

AN ABSTRACT OF THE DISSERTATION OF

Jannice Link-Jobe for the degree of Doctor of Education in Education presented on August 1, 1996. Title: Reducing Aggressive Student Behaviors through Block Scheduling.

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This qualitative and quantitative study examines the potential improvement in aggressive student behaviors when a block schedule is implemented in a rural, low socio-economic and multi-cultural middle school.

The number of incidents of physical aggression and harassment were obtained from official school records for the years 1992 - 1996. Interviews were also conducted with staff members who had long term tenure in the school and who had a clear vision of student behaviors both pre and post-block schedule implementation.

The face value of the school record data suggest a dramatic improvement in student behaviors. These data corroborate very closely with interview information. Teachers believe behaviors have substantially improved. In 1992-1993 there were 30 assaults in the school. In 1993-1994 there were 15, in 1994-1995 there were 0, in and in 1995-1996 there were 4.

The substantive conclusion is the development and implementation of a block schedule in this particular middle school was highly successful in helping alter the aggressive behaviors of students.

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Reducing Aggressive Student Behaviors
through Block Scheduling

by

Jannice Link-Jobe

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Jannice Link-Jobe, Author

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REDUCING AGGRESSIVE STUDENT BEHAVIORS THROUGH BLOCK SCHEDULING

CHAPTER 1

INTRODUCTION

The junior high model is an entrenched reflection of the industrial age, a model for schools in the early twentieth century, not for schools entering into the twenty-first century. The junior high model involves schedules and programs which are inappropriate for the 12-14 years of age group. This is a problem nationwide. I learned the significance of this problem when I became the principal of a rural, multi-cultural middle school of 600 students in 1991. The school was built to accommodate no more than 450 students, but budget cuts, conservative fiscal management, and a significant population increase contributed to an overcrowded setting of over 600 students. The school was in chaos in terms of student behavior and had nebulous goals for academic achievement. One staff member made the observation that the school seemed like a freight train out of control. Using field theory, one could say there was a tense atmosphere in the entire system (Sheldrake, 1982). Many of the staff were demoralized. Although they would do as they were directed, that is they were to be in the halls in the morning, they often found reasons to be in their rooms. If a student asked for help, the teachers would take the student into the classroom and help the child in that setting, often longer than necessary.

With only 30 certified teachers, if ten of them at a time were in their classrooms, that left precious little for the others to be able to do in controlling the mayhem. Although the previous administration was well known for its strict discipline, this situation was beyond the scope of regular discipline procedures. Students moved in packs through the crowded halls. Fights were common and racial tensions occasionally ran high. The school population was composed of 80% Anglo-European and 20% Hispanic youngsters. Groups of twenty or thirty children of the separate ethnicities would crowd the halls, much like a full court press in the sport of basketball. Anything or anyone in their path would be knocked, pushed or shoved over.

The mechanics of the schedule brought students into the building at 7:45 a.m., but classes did not begin until 8:30 a.m. Large numbers of students roamed the halls during this forty five minute period of time. They had no organized activities, and their sense of direction was focused on their social needs. The enormous negative energy set by the students in the time before classes started actually paralleled Isaac Newton's theory of inertia. Once something is set in motion, it tends to be stay in the initial direction and speed of motion. This inertia of activity continued throughout the day as the youth changed classes every forty-five minutes and crowded into two lunch periods. For the purpose of this dissertation forty-five minutes will be used as the time frame for a junior high schedule. In reality the periods vary from forty-one minutes to forty-six minutes. The four minute passing time each forty-five minutes created new chaos eleven times each day, five days a week. The ten chaos times were the passing time for each of the eight classes, lunch passing time, return from lunch and dismissal at the end of the day (Table 1).

TABLE 1
1990-1991 Daily Schedule

1990 - 1991 DAILY SCHEDULE

		"A" SCHEDULE	"B" SCHEDULE	"C" SCHEDULE EARLY DISMISSAL
Warning		8:25	8:25	8:25
Period 0	Begins	8:30	8:30	8:30
	SSR Ends	8:41		
	Ends	8:46	8:56	8:36
Period 1	Begins	8:50	9:00	8:40
	Ends	9:34	9:43	9:02
Period 2	Begins	9:38	9:47	9:06
	Ends	10:22	10:30	9:28
Period 3	Begins	10:26	10:34	9:32
	Ends	11:10	11:17	9:54
Period 4	Begins	11:14	11:21	9:58
	Ends	11:58	12:03	10:20
Period 5	Begins	12:02	12:07	Same as
	Ends	12:46	12:49	Period 4
Period 6	Begins	12:50	12:53	10:24
	Ends	1:34	1:36	10:46
Period 7	Begins	1:38	1:40	10:50
	Ends	2:22	2:23	11:12
Period 8	Begins	2:26	2:27	11:16
	Ends	3:10	3:10	11:38
			Begins LUNCH Ends	11:38 ALL STUDENTS 12:05

"A" Schedule reflects a regular school day

"B" Schedule reflects a longer "0" period

"C" Schedule reflects early dismissal

The school had grades six through eight as its population. At the beginning of a school year their ages ranged from eleven years of age to fourteen years of age. When the doors opened at 7:45 a.m. all of the various age groups mingled in a tense atmosphere of pushing, harassment, intimidation and bullying. Students were shoved into the bathrooms of the opposite sex and they were slammed inside lockers. If the victim was small enough, he or she would be shut and locked inside a hallway locker. The younger children were easy prey for the older students. The boys, especially were very aggressive with one another. Often the older boys would barricade a hall and require younger students to run the gauntlet in order to make their way to class. Vandalism was excessive. Several times a week, the boys' bathroom would have toilets full of feces and stuffed with toilet paper. When the toilets were flushed, human waste would flow onto the floor of the restroom. Girls would carry spray canisters which propelled the stench of human flatula. They would spray this in lockers and in the halls. Several times the school had to be emptied due to the noxious gases in the atmosphere.

The students were crowded into two lunch hours of forty-five minutes in length. After the first twenty minutes, the mob mentality began to take over and it was pandemonium for the remaining time. The worst aggressive and harassing behaviors of the students happened during this part of the lunch hour. It was not uncommon to have fights which produced blood, soft tissue damage and broken bones. In short the situation was intolerable.

The purpose of this study was to combine a literature review base with a search for best practices so that a program for 600 students in a rural, multicultural,

and low socioeconomic level junior high could be designed to move toward a middle school model. The primary goal of this study was to determine if a block schedule, one in which students attend four classes seventy-five minutes in length each day, could reduce the number of incidents of harassment and physical aggression by students over time. The goal of the study was to determine whether student engagement in appropriate and prosocial actions could be achieved if students:

1. were in class for extended periods of time,
2. had an opportunity for a mid morning nutritional snack,
3. sixth grade students were kept apart from seventh and eighth grades, and
4. had less opportunity for all students to encounter one another in crowded halls and lunch rooms.

It was clear to me that substantial and systemic changes needed to be made in the school. It seemed reasonable that the educators needed to alter their teaching methods and philosophies which had been developed around the forty five minute class session of a junior high school. The school needed to be restructured to enhance student motivation and learning (Maehr & Midgley, 1991). The superintendent and the school board issued a directive that the school have a more child-centered, friendly, and organized climate. The junior high model was not meeting the needs of the students, the teachers, or the community. Most of the teachers were interested in changing the junior high format to a research-based middle school model but had no specific direction in which to turn.

In Turning Points (1989) the Carnegie Counsel in Adolescent Development postulated that for an adolescent to be well-rounded five very specific outcomes must be part of a comprehensive education plan. The goals are that the student:

- 1) will be intellectually reflective,
- 2) will be enroute to a life of meaningful work,
- 3) will be a good citizen,
- 4) will be caring and ethical, and
- 5) will be a healthy person.

Attaining these five goals seemed critical, given the wealth of data suggesting the decline of the American school system. The staff decided to adopt these outcomes and initially focused on improving the citizenship of students through an imposed structure. Later in the reconstruction, they worked on the educational aspect of citizenship.

Many students in this specific junior high school were reaching their high school years so deeply involved in at-risk behaviors that graduation and the attainment of the five goals were a virtual impossibility. The students needed coordinated and focused support. The school could no longer function in isolation from parents, youth-serving agencies and other community organizations. Most importantly, it needed a daily schedule which would help students manage their behaviors.

It was essential for the staff in this junior high school to examine their practices and move toward a fundamental way to broaden the ability of these youth to innovate and transform ideas and to dramatically improve performance in the

affective domain. The students needed to prepare to compete in the local, state, national, and world economy. If their behaviors, self-efficacy, and sense of civic responsibility continued in the vein which had been established, the likelihood of success in the work place seemed limited for many. Some students entered the local high school with a developed pattern of limited academic success, poor decision making skills, and negative interpersonal relationships. Their behaviors, as observed by staff members, were clearly interfering with their emerging roles as young adults in the work force and in the community.

The junior high model was then and is now obsolete. Jackson and Hornbeck (1989) provided this historical perspective of the model. If one argued that a primary purpose in the schooling of the young was to produce workers to support the economy, it was also important to evaluate the changes in demands upon workers. In the work place, individuals drawn from a well-educated minority are expected to assume the relatively few positions requiring planning and decision making abilities. Historically, for the large majority of students, the basic literacy and numerical skills taught in schools were adequate in an economy far more dependent on workers' abilities to comprehend and follow instructions than on their capacities for innovation. This largely class-bound structure of American education, reflected in the development of the junior high school, worked well to produce the American agricultural and industrial successes of the 20th century. In recent years, however, job growth in the United States has been concentrated in occupations requiring far more than basic literacy.

It is important to note that between 1972 and 1986 the net increase in job growth was twenty seven million, yet only about three million of those jobs required basic literacy. These jobs included transport workers, laborers, farmers, service and private household workers. Over ten million of the new jobs were in professional, technical and managerial professions; the remaining fourteen million were in sales, clerical and craft operations (Mark, 1987).

Changing from a junior high to a middle school was important for more than economic reasons. In reference to the five goals of Turning Points, being a good citizen, being caring and ethical, and being healthy are of equal value. Poor citizenship can be a problem whenever large numbers of adolescents gather together. Schools are natural settings for misconduct. Suspension, a common response to school misconduct, is a standard format for the junior and senior high school (Gottfredson, Gottfredson & Hybil, 1993).

In summary, this study examined the processes through which the staff at one middle school developed a structure which led to a decrease in undesirable student behavior patterns and an increase in desirable ones. The review of pertinent literature in the area of restructuring schools to meet the special needs of adolescents defined the parameters of the study.

The limitations of the study were that it was one school, the researcher was a participant and it could not be generalized to fit other schools. This particular school was multi-cultural in the make-up of its student population, was located in a poverty level attendance area and was understaffed.

2. REVIEW OF THE LITERATURE

The control over time is an essential issue in the education of middle school youth. When time is structured in a fashion to meet students' emotional and physical beings, achievement increases and discipline problems decrease. Canady (1992) proposed three issues that all schools face; providing quality time, creating a school climate and providing varying learning time. The school climate issue is the most important for this dissertation.

2.1 SCHEDULES

The daily schedule can have a great effect on school climate. In middle schools traditional schedules create at least four situations which contribute to the number of discipline problems.

1. Over crowding
2. Lack of adult contact
3. Over-stimulation, and
4. Too many transitions from class to class in one day.

A significant number of referrals result from scheduled transitions when large numbers of students move into the hallways, lunch areas, rest rooms and locker areas. If students are not sent to the office directly, the problems carry over into the classrooms where teachers must deal with them before beginning the lesson of the day (Canady and Rettig, 1995).

The seven or eight period assembly line schedule contributed to the depersonalizing of this school. When teachers were responsible for 100 to 180 student per day, there was little time to develop close relationships. Those relationships helped prevent discipline concerns. Also, the short instructional time of an eight period day contributed to a negative classroom climate. When students misbehaved and did not respond quickly to corrective directions from the teacher, the students were sent to the office. With only forty to fifty minutes in a class period, the students missed most of class and may have acted out more due to the frustration of being behind their classmates in the assignments (Canady and Rettig, 1995).

Hackman (1995) presented some excellent guidelines for schools which plan to implement block scheduling. He encouraged a thinking systems approach, securing the support of district office superiors, understanding the change process, involving all stakeholders, brainstorming creative alternatives, examining budgetary implications, planning faculty in-services, including an evaluation component and sharing and celebrating successes. He stated that a collaborative approach to changing a traditional eight period a day schedule would bring about effective and student focused reforms.

The junior high schedule does not meet the needs of adolescents. Although most junior high schools do not give Carnegie unit credits, their schedules are based on the Carnegie model. This method of structuring time raised havoc with some students by the end of the first semester. After receiving their first semester grades, they may have felt they could not pass the subject regardless of their performance in the second semester. Believing they have nothing to gain by doing class work, many

of these students acted out. "Prisoners of Time" (National Education Commission of Time and Learning, 1994) provided a clear view of what is happening in many of America's schools in reference to the way the day is structured. Students are not getting their affective or cognitive needs met in the schools with traditional schedules. There are ways schools can utilize time to better meet student needs which will encourage students to learn positive things from each other.

2.2 DEVELOPMENTAL PERSPECTIVES

Bandura (1986) has proposed Social Cognitive Theory as a means to describe how humans learn from each other. People do not simply react to their environments nor are they steered from events in the past. They tend to anticipate the likely consequences of their actions. Most of human behavior is purposive and is regulated by forethought. If this is related to the improvement of behaviors in middle school students, this theory supports the concept that students can make decisions based on the social learning. If students are able to have images of a desirable future event, this helps foster behaviors most likely to bring about the desired results.

According to Bandura (1986), some psychological theories assume that learning only occurs if humans perform actions and experience their effects. He stated that learning through action has been given major, if not exclusive, priority in learning theories and that virtually all learning phenomena which result from direct experience can occur in a vicarious fashion by observing other people's behavior and the consequences for them. When Bandura's theory is applied to improving students'

behaviors as part of a middle school restructure project, it provides a framework for attaching theory to best practices.

Maehr and Midgley (1991) presented the concept that when a school environment is restructured student motivation and learning are enhanced. They stated that for researchers as well as practitioners it is important to determine whether one can change the school environment in such a way that motivation and achievement are positively influenced. They offered that an attempt to intervene and change the psychological environment of the school is a desirable step. Ames (1990) identified classroom management strategies that influence the psychological environment of a classroom. Maehr and Midgley (1991) proposed that when using Ames' theory, it is desirable to identify procedures, policies and practices that have comparable effects school wide.

Baden and Maehr (1986) suggested that preliminary work surrounding school culture and climate as well as the literature on school effectiveness purport that school policies, practices and procedures define the role of the school, what is expected of students' behaviors and how the activities of the students are organized and managed. Decisions, practices and actions which have school wide effects are likely to provide the purpose and meaning of time spent in a particular school.

Gottfredson et al. (1993) conducted a three-year study in eight middle schools. Their study focused on a program to improve adolescent conduct. The program sought to increase clarity of school rules, to provide consistency of rule enforcement, to improve classroom organization and management, to increase communication with the home regarding students' behaviors, and to increase reinforcement of appropriate

behaviors. They reported that the strength of success in each school rested in how well the program was implemented. All of the schools in the study clarified their discipline, implemented a computerized behavior management system, and developed a school system for providing rewards for appropriate behavior. These changes probably produced increased students' understanding of rules and rewards. This alone was not sufficient to reduce student misconduct and rebellious behavior. By contrast, those schools that, in addition to the above, significantly reduced the amount of punishment and changed the school climate in the direction of respectful, supportive and fair treatment of students experienced beneficial outcomes.

2.3 MIDDLE SCHOOL REFORM PARADIGMS

Jackson and Hornbeck (1989) proposed that educational reformers and the public have ignored early adolescence as a critical developmental period. They stated that the evidence on this life phase's special risks and opportunities make it clear that sustained attention is quite overdue. Education must go beyond preparing young people for an economic life. It must develop citizens who are committed to a democratic philosophy. The middle school has a critical need to develop in its students a sense of civic responsibility, not just through the curriculum but also by providing a school climate through support of basic values of trust, caring and service to others. Thus, middle schools must be instrumental in developing both the habits of the mind and the heart which will sustain this nation as a society into the twenty-first century (Bellah et al., 1985).

Cuban (1992) questioned whether reforms last in American school systems. Using institutional theories of organizations as a base he questioned whether reform actually happens or whether reform is actually an adaptation to the existing social architecture. School reforms over the one and a half centuries can be divided into incremental and fundamental changes. Those classed as incremental are those which have the aim of improving basic practices of schooling. Fundamental reforms, on the other hand, are those that aim to transform and alter permanently those very same institutional practices. In the case of the junior high, the original concept was formulated in the first decade of the twentieth century. The original goals were to do dropout prevention and job market preparation, and offer adolescent saving institutions for youth. In that same decade, junior highs devolved into miniature high schools and were highly criticized for improperly educating those same youth. Twenty years after the founding of junior highs, there were loud calls for school improvement. During that time, the move toward the concept of a middle school came into being. Yet, the junior high school became a secure structure in America's school system. The failure of many reform efforts in middle level grades were not fundamental in nature because they adjusted to the current structure over a relatively short time. An example of a non-fundamental change is modular scheduling. This was developed in the 1960's and did not last as a reform movement because it was administratively difficult to manage (O'Neil,1995).

