oregon Health Authority, for the biennium beginning July 1, 2023, out of the**
12 **General Fund, the amount of \$570,000 to carry out the provisions of section 1 of this 2023**
13 **Act.**

14 **“SECTION 3. (1) As used in this section:**

15 **“(a) ‘School-based health center’ has the meaning given that term in ORS 413.225.**

16 **“(b) ‘School mental health model’ means a model for providing school-based mental**
17 **health services that is in accord with guidance from the authority and is in alignment with**
18 **other school health service models used by the authority.**

19 **“(c) ‘School nurse model’ means a model for providing school-based health services that**
20 **is in accord with guidance from the division of the Oregon Health Authority that addresses**
21 **adolescent health.**

22 **“(2) The authority, in consultation with the Department of Education, shall select 10**
23 **school districts or education service districts to receive planning grants for district planning**
24 **and technical assistance. Each district receiving a grant, beginning on or after July 1, 2023,**
25 **and concluding before July 1, 2025, shall:**

26 **“(a) Evaluate the need for school-based health services in the community of the district;**
27 **and**

28 **“(b) Develop a school-based health services plan that addresses the need identified in**
29 **paragraph (a) of this subsection.**

30 **“(3) The authority shall contract with a nonprofit organization with experience in facili-**
31 **tating school health planning initiatives and supporting school-based health centers in order**
32 **to facilitate and oversee the planning process and to provide technical assistance to grantees**
33 **to reduce costs and ensure better coordination and continuity statewide. To the greatest**
34 **extent practicable, the nonprofit organization shall engage with culturally specific organiza-**
35 **tions, in the grantees’ communities, that have experience providing culturally and linguis-**

1 tically specific services in schools or after-school programs.

2 “(4) Each grantee shall solicit community participation in the planning process, including,
3 without limitation, the participation of the local public health authority, any federally quali-
4 fied health centers located in the district, a regional health equity coalition, if any, serving
5 the district and every coordinated care organization with members residing in the district.

6 “(5) At the conclusion of the two-year planning process, the authority shall issue addi-
7 tional grants to appropriate recipients to operate a school-based health center, school nurse
8 model or school mental health model in each respective grantee school district or education
9 service district.

10 “**SECTION 4.** In addition to and not in lieu of any other appropriation, there is appro-
11 priated to the Oregon Health Authority, for the biennium beginning July 1, 2023, out of the
12 General Fund, the amount of \$1,100,000 to carry out the provisions of section 3 of this 2023
13 Act.

14 “**SECTION 5.** The Oregon Health Authority shall develop and implement a grant program
15 to issue grants to school districts, education service districts and entities that provide
16 physical or behavioral health services to be used to increase and improve school-based men-
17 tal health services. The authority shall ensure that grants are made for the benefit of
18 schools both with and without school-based health centers, as defined in ORS 413.225.

19 “**SECTION 6.** In addition to and not in lieu of any other appropriation, there is appro-
20 priated to the Oregon Health Authority, for the biennium beginning July 1, 2023, out of the
21 General Fund, the amount of \$6,750,000 to carry out the provisions of section 5 of this 2023
22 Act.

23 “**SECTION 6a.** (1) The Oregon Health Authority shall study methods for providing or in-
24 creasing reimbursement for mental health services delivered through school-based health
25 centers, as defined in ORS 413.225, under medical assistance programs administered by the
26 authority.

27 “(2) The authority may make written recommendations to the Legislative Assembly in
28 the manner provided by ORS 192.245, which may include recommendations for legislation.

29 “(3) The authority may adopt rules to support reimbursements described in subsection
30 (1) of this section.

31 “**SECTION 7.** (1) The Department of Education, in conjunction with the Whole Child
32 Committee established in subsection (6) of this section, shall select 10 recipients to receive
33 grants to implement programs that use community-driven, trauma-informed and community
34 school approaches to develop wraparound service delivery hubs to improve educational out-
35 comes.

36 “(2) A recipient of a grant under this section must be a consortium of partners that in-
37 cludes a school district. A consortium may apply for a grant under this section by submitting
38 a proposal to the department that includes the following information:

39 “(a) A memorandum of understanding identifying all partners in the consortium;

40 “(b) A statement of commitment to sharing resources and decision-making, to support
41 capacity building for all partners, including culturally specific, affinity and youth-focused
42 community-based organizations;

43 “(c) A demonstration of commitment from the school district member of the consortium;

44 “(d) A statement of commitment by the consortium to the goal of achieving a
45 community-driven planning structure by the end of two years;

1 “(e) The designation of at least one full-time position dedicated to support infrastructure
2 development and collaborative efforts of the consortium; and

3 “(f) The designation of at least one full-time coordinator per trauma-informed community
4 school.

5 “(3)(a) The department shall contract with a nonprofit organization to provide technical
6 assistance to grant applicants and recipients.

7 “(b) Technical assistance may include, without limitation, assistance in developing a
8 consortium’s infrastructure, navigating the grant application process and evaluating success
9 and sustainability of consortium activities.

10 “(c) The nonprofit organization providing technical assistance must have experience in
11 facilitating school health planning initiatives and supporting school-based health centers.
12 To the greatest extent possible, the nonprofit organization must engage with organizations
13 with expertise in one or more the following areas:

14 “(A) Trauma-informed school systems change;

15 “(B) Culturally specific community engagement;

16 “(C) School health;

17 “(D) Health or education equity;

18 “(E) School or community needs assessments;

19 “(F) After-school programming; and

20 “(G) Community schools.

