



## House Bill 3427: Student Investment Account

The purpose of this excerpt from House Bill 3427 is to break down three sections of the Student Investment Account portion of the bill: section 8, section 9, and section 21. Please access the [enrolled version of the bill](#) for the full and complete text.

### Student Investment Account

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#### **SECTION 8.** Student Investment Account.

- (1) The Student Investment Account is established within the Fund for Student Success.
- (2) The Student Investment Account shall consist of:
  - (a) Moneys transferred to the account from the Fund for Student Success;
  - (b) Moneys appropriated or otherwise transferred to the account by the Legislative Assembly;
  - (c) Amounts donated to the account; and
  - (d) Other amounts deposited into the account from any source.
- (3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the Student Investment Account. Moneys received as provided in this subsection shall be deposited into the Student Investment Account.
- (4) Moneys in the Student Investment Account are continuously appropriated to the Department of Education for the purposes of distributing grants under section 13 of this 2019 Act.

#### **SECTION 9.** Allowed uses of grants from Student Investment Account.

- (1) In addition to those moneys distributed through the State School Fund, the Department of Education shall award grants from the Student Investment Account. Grants shall be distributed as provided under section 13 of this 2019 Act.
- (2) The purposes of grants distributed under section 13 of this 2019 Act shall be to:
  - (a) Meet students' mental or behavioral health needs; and
  - (b) Increase academic achievement for students, including reducing academic disparities for:
    - (A) Economically disadvantaged students, as determined based on eligibility for free or reduced price lunches under the United States Department of Agriculture's current Income Eligibility Guidelines;

- (B) Students from racial or ethnic groups that have historically experienced academic disparities, as determined under rules adopted by the State Board of Education;
  - (C) Students with disabilities;
  - (D) Students who are English language learners;
  - (E) Students who are foster children, as defined in ORS 30.297;
  - (F) Students who are homeless, as determined under rules adopted by the State Board of Education; and
  - (G) Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.
- (3) Grant moneys received under section 13 of this 2019 Act may be used by a grant recipient only for:
- (a) Increasing instructional time, which may include:
    - (A) More hours or days of instructional time;
    - (B) Summer programs;
    - (C) Before-school or after-school programs; or
    - (D) Technological investments that minimize class time used for assessments administered to students.
  - (b) Addressing students' health or safety needs, which may include:
    - (A) Social-emotional learning and development;
    - (B) Student mental and behavioral health;
    - (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
    - (D) Student health and wellness;
    - (E) Trauma-informed practices;
    - (F) School health professionals and assistants; or
    - (G) Facility improvements directly related to improving student health or safety.
  - (c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
  - (d) Expanding availability of and student participation in well-rounded learning experiences, which may include:
    - (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
    - (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
    - (C) Broadened curricular options at all grade levels, including access to:
      - (i) Art, music and physical education classes;
      - (ii) Science, technology, engineering and mathematics education;

- (iii) Career and technical education, including career and technical student organization programs;
  - (iv) Electives that are engaging to students;
  - (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
  - (vi) Dropout prevention programs and transition supports;
  - (vii) Life skills classes; or
  - (viii) Talented and gifted programs; or
- (D) Access to licensed educators with a library media endorsement.

**SECTION 21.** ORS 329.095 is amended to read:

329.095.

(1)(a) The Department of Education shall require school districts and schools to conduct self-evaluations and to periodically update their local district continuous improvement plans. Except as provided by paragraph (b)(C) of this subsection, the department may not require school districts or schools to conduct self-evaluations or to update their local district continuous improvement plans more frequently than biennially.

(b) The department may require a school district to:

- (A) File, periodically, or at the department's request, its local district continuous improvement plan with the department;
- (B) Notify the department of any substantial changes, as defined by rule of the State Board of Education, to the school district; or
- (C) Update its local district continuous improvement plan when there has been a substantial change, as defined by rule of the board, to the school district.

(c) The self-evaluation process conducted as provided by this subsection shall involve the public in the setting of local goals. The school districts shall ensure that representatives from the demographic groups of their school population are invited to participate in the development of local district continuous improvement plans to achieve the goals.

(2) As part of setting local goals, school districts shall undertake a communications process that involves parents, students, teachers, school employees and community representatives to explain and discuss the local goals and their relationship to programs under this chapter.

(3) At the request of the school district, department staff shall provide ongoing technical assistance in the development and implementation of the local district continuous improvement plan.

(4) The local district continuous improvement plan shall include:

- (a) Goals to implement the following:
  - (A) A rigorous curriculum aligned with state standards;

- (B) High-quality instructional programs;
  - (C) Short-term and long-term professional development plans;
  - (D) Programs and policies that achieve a safe educational environment;
  - (E) A plan for family and community engagement;
  - (F) Staff leadership development;
  - (G) High-quality data systems;
  - (H) Improvement planning that is data-driven;
  - (I) Education service plans for students who have or have not exceeded all of the academic content standards; and
  - (J) A strong school library program;
- (b) A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities; [and]
- (c) A description of district efforts to achieve local efficiencies and efforts to make better use of resources[.]; and
- (d) A needs assessment, which shall:
- (A) Be conducted in a manner that is inclusive of school employees, students from student groups identified in section 9 (2)(b) of this 2019 Act and parents of those students.
  - (B) Address the following priorities:
    - (i) Reducing academic disparities for students from student groups identified in section 9 (2)(b) of this 2019 Act;
    - (ii) Meeting students' mental or behavioral health needs;
    - (iii) Providing equitable access to academic courses across the school district or public charter school, with specific emphasis on access by students from student groups identified in section 9 (2)(b) of this 2019 Act;
    - (iv) Allowing teachers and staff to have sufficient time to:
      - (I) Collaborate with other teachers and staff;
      - (II) Review data on students' grades, absences and discipline, based on school and on grade level or course; and
      - (III) Develop strategies to ensure that at-risk students stay on track to graduate; and
    - (v) Possible partnerships with other organizations, federally recognized Indian tribes, school districts, education service districts, regional achievement collaboratives, postsecondary institutions of education, education partners or nonprofit programs and community-based programs that have demonstrated achievement of positive outcomes in work with students from student groups identified in section 9 (2)(b) of this 2019 Act.