Lee and Smith (1993) studied the effects of school restructuring on achievement and engagement of middle school students. They researched 8,845 eighth grade students in 377 public, Catholic and independent schools. Modest but

consistently positive effects of restructuring on student achievement, engagement and at-risk behaviors were reported. They concluded that their results lend empirical support to the restructure of schools attended by early adolescents. Changes that make middle schools more like small societies are in order. Students who attend schools that are less bureaucratic in their structure demonstrate higher achievement and more pro-social skills.

Hart (1993) investigated how middle school is a crossroad on the path to college. For many students middle school is the last chance to develop a sense of purpose and personal commitment. Those who fail frequently in middle school often drop out of school with the probability of never developing themselves to their fullest potential. This research related well to the theory of forethought (Bandura, 1986) in human beings in that it reinforces the need to restructure middle schools to meet the specific needs of adolescents.

Middle schools frequently use the junior high format and tend to imitate high school organization and structure. Hart (1993) suggested that curricula, pedagogy and course schedules need to be based on the developmental stages and needs of middle school youth.

Atwell (1987) discussed the nature of adolescence and how schools must revise the structure to meet these very specific needs. This can be accomplished when school personnel recognize and act on three principles:

- 1) accepting the reality of middle grade youth,
- 2) recognizing that adolescence is as special and important in academics and social development as any other phase in the life of a child; and,

- 3) professional practices must encourage independent thinking so children begin to understand and participate in adult reality.

The final guiding philosophy in this study stated that schools will not attain the best from their adolescents until educators stop blaming them for their adolescent behavior. This typified the need for adolescents to question authority and mirrored the fact that humans at this stage of development are in need of frequent physical movement. These students tap pens, squirm, move legs and arms and gaze around the class into seemingly empty space. A poem written by Tim McGrath (Atwell, 1987) included in this study reflects an adolescent boy's view of the world in a traditional junior high school where classes changed every forty-five minutes (Table 2).

Wheatley (1992) presented a theory relating the concepts of the hard sciences to human interactions. Field theory, as offered in her text, explained the manner in which humans react to one another in a very non-verbal fashion. Atwell's (1987) description of the behaviors of adolescents can be aligned with Wheatley's (1992) and Sheldrake's (1981). This theory postulated the existence of morphogenic fields that govern the behavior of species. In the theoretical world of the natural sciences this type of field possesses very little energy, but can take energy from another source and use it to shape behavior. These fields are built up through accumulated actions of members of a certain species (Sheldrake, 1981, p. 60). It is hypothesized that after a portion of a species learns a certain behavior such as riding a bicycle, others will find it easier to learn the skill. There appears to be a correlation between Bandura (1986) and Sheldrake (1981). Although they have a different theoretical basis, they

TABLE 2
Study Halls, A Poetic View of a Junior High School

Study Halls

Mr. Maxin always says,

"Now in this study hall there is

NO

sleeping,

spitting,

swearing,

staring.

NO

saluting,

scalling,

scowling,

howling.

NO

escaping,

gaping,

taping,

hesitating,

(and, of course, no constipating).

NO

talking,

taming,

taxing,

teaching.

NO

tearing,

telegraphing,

telephoning,

telling.

NO

testing,

trimming,

tenting,

bad-tempering.

NO

tonguing,

teething,

tipping,

time-watching.

TABLE 2 Continued

NO
tying,
 throwing,
 tacking,
 trashing...
and
 NO
 talking.

Is that understood?"

"Yes."

"I said NO talking. Is that understood?"

(Pause.)

"Good. Now get to work."

both proposed learning through vicarious experiences and suggested personal processes do not have to be the most powerful vehicle to provide learning.

The State of Oregon has embarked for the last ten years on serious educational reforms. These reforms center around the issues of learning, the affective and cognitive needs of students and the skills needed to be a member of the work force in the twenty-first century. The major issues of the need to change schooling practices rest in the foundation of legislative action in Oregon. Several House Bills have been approved by the voters. The first, House Bill 3565, required all students to have their education be outcome based and required adherence to specific standards of performance. (See Appendix D) The legislative action which directed schools to use this approach was slightly modified by the passage of House Bill 2991. (See Appendix E) Although the students are still required to be in outcome based system, there was a strong focus placed on content being taught to meet the outcomes. The entire State of Oregon's educational system was required to restructure its educational system and to produce a well educated citizenry. The practices in the State of Oregon are supported by the research surrounding learning theories.

Rice (1993) presented an eight part text centered around the major issues of adolescence. These themes revolved around:

- 1) a profile of adolescence
- 2) familial aspects
- 3) physical issues
- 4) intellectual processes

- 5) emotional stages
- 6) psychosexual development
- 7) social behaviors
- 8) educational and vocational theories

This comprehensive treatment of the nature of adolescence complemented the other literature reviewed in that it became clear in order to restructure a school with the emphasis on improving student behavioral performance, a thorough understanding of the needs of this age group is fundamental.

Stevenson (1992) posited that student focused discipline systems can have a very positive influence on youngsters in the ten to fourteen year age group. There are probably no more urgent questions of novice teachers than the question of how to maintain control in a classroom. Building administrators have the same concerns only on a much larger scale. Underlying these concerns is a larger focus on the fact that these students are growing in terms of understanding themselves and others, are developing self-control and are learning to be understanding and tolerant of others.

2.4 DISCIPLINE IN THE MIDDLE SCHOOL

Discipline in the schools has a rich base in the literature on school improvement (Stevenson 1992). Very specific programs and a variety of diverse philosophies have been applied with successes in schools with myriad conditions.

Behavior modification programs are essentially a reward system for positive behaviors. The underlying guidelines are that students' behaviors are learned and it is the consequences to their behaviors which affect learning and future patterns. The

theoretical basis for behavior modification comes from Skinner (1971). The practice of behavior modification has been widely used in schools. Humans often will alter certain behaviors if rewarded or punished for specific actions.

Assertive discipline theory suggests that students need a form of psychological security that has its foundation in the concept of academic and social order. An essential component of this approach is for adults to learn how to establish and follow through on expectations for student behavior. The dominant tone in this approach is that the school personnel are in charge and they have agreed on a school-wide approach to discipline. The staff are asserting their authority and doing what they say in terms of consequences (Canter, 1976).

A logical consequence has at its heart a democratic approach. In such a model students participate in discussing behavioral expectations, setting rules and working on consequences to address four basic goals of misbehavior. These are:

- 1) attention getting,
- 2) seeking power,
- 3) revenge, and
- 4) displaying personal inadequacy.

The theoretical basis for this approach rests in the writings of Dreikers et al. (1971).

Control theory comes from Glasser (1985). This theory focuses on four, inherent and fundamental needs of adolescents:

- 1) to belong,
- 2) to have power,
- 3) to be free and

- 4) to have fun.

Teachers shift their control focus from a me/them approach to a we/us orientation. Team meetings, class meetings, and consistent school focus on the students as individuals become a major process for trust building among students, teachers, support staff, administrators and the community. Block scheduling supports this with its seventy-five minute instructional periods.

Stevenson (1992) has proposed four provisos for planning which will enable students to draw upon their energies and their natural need for a sense of ownership. The choices students make about how to behave are the quintessence of personal power and authority. Schools need to create:

- 1) an interpersonal climate,
- 2) know that worth and dignity are assured,
- 3) trust that the school is approximating democracy and
- 4) that redemption is always close, not closed.

In a restructured school with adequate class time these four can be created with considerable depth and breadth.

Interpersonal conflict among middle school youth and conflict between them and their teachers is inevitable (Stevenson, 1992). Peer mediation and conflict resolution through school based programs have shown to be effective in helping manage students behaviors. These programs began in the 1980's and in that brief period of time have become established as a significant societal trend toward an alternative means of resolving disputes with peers and teachers (Koch, 1986). According to a review of mediation programs reported in the Harvard Education

Letter, "young people are much more likely to resolve their differences when they, with the help of trained peers, sit down, name what has been going on without focusing blame, and work out a solution" (Steinberg, 1989, p.5). As with other needs and goals the possibility for developing a peer mediation model is highly possible with a block schedule.

2.5 SUMMARY

Turning Points (1989) offered an extensive report on the issues essential to students in today's school systems. It is stated that schools should be places where trusting relationships with adults and peers provide an atmosphere for personal growth and intellectual development. In order to restructure a school to meet behavioral issues for students they cannot function as mills that contain and process endless rivers of students. When this happens masses of anonymous youth emerge with little in the way of guidelines to help them be good citizens. Such settings can essentially guarantee that the emotional and intellectual needs of students will be left unmet and unsupported. The case of the junior high model offered a system which supports the anonymous masses. Historically, groups of thirty or more students would sit together every forty-five minutes six or seven times a day. Each change brought a new group of students together. The subject of one class had little to do with the subject of the next class. Students were expected to sit in rows, take notes and respond to the teacher when asked. Middle schools need to have a more humanistic approach and respond to the unique characteristics of an adolescent.

A review of the literature surrounding adolescent behaviors and the need to restructure a junior high school strongly supports the need for professionals who work with 10 to 14-year-old students to seek best practices for improving student behaviors. This coupled with the educational reforms happening in the State of Oregon provide a sound basis for school reform both in terms of academics and good citizenship.

2.6 GOAL OF STUDY

In summary, this study examined the processes through which the staff at one middle school developed a structure which led to a decrease in undesirable student behavior patterns and an increase in desirable ones. The review of pertinent literature in the area restructuring schools to meet the special needs of adolescents defined the parameters of the study.

3. METHODS

3.1 SETTING

The school which was the subject of this study was part of a district with one high school, one middle school and three elementary schools. The district was seriously underfunded and was located in a rural, low socioeconomic area. The school of the study had a population of 600 students. The student body was multi-cultural in make-up and had a number of students who were members of transient families. The school utilized a daily schedule which was based on the junior high school model.

There were thirty-four certified teachers assigned to the school. The school was understaffed and had virtually no programs to encourage students to behave as good citizens. The teachers were dedicated, but demoralized. The prior administration was known for its philosophy of strict discipline, but that was not reflected in the deportment of the students. Harassment and physical violence occurred nearly every school day. The staff wanted to change the manner in which the students behaved and chose, as their initial step, to restructure the fashion in which the school day was arranged.

3.2 INSTRUMENTS

The data to assess this project were collected from records which were kept on student behavior in two categories; assault and harassment. The data were

collected daily and stored in a computer data bank system which utilized administrative software from Oregon Total Information Systems, also known as OTIS, from Eugene, Oregon. A yearly analysis of the behaviors was done. It compared adolescent behaviors with criminal behaviors.

Adolescent behaviors were considered to be such things as being unprepared, talking out of turn, running in the halls, and other minor infractions. Criminal behaviors were those which resulted in a possible arrest by the police. Examples of those included harassment, assault, theft, forgery, use of alcohol or drugs, and similar actions which violated the laws of the State of Oregon and the United States of America. This study focused on the specific category of criminal behavior in the form of harassment or assault. In addition to the objective data of the data base, three teachers were formally interviewed as to their opinions of changes in incidents of assault and harassment which may have occurred during the period of the study. The three teachers were chosen from the entire staff based on the wide variety of experiences they had in the school, the fact that they were long term staff members and that they had mixed feelings about the need to restructure the framework of the school day in the initial phase of the study.

The researcher worked in the school as principal and was part of the study. Anecdotal notes were kept during the period of the study in addition to data collected from the two sources discussed.

Validity was established by using quantitative data as the baseline for analysis. The interview process used a standard set of questions which were approved by

Oregon State University's Human Subject Committee. Full approval for this project was granted by that committee. (See Appendix A)

The ethical standards in this research project used an eight step reasoning model (Andersen, 1994). These were:

1. relevant facts,
2. legal issues,
3. ethical issues,
4. primary stakeholders,
5. possible alternatives,
6. legal concerns,
7. ethics of the alternatives, and
8. actions which could be taken.

3.3 PROCEDURES

It seemed most likely to revisit the problem areas and to begin clearly identifying what were probably causal factors and to separate those into two groups:

1. those over which the staff had no control, and
2. those which were feasible to solve.

The number of students attending the school and the number of teachers funded for instructional purposes were areas over which no control could be exerted. However, the structure of the daily schedule could be altered as a first step in a comprehensive restructure.

The staff researched the literature. Specifically, they used materials from the Northwest Regional Education Laboratory via the Onward to Excellence Program from the Oregon Department of Education. They visited six other school sites and worked for a year planning the changes. The actual implementation included a significant restructure project focused on how the school day was arranged with respect to time as well as the creation of a self-contained sixth grade program. Roosevelt Middle School in Eugene, Oregon provided the most viable template for the restructure of the daily schedule. The staff received considerable in-service on what to expect from a block schedule and how it could improve opportunities to improve student deportment.

The data gathered from OTIS on student deportment was analyzed by comparing data from the academic years of 1992 through 1996 using comparative graphs, the calculation of percentages of the studied behavioral actions compared to all student behavioral actions and print-out data from OTIS.

The interviews with staff members followed the exact format each time. They were asked their opinions as to what, if any, changes in student behaviors in the areas of assault and harassment they had observed during the period of the study. Each teacher was interviewed privately and in a confidential setting. The researcher kept notes during each interview. (See Appendix B)

Students were asked, via an opinion sheet, if they were interested in changing the structure of the school day. Those data were assessed and supported the need to proceed with the study. The students were also asked by the researcher, on an

informal basis during the implementation year, what their feelings were about the change in the schedule. (See Appendix C)

The methods used for the study were both quantitative and qualitative. The quantitative data were derived from information stored in a computer data base. The qualitative data had their genesis in formal interviews with teachers, student opinion sheets, and informal interviews with students.

4. PRELIMINARY FINDINGS

The data collected over the last four years revealed an interesting picture. The objective data from computer records indicated a significant decline in aggression and, to some degree, harassment. Yet, to me, the most interesting data came from interviews with staff members who had been teaching at the school both pre and post restructure times. Their insights are guidelines I believe other schools can well use to their advantage.

4.1 TEACHER INTERVIEW SUMMARIES

4.1.1 STAFF MEMBER INTERVIEW #1

Assistant Principal "John" had been a counselor at the school for eight years prior to becoming an assistant principal. He had a wide perspective of the entire school and its functioning. He had also been a classroom teacher in a setting not unlike the school in question for nine years before coming to this particular middle school. Thus he had rich experience upon which to draw. He began his interview by discussing first the 6th grade in the pre-block setting. He related it took the students from September until January to be comfortable with the school and to have some security with the system. The moving about each forty-five minutes and the trauma of the newness was hard on them. Many of the sixth graders were the target of harassment by the seventh and eighth grade students. These older students were very astute, he reported, in seeing the insecurity in the sixth graders. He stated it was

something like the "sick chicken syndrome". He recalled all of the kids in the hall at the same time and seeing many of the sixth graders anxious as they moved about the halls. These fears often came up in his counseling sessions with students. In fact, he addressed the administration more than once to look at another model and was told there were too many students and the school just had to make do with what it could. John believed much teaching time was lost because of the four minutes of high stimulation which happened between every class. It took sometimes ten to fifteen minutes to calm them down. There were many classroom scuffles due to the high charge in the atmosphere and inordinate teaching time was spent calming these students to the point they could learn. Then there was only about a twenty five minute period of instruction before the class began to be agitated about the next trip in the halls. The sixth graders, he commented, were often victims of the older kids and also of the larger students in their own class. They were shoved into bathrooms, jammed in lockers, tripped, shoved, and traumatized. He believed the sixth graders were sensitized to respond quickly and angrily. They had no home base to which they could return and find safety. Every period was a new set of faces and a new set of turmoil. John felt that the pre-block sixth graders had a mob mentality modeled for them and they assumed that role as seventh and eighth graders.

John also chose to give a pre-block schedule version of how he saw the seventh and eighth graders during his tenure in that time period. He stated that hallways were used primarily for "sparring and rutting" behaviors. This was especially true for boys. John really believed there should have been more adult supervision in the hallways, but knew that teachers were, to some degree, afraid. He

remembered lunch as being the worst period of the day. The lunch hours were forty-five minutes in length. He recalled the last fifteen minutes as a time when seventy-five percent of aggressive and harassment referrals happened. There were two lunches for the entire school. The sixth grade ate with half of the seventh grade and the other half of the seventh grade ate with the eighth grade. He said, "I hated lunch duty because there would be a steady diet of me being forceful with kids who were aggressive." He commented that in January of 1990, the administration decided to cut the lunch hours by fifteen minutes. The administration sought no input from students and as a result had a three hundred student walkout. In fact, John stated this walkout was reported in the "Stars and Stripes", the newspaper for the United States Armed Forces. A copy of the paper was sent to the school from a serviceman in Japan. John felt the walkout was one more indicator of the students being out of control. He stated their behavior got worse after the walkout.

The forty-five minute class was a gearing up time for the high drama of passing time. He reported that at the beginning and end of class there was much aggression, bumping and shoving. In summary, he did not find the environment at this school conducive to learning, in spite of the fact there was a dedicated staff.

John's interpretations of the post-block schedule indicated a different set of feelings. The sixth grade post-block students had a home base for the better part of a day. This allowed them, he reported, to have a good transition. They had a safe haven where they were grounded and could bond with an adult. They had their own nutrition break, their own lunch and their own peers around them all day long. They were gradually welcomed into the older age groups in appropriate settings like guide

group, assemblies and special programs. He saw no more dazed looks on the faces of students. He felt that the school had regained half of the teaching year for sixth graders. He really believed they were traumatized until January of their first year at this school. John liked the smaller diet of mingling of the sixth graders with the older students . He also commented he felt the seventh and eight graders who came through the block schedule as sixth graders were better behaved because they didn't have the negative modeling of the mob mentality.

