

Definition 581-020-0631

The following definitions apply to Oregon Administrative Rules 581-020-0631 through 581-020-0652:

- (1) “Aversion to attending school” means a circumstance that causes a student to have an aversion to attending school, such as unsafe school conditions, bullying, or harassment or embarrassment resulting from a lack of culturally responsive teaching, a disability, or discipline.
- (2) “Barrier to attending school” means a circumstance preventing a student from attending school, such as an illness, poor transportation, the need to work, the need to fulfill a family duty, or the need to fulfill an obligation for purposes related to juvenile justice.
- (3) “Chronic absenteeism” means not attending school for 10 percent or more than 10 percent of school days in a school year.
- (4) “Disengagement from school” means a circumstance that causes a student to become disengaged from school, such as not having a meaningful relationship with any adults who work at the school or not finding anything relevant to the student’s life in school curriculum.
- (5) “Misconception concerning school” means a belief that causes a student to not attend school, such as not seeing value in attending school, not understanding the importance of attending school in the early grades, or prioritizing nonessential activities over attending school.
- (6) “Rate of chronic absenteeism” means the percent of students attending a school district or education school district who are chronically absent.
- (7) “Root causes of chronic absenteeism” include barriers to attending school, aversions to attending school, misconceptions concerning school, disengagement from school, and other circumstances or beliefs that cause a student to not attend school.
- (8) “Rural district” means a school district located in this state and in a city with a population of fewer than 2,500 people or in an unincorporated area.
- (9) “Stakeholders” includes students, parents, guardians, other family members, local governments, tribes, community organizations, local businesses, culturally specific organizations, health care organizations and providers, public health agencies, transportation providers, and education based agencies and organizations.
- (10) “Suburban district” means a school district located in this state and in a city that is a suburb of Bend, Corvallis, Eugene, Medford, Portland, or Salem.
- (11) “Town district” means a school district located in this state and in a city with a population of 2,500 or more people.

(12) “Urban district” means a school district located in Bend, Corvallis, Eugene, Medford, Portland, or Salem.

Chronic Absenteeism Support Program 581-020-0634

A Chronic Absenteeism Support Program is established to:

- (1) Reduce chronic absenteeism;
- (2) Identify school districts that have a high rate of chronic absenteeism;
- (3) Inform identified school districts of their high rate of chronic absenteeism;
- (4) Provide identified school districts with information related to best practices for reducing chronic absenteeism and the technical assistance necessary to reduce chronic absenteeism;
- (5) Include stakeholder voice that mirrors the diversity of the community to facilitate an equitable and inclusive approach to reducing chronic absenteeism;
- (6) Develop regional consortia for the purpose of reducing chronic absenteeism throughout the state; and
- (7) Provide targeted assistance to school districts that have the highest rates of chronic absenteeism.

Identifying School Districts with a High Rate of Chronic Absenteeism 581-020-0637

- (1) Each biennium, the Oregon Department of Education shall identify school districts with a rate of chronic absenteeism that is 10 percent or more than 10 percent of students attending the school district.
- (2) The department shall inform school districts identified under this rule of the rate at which chronic absenteeism occurs in the school district.
- (3) School districts identified under this rule may elect to be a part of a regional consortium as described in OAR 581-020-0639.
- (4) If selected by the department under OAR 581-020-0642, a school district identified under this rule may agree to receive targeted assistance under OAR 581-020-0645.

Regional Consortia 581-020-0640

- (1) The Oregon Department of Education shall implement a regional consortia model for the purpose of reducing chronic absenteeism throughout the state.

(2) The regional consortia model implemented under this rule must use regional consortia to provide regional support to school districts identified under OAR 581-020-0636 as having a high rate of chronic absenteeism that are located in the geographic area governed by the regional consortium.

(3) Each regional consortium must:

(a) Have a regional governance structure;

(b) Use a regional coordinator to establish communications between the department and school districts that are members of the consortium;

(c) Disseminate to school districts that are members of the consortium information developed by the department related to best practices for reducing chronic absenteeism;

(d) Conduct activities to reduce chronic absenteeism;

(e) Develop plans to reduce chronic absenteeism in conjunction with school districts that are members of the consortium, and with the timely and meaningful involvement of stakeholders;

(f) Provide school districts that are members of the consortium with available resources for the purposes of participating in activities conducted under this rule and implementing plans developed under this rule;

(g) Collect data from school districts that are members of the consortium on the effectiveness of activities conducted under this rule and plans developed under this rule; and

(h) Provide data collected under this rule to the department.

(4) In fulfilling its duties under this section, a school district must:

(a) Consider the root causes of chronic absenteeism;

(b) Identify student populations disproportionately affected by chronic absenteeism;

(c) Include stakeholders when developing a plan pursuant to subsection (3)(e) of this rule; and

(d) Include stakeholders when implementing and evaluating the plan developed pursuant to subsection (3)(e) of this rule.