21 “(4) In selecting grant recipients, the department shall seek to distribute grant funding
22 to maximize improvement of educational outcomes, with reference to factors including,
23 without limitation, academic performance, graduation rates, absenteeism, English learner
24 proficiency rates and school climate and safety including disciplinary incidents and other
25 measures. In the selection process, the department shall consider local context and imple-
26 mentation of strategies to ensure that strategies are responsive to unique school and com-
27 munity environments.

28 “(5) The department shall execute grant agreements with consortia that receive grants
29 under this section. The grant agreement must include the following terms:

30 “(a) Within a year after receiving grant moneys, a consortium must establish a
31 collaborative decision-making infrastructure, develop a shared vision and conduct an oppor-
32 tunity assessment. The opportunity assessment must include the voices of students in sec-
33 ondary schools, families, school staff and key community partners and identify strengths,
34 resources and needs within the community.

35 “(b) A consortium must establish a steering committee consisting of between 12 and 15
36 voting members. A consortium must be bound by decisions of the steering committee relat-
37 ing to allocation of grant moneys and other collective resources beginning in the second year
38 after grant moneys are disbursed.

39 “(c) The steering committee must have the following composition:

40 “(A) At least 25 percent of members must be residents of the locality in which the con-
41 sortium operates, or parents of students attending schools in that locality;

42 “(B) At least 25 percent of members must be school staff members, including school
43 health staff; and

44 “(C) At least 25 percent must be secondary school students.

45 “(d) The steering committee must include the following additional members:

1 “(A) A school principal, who must be a voting member but may not chair the committee;
2 and

3 “(B) Community partners, including representatives from the lead partner organization
4 and culturally specific, affinity and youth-serving organizations, as applicable.

5 “(e) Each school in the consortium must implement:

6 “(A) Trauma-informed practices;

7 “(B) Positive discipline practices such as restorative justice;

8 “(C) Curricula that are engaging, culturally and socially relevant and academically rig-
9 orous;

10 “(D) Integrated student supports such as physical and mental health services, social
11 services and academic enrichment programs;

12 “(E) An emphasis on high-quality teaching, not on high-stakes testing; and

13 “(F) Parent and community engagement plans so that the community drives decision-
14 making processes.

15 “(6) The department shall develop and convene a committee, to be known as the Whole
16 Child Committee, to act as a partner in decision-making relating to the grant program under
17 this section. The committee must include representatives from the department, the Oregon
18 Health Authority, organizations providing technical assistance to grant recipients, parents,
19 youth, community-based organizations and educators.

20 “(7)(a) The Whole Child Committee shall select an entity to perform ongoing evaluation
21 of the grant program established under this section. The selected entity may not be a state
22 agency.

23 “(b) Evaluations must consider:

24 “(A) The success of the grantee consortia using evaluation approaches such as
25 community-based participatory action, partnership evaluation tools and youth-adult part-
26 nership evaluations;

27 “(B) Student-level academic, behavioral and health outcomes; and

28 “(C) The indicators used to prioritize applicants.

29 “(c) The evaluating entity, in conjunction with the technical assistance provider de-
30 scribed in subsection (3) of this section, shall work collaboratively with grantees to minimize
31 the reporting burden.

32 “(8) As used in this section:

33 “(a) ‘Community school’ means a public elementary school or secondary school that
34 participates in a community-based effort to coordinate and integrate educational, develop-
35 mental, family, health and other comprehensive services through community-based organ-
36 izations and public and private partnerships and provides access to such services in school
37 to students, families and the community, including before, during and after school hours,
38 weekends and summers.

39 “(b) ‘Trauma-informed approach’ has the meaning given that term in section 5, chapter
40 68, Oregon Laws 2016.

41 “(c) ‘Wraparound service delivery hub’ means a central location located on school
42 grounds where educators, local community members and organizations, families and stu-
43 dents work collaboratively to strengthen conditions for student learning and healthy phys-
44 ical, mental and emotional development by organizing resources, supports and opportunities
45 both inside and outside of school.

1 **“SECTION 8.** In addition to and not in lieu of any other appropriation, there is appro-
2 priated to the Department of Education, for the biennium beginning July 1, 2023, out of the
3 General Fund, the following amounts for the following purposes:

4 **“(1)** \$5,000,000 to carry out the provisions of section 7 of this 2023 Act, except for tech-
5 nical assistance described in section 7 (3) of this 2023 Act; and

6 **“(2)** \$2,250,000 for technical assistance described in section 7 (3) of this 2023 Act.

7 **“SECTION 9.** (1) For the biennium beginning July 1, 2023, at the request of the Oregon
8 Health Authority, the State Treasurer is authorized to issue lottery bonds pursuant to ORS
9 286A.560 to 286A.585 in an amount that produces \$10 million in net proceeds for the purposes
10 described in subsection (2) of this section, plus an additional amount estimated by the State
11 Treasurer to be necessary to pay bond-related costs.

12 **“(2)** Net proceeds of lottery bonds issued under this section must be transferred to the
13 authority for:

14 **“(a)** Construction and renovation of school-based health centers;

15 **“(b)** Equipment needs of school-based health centers;

16 **“(c)** Construction of modular school-based health centers for provision to school districts;
17 and

18 **“(d)** Provision of grants to school districts or school-based health center medical spon-
19 sors for school-based health center purposes.

20 **“(3)** The Legislative Assembly finds that the use of lottery bond proceeds will create jobs,
21 further economic development, finance public education or restore and protect parks,
22 beaches, watersheds and native fish and wildlife, and is authorized based on the finding that
23 improving access to school-based health resources will improve educational outcomes and
24 create jobs.

25 **“SECTION 10.** This 2023 Act being necessary for the immediate preservation of the public
26 peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect
27 July 1, 2023.”.