John felt that the seventh and eighth graders had more opportunity to explore academics in the seventh-five minute time periods of the block schedule. He felt that if kids were engaged in subjects which held their interest, the focus was taken off "rutting". The example he gave was in Physical Education. No longer was it a cattle car syndrome. In the old forty-five minute time period, there would be ten minutes for dress-down, followed by twenty five minutes of frenzy, followed by another ten minutes of chaos in the shower and clean-up period. John said that going into a physical education class after the restructure was a pleasure. With seventy-five minutes it was possible to have all the children have an opportunity to engage in the activities.

Hall time was far less in terms of stimulation. Students moved four times a day. They saw their teachers every other day so there was half the homework per day as opposed to the pre-block schedule. John felt there was less butting of heads because the frustration of enormous homework every night had been relieved through the simplicity of the block schedule.

This administrator also had some interesting comments on how the block schedule supported development of other programs. He stated the block schedule supported calmness and a relaxed environment. Intervention and prevention programs could work because of the less rushed and crowded environment. Kids could go to an intervention/prevention program during a seventy-five minute period and not miss the entire class period. This helped students with their own issues and allowed them to keep up with their academic work at the same time. John felt this was a win/win situation.

He related some perspectives on what he termed, "nutty day", or Mondays the first year of the block schedule. (See Table 3) On that day, the students in the seventh and eighth grades went to eight different classes. The rest of the week was the block schedule. He recalled there were more disciplinary referrals on Monday than the other four days combined. Kids hated Mondays and teachers began to really hate them. Monday put the whole school back in the harried mode. This practice was terminated the second year of the restructure. John also commented on the benefits of nutrition break for all of the students. He felt it gave the students a nice break and gave them a chance for a snack or breakfast. He stated that you must feed the brain of a growing body. He also stated that the nutrition break gave an opportunity for positive socialization time for the students, something he felt was essential for student in this age group.

In summary, John said he would never want to return to the old schedule. He believed the school now had a true middle school philosophy and feel. He believed the block schedule was the foundation for all of the positive changes.

4.1.2 STAFF MEMBER INTERVIEW #2

"Jane", the second staff member to be interviewed has taught physical education, health and special education at this school for nearly fifteen years. Her current assignment was Coordinator of Athletics/Activities and Dean of Students and was in her first year of that assignment. She taught in the pre-block schedule for ten years and taught in the post-block schedule time period for three years. Her wide range of experiences suited her well to be interviewed for this dissertation.

She felt that hallway behavior had dramatically improved since the implementation of the block schedule. She stated there was not as much time to mingle and that had a positive influence on student behaviors. In the new schedule there were only two times a day when all the students were in the halls, that is before and after school, she reported. Jane liked very much having the sixth grade separate from the seventh and eighth grade. One of the major reasons she liked this is that it kept the numbers down in the halls. She pointed out that when the sixth graders went to their electives in the afternoon, "...it was a zoo." All of the kids were in the hallways. There was too much overcrowding and conflict happened. With the high energy of sixth graders, Jane stated that it was like bumper cars when they were out in the halls. She felt the older kids got angry with this "bumper car routine" and retaliated accordingly. Her view was slightly different than John's in that she still saw some problems with one of the passing times during the day. That, as stated above, was when the sixth graders left their home room at about 1:15 p.m. and the rest of the school was changing classes at the same time. Jane did mention that the sixth

TABLE 3
Daily Schedule 1992-93

DAILY SCHEDULE 1992-93

MONDAY

7:56		Warning Bell
8:00	-	8:03 Announcements
8:03	-	8:42 Period 1
8:46	-	9:25 Period 2
9:25	-	9:38 Nutrition Break
9:42	-	10:21 Period 3
10:25	-	11:04 Period 4
11:08	-	11:38 1st Lunch
11:08	-	11:47 1st Period Lunch
11:51	-	12:21 2nd Lunch
11:42	-	12:21 2nd Period 5
12:25	-	1:04 Period 6
1:08	-	1:47 Period 7
1:51	-	2:30 Period 8

TUESDAY/THURSDAY

7:56	-	Warning Bell
8:00	-	8:07 Announcements
8:07	-	9:22 Period 1
9:22	-	9:35 Nutrition Break
9:39	-	10:54 Period 3
10:54	-	11:34 1st Lunch
10:58	-	12:13 1st Period 5
12:13	-	12:53 2nd Lunch
11:34	-	12:49 2nd Period 5
12:53	-	2:08 Period 7
2:12	-	2:30 Guide Group

WEDNESDAY/FRIDAY

7:56		Warning Bell
8:00	-	8:07 Announcements
8:07	-	9:22 Period 2
9:22	-	9:35 Nutrition Break
9:39	-	10:54 Period 4
10:54	-	11:34 1st Lunch
10:58	-	12:13 1st Period 6
12:13	-	12:53 2nd Lunch
11:34	-	12:49 2nd Period 6
12:53	-	2:08 Period 8
2:12	-	2:30 Guide Group

graders did stay in their hall during this time and it was really congestion in the gym area which caused her concern.

She adamantly re-stated that in the pre-block schedule time the students were in the halls more, they had more time to interact and they had little adult supervision. She did not like working in that system, but as she stated, " When you're used to something, you don't think of other options. Even is what you're used to is bad."

Jane said she would recommend this schedule to any middle school. She stated it has such a calming effect on the students it made teaching a pleasure. She reported she actually , after the implementation, began to remember why she became a teacher in the first place. It was actually fun and rewarding again! Having students "not so riled up" had been an enormous help to her as a professional. The classrooms were calm and the educational process was a much easier goal to obtain than before.

She said she would be happy to talk to any school about the benefits of the schedule, especially since she was a strong doubter at the beginning. Jane said she couldn't imagine how she was going to teach physical education for seventy-five minutes. She went into the implementation with very strong reservations, but was willing to try what over eighty-five percent of the faculty wanted to try. Her adjustment period took almost a year. Although in that first year she stated that she already saw a positive change in students' aggressive behaviors. In that adjustment year, Jane discovered she needed three or four activities per class period to keep the students engaged. Her observations told her that a block schedule not only helped

children with their aggressive behaviors, but it allowed for teaching with a true middle school methodology.

4.1.3 STAFF MEMBER INTERVIEW #3

Joe, the third faculty member interviewed, had been teaching seventh grade language arts and social studies for twenty-three years at this school. He was one of the longest term staff members at the school. His views represented nearly what the other two faculty members had reported. His viewpoint was interesting in that it was from purely the point of a classroom teacher.

Joe felt that it was much easier to start class with the block schedule in place than it had been prior to its implementation. He enjoyed not starting class six or seven times a day. With the new schedule he started class only three times a day and had a preparation period. There was no last minute running in and out of the classroom by the students. There was also a vast degree less shuffling and pushing as class started. Joe stated that kids this age need much help. The restrictions on their movements, he believed have been of inordinate help to them. Joe believed this schedule made teaching easier. He felt the classroom discipline problems had been cut in half.

Joe really liked the school within a school environment the block schedule created. He believed the sixth grade should be separated from the older students. He also liked the fact that since the sixth grade was kept apart from the older students, only two thirds of the student body were in the halls at one time. Joe reported the problems in the halls had all but disappeared. The benefits of the sixth

graders not being frightened by the older children was an exceptional benefit, Joe stated. Prior to the implementation of the block schedule the students would seek out teachers' rooms for a safe haven. Joe emphatically stated that prior to the new schedule there was entirely too much activity in the halls.

Also, prior to the block schedule, there were only two lunch periods. The new schedule had three lunch periods and there was better behavior on the part of the students. Pre block schedule, the lunch periods were always crowded and there were massive behavior problems which emerged during these times. The lunches were forty-five minutes long and Joe reported that the last fifteen minutes the students really got "wound up". There was a plethoric amount of aggression and negative energy generated in the final minutes of the pre-block lunch periods. With the block schedule, Joe felt those recalcitrant behaviors of the past were permanent history.

The time period prior to the opening of school for the day was, in pre-block schedule times, a time of vandalism and group aggression, according to Joe. He recalled that the students came into the building much earlier than was necessary. However, school began at 8:30 a.m and parents began dropping off the children as early as 7:15 a.m. The buses started arriving at 7:45 a.m. Thus, Joe recalled that there was no choice but to let the children in the building. He felt it would have been cruel and dangerous to make them wait outside. He made an interesting observation in that the problem was very serious, yet the staff lived with it for years. He stated he does not know why an obvious solution didn't occur to the staff. Perhaps, he related, it is the tendency of some humans to become complacent with their

environment and deal with whatever comes along. He said, "If you believe there is no solution, then there is no solution."

In the post block schedule environment, the students entered the building at 7:45 a.m. and school began at 8:00 a.m. However, Joe reported he really appreciated the fact that the gym opened at 7:30 a.m. and allowed for the early arrivals to be productive with their time. (The gym area had three adult supervisors on duty before school.)

Joe also expanded on the other benefits of the block schedule. He believed it had helped with the support and development of other programs which were of a preventive or interventive nature for students. With the new schedule, students could receive services outside of the classroom for half an hour and still come back to class with adequate time to learn the lesson of the day. In the pre-block schedule era, students would miss almost all of the class period and, would often, be exceptionally frustrated by their inability to keep up with classwork.

As with Jane, Joe said he would never have recommended a middle school use anything but a block schedule. He stated he would be very happy to speak with other schools or researchers about the experiences he has had through the restructure process. Joe recalled the first year of the new schedule when Mondays were left in the old model. Tuesday through Friday were the block schedule. He, at first, was a proponent of that system. He said that by the middle of the first year of implementation, he knew keeping Mondays as a fossil of the old schedule made no sense. He was pleased that the staff voted to eliminate all vestiges of the old schedule at the end of the implementation year. In the beginnings phases of the block

schedule implementation, any variance from the seventy-five minute period reverted to a shortened or varied schedule with forty-five minute class sessions. This frustrated the staff as it seemed to mix the worst of the old schedule with the new schedule. As a result, schedules were produced for a two hour delay start in the daily schedule, an activity schedule for accommodating parties and assemblies and an early dismissal schedule (Tables 4, 5, 6, and 7).

Joe summarized the interview by stating the positive products of the block schedule. He said it gave students a place to be, there was very little turmoil in the halls, "bumper cars" disappeared and the length of time in class allowed children to focus on their work. Other, less obvious benefits were that it was easier to use other resources, such as the library. Children had more time for direct instruction on systems such as Reader's Guide and other reference materials. There was a correlation between their behavior and the amount of time a teacher had to give. The block schedule had allowed children to become better citizens and scholars.

4.2. BEHAVIORAL DATA

As stated previously the computer data provided another, but similar view of the results of this study. These data were collected as the result of teacher behavioral referrals to the school administration. The data base used was a product of Oregon Total Information Systems and was part of the administrative software used by the entire school district of the school in this study. This study focused only on assaultive and harassing actions by the middle school students of the study. Other data were collected beyond the two targeted areas, but are not related and did not have

TABLE 4
Regular Daily Block Schedule

Regular Daily Block Schedule

Warning Bell	8:00
Guide Group	8:05 - 8:30
1st or 2nd Period	8:34 - 9:48
Sixth Nutrition Break	9:20 - 9:38
7th & 8th Nutrition Break	9:48 -10:05
3rd or 4th Period	10:09-11:23
First Period 5 or 6	11:27-12:41
Lunch 1 (7th & 8th Grade)	11:27-11:57
Lunch (6th Grade)	12:00-12:30
Second Period 5 or 6	12:01- 1:15
Lunch 11 (7th & 8th Grade)	12:45- 1:15
7th or 8th Period	1:19 - 2:33

TABLE 5
Early Dismissal Block Schedule

Early Dismissal Block Schedule

Warning Bell	8:00
Guide Group	8:05 - 8:30
Period (1, 2, 5, or 6)	8:34 - 9:49
6th Grade Nutrition Break	9:15 - 9:30
7th/8th Nutrition Break	9:49 - 10:00
Period (3, 4, 7 or 8)	10:04 - 11:19
Lunch	11:19 - 11:49

TABLE 6
Two Hour Delay Block Schedule

Two Hour Delay Schedule

Warning Bell	10:00		
Period 1 or 2	10:05	-	10:56
Lunch 1	11:00	-	11:30
Period 5 or 6 (1st)	11:00	-	11:56
Sixth Grade Lunch	11:00	-	12:00
Period 5 or 6 (2nd)	11:34	-	12:30
Lunch 11	12:00	-	12:30
Period 3 or 4	12:34	-	1:30
Period 7 or 8	1:34	-	2:30

TABLE 7
Activity Block Schedule

Activity Block Schedule

Warning Bell	8:00		
Announcement Time	8:05	-	8:07
Period 1 or 2	8:07	-	9:07
6th Grade Nutrition Break	8:45	-	9:00
7th/8th Nutrition Break	9:07	-	9:18
Period 3 or 4	9:22	-	10:22
Lunch 1	10:26	-	10:56
First Period 5 or 6	10:26	-	11:26
Second Period 5 or 6	11:00	-	12:00
6th Grade Lunch	11:00	-	11:30
Lunch 11	11:30	-	12:00
Period 7 or 8	12:04	-	1:04
Activity	1:04	-	2:30

relevance to this study. As discussed in Chapter Three the behavioral categories were divided into what was considered adolescent behavior and what was considered to be criminal. Harassment and assault were considered criminal in nature.

In 1992-93 there were thirty assaults reported, investigated to be true and recorded in the data bank. The same process was followed in 1993-1994, 1994-1995 and 1995-1996. There were fifteen assaults in 1993-1994, none in 1994-1995 and four in 1995-1996.

In 1992-1993 there were fifty three cases of harassment reported, investigated to be true and recorded in the data bank. The same process was followed for the ensuing years of the study. There were one hundred forty-four cases in 1993-1994, twenty one cases in 1994-1995 and forty eight cases in 1995-1996.

These data show a significant decline in assault but a variable pattern for harassment (Tables 8 and 9). The increase in the reporting of harassment in the academic year of 1993-1994 could have been directly related to the fact that all students were taught in their core classes the legal definition of harassment and the fact that all harassing actions are illegal. The incidence of reporting increased after the delivery of this curricular material. The academic year 1994-1995 saw a dramatic decrease in incidents of harassment. This was more than likely due to the fact that the students changed their behaviors because of the serious nature of the consequences. The school year of 1995-1996 indicated an upward turn in the number of reported harassments. This, in part, could have been due to an exceptionally aggressive sixth grade class and the fact that three male students were serious repeat offenders.