(5) Plans developed pursuant to subsection (3)(e) of this rule must:

(a) Target the circumstances or beliefs identified as causing chronic absenteeism, including any barrier to attending school, aversion to attending school, misconception concerning school, or disengagement from school;

- (b) Account for student populations disproportionately affected by chronic absenteeism;
- (c) Be equitable and inclusive in their application to those student populations;
- (d) Be culturally responsive; and
- (e) Be trauma sensitive.

Selecting School Districts to Receive Targeted Assistance 581-020-0643

From among school districts identified under OAR 581-020-0636 as having a high rate of chronic absenteeism, the Oregon Department of Education may select school districts and education districts to receive targeted assistance under OAR 581-020-0642. In selecting school districts under this rule, the department shall consider:

- (1) Which urban districts among all urban districts have the highest rates of chronic absenteeism;
- (2) Which suburban districts among all suburban districts have the highest rates of chronic absenteeism;
- (3) Which town districts among all town districts have the highest rates of chronic absenteeism;
- (4) Which rural districts among all rural districts have the highest rates of chronic absenteeism;
- (5) Whether a school district has a student population disproportionately affected by chronic absenteeism; and
- (6) Whether a school district has a lower than average rate of graduation.

Targeted Assistance 581-020-0646

- (1) If selected by the Oregon Department of Education under OAR 581-020-0642, a school district may agree to receive targeted assistance under this rule.
- (2) A school district that receives targeted assistance under this rule must file with the department a report assessing the school district's needs related to chronic absenteeism. The report must:
 - (a) Identify the root causes of chronic absenteeism in the school district;
 - (b) Identify student populations disproportionately affected by chronic absenteeism in the school district; and
 - (c) Identify resources that may reduce chronic absenteeism in the school district.

(3) In consideration of the report, the department shall develop a plan to reduce chronic absenteeism in the school district in conjunction with the school district and stakeholders. The plan must propose solutions to chronic absenteeism that:

(a) Target the circumstances or beliefs identified as causing chronic absenteeism, including any barrier to attending school, aversion to attending school, misconception concerning school, or disengagement from school;

(b) Account for student populations disproportionately affected by chronic absenteeism;

(c) Are equitable and inclusive in its application to those student populations;

(d) Are culturally responsive; and

(e) Are trauma sensitive.

(4) In implementing a plan developed under this rule, a school district must collaborate with a coach approved by the department pursuant to OAR 581-020- 0648.

(5) Upon request, school districts shall submit to the department data on the effectiveness of plans developed under this rule.

Chronic Absenteeism Coaches 581-020-0649

(1) For the purpose of assisting the implementation of a plan developed under OAR 581-020-0645, a school district must collaborate with a coach approved by the Oregon Department of Education who is knowledgeable about chronic absenteeism. A coach with whom a school district collaborates under this rule must be able to:

(a) Identify students who are at risk of being chronically absent;

(b) Identify student populations disproportionately affected by chronic absenteeism;

(c) Propose solutions to chronic absenteeism that:

(A) Target the circumstances or beliefs identified as causing chronic absenteeism, including any barrier to attending school, aversion to attending school, misconception concerning school, or disengagement from school; and

(B) Account for student populations disproportionately affected by chronic absenteeism;

(C) Are equitable and inclusive in their application to those student populations;

(D) Are culturally responsive; and

(E) Are trauma sensitive.

(2) In addition to the other requirements described in this rule, a coach with whom a school district collaborates under this rule must:

- (a) Be experienced working with, and be able to engage, a wide variety of stakeholders; and
- (b) Have a demonstrated history of using a collaborative approach to problem solving.

Determination and Distribution of Available Moneys 581-020-0652

(1) The Oregon Department of Education shall determine for each fiscal biennium:

- (a) The amount of moneys available for the Chronic Absenteeism Support Program;
- (b) The amount of moneys to be distributed to each regional consortium for purposes described in OAR 581-020-0639;
- (c) The amount of moneys to be distributed to each school district that agrees to receive targeted assistance under OAR 581-020-0645; and
- (d) The amount of moneys to be used to train chronic absenteeism coaches under OAR 581-020-0648.

(2) The department may distribute moneys under this rule in allotments and may require distributed moneys to be used for a specific purpose.

(3) The department may enter into one or more agreements with regional or community organizations or an organization that represents school districts for the purpose of making distributions to regional consortia under this rule.

(4) If a school district does not act in accordance with a plan developed under OAR 581-020-0639 or 581-020-0645 or otherwise does not comply with a provision of OAR 581-020-0630 to OAR 581-020-0651 or an agreement entered into for purposes related to reducing chronic absenteeism, the regional consortium to which the school district belongs or the department may suspend, or may withhold and reallocate, moneys that otherwise would be distributed to the school district.

(5) If a regional consortium does not act in accordance with a plan developed under OAR 581-020-0639 or 581-020-0645 or otherwise does not comply with a provision of OAR 581-020-0630 to OAR 581-020-0651 or an agreement entered into for purposes related to reducing chronic absenteeism, the department may suspend, or may withhold and reallocate, moneys that otherwise would be distributed to the regional consortium.