TABLE 8
Assault Incidents

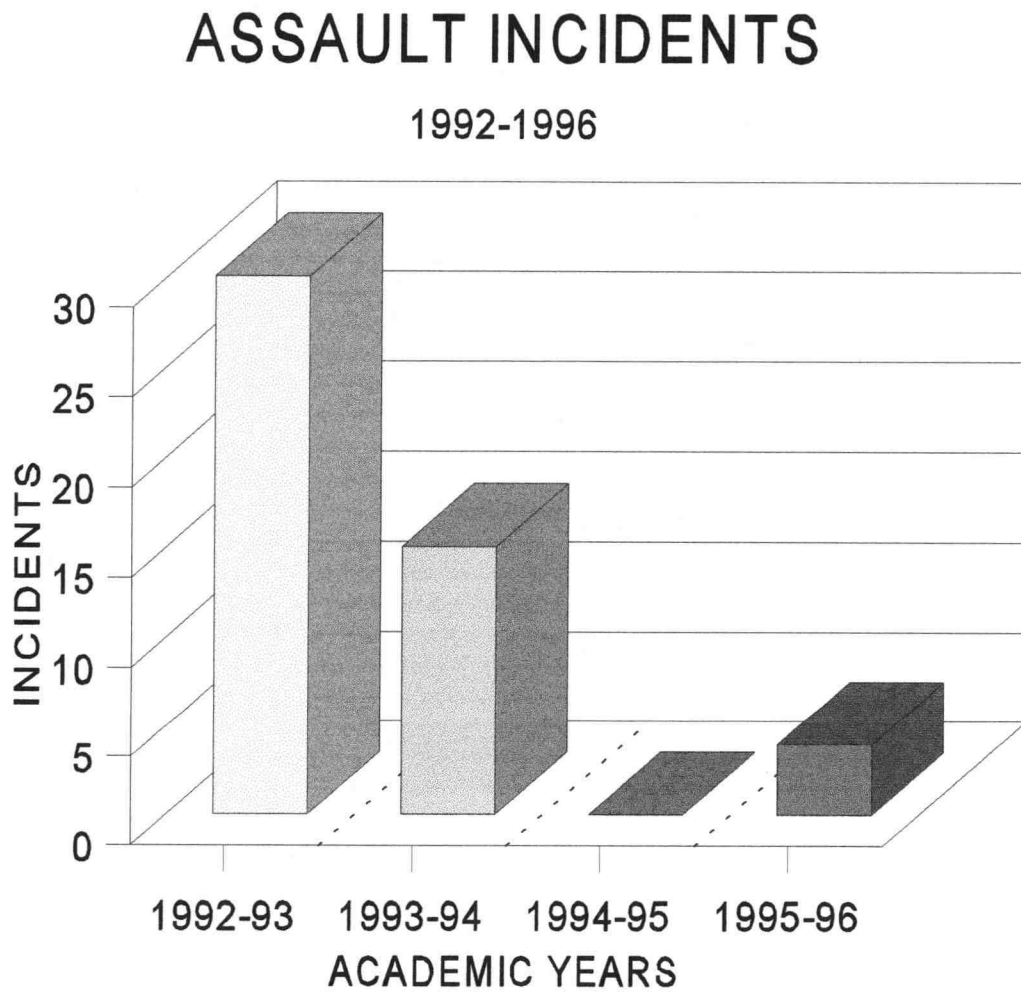
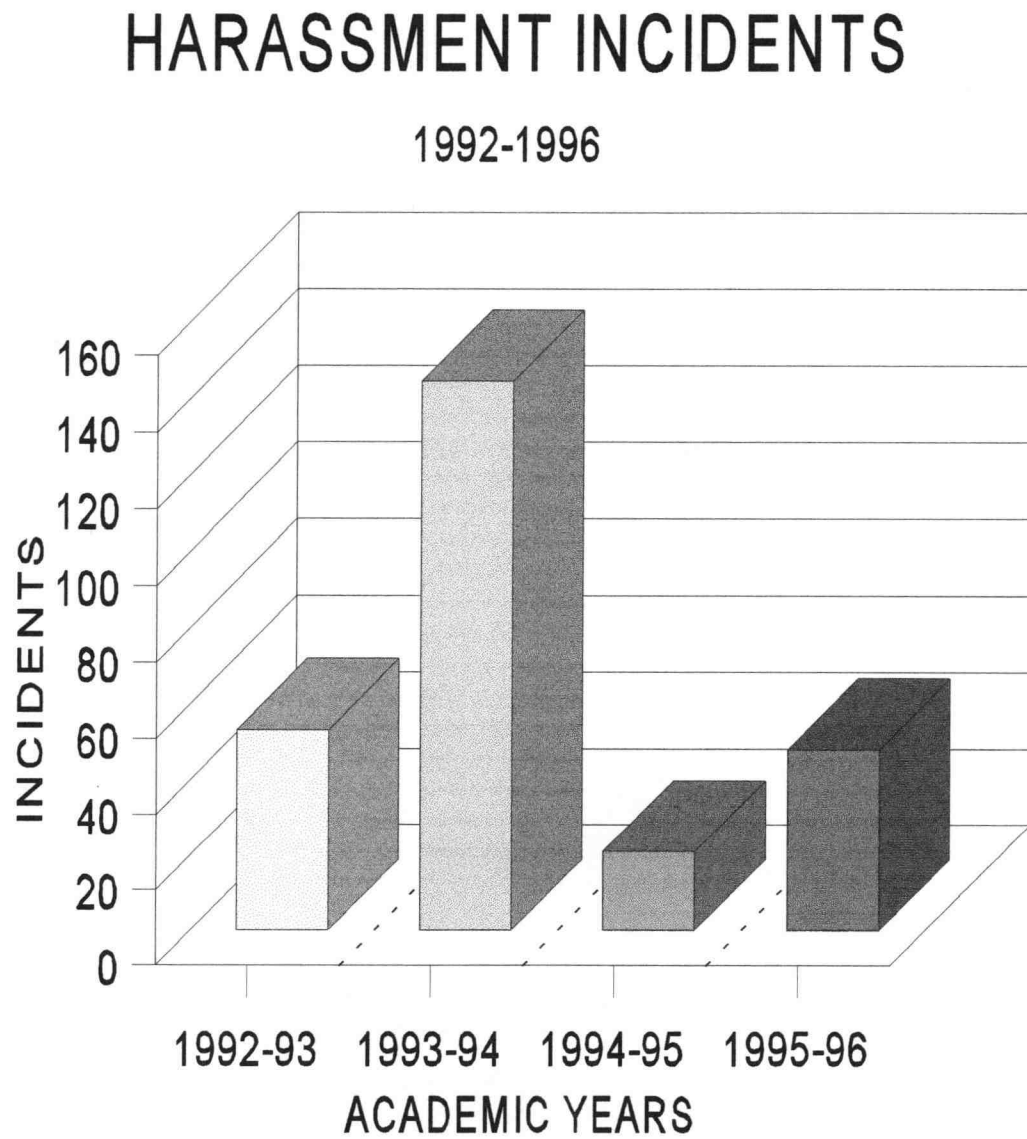


TABLE 9
Harassment Incidents

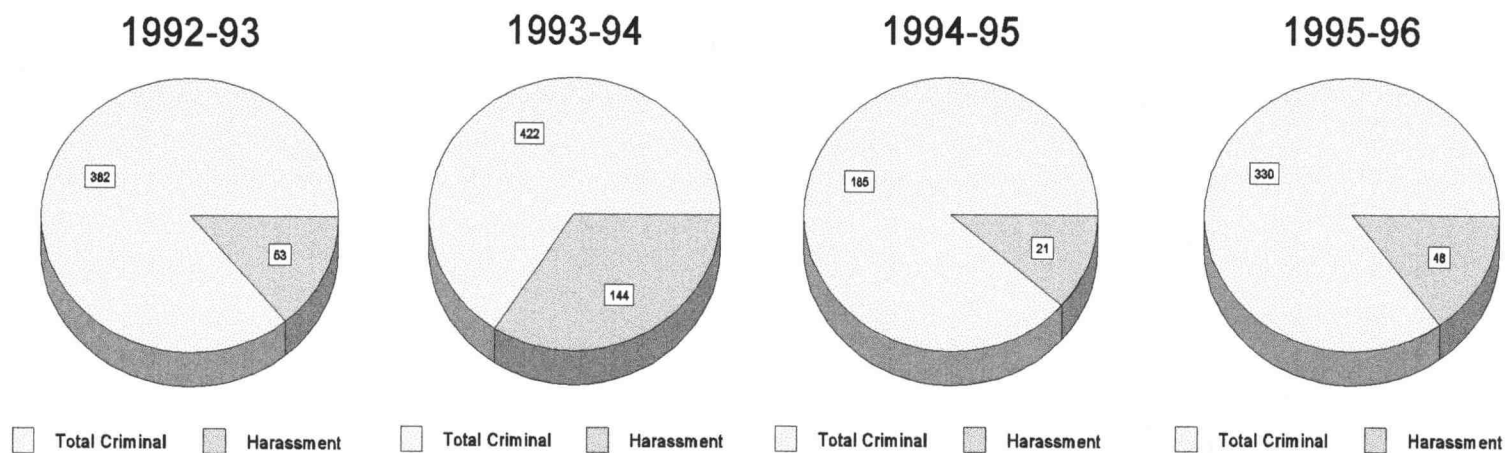


The school year of 1992-1993 saw a total of 382 criminal actions. Of those thirty, (7.8%), were due to assault. Harassment produced fifty-three (13.8%) reported actions. The academic year of 1993-1994 had a total of 422 criminal actions. Assaultive actions resulted in fifteen, (3.5%), reports and 144, (34%), were the result of harassment. The 1994-1995 data showed 185 criminal actions. There were no (0%) assaults that year. Of the criminal actions, twenty-one, (11%), were due to harassment. 1995-1996 data showed 330 actions which were criminal in nature. Of those 4, (1.2%) were the result of assault, forty-eight, (14.5%), were harassment. (See Tables 10, 11 and 12) As an interesting note for other schools who may wish to use these data as a foundation for further study, males were far more likely to commit assault and harassment than females. The data from the 1993 -1994 academic year show thirteen males committed assault as opposed to two females. Actions of harassment were committed by 122 males and twenty-two females in that same academic year. The other years of the research saw a nearly identical pattern. Also, certain areas of the school lent themselves to become problem areas. Where halls made an intersection or there were large groups of students in an area designed for far fewer individuals, assault and harassment tended to show up as cluster areas for concern.

It was very clear from the data that the block schedule provided opportunities for positive effects on students' physically aggressive behaviors. The harassment data from the data base could be interpreted several ways. The incidence of reporting clearly increased, but there were no data to substantiate whether incidents had gone unreported in the past or there actually were dramatic increases in harassment. The

HARASSMENT COMPARED TO TOTAL CRIMINAL ACTIONS

TABLE 10
Harassment Compared to Total Criminal Actions



ASSAULTS COMPARED TO TOTAL CRIMINAL ACTIONS

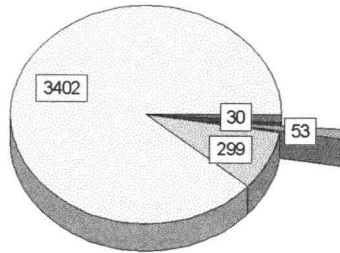
Assaults Compared to Total Criminal Actions

TABLE 11



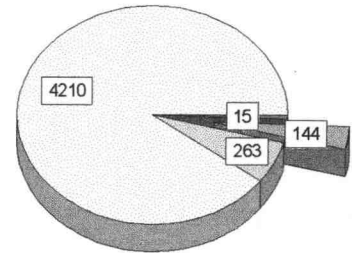
TABLE 12
Comparison of Harassment and Assault to Other Criminal Actions
and Total Disciplinary Actions

1992-93



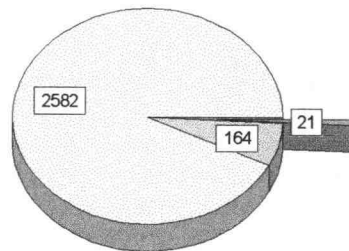
3402 Total Disciplinary Actions
 299 Other Criminal Actions
 53 Harassment
 30 Assault
 302 Total Criminal

1993-94



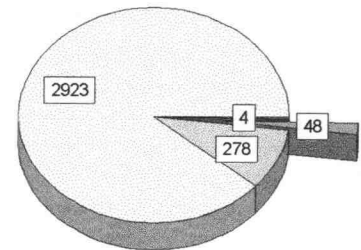
4210 Total Disciplinary Actions
 263 Other Criminal Actions
 144 Harassment
 15 Assault
 422 Total Criminal

1994-95



2582 Total Disciplinary Actions
 164 Other Criminal Actions
 21 Harassment
 0 Assault
 185 Total Criminal

1995-96



2923 Total Disciplinary Actions
 278 Other Criminal Actions
 48 Harassment
 4 Assault
 330 Total Criminal

qualitative data from the teacher interviews perhaps gave a more accurate interpretation. They all saw the occurrence of harassment to be dramatically reduced by the block schedule.

4.3 SUMMARY

The research data, both qualitative and quantitative, supported the statement that block scheduling in this middle school had a positive effect on providing opportunities for the reduction of the behaviors of interest in this study. The tendency of males to commit more actions of assault and harassment than females was of concern to the school which chose to use block scheduling as a vehicle to enable behaviors to improve. This issue was clearly a topic for further study. Additionally, the location of areas in the school where problems tended to occur need to be addressed by individual schools. Increased staffing in those areas or other creative approaches to reducing crowding need serious consideration. However, it was clear from this study that a block schedule clearly provided opportunities to help reduce certain aggressive behaviors in students.

5. SUMMARY OF THE RESEARCH PROJECT

This study focused on whether a block schedule could have a positive impact on enabling the reduction of two specific behaviors of adolescents in a rural, low socioeconomic middle school. The research focused on only one specific middle school and used the action research model as the framework.

In the academic year of 1991-1992 the school received a completely new administrative team. It was the assessment of that team the school needed to have some dramatic changes in order to meet the educational needs of its students. The staff of this middle school were ready for substantial changes and were frustrated with the autocratic style of the former leadership team.

That particular year the staff involved themselves in a program from the Oregon Department of Education entitled Onward to Excellence. Through that endeavor the staff read numerous articles on the restructure process of schools. They were particularly interested in changing the fashion in which the day was structured and thus, that was the focus of their research. A committee of teachers chosen by the staff visited six other middle schools which had varying degrees of a restructure in place or in the implementation phase. Those site visits were the topic of faculty meetings through out that school year. Roosevelt Middle School in Eugene, Oregon provided a foundation on which to build the restructure of the school day in the middle school of the study.

At the end of the 1991-1992 academic year, the staff voted to move to a block schedule the following year. The leadership team of the school wanted consensus as

much as possible and guided the staff to accept nothing less than a 66% majority vote. The rationale for this was that for every reluctant, fearful or recalcitrant staff member, there would be two people who could help this person with the change. The vote passed at over 85% in favor of the block schedule. Students were also involved in the process. Each student filled out a survey which gave them an opportunity to respond to the proposed schedule. Their response was very favorable. Parents, also, were involved in the decision making process. Their input was received at school board meetings, parent meetings and personal interviews. Parents were very supportive of longer class periods and more time on task.

The change process in itself was a challenge for the staff. They had to adjust their methodologies which had fit a forty-five minute period to those which would work in a seventy-five minute period. Should this study be replicated in another school, it would be highly advisable to spend considerable time with the staff on the major components of the change process. Change is a complicated endeavor for most humans (Fullen, 1992). Clearly, this middle school should have placed more emphasis on how the change process impacts adults.

The students of the study adapted exceedingly well to the block schedule. They were part of the decision making process and had ownership in the project. They immediately liked not having homework in each class every night, having different teachers every day and being able to focus on class projects for longer periods of time. The new schedule met their adolescent needs in the fashion which was predicted by the research the staff did. At least once a week during the implementation year, students were asked both as classes and as individuals how they

liked the new schedule. With the exception of a few who complained about a boring teacher now and then, they really were pleased with the changes in their schedule. The reactions of the students were so positive, that the theories of Canady (1992) on the positive impacts of flexible scheduling were proven in the first several months.

The data from the years prior to the block schedule implementation were, at best, sketchy. No formal records were developed or stored in archives. The best comparison of the pre and post block schedule behaviors of students came from interviews with the teachers themselves. For any other organization to embark on such a study it is strongly recommended that some sort of prior data base be established. In this case, there just were not formal records available.

The methodologies for the research were appropriate and served well for information. It was important to keep in mind that as a piece of action research, this was a study which could be difficult to replicate, but could serve as a guide for promising practices in the restructure of a middle school schedule. The computer data base was a viable, efficient and reliable method with which to keep track of student behavioral information. The particular system used in this project is a product of Oregon Total Information Systems. It was a multi-faceted computer program which had a wide variety of programs for manipulation of data. The research project for this middle school used the program on student discipline records with the added variables of ethnicity, gender, age, number of offenses, type of offenses, name of teacher reporting the incident and numbers of times each teacher reported. The information for the action research for this study focused only on two specific student behaviors. The other variables available were not important to the

parameters of this dissertation. However, for other schools wishing to embark on such a journey, the availability of a variety of ways to assess data may be of extreme importance.

The data from this study, in terms of the action research model and the fact that it focused on only one school, were accurate and could be reliably used to form conclusions. It would not be appropriate to transfer these data to another school which, would naturally, have a different set of patterns and populations. Variables affecting the data included:

- 1) changes in teacher reporting,
- 2) numbers of students receiving multiple reports,
- 3) higher expectations of staff members which could result in higher reporting of incidences,
- 4) the acknowledgement some staff members are more likely than others to report and,
- (5) changing demographics of the student population.

There were at least eight questions for further consideration in this study. Although none of them related directly to the confines of the study, they were important points to consider for future research at this school or for other schools to consider. They are:

1. What impact does a change in demographics have on a restructure of the daily schedule of a school?
2. How can teacher training on the issues of a restructure of the time in a school day be achieved with very limited in-service time and virtually no resources?

3. How does one evaluate the effectiveness of such a program over time using methods other than the ones used in this study?
4. How much influence does the media have on aggressive adolescent behaviors?
5. When socioeconomic levels continue to spiral downward, what impact do these have on how students can be served in a time restructure process?
6. In preventing violence at school, how does the role of a violent home impact a child's ability to function in a school with a non-traditional schedule?
7. To what degree should theory and literature affect the design plan of a school which has its own unique set of circumstances and concerns?
8. Is aggressive student behavior in schools such a complex issue that one can study the effects of a time restructure without investigating external influences to the school?

The demographics of the study school have changed rather significantly over the last five years. More children who live in poverty attended the school as opposed to the last decade and there was a significant increase in the numbers of children who did not speak English as their first language. The three local timber mills all had been shut down and had caused a large number of families to leave the area. They were replaced by residents who were often new to the State of Oregon and, to some degree, were relatively transient.

The behavioral patterns of many of these children were disruptive and power seeking. They had not had many good experiences in school due, in part, to the incredible number of schools they attended. Also some of the children had never been to school and came from a culture where "school manners" were not in the

vocabulary. If there were no schools to attend, then there was no opportunity for the culture to develop expectations of proper behaviors for a school.

The power seeking traits of some of these children were very understandable in that they lived in abject poverty and were surviving at the lowest level of adolescent development. They had developed methods in which to get their needs met and if aggression happened to be an effective tool, it was used frequently. The block schedule in this study certainly impacted the number of times such children can be aggressive, but the area was ripe for investigation into the impact of changing demographics in a school.

In the middle school of this study, there was virtually no time to be given to teachers on how to prepare for a restructure of the school day. This was all done on their own volunteer time or faculty meetings. Public school teaching, unlike the other professions, offered a dearth of in-service opportunities for staff. It would have been very possible for a project such as the one which is the focus of this dissertation to be haphazard and fragmented due to the lack of teacher training required to design and implement such a drastic change. The data used to support the restructure of the school day was indeed researched carefully and the implementation year saw a number of assessments happen regarding the schedule. The foundation for this study was secure and planned. However, other institutions who wish to proceed with a restructure should consider the caveat carefully.

Evaluating the progress of a research project over time can be quite challenging. This study used quantitative data from a computer data base and qualitative data from interviews with teachers. The detailed behavioral records were

certainly an excellent tool to evaluate student progress, but there were so many variables which could have affected the study that consistently reliable and transferrable data could be skewed. For example, the causal factors for assaultive or harassing behaviors were usually deeply rooted within the child. When an external structure was placed on the child, behaviors may be changed but the causal factors remained the same. It would be most interesting to have done comprehensive case studies of children with poor school department and then attempt a correlation with the impact of a restructured school day. I recommend any other school who wishes to proceed on the path of this research project to carefully consider the variable ways to assess progress. Case studies, along with quantitative and other qualitative data could provide valuable information for the purposes of assessment in a longitudinal study such as this one.

The longitudinal effect of media on students was obvious from personal observations as well as lay and professional publications. Children read less than they did twenty years ago. Additionally, the acceptance of violence in our society was reflected well in the types of movies, books and television programs available for virtually anyone's perusal. Violence was presented as an acceptable way to solve problems in much of the media to which our youngsters had access. The video game, *Mortal Kombat*, was an extremely popular game with students in the middle school of the study. They played it by the hour. The main goal of the program was to be able to rip out the heart of the enemy when students had successfully won the game by maiming, torturing and killing opponents. A question for further research on how the restructure of a school day can reduce assault and harassment in the institution

could well include the impact of the media. Over time, can a school actually provide enough structure and support to students that the enormous influences of our violent society can be undermined? Although this question was a topic for another research endeavor, it was worthy of consideration.

Students' school behaviors were usually reflections of what was happening at home. Violence, poverty and depression were a common package in many homes. As the community of the school in the research project continued to have more and more children caught in the incredible downward spiral of socioeconomic positions, how did that impact the ability of the school to combat such forces? The middle school in question changed the time of day that the federal breakfast program was served. Prior to the change in the daily schedule, it was served at 8:00 a.m. During that time slot, there were eight or ten breakfasts served each day to a population of over 600 students. More than a third of the students qualified for free or reduced breakfast and lunch . When breakfast was moved to a fifteen minute time slot at 9:30 a.m. for sixth grade students and 10:00 a.m. for seventh and eighth grade students the numbers of breakfasts served rose to over 300 per day. Clearly, the change in time allowed for the students to get their social needs met as well as have breakfast or a nutritious snack. Having each of the schools within a school take a fifteen minute break each morning had a powerful impact on student behaviors. This nutrition break also, to some degree, allowed children living in poverty to feed their growing bodies, to not be stigmatized by their poverty, and hopefully helped break the poverty cycle by emphasizing the positive nature of education. If other schools wish to emulate what the researched school did, a nutrition break in the morning is

an essential for helping students manage their behaviors. Empty stomachs were not good tools for the development of character and scholarship.

Other positive factors of the change in schedule for children suffering from low socioeconomic status were that three lunches were offered. Since only two hundred children ate at once, the opportunity for second and third helpings of a substantial lunch were available to any child. The students no longer had to stand in line for twenty or thirty minutes to get one serving of food. Again, the behaviors in classrooms after lunch time clearly improved. This was well documented in the school records and through qualitative data from interviews.

So, this study lent some information on how to help children escape the woes of hunger at school. A carefully planned restructure of the school day which was designed to meet adolescent needs was, at least, a partial answer.

As stated earlier in this chapter, violence, poverty and depression often occurred as a triad in many of the homes of the children who attended the middle school of the study. In questioning how a block schedule could combat a violent home, several paths needed to be investigated. One of the tangential effects of the block schedule was that its very structure allowed for the development of programs which were preventive and interventive. A standard junior high schedule is so counterproductive to these types of programs that they can fail miserably after a very short time. As stated in the literature review, the junior high model cannot support fundamental change. The block schedule, can and did provide rich opportunities for unique and innovative programs which helped children manage their behaviors, learn new techniques for problem solving and provided models to help them break the

hideous cycle of violence, poverty and abuse in which many of these children lived. Chapter Six will explore the types of programs which were developed and implemented with the block schedule as the supporting structure.

Block scheduling has been given much attention in professional publications. Canady (1992 & 1995) has done much research on the benefits of block scheduling. When one considers such a massive project, it was imperative the people in the design process read and studied current literature. Every school has its own unique culture and set of needs. However, the benefits of extrapolating information in the literature to a site-based research process were exponential. It could be argued that staff knew their own school best and that their ideas were the most important ones to come to fruition. This is a dangerous approach and leaves the school without a rich base on which to build. This could be a trap easily fallen into by smaller schools where there is no central office guiding any restructure or research efforts. A guidepost for principals and other staff members undertaking such an effort is nested firmly in professional literature. All too often principals are so consumed with the enormous responsibility of their careers they do not take the time to be current in literature which is recent and has value in a restructure effort. This in no way means a school should make a template of someone else's research and apply it to their current situation as their only solution. Every restructure needs to be planned, implemented and assessed according to that school's specific needs and goals. But, a strong review of the literature and promising practices is an essential foundation.

The specific needs and goals of the school were profoundly influenced by external forces. The school's attempt to reduce assault and harassment or other

undesirable behaviors took into consideration that the school was a nearly perfect cross-section of the communities surrounding the attendance area. The question as to what degree external influences impacted the restructure of a daily schedule was complex. To some degree, it was impossible to measure all of the variables present in a community. There were, however, some indicators which were helpful to examine. The socioeconomic level of the students in the school was a primary indicator. The education level of the parents and adult family members in the childrens' families gave helpful information on which way to proceed. The local mores of the community were not in direct conflict with the purpose of the restructure or research project. In the study which is the basis for this dissertation, not enough attention was paid to the mores of some sub-groups of the community. More community meetings should have been held to keep all of the stakeholders involved and provided with accurate information. It is strongly suggested any school wishing to dramatically change any of their processes to be very careful to include as much of the local community as possible. In this middle school's restructure of the daily schedule if more effort had been placed on community values it could have saved some time spent giving explanations during the implementation year. By the second year of the restructure, the triad of home, school and business communities were well versed in and pleased with what was happening at the middle school.

The community was a mirror of the school. It is accurate to state that five years ago this middle school was considered unsafe, violent and fostered out-of-control behavior in students. The school's reputation, in spite of having excellent teachers, was powerfully negative. It was considered, without a doubt, the worst

school in the district. It was also the only middle school so parents had no option except private schools if they did not want their children to attend this school.

When I came as principal in 1991-1992 I remember thinking I had just made the worst mistake of my life. I was horrified with the aggressive and disrespectful behaviors of the students. Packs of children roaming the halls and looking for conflict was not very appealing. The assaults and vandalism were daily in occurrence and often happened multiple times each day. Many times I would walk down the hall and wonder how could this ever be changed for the positive. It was an overpowering feeling which was both challenging and depressing. Imagine yourself being in charge of a school with 600 children who tended to do pretty much what they please, having a staff of demoralized teachers and no money to spend on any program improvements. Many days that first year I went to school with a knot in my stomach, not knowing how this could change. Clearly it needed to change, but the overwhelming nature of the problem was nearly consuming in depth and breadth.

Fortunately, the staff was eager for a change and I had the advantage of being external to the system in that I was not demoralized and I had no history of the building's culture which could freeze brainstorming. In October of 1991, we embarked on the action research project of restructuring the daily schedule of the middle school. Many meetings, arguments and positive problem solving came from this intense year. The staff stretched themselves in an amazing fashion. The interest in changing the world of school was contagious. Soon, every single staff member was in some way involved with the process.

It was agreed to keep baseline data on student behavior and to discuss the positives and negatives of the schedule at least once a month or more frequently if needed. There was considerable manipulation of the schedule the first two years. After that it remained constant and appeared to be homeostatic.

There is no question the number of violent acts decreased significantly. The goal of the staff was to regain control of their school and this schedule allowed for that to happen. What wasn't expected was that the schedule would give so much flexibility in developing other programs. That happened as a natural result of the schedule. It was one of those marvelous outcomes from a piece of research which had a different focus. Perhaps, what happened to this school is similar to how penicillin was discovered and how it was discovered microwaves can cook food. Both of those research projects had totally different goals but out of those came two wonders of our modern world. It would not be too far fetched to say that promising and appropriate school reform practices can emerge in some very unexpected avenues.

The project produced the results the staff wanted. The school was calm, highly respected in the community and considered a model by many people in the State of Oregon. The block schedule enabled significant reductions in some aggressive student behaviors. This was an amazing accomplishment to achieve in just five years. The school continued to flourish and developed programs which were supported by the block schedule and served the needs of its students.

Block scheduling is well documented in the professional literature as an exceptionally powerful tool to help students improve their deportment, especially in

the areas of physical aggression and harassment. Simply restricting the amount of time the students move in a day has sometimes dramatic impact on aggressive behaviors. Canady (1995) said it best when he stated that scheduling is an untapped and highly valuable resource for school improvement. It is more often the structure of an organization than the shortcomings of the people who work within it that causes a problem. This study supported these view points.

6. PROGRAMS WHICH CAN BE DEVELOPED TANGENTIALLY WITH A BLOCK SCHEDULE

Upon the implementation of the block schedule at this middle school, the staff began to visualize ways in which students could receive interventive and/or preventive services. The seventy-five minute instructional period and the calmer, less crowded environment provided a rich basis on which to given additional assistance to children. In several brainstorming sessions with the staff, a variety of programs had their genesis. There were, in 1996, no less than ten such programs in operation. They were:

1. Affective classroom workshops.
2. Anger management groups in both English and Spanish.
3. Self-esteem groups for both girls and boys.
4. New-comers group.
5. Team room, a program for seriously emotionally disturbed youth.
6. Inclusion of special education in most classrooms.
7. The mentor program, a system of behavior management for troubled youth.
8. Peer mediation
9. Leadership class.
10. Achievement class, an alternative educational setting.

All of these were the result of the block schedule and the resulting freedom to be more imaginative in the ways the school could educate its students. Any of these programs can be developed with little or no financial requirement. As stated

previously, the school district was seriously under funded so any new programs had to come from innovative ideas which required no monetary expenditures.

The affective classroom workshops were developed as the result of the desire to offer preventive services to children. The block schedule had already proven itself to be interventive in nature. As mentioned several times in other chapters, the violence, pushing, shoving and other aggressive behaviors had decreased significantly. The staff knew that to continue with the success the school was experiencing more opportunities to educate children in the affective arena was essential. The program developed into a ten week workshop where the classroom teacher and one of the counselors team taught units on positive human relations. The curriculum was developed, to a large degree, on-site with the needs of the students of this particular school as the focal point. Each class earned points during the individual weeks of the workshop. The points were represented as pieces of candy filling a jar. When the jar was full, the class earned a special treat such as cookies, a party or a walking or biking field trip to a local museum or park. Points were earned when children treated each other kindly and with respect. Negative actions from children were the cause of candy being removed from the jar. Some classes were so successful in applying the information from the curriculum to their behaviors that they had a special treat every week. Again, the seventy-five minute instructional block allowed for the presentations to take about half an hour which left plenty of time for the original curriculum of the class. The extended time block also allowed for the treats to happen without causing children to miss other classes. In seventy-five minutes a class could walk or ride their bikes to a park, play and be back in time for the next

class. This affective workshop model was very successful. The youth of this age group responded well to motivation through reward systems and they also were ripe for learning social behaviors, positive or negative. The workshops fostered positive social behaviors.

Anger management groups grew out of the awareness of the staff that even with the new schedule and the affective workshops, some students accessed their anger as the primary method with which to deal with the world of school. Some of these angry behaviors were probably the result of modeling at home and some had more obtuse origins. No matter what their source, the angry behaviors at school needed to be addressed in a fashion which gave children skills to use in situations where anger was their emotion of choice. The staff nominated students from their classes who seemed to be in serious need of preventive and interventive services on the issues of anger. The groups were led by one of the counselors once a week. The sessions were forty-five minutes in length which left time for students to return to their classes for their scheduled curriculum of that period. With many of the students the program seriously helped them recognize the stages of anger, how to shortcut the feelings of anger and how to problem solve without anger as the primary emotion. The curriculum used in the group was a compilation of materials the counselors had from their academic training and from other non-copyrighted materials. It is of particular significance that the school offered these groups to both English and Spanish speaking children. Even though for the first three years of the program there was not a counselor who spoke Spanish, a request was made of the County's Human Services Division to provide a Spanish speaking counselor. The request was

granted at no cost to the school. Later, a counselor who is bilingual in English and Spanish was hired to replace a counselor who retired. These anger management groups were essential to the overall health of the school climate. Without the freedom which stemmed from the block schedule they would probably not have been so successful. Having a child miss one full class a week for ten weeks was a serious academic hardship on the student. Such would be the case if the school was still on the traditional forty-five minute class schedule. The former schedule would also give angry students more opportunities for the anger to emerge. Crowded halls and a harried pace were natural breeding grounds for anger.

Middle school children are in the throes of adolescence. Self-esteem, an important predictor of academic and social success was a trait which this school wanted to develop and foster in its students. As with the anger management groups, student were nominated by staff members. The students met with a counselor and a teacher once a week for forty-five minutes. Again, their academic schedule was not seriously disrupted because of the extended learning periods the block schedule provided. Some of these groups were mixed gender and others were specifically for girls or boys. The program was ten weeks in length and used an on-site developed curriculum. Some children liked the program so well they asked to be able to repeat the process. When there was room and other children could still be served, their requests were granted.

The new-comers group grew out of the staff being increasingly aware of how painful it was for some students to attend a school where they had no friends and did not know the routine of the institution. These groups met for four weeks, but often

went beyond that because of new members joining or having students not want to leave the group. This program made a very nice transitional period for the new students. They could still attend their regular academic day and only miss forty-five minutes of a particular class a week. As with the other new programs which were developed tangentially with the block schedule, this new-comer group needed no financial support. It was developed, implemented and managed on site with existing personnel.

The Team Room was a remarkably successful program in helping seriously emotionally disturbed middle school youth address their academic and social needs. An industrial arts area which had long ago lost its funding was converted, at no cost, to a comfortable and very large classroom. Staff donated their labor and desks came from elsewhere in the building. The block schedule allowed for students to be in the class one to four periods a day. (Four periods meant an all day setting as the schedule only had four periods a day.) The students were on a level system for behavior and were given privileges based on their behavioral proficiencies. Nutrition break, a very popular time of day for nearly all the students, was a big motivator for the Team Room students to work on their individualized behavior plans. When they had a Level One on their plans, they were allowed to go to nutrition break without adult supervision. Level Two allowed them to go with adult supervision while Levels Three and Four required restriction to the classroom. However at these levels, nutritious food was brought to the students during the nutrition break period.

The slower pace of the day and the opportunity to spend more quality time with a teacher was of enormous benefit to this program. Without the block schedule

the harried pace which existed prior to the restructure of the school day would probably have exacerbated the disturbed behaviors of these students. The seventy-five minute period of extended learning seemed to be very beneficial to the goals of the program. Behavioral referrals from the Team Room were rare. This was something of an anomaly when one considered the behavioral patterns of most emotionally disturbed children.

The extended learning periods provided an excellent opportunity to offer special education services in an inclusion model. Specialists went into the classrooms and worked with students on the curriculum being presented by the classroom teacher. The extra time provided by the schedule allowed the specialists to really focus on a child's specific learning needs. Not all of the special education services offered at this school were of the inclusion model, but it was predicted that there would be no such thing as a resource room in the future.

The Mentor Program (Layton and Fergusen 1993) was adopted by the staff as a way to help students who were not benefitting enough from other programs which were developed. This was a copyrighted program which focused on the importance of a child bonding with an adult in the school setting. The child was either referred to the program or self-referred for a wide variety of reasons. Predominately the reasons were behavioral in nature. However, some students enlisted in the program because of poor study skills, low grades or negative peer pressure. Once the student decided to enroll in the program, a very specific plan was developed around the needs of the child. He or she chose an adult in the building to be a mentor and met with that person every morning before school and every

afternoon when school was dismissed. The mentor worked with the student to plan goals and objectives for the student to meet. The student carried with him or her a folder with the daily objectives listed for each of the classes the student attended. Teachers, because of the benefit of the seventy-five minute class time, spent the last minute or so of class circling a "yes" or a "no" on a page in the folder as to whether the student met the objectives during that class period. At the end of the day, the points were totaled and the student knew what to expect the next day in terms of privileges. Like the Team Room, the Mentor Program was a leveled system with specific rewards for appropriate decision making. The block schedule was a foundation for a program like this to succeed. The schedule, with its calming effects, helped these children make good decisions.

Peer mediation was another program which grew out of the brainstorming which began to happen frequently after the block schedule was implemented. Perhaps one of the reasons for more staff involvement in the development of these programs was that each teacher had a prep period of seventy-five minutes every day. This allowed for more small group meetings and common planning of programs. The peer mediation came as a result of teachers pondering why students were not involved actively in some of the concerns of the school. Once again, the County was asked to provide a trainer and, as before, it was graciously provided at no cost to the school. Students were nominated by their peers to be a mediator. Those students, forty-five of them, were given a two day in-service by the expert from the County. Because of the rotationary nature of the schedule, the students did not miss any class more than once. When the training was finished, they then missed no more than a

half an hour of any class when they were doing mediation. When other students had minor conflicts or problems, they could request a peer mediator. The mediators on duty wore bright shirts with an attractive logo of a peer mediator. This was a delightful program because it encouraged such positive relations among the students. It helped develop less dependence on adults to solve minor problems and empowered the students to take more charge of their own lives. The block schedule allowed for the mediation sessions to happen without having serious impact on the academic studies of the students.

The leadership class was a direct result of the block schedule. Students wanted to be involved in projects in the school and the community, yet forty-five minutes was not adequate to support such an endeavor. With seventy-five minutes the students were active in helping the school and community in a productive fashion. The teacher responsible for the class had stated a number of times that she wouldn't even consider the assignment if it was confined in the former junior high schedule.

The achievement class was also a direct result of the implementation of the block schedule. This was an alternative education setting designed to meet a wide variety of student needs. Usually, students attended the class for not more than one period a day. The class was very small, no more than ten students and it served the students in all academic areas. If a child was not succeeding in his or her science class, for example, then the student could attend the achievement science class. The curriculum was the same but was presented with a different methodology. With the extended period for learning and more personal help from a teacher, the students performed well. Most of them had a significant increase in grades.

A new program which was being developed for 1996-1997 implementation was designed to have students stay with the same teacher for their sixth and seventh grade years. The pilot project involved two of the seven sixth grade classes. The school within a school model was, as it is with the entire school, in place to support the program. Sixth grade students were in their self-contained school. As seventh graders they moved into the block schedule of the seventh/eighth grade school but kept their same sixth grade teacher for all of their math, science, language arts and social studies classes in their home room classroom. Specialists taught physical education in the regular setting of the gymnasium.

The message inherent in the development of all these programs was that a change in the way the school day was structured allowed frustration to be replaced with innovation. As stated previously at the end of Chapter Five, the people involved in the development and implementation of the block schedule had the goals of regaining behavioral control of the school and slowing the pace to meet adolescent needs. What came from their endeavors was a far richer, more effective and student centered school. Change was a difficult process for this establishment which had institutionalized its practices. Change was also a productive force and was channeled to reap very significant results which were positive.

In summary, this middle school carefully planned a way to change how students spent their academic day and as a result not only achieved what they planned but also produced a dynamic and excellence seeking organization.

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APPENDICES

APPENDIX A: HUMAN SUBJECTS APPROVAL FORM

Title: Reducing Aggressive Student Behaviors Through Block Scheduling

1. Brief Description: This study will investigate the effectiveness of a block schedule on improvements in the aggressive behaviors of middle school students over a four year time period. One year of data provides a baseline for behaviors in the implementation year of block scheduling and three years of data are post implementation of the block schedule.
2. Methods and Procedures: Behavioral data from school records collected over the past four years will be analyzed. Some faculty, whose tenure preceded the implementation of the block schedule and who still teach in the school, will be interviewed. All information will be kept confidential. Framing questions are attached.
3. Benefits/Risks: No risks. Insight into reducing aggressive adolescent school behaviors will be a major benefit from data gathered in this study.
4. Population: A student body of approximately 600 middle school students will provide the data for the study. No more than ten teachers will be interviewed and those will all be volunteers.
5. Consent Document: Attached
6. Obtaining Consent: Teachers will be contacted in person by the investigator and told about the study. The description paragraph in the attached consent form will be read. If they agree to participate, they will sign and return the document to the researcher.
7. Confidentiality: Data will be kept in a locked file at the home of the researcher and kept confidential. No names will be used in any data summaries or publications.
8. Questionnaire: There will be no questionnaire, survey or testing instrument used in the study.
9. Other approvals: Central School District, see attached letter.
10. Funding: No outside funds.



OREGON
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97331-2140

541-737-0670
FAX: 541-737-3093
INTERNET
nunnm@ccmail.onsi.edu

May 3, 1996

Principal Investigator:

The following project has been approved for exemption under the guidelines of Oregon State University's Committee for the Protection of Human Subjects and the U.S. Department of Health and Human Services:

Principal Investigator(s): Joanne B. Engel

Student's Name (if any): Jannice Link-Jobe

Department: Education

Source of Funding:

Project Title: Improving Aggressive Student Behaviors through Block Scheduling

Comments:

A copy of this information will be provided to the Committee for the Protection of Human Subjects. If questions arise, you may be contacted further.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Nunn".

Mary E. Nunn
Sponsored Programs Officer

cc: CPHS Chair

APPENDIX B:

INTERVIEW PROTOCOLS

Framing or Sample Interview Question:

Title of Research Project: Reducing Aggressive Student Behaviors Through Block Scheduling

Teacher Sample Question:

What are your opinions concerning changes in students' aggressive behaviors since the implementation of the block schedule? Please compare pre and post block schedule behaviors.

Title of Research Project: Reducing Aggressive Student Behaviors through Block Scheduling

Investigators: Joanne E. Engel, Ph.D. (541) 737-5989
Jannice Link-Jobe, Principal (503) 838-5768

Purpose of the Project: This action research is designed to assess the effects of block scheduling on the improvement of aggressive adolescent behaviors.

Procedures: I have received an oral and written explanation of this research study and I understand that as a participant in the study the following will happen:

1. I will be interviewed by the researcher as to my opinion on the improvement of students' aggressive behaviors since the implementation of the block schedule.

Confidentiality: I understand that any information obtained from me will be kept confidential concerning my name, students' names, other faculty names, other names or obviously identifiable situations. No names will be used in data summaries or publications. If questions or concerns arise contact Dr. Engel or J. Link-Jobe.

Voluntary Participation Statement: I understand that my participation in this study is completely voluntary and that I may refuse either to participate or withdraw from the study at any time without penalty or loss of benefits to which I am otherwise entitled.

My signature below indicates that I have read and understand the procedures. I give my voluntary and informed consent to participate in this study.

Faculty Signature	Date
-------------------	------

Researcher's Signature	Date
------------------------	------

Researcher's Signature	Date
------------------------	------

APPENDIX C: STUDENT SURVEY: BLOCK SCHEDULE

Student Opinion Sheet

Please use the scantron form to indicate whether you agree or disagree with the following sentences. If you mark a "1", it means you agree; if you mark a "2" it means you disagree.

1. I like seeing all of my teachers every day.
2. I like the way kids act in the halls.
3. I would like to have four classes each day instead of eight.
4. I would like to spend more time with my teachers during the school day.
5. I would like to feel safer in school.
6. I would like the school day to be rearranged so I have more time to do my homework.
7. I think kids should be better behaved in our school.
8. I am often afraid at lunch time.
9. I am often afraid in the halls before school.
10. I am often afraid in the halls during passing time.
11. I am a sixth grade student.
12. I am a seventh grade student.
13. I am an eighth grade student.

APPENDIX D

HOUSE BILL 3565

66th OREGON LEGISLATIVE ASSEMBLY 1991 Regular Session

B-Engrossed House Bill 3565

Ordered by the Senate June 21
Including House Amendments dated May 30 and Senate Amendments
dated June 21

Sponsored by Representative KATZ; Representatives BARNES, BAUM, BAUMAN, BRIAN, BURTON, CALOURI, CAMPBELL, CARTER, CEASE, CLARK, COURTNEY, DERFLER, EDMUNSON, GILMOUR, HUGO, R. JOHNSON, D. JONES, JOSI, MANNIX, MARKHAM, MASON, McTEAGUE, MEEK, NAITO, NELSON, NOVICK, OAKLEY, PARKS, PICKARD, RIJKEN, ROBERTS, SCHOON, SHIBLEY, SHIPRACK, SOWA, STEIN, TAYLOR, VAN VLIET, WATT, Senators BRENNEMAN, CEASE, COHEN, GOLD, GRENSKY, HAMBY, J. HILL, JOLIN, KITZHABER, PHILLIPS, SHOEMAKER, SMITH, SPRINGER

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Establishes Oregon Educational Act for 21st Century. Requires periodic review and revision of Common Curriculum Goals, including essential learning skills. Creates Oregon Report Card. Establishes accountability procedures for elementary and secondary education. Establishes policy requiring parental involvement in schools. Allocates state moneys for 21st Century Schools Program and School Improvement and Professional Development program. Creates Distinguished Oregon Educators program. Directs State Board of Education to create educational choice models. Expresses policy on full funding for Oregon Head Start by 1998. Directs study on development of ungraded primary program. Directs student assessment for grades 3, 5, 8 and 10 or 11 depending on whether program is in place. Establishes Early Childhood Improvement Program. Requires Superintendent of Public Instruction to appoint advisory council. Establishes Certificates of Initial Mastery and Advanced Mastery. Directs Oregon Work Force Development Council to establish policies consistent with Act. Provides for Learning Centers. Requires 185-day school year by 1996, 200-day school year by 2000 and 220-day school year by 2010.

Declares emergency, effective July 1, 1991.

A BILL FOR AN ACT

1
2 Relating to education; creating new provisions; amending ORS 327.006, 327.103, 336.705, 336.730,
3 336.745, 339.115 and 343.415; and declaring an emergency.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1.** (1) This Act shall be known as the Oregon Educational Act for the 21st Century.

6 (2) The Department of Education shall be the coordinating agency for furthering implementation
7 of this Act. This Act shall be subject to review by the Sixty-seventh Legislative Assembly and each
8 Legislative Assembly thereafter until the year 2001 for purposes of evaluating progress toward
9 achieving the various mandates of this Act and also effecting any necessary changes.

10 **SECTION 1a.** (1) During the 1991-1992 interim, the appropriate legislative interim committee
11 shall:

12 (a) Develop the form and content expected of the ongoing review described in section 1 of this
13 Act;

14 (b) Notify the appropriate agencies of expectations; and

15 (c) Receive and evaluate regular reports from the Department of Education and other public
16 agencies.

17 (2) This review outline may be changed as needed in succeeding years.

18 **SECTION 1b.** The Legislative Assembly believes that education is a major civilizing influence

NOTE: Matter in bold face in an amended section is new; matter [italic and bracketed] is existing law to be omitted.

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1 on the development of a humane, responsible and informed citizenry, able to adjust to and grow in
2 a rapidly changing world. Students must be encouraged to learn of their heritage and their place in
3 the global society. The Legislative Assembly concludes that these goals are not inconsistent with
4 the goals to be implemented under this Act.

5 SECTION 2. The Legislative Assembly declares that:

6 (1) The State of Oregon believes that all students can learn when offered appropriate learning
7 opportunities, held to rigorous intellectual standards and expected to succeed.

8 (2) Access to a quality education must be provided for all of Oregon's youth regardless of lin-
9 guistic background, culture, race, gender, capability or geographic location.

10 (3) A restructured educational system is necessary to achieve the state's goals of the best edu-
11 cated citizens in the nation by the year 2000 and a work force equal to any in the world by the year
12 2010.

13 (4) Education programs and strategies that can substantiate a claim to the prevention of human
14 and social costs are of highest priority to the state.

15 (5) The specific objectives of this Act and ORS 344.305 and 344.355 are:

16 (a) To achieve educational standards of performance and outcomes that match the highest of any
17 in the world for all students;

18 (b) To establish the Certificates of Initial Mastery and Advanced Mastery as new high per-
19 formance standards for all students;

20 (c) To establish alternative learning environments and services which offer opportunities for
21 those experiencing difficulties in achieving the knowledge and skills necessary to obtain the Certif-
22 icate of Initial Mastery;

23 (d) To establish early childhood programs and academic professional technical programs as part
24 of a comprehensive educational system; and

25 (e) To establish partnerships among business, labor and the educational community in the de-
26 velopment of standards for academic professional technical indorsements and provide on-the-job
27 training and apprenticeships necessary to achieve those standards.

28 SECTION 3. It is the intent of the Legislative Assembly to maintain a system of public ele-
29 mentary and secondary schools that has the following characteristics:

30 (1) Provides equal and open access and educational opportunities for all students in the state
31 regardless of their linguistic background, culture, race, gender, capability or geographic location;

32 (2) Assumes that all students can learn and establishes high, specific skill and knowledge ex-
33 pectations appropriate to the students' assessed learning rates at all instructional levels;

34 (3) Provides special education, compensatory education, linguistically and culturally appropriate
35 education and other specialized programs to all students who need those services;

36 (4) Provides students with a solid foundation in the skills of reading, writing, problem solving,
37 listening, speaking, critical thinking and communication, across the disciplines;

38 (5) Provides opportunities for students to exhibit the capacity to learn, think, reason, retrieve
39 information and work effectively alone and in groups;

40 (6) Provides for a high degree of mastery in mathematics and science;

41 (7) Provides students with a background in social studies, foreign languages and the humanities
42 to the end that they will function successfully and tolerantly in a participatory democracy and a
43 multicultural nation and world;

44 (8) Provides students with a background in the visual, performing and literary arts as unique

1 forms of communication, expression and cultural knowledge;

2 (9) Provides students with the knowledge and skills that will provide the opportunities to suc-
3 ceed in the world of work, as members of families and as citizens of a participatory democracy;

4 (10) Provides students with the knowledge and skills to take responsibility for their decisions
5 and to make appropriate choices;

6 (11) Provides opportunities for students to learn through a variety of teaching strategies that
7 focus on an individual student's learning profile including but not limited to assessed strengths,
8 weaknesses, learning style and interests, with appropriate intervention services;

9 (12) Organizes instructional groupings as heterogeneously as possible to promote the attitudes
10 and skills necessary for democratic citizenship; and

11 (13) Emphasizes involvement of parents and the community in the total education of students.

12 **SECTION 4.** The Legislative Assembly recognizes that students in public elementary and sec-
13 ondary schools can only reach the levels of performance expected under the provisions of this Act
14 with parental participation in the education process. It is, therefore, the policy of this state to:

15 (1) Require school districts to provide opportunities for parents or guardians to be involved in
16 establishing and implementing educational goals and to participate in decision-making at the school
17 site;

18 (2) Expect employers to recognize the need for parents or guardians and members of the com-
19 munity to participate in the education process not only for their own children but for the educa-
20 tional system; and

21 (3) Encourage employers to extend appropriate leave to parents or guardians to allow greater
22 participation in that process during school hours.

23 **SECTION 4a.** To insure that all educational and other services for young children and their
24 families afford the maximum opportunity possible for the personal success of the child and family
25 members, it is the policy of this state that the following principles for serving children should be
26 observed to the maximum extent possible in all of its educational and other programs serving young
27 children and their families:

28 (1) Services for young children and their families should be located as close to the child and the
29 family's community as possible, encouraging community support and ownership of such services;

30 (2) Services for young children and their families should reflect the importance of integration
31 and diversity to the maximum extent possible in regard to characteristics such as race, economics,
32 sex, creed, capability and cultural differences;

33 (3) Services should be designed to support and strengthen the family and be planned in consid-
34 eration of existing family values, with the primary concern being the welfare of the child;

35 (4) Services should be designed to assure continuity of care among care givers in a given day
36 and among service plans from year to year;

37 (5) Service systems should be comprehensive in nature with the flexibility to identify and ad-
38 dress the most urgent needs in a timely manner including health, intervention and support services;
39 and

40 (6) Service providers and sources of support should be coordinated and collaborative, to reflect
41 the knowledge that no single system can serve all of the needs of the child and family.

42 **SECTION 4b.** (1) Education and other programs providing services to children and families, as
43 identified in ORS 417.315 (4), shall:

44 (a) Evaluate the effectiveness of the program as related to the principles stated in ORS 417.365

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1 and section 3 of this Act in the earliest stages of the budget process;

2 (b) Articulate ways in which the program is an effective component of agency and state priori-
3 ties, goals and strategies, such as those developed by the Oregon Progress Board, or to relevant
4 research and professional standards;

5 (c) Establish plans, interagency partnerships, implementation practices and interactions with
6 local and private sectors required by ORS 417.305 (3);

7 (d) Utilize the information generated by applicable state advisory groups and by the local plan-
8 ning process administered by the Oregon Community Children and Youth Services Commission in
9 the program assessment of needs and decisions as to service delivery in a given community; and

10 (e) Identify barriers to improving program capability to serve the needs of young children and
11 related recommendations, if any.

12 (2) The processes listed in subsection (1) of this section are for the purpose of generating
13 interagency coordination described in ORS 417.305 so as to serve to the greatest extent possible
14 young children and their families in a comprehensive and developmentally appropriate fashion. The
15 information generated by these processes shall be considered as a contribution to subsequent budget
16 decisions by state and local agencies, the Executive Department and Legislative Assembly, and as
17 a contribution to the planning and coordination tasks of the Oregon Coordinating Council for Chil-
18 dren and Families.

19 **SECTION 4c.** As used in sections 4a and 4b of this Act:

20 (1) "Families" means a group of individuals related by blood, marriage or adoption, or individ-
21 uals whose functional relationships are similar to those found in such associations. The family's
22 purpose is the security, support, nurturance, love, transmission of values and facilitation of each
23 member's growth and development, and is the primary social unit affecting a child's well-being.

24 (2) "Services" means education and all other programs and services addressing one or more of
25 a child's six basic needs as follows: stimulus, nutrition, health, safety, nurturance and shelter.

26 (3) "Young children" means children zero through eight years of age.

27 **SECTION 5.** In order to achieve the goals contained in sections 2 to 4 of this Act, the State
28 Board of Education regularly and periodically shall review and revise its common curriculum goals,
29 including essential learning skills. The common curriculum goals shall reflect the knowledge and
30 skill outcomes necessary for achieving a Certificate of Initial Mastery and a Certificate of Advanced
31 Mastery pursuant to section 2 of this Act. The review shall involve teachers and other educators,
32 parents of students and other citizens and shall provide ample opportunity for public comment.

33 **SECTION 6.** The first review and adoption of amendments required by section 5 of this Act
34 shall be completed by July 1, 1992.

35 **SECTION 7.** (1) To facilitate the attainment and successful implementation of educational
36 standards under ORS 326.051 (1)(a) and sections 2 and 3 of this Act, the State Board of Education
37 or its designee shall assess the effectiveness of each public school district in an on-site visit no less
38 than once every six years. Beginning in 1996, the on-site visits shall occur no less than once every
39 three years.

40 (2) The board shall establish the standards, including standards of accessibility to educational
41 opportunities, upon which the assessment is based.

42 (3) On a periodic basis, the board shall review existing standards and, after public hearings and
43 consultation with local school officials, shall adopt by rule a revised set of standards.

44 **SECTION 8.** The board shall require school districts and schools to conduct selfevaluations on

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1 a biennial basis. The selfevaluation process shall involve the public in the setting of local goals.
 2 The school districts shall insure that representatives from the demographic groups of their school
 3 population are involved in the development of local improvement plans to achieve the goals. At the
 4 request of the school district, Department of Education staff shall provide ongoing technical assist-
 5 ance in the development and implementation of the local improvement plan. Staff members may be
 6 accompanied on their visits by Distinguished Oregon Educators. Local goals and improvement plans
 7 shall be made available to the public. The self-evaluations shall serve as a core component in the
 8 successful implementation of standards and shall include a review of demographics, student per-
 9 formance, student access to and utilization of educational opportunities and staff characteristics.
 10 However, failure to complete the self-evaluation process shall not constitute grounds for withholding
 11 of state moneys.

12 **SECTION 9.** (1) To assist school districts and schools in performing the duties described in
 13 sections 7 and 8 of this Act, the State Board of Education shall establish a comprehensive statewide
 14 school district and school information system to monitor outcomes, procedures and resources of
 15 public education. This system shall provide a measure of the achievement of students in the know-
 16 ledge and skill areas specified in the common curriculum goals adopted by the board.

17 (2) The Superintendent of Public Instruction shall collect data and produce annual school dis-
 18 trict and school profiles containing information on demographics, student performance in schools,
 19 student access to educational opportunities and staff characteristics described in this Act. In addi-
 20 tion, school district profiles shall include a concise budget report of the school district, including
 21 revenue and expenditures of the district.

22 (3) The Superintendent of Public Instruction shall notify the public and the media by September
 23 30 of each year as to the availability of school district and school profiles at school district and
 24 department offices. The superintendent shall also include notice that copies of school district and
 25 school self-evaluations can be obtained from the school districts.

26 **SECTION 10.** (1) By September 30, 1992, and by each September 30 thereafter, the Superinten-
 27 dent of Public Instruction shall issue an Oregon Report Card on the state of the public schools and
 28 progress toward achieving the goals contained in sections 2 and 3 of this Act.

29 (2) The purpose of the annual report on the state of the public schools is to monitor trends
 30 among school districts and Oregon's progress toward achieving the goals stated in this Act. The
 31 report on the state of the public schools shall be designed to:

- 32 (a) Allow educators to determine the success of their own school programs;
- 33 (b) Allow educators to sustain support for reforms demonstrated to be successful;
- 34 (c) Recognize schools for their progress and achievements; and
- 35 (d) Facilitate the use of educational resources and innovations in the most effective manner.

36 (3) The report shall contain, but need not be limited to:

- 37 (a) Demographic information on public school children in this state.
- 38 (b) Information pertaining to student achievement, including statewide assessment data, gradu-
 39 ation rates and dropout rates, including progress toward achieving the education benchmarks es-
 40 tablished by the Oregon Progress Board, with arrangements by minority groupings where applicable.

41 (c) Information pertaining to student access to and utilization of educational and support ser-
 42 vices, including regular education programs, special education, compensatory education, bilingual
 43 and English as a second language programs, advanced course work, professional technical training,
 44 counseling services, library and media services and transportation and food services.

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1 (d) Information pertaining to the characteristics of the school and school staff, including as-
 2 signment of teachers, experience of staff and the proportion of minorities and women represented
 3 on the teaching and administrative staff.

4 (e) Budget information, including source and disposition of school district operating funds and
 5 salary data.

6 (f) Available information gathered on a sampling basis, in cooperation with the Occupational
 7 Program Planning System of the Employment Division, to monitor high school students in areas such
 8 as further education and training and labor market participation.

9 (g) Examples of exemplary programs, promising practices or other innovations in education de-
 10 veloping in this state.

11 (h) Such other information as the superintendent obtains under section 9 of this Act.

12 (4) In the second and subsequent years that the report is issued, the report shall include a
 13 comparison between the current and previous data and an analysis of trends in public education.

14 SECTION 11. Sections 12 to 14 of this Act are added to and made a part of ORS 336.530 to
 15 336.570.

16 SECTION 12. (1) In addition to the application described in ORS 336.555 for the 21st Century
 17 Schools Program or ORS 336.720 for the School Improvement and Professional Development pro-
 18 gram, a school district may submit proposals to:

19 (a) Modify laws, rules or policies;

20 (b) Establish nongraded school programs for students;

21 (c) Extend the school year or teacher and student contact hours for all students in the district
 22 or for a specified group of students;

23 (d) Integrate health and social services at the school site to meet the comprehensive needs of
 24 children and the families in which they live;

25 (e) Substantially modify traditional methods of delivering and monitoring educational services,
 26 including but not limited to the elimination of the 55-minute class period and graded classrooms and
 27 the promotion of such strategies as the use of team teaching, student-to-student mentoring, bilingual
 28 tutoring programs and inclusion of special needs population;

29 (f) Operate a team, small group model school with a team of teachers remaining with the same
 30 students over a period of several years using a variety of teaching techniques and research-based
 31 cooperative small groups;

32 (g) Develop public school choice plans to give parents, students and teachers more freedom to
 33 design and choose among programs with different emphases, both among school districts and within
 34 and among schools;

35 (h) Restructure programs for students, including but not limited to applied academics, youth
 36 apprenticeships and other schoolwork models that involve, as a minimum, two-year programs;

37 (i) Develop new programs integrating technology into the curriculum, instruction and student
 38 assessment;

39 (j) Increase parent involvement in decision-making at the school site; and

40 (k) Restructure programs for middle level students, including, but not limited to, heterogeneous
 41 groups, integrated curriculum and staffing and appropriate teaching strategies.

42 (2) A district that applies under this section shall submit a proposal in accordance with rules
 43 adopted by the State Board of Education, including a requirement that the district form a district
 44 site committee composed of representatives from all affected school buildings.

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(3) A proposal submitted under this section shall be approved by the school district board of directors and by the exclusive representatives of the teachers in the district.

(4) Notwithstanding ORS 336.705 to 336.785, the State Board of Education shall give preference to applications that involve one or more of the proposals described in subsection (1) of this section or other innovative models to meet the goals of this 1991 Act.

SECTION 13. (1) By 1996, in addition to other funds available for the purposes of the 21st Century Schools Program under ORS 336.530 to 336.570 and the School Improvement and Professional Development program under ORS 336.705 to 336.785, an amount equal to one percent of the State School Fund shall be used for the purposes of ORS 336.530 to 336.570 and 336.705 to 336.785 before any other distribution is made. The amount shall be distributed to eligible school districts at the same time and in the same manner as the State School Fund is distributed. The amount distributed to any eligible school district depends on the amount approved in the school district's application.

(2) Out of the amount available for distribution under this section, an amount equal to five percent thereof shall be distributed to eligible school districts that demonstrate substantial progress in student performance as a result of changes made, taking into consideration such factors as the socioeconomic characteristics of the student population. The decision to distribute funds under this subsection shall be made by the State Board of Education on advice of the 21st Century Schools Advisory Committee.

SECTION 14. By September 1992, each school district with more than one school shall have at least one 21st Century Schools Council established pursuant to ORS 336.745. By September 1994, all school districts shall have at least one school site with a 21st Century Schools Council. Each school site shall be required to have a 21st Century Schools Council not later than September 1995.

SECTION 15. ORS 336.730 is amended to read:

336.730. (1) The State Board of Education shall appoint a [School Improvement and Professional Development] 21st Century Schools Advisory Committee to propose rules for the submission and approval of grants and programs under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 and sections 12, 13 and 16 of this 1991 Act.

(2)(a) The advisory committee shall include teachers, [administrators, school board members, education school faculty and other citizens as considered appropriate by the board.] who shall constitute a majority of the 15 members, and one member from each of the following groups, at least one of whom must be a member of a minority:

- (A) School administrators;
- (B) School board members;
- (C) Education school faculty;
- (D) Classified district employees;
- (E) Parents of children currently in prekindergarten through grade 12 of the public school system; and
- (F) Members of the business and labor community.

(b) The board may appoint other citizens as considered appropriate by the board.

(3) The deadline for applications submitted by districts under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall be April 1 preceding the school year for which they are proposed. The Department of Education shall review all applications and shall approve or reject them no later than June 1 [or] preceding the school year for which they are proposed.

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1 (4) *[Distribution of grants-in-aid moneys through the School Improvement and Professional Devel-*
 2 *opment Program shall begin in the 1988-1989 school year.]* Districts that qualify for 21st Century
 3 Schools grants under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall receive
 4 up to \$1,000 per year for every full-time equivalent teacher deemed eligible for this program.

5 (5) Subject to ORS 291.232 to 291.260, the Superintendent of Public Instruction shall distribute
 6 grants-in-aid to eligible school districts so that at least three-quarters of the allocation due to each
 7 eligible district is received no later than February 1 of each fiscal year and the remainder when all
 8 required reports are filed with the Department of Education. If underpayments or overpayments re-
 9 sult, adjustments shall be made in the following year.

10 SECTION 16. The 21st Century Schools Advisory Committee shall propose for adoption by the
 11 State Board of Education criteria for selecting Distinguished Oregon Educators who possess special
 12 skills to assist in schools beginning with the 1992-1993 school year. The 21st Century Schools Ad-
 13 visory Committee shall nominate educators to the Department of Education, which shall select ed-
 14 ucators who meet the criteria and who are willing to serve. With the consent of the employing
 15 school district, the educator may be assigned to assist the school districts as a member of a de-
 16 partment team for a period not to exceed two years while retaining all rights to employment, sen-
 17 iority and other benefits in the educator's employing school district. During the period of the
 18 assignment, the educator or the educator's employing school district shall be compensated by the
 19 Department of Education.

20 SECTION 17. (1) The State Board of Education shall prepare by July 1, 1992, a proposed set
 21 of guidelines and models to assist school districts that wish to pursue programs of choice, pursuant
 22 to sections 21 and 25 of this Act. The board shall pay particular attention to identifying obstacles
 23 that impede choice in terms of laws, rules, state and local policies and practices and transportation
 24 considerations. No program of choice under this section shall permit segregation on the basis of
 25 race, gender, capability or disabling conditions.

26 (2) The Department of Education shall study and report to the Sixty-seventh Legislative As-
 27 sembly on the feasibility and issues surrounding the inclusion of private schools in models imple-
 28 menting educational choice in Oregon, in accordance with guidance from the Attorney General's
 29 office.

30 SECTION 18. It is the policy of this state to implement, at the earliest possible time, programs
 31 for early childhood education including prenatal care, parenting education, child-parent centers and
 32 extended Oregon prekindergarten programs. By 1996, funding shall be available for 50 percent of
 33 children eligible for Oregon prekindergarten programs, and, by 1998, full funding shall be available
 34 for all eligible children. The Oregon prekindergarten program shall continue to be operated in co-
 35 ordination with the federal Head Start program in order to avoid duplication of services and so as
 36 to insure maximum use of resources.

37 SECTION 18a. (1) In consultation with the advisory committee for the Oregon prekindergarten
 38 program, the Department of Education and the Office of Community College Services shall develop
 39 a long-range plan for serving eligible children and their families and shall report to each regular
 40 session of the Legislative Assembly on the funds necessary to implement the long-range plan, in-
 41 cluding but not limited to regular programming costs, salary enhancements and program improve-
 42 ment grants. The department shall determine the rate of increase in funding necessary each
 43 biennium to provide service to all children eligible for the prekindergarten program by 1998.

44 (2) The Department of Education and the Office of Community College Services shall include in

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1 their budget requests to the Governor, beginning with the 1993-1995 biennium, funds sufficient to
2 implement each two year phase of the long range plan.

3 (3) Each biennial report shall include but not be limited to estimates of the number of eligible
4 children and families to be served, projected cost of programs and evaluation of the programs.

5 SECTION 18b. When the federal Head Start program provides funding for programs for eligible
6 children at at least the 1990-1991 per child level, as described in ORS 326.600 (3), eligibility for state
7 funded prekindergarten programs shall be expanded to include programs for children whose family
8 income exceeds the federal Head Start limits or who are in an underserved or unserved age cate-
9 gory. After determining the increase in income limits or age level that would make children most
10 in need of state programs eligible for them, the State Board of Education may direct expenditure
11 of any unexpended or unobligated funds appropriated for the biennium for eligible children to be
12 expended for the additional children considered to be most in need. In the following biennium, the
13 state board shall include the cost of any added program for the children most in need in its biennial
14 budget.

15 SECTION 19. ORS 343.415 is amended to read:

16 343.415. As used in ORS 343.415 to 343.435:

17 (1) "Approved program" means an early childhood education program approved by the Depart-
18 ment of Education.

19 (2) "At-risk children" means children who may have difficulty achieving in school and
20 who meet criteria established by the State Board of Education.

21 ((2)) (3) "Early childhood education" means educational programs that conform to the standards
22 adopted by the State Board of Education and that are designed for the education and training of
23 children who are at least three years of age but have not passed their ninth birthday, and includes
24 all special educational programs established and operated under this chapter.

25 (4) "Early Childhood Improvement Program" means those programs meeting the criteria
26 included in section 19a of this 1991 Act and complying with rules adopted by the State Board
27 of Education.

28 (5) "Extended day services" means programs that serve young children and operate dur-
29 ing hours beyond regular school time.

30 SECTION 19a. (1) The Department of Education shall administer the Early Childhood Im-
31 provement Program to assist public school districts in providing programs designed to improve ed-
32 ucational services for children enrolled in grades kindergarten through three. Programs shall be
33 based on research and proven successful practices in programs such as Head Start. The department
34 shall evaluate the programs which receive grants under this Act and report the results of the eval-
35 uation to the Legislative Assembly.

36 (2) The programs shall include the following planned components:

37 (a) Targeted services for "at-risk" children and families, which may include but are not limited
38 to remedial and alternative academic programs, child care, parent participation and child develop-
39 ment services.

40 (b) Efforts to improve the kindergarten through third grade curriculum and educational prac-
41 tices so that they:

42 (A) Are consistent with research findings on how children learn;

43 (B) Are sensitive to individual differences such as cultural background and learning styles; and

44 (C) Encourage parent participation. Such efforts may include but are not limited to adapting

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1 curricula and training administrators and other staff in early childhood education and child devel-
2 opment.

3 (c) Comprehensive education, health care and social services for children to be provided through
4 interagency agreements among school districts, health care and social service providers.

5 (d) Evaluation of programs by goals set by the district for the program.

6 (e) Planned transition from prekindergarten programs to grades kindergarten through three.

7 (3) In addition to the components listed in subsection (4) of this section, Early Childhood Im-
8 provement Programs may include but are not limited to the following components:

9 (a) Extended day services for school age children who need care or enrichment opportunities;
10 and

11 (b) Programs designed to improve the adult to child ratios in grades kindergarten to three.

12 (4) The district application shall include:

13 (a) Plans developed by site committees at the school building level as described in ORS 336.745;
14 and

15 (b) Demonstrated consistency with the local assessments and plans resulting from the juvenile
16 program planning described in ORS 417.415.

17 (5) Public school districts or consortia of such districts with education service districts are eli-
18 gible to receive funds under this Act. Funds shall be available to districts with approved applica-
19 tions on a per child basis for the district's children enrolled in kindergarten through grade three.
20 Funds not allocated shall be prorated to the districts with approved applications not later than the
21 end of the fiscal year for which the allocation is made.

22 (6) If the district plan proposes use of innovative instructional materials, the State Board of
23 Education, pursuant to ORS 337.050, may waive the use of such instructional materials as might
24 otherwise have been required.

25 **SECTION 19b.** The Superintendent of Public Instruction shall appoint an advisory committee
26 composed of public school teachers, district school board members, administrators, social service
27 and health professionals, parents, early childhood specialists and business and community members
28 to assist with the establishment of the rules and program requirements under ORS 343.415 and
29 sections 19a to 19e of this Act. The advisory committee shall be disbanded on June 30, 1992.

30 **SECTION 19c.** (1) The State Board of Education shall adopt rules for the establishment of the
31 Early Childhood Improvement Program. Rules shall require school districts to include in their ap-
32 plications cooperative efforts with other programs for young children.

33 (2) The Department of Education shall review and approve applications by July 1 of each year.

34 **SECTION 19d.** Application approval shall commence on January 1, 1992, to be approved not
35 later than July 1, 1992.

36 **SECTION 19e.** The initial rules to implement sections 19a to 19e of this Act shall be adopted
37 not later than December 31, 1991.

38 **SECTION 19f.** (1) By the 1992 school year, the Department of Education shall recommend
39 models for use by school districts for developmentally appropriate nongraded primary programs for
40 children enrolled in prekindergarten through the primary grades. The models shall be done in
41 consultation with:

42 (a) Teachers, parents, administrators and classified school employees from schools and Oregon
43 prekindergarten programs that currently provide:

44 (A) Developmentally appropriate nongraded primary programs;

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1 (B) Comprehensive health and social services;

2 (C) Active parent involvement;

3 (D) Extended day services; or

4 (E) Staff development programs in developmentally appropriate practices;

5 (b) Higher education faculty representatives from the fields of education, human development
6 and family services; and

7 (c) Community college representatives from the field of early childhood education.

8 (2) The State Board of Education shall report to the 1993 regular session of the Legislative
9 Assembly on the feasibility of all school districts implementing nongraded primary programs, in-
10 cluding strategies for prevention of failure and early intervention for students requiring special as-
11 sistance.

12 (3) Plans for early childhood education shall include a recommended funding formula and im-
13 plementation process that recognize the need for flexible models to meet local needs and shall in-
14 clude strategies that:

15 (a) Reduce the ratio of students to teachers and other trained adults in the classroom;

16 (b) Utilize trained classified and other support personnel;

17 (c) Coordinate comprehensive health and social services to parents and families;

18 (d) Provide preventive and remedial services;

19 (e) Provide for extended day services to children either through coordination with existing
20 community providers or through school-sponsored programs;

21 (f) Improve the curriculum and instructional practices consistent with research;

22 (g) Provide materials, supplies and equipment needed to carry out developmentally appropriate
23 programs;

24 (h) Provide inservice training in developmentally appropriate practices for staff;

25 (i) Encourage parent or guardian participation and education regarding developmentally appro-
26 priate practices for young children;

27 (j) Recognize the necessity for appropriate physical facilities to carry out this subsection;

28 (k) Encourage heterogeneous groupings of students and discourage negative labeling of children's
29 learning levels; and

30 (L) Develop nongraded primary models that are culturally and linguistically appropriate.

31 **SECTION 19g.** The Department of Education shall study and develop plans to insure that the
32 school restructuring efforts framed in this Act address the unique learning and developmental needs
33 of the middle educational levels between the early childhood education and Certificate of Initial
34 Mastery levels detailed in this Act. This shall be done in consultation with teachers, parents and
35 administrators from schools serving middle level students. The Department of Education shall report
36 to the Sixty-seventh Legislative Assembly as to agency plans and legislative considerations needed
37 on the matter.

38 **SECTION 20.** (1) By the end of the 1996-1997 school year, every student shall have the oppor-
39 tunity by 16 years of age or upon completing grade 10 to obtain a Certificate of Initial Mastery.

40 (2) The State Board of Education shall prescribe the standards, pursuant to sections 2 and 3 of
41 this Act, that a student must meet in order to obtain a Certificate of Initial Mastery. The Certificate
42 of Initial Mastery shall be based on a series of performance based assessments benchmarked to
43 mastery levels at approximately grades 3, 5, 8 and 10 including but not limited to work samples,
44 tests and portfolios. Students shall be allowed to collect credentials over a period of years, culmi-

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1 nating in a project or exhibition that demonstrates attainment of the required knowledge and skills.

2 (3) Requirements for the Certificate of Initial Mastery shall:

3 (a) Assure that a student has the knowledge and skills to read, write, problem solve, think
4 critically and communicate across the disciplines, at national levels by the year 2000, and at inter-
5 national levels by the year 2010; and

6 (b) Assure that students exhibit the capacity to learn, think, reason, retrieve information and
7 work effectively alone and in groups.

8 (4) A Certificate of Initial Mastery shall be required for entry into college preparatory and ac-
9 ademic professional technical programs leading to the appropriate indorsement.

10 (5) On or before January 1, 1995, each school district shall present a plan to the Department
11 of Education setting forth the steps the district has taken to insure that its curriculum meets the
12 requirements necessary for the students of the district to obtain Certificates of Initial Mastery. Each
13 district's plan shall include options for achieving the certificate through alternative educational
14 programs, including but not limited to those offered at Learning Centers established pursuant to
15 section 24 of this Act.

16 (6) The provisions of this section may be applied individually as appropriate to students enrolled
17 in special education programs under ORS chapter 343.

18 (7) The Department of Education shall develop procedures to accommodate out-of-state students,
19 students taught by a parent or private teachers pursuant to ORS 339.035, private school students
20 transferring into public schools and migrant children from other states and countries.

21 **SECTION 21.** (1) The Department of Education shall implement an assessment system for all
22 students, including performance-based assessment of the knowledge and skills necessary to achieve
23 the standards for each mastery level leading to the Certificate of Initial Mastery. However, until
24 this plan is operational, assessment shall continue at grades 3, 5, 8 and 10.

25 (2) The State Board of Education by rule shall establish criteria for determining whether stu-
26 dents have demonstrated the knowledge and skills necessary to perform successfully at each level
27 in the manner described in section 20 of this Act, beginning with the 1994-1995 school year.

28 (3) The resident district shall be accountable for the student's satisfactory progress, as set forth
29 in subsection (4) of this section, or be responsible for finding alternative learning environments, with
30 the concurrence of the student's parents or guardian.

31 (4) If, at any point, a student is not making satisfactory progress toward attainment of the
32 standard at grades 3, 5, 8 and 10, including the Certificates of Initial Mastery and Advanced Mas-
33 tery, the school district shall make additional services available to the student, that may include
34 but need not be limited to:

35 (a) A restructured school day;

36 (b) Additional school days;

37 (c) Individualized instruction and other alternative instructional practices; and

38 (d) Family evaluation and social services, as appropriate.

39 (5) If the student to whom additional services have been made available fails to demonstrate the
40 knowledge and skills required at the mastery level within one year after the determination under
41 subsection (2) of this section, even though the student would be or is promoted to the next level, the
42 student shall be allowed to transfer to another public school in the district or to a public school in
43 another district that agrees to accept the student. The district that receives the student shall be
44 entitled to payment. The payment shall consist of:

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(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and

(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 332.595 (2).

SECTION 22. (1) It is the policy of the State of Oregon to encourage students to remain in school and to earn their Certificates of Initial Mastery and Certificates of Advanced Mastery before seeking employment during the regular school year.

(2) With the advice of the Wage and Hour Commission and in consultation with the Workforce Quality Council and the State Board of Higher Education, the State Board of Education shall propose rules applicable to the continuation of education of minors who have not obtained the Certificate of Initial Mastery and the Certificate of Advanced Mastery and who seek to be employed during the regular school year. The proposed rules shall provide opportunities to participate in the employment decision-making relating to the minor, by the minor, the minor's parents or guardian, local school authorities and the potential employer.

(3) The state board shall submit its proposed rules to the Legislative Assembly for review not later than January 1, 1993.

(4) If the state board's proposed rules are approved by the Legislative Assembly, the state board's proposed rules shall take effect July 1, 1997.

(5) Nothing in this section is intended to affect the authority of the Wage and Hour Commission to regulate the employment conditions of minors under ORS 653.305 to 653.545.

SECTION 23. (1) The Oregon Workforce Quality Council, established under section _____, chapter _____, Oregon Laws 1991 (Enrolled House Bill 3133), in consultation with the Department of Education, the Office of Community College Services, the Bureau of Labor and Industries, the Economic Development Department and the Department of Human Resources, shall propose policies and strategies consistent with this Act.

(2) The Oregon Workforce Quality Council's policies and strategies must take into account that:

(a) The state must promote innovative thinking with respect to the curriculum and educational delivery system of Oregon public schools;

(b) The state must require of all youth a level of achievement that prepares them to pursue college, professional technical programs, apprenticeships, work-based training and school-to-work programs;

(c) Greater employer investment is essential in the ongoing training of all workers to meet work force needs;

(d) The state must encourage Oregon businesses to improve productivity by creating high performance work organizations that provide high skills and high wage opportunities for youth and adults; and

(e) All employment-related training, education and job placement services and sources of funds must be coordinated among state agencies and boards and must complement the state's overall efforts on behalf of youth and adults.

SECTION 24. (1) By January 1, 1995, the Department of Education in consultation with the Office of Community College Services and the Oregon Workforce Quality Council shall formulate an implementation plan for approval by the State Board of Education establishing learning environments that may include Learning Centers designed to assist students who have left school in obtaining the Certificate of Initial Mastery through the use of teaching strategies, technology and

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1 curricula that emphasize the latest research and best practice.

2 (2) The Learning Centers shall also provide the integration of existing local and community
3 programs that provide any part of the services needed to assist individuals in obtaining the Certif-
4 icate of Initial Mastery.

5 (3) The plan for the centers shall promote means of identifying, coordinating and integrating
6 existing resources and may include:

7 (a) Day care services;

8 (b) After-school child care;

9 (c) Parental training;

10 (d) Parent and child education; -

11 (e) English as a second language or bilingual services for limited proficiency students;

12 (f) Health services or referral to health services;

13 (g) Housing assistance;

14 (h) Employment counseling, training and placement;

15 (i) Summer and part-time job development;

16 (j) Drug and alcohol abuse counseling; and

17 (k) Family crisis and mental health counseling.

18 (4) Education service districts, school districts or schools, or any combination thereof, shall
19 contact any eligible elementary or secondary school student and the student's family if the student
20 has ceased to attend school to encourage the student's enrollment at a Learning Center. If the stu-
21 dent or the family cannot be located, the name and last known address shall be reported to the
22 Learning Center or school nearest the address. The Learning Center shall attempt to determine if
23 that student or family is being provided services by this state and shall seek to assist the student
24 or family in any appropriate manner.

25 (5) The Department of Education shall monitor the Learning Centers and periodically report
26 their progress to the State Board of Education and the Oregon Workforce Quality Council. The de-
27 partment may recommend integration of existing services if it determines that such services can be
28 provided more effectively at the centers.

29 (6) The Learning Centers shall be entitled to payment by the district in which the student re-
30 sides until the student reaches 21 years of age or has earned the Certificate of Initial Mastery,
31 whichever occurs earlier, pursuant to the rules established by the State Board of Education. The
32 payment shall be in an amount not to exceed the cost of the student's participation in the program.
33 A school district shall not receive state funds for the student in an amount that exceeds the cost
34 of the student's participation in the program. The payment shall consist of:

35 (a) An amount equal to the district expenses from its local revenues for each student in average
36 daily membership, payable by the resident district in the same year;

37 (b) Any state and federal funds that the district is entitled to receive; and

38 (c) Any supplemental funds available to the resident district necessary to provide appropriate
39 education services to the student consistent with any previous services provided by the resident
40 district.

41 (7) Adults who wish to pursue a Certificate of Initial Mastery may attend a Learning Center and
42 pay tuition for services.

43 (8) Learning centers may establish advisory committees involving representatives from the site
44 committees in those districts, and including a majority of teachers.

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SECTION 25. (1) Beginning with the 1997-1998 school year, any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic professional technical indorsement, or both, and meets the requirements of the State Board of Education.

(2) In establishing the requirements for Certificates of Advanced Mastery with indorsements, the State Board of Education shall facilitate the movement between the indorsements and shall encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to the full range of educational experiences.

(3) The institution shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115 and rules of the State Board of Education, in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds for the student in an amount that exceeds the student's tuition. Any adult who wishes to pursue an indorsement, or any student having earned the Certificate of Advanced Mastery or who has attained 19 years of age and who wishes to continue a program, may do so by paying tuition. As used in this section, "public educational institution" does not include a public school to which a student has transferred under section 21 of this Act.

(4) A high school diploma issued by an accredited private or out-of-state secondary school as signifying successful completion of grade 12 shall be considered acceptable in lieu of a Certificate of Advanced Mastery for purposes of any rights or privileges that attach to the holder of a Certificate of Advanced Mastery.

SECTION 26. ORS 339.115 is amended to read:

339.115. (1) Except as provided in ORS 336.165 authorizing tuition for courses not part of the regular school program, the district school board shall admit free of charge to the schools of the district all persons between the ages of [6] 5 and [21] 19 residing therein *[or all persons between the ages of 5 and 21 residing therein if the district operates a kindergarten program]*. The person whose [21st] 19th birthday occurs during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year. However, a district school board may admit other nonresident persons, determine who is not a resident of the district and may fix rates of tuition for nonresidents. A district must admit an otherwise eligible person who has not yet attained 21 years of age if the person is:

(a) Receiving special education; or

(b) Shown to be in need of additional education in order to receive a Certificate of Initial or Advanced Mastery.

(2) The person shall apply to the board of directors of the school district of residence for admission after the 19th birthday as provided in subsection (1) of this section. A person aggrieved by a decision of the local board may appeal to the State Board of Education. The decision of the state board is final and not subject to appeal.

[(2)] (3) Notwithstanding ORS 332.595 (1), a school district shall not exclude from admission a child located in the district solely because the child does not have a fixed place of residence or solely because the child is not under the supervision of a parent, guardian or person in a parental relationship.

[(3)] (4) A child entering the first grade during the fall term shall be considered to be six years

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1 of age if the sixth birthday of the child occurs on or before September 1. A child entering
2 kindergarten during the fall term shall be considered to be five years of age if the fifth birthday of
3 the child occurs on or before September 1. However, nothing in this section prevents a district
4 school board from admitting free of charge a child *[who is determined to be academically, socially*
5 *and physically ready to enter school,]* whose needs for cognitive, social and physical development
6 would best be met in the school program, as defined by policies of the district school board, to
7 enter school even though the child has not attained the minimum age requirement but is a resident
8 of the district.

9 *[(4) District school boards may provide, by rule, that a resident child eligible to enter kindergarten*
10 *or first grade at the opening of the fall term, but who does not enter within the first four weeks of such*
11 *term shall be ineligible to enter school for the remainder of the school year or until another beginning*
12 *kindergarten or first grade class is organized during that school year. A district school board may*
13 *wave the requirements of this subsection for disadvantaged children as defined by ORS 343.650.]*

14 **SECTION 27.** (1) Commencing no later than September 1997, each school district shall institute
15 programs that allow students to qualify for a Certificate of Advanced Mastery with college prepar-
16 atory and academic professional technical indorsements. Study may be undertaken in a public
17 school, community college or public professional technical school, or any combination thereof, and
18 must involve at least two years of study or a combination of work and study. The certificate pro-
19 gram must include a comprehensive educational component.

20 (2) The student must demonstrate mastery of knowledge and skills on performance-based as-
21 sessments, where possible, using work samples, tests, portfolios or other means. All courses neces-
22 sary for either indorsement shall be available to students irrespective of their chosen indorsement
23 area.

24 **SECTION 28.** (1) The Department of Education, the Office of Community College Services and
25 the Oregon State System of Higher Education in consultation with the Oregon Workforce Quality
26 Council shall develop comprehensive education and training programs for two-year to five-year ac-
27 ademic professional technical indorsements and associate degrees.

28 (2) In addition to the requirements of subsection (1) of this section, there may be established a
29 process for industrial certification and a sequence of advanced certification that could be obtained
30 throughout a person's career.

31 (3) Work groups, including teachers, community members and representatives of business and
32 labor, may be appointed to offer specialized information concerning knowledge and skill require-
33 ments for occupations.

34 (4) Not later than January 1, 1994, no fewer than six broad occupational categories shall be
35 identified, with additional categories added in future years. The education and training curriculum
36 and achievement standards for each occupation and trade selected for students to achieve academic
37 professional technical indorsements or associate degrees in the occupational categories selected
38 shall be developed and available for school districts, community colleges and other training sites.

39 (5) The curriculum developed for indorsements and associate degrees must include, but need not
40 be limited to, opportunities for structured work experiences, cooperative work and study programs,
41 on-the-job training and apprenticeship programs in addition to other subjects.

42 (6) In considering where a student can most effectively and economically obtain the knowledge
43 and skills required for the indorsement or the associate degree, the Oregon Workforce Quality
44 Council may recommend integrating 2 + 2 Programs, the Job Training Partnership Act program,

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1 apprenticeship programs and any other state or federal job training program.

2 SECTION 29. A student who has obtained a Certificate of Initial Mastery and who enrolls in
3 a college preparatory program shall be entitled to receive a Certificate of Advanced Mastery with
4 a college preparatory indorsement if the student meets the requirements established by rule of the
5 State Board of Education, prepared in consultation with the State Board of Higher Education.

6 SECTION 30. By 1993, the State Board of Higher Education, in consultation with the State
7 Board of Education, the Teacher Standards and Practices Commission and the Oregon Workforce
8 Quality Council, shall develop programs of research, teacher and administrator preparation and
9 continuing professional development that are responsive to the needs of the educational system and
10 related to the goals of this Act.

11 SECTION 31. (1) In pursuit of excellence, it is the policy of the State of Oregon to encourage
12 and evaluate the development of extended school year programs to meet the objectives of this Act.
13 The Department of Education shall research the feasibility, including the potential fiscal impact to
14 school districts, of extended school year models being used in the United States and other countries
15 to facilitate the implementation of such programs.

16 (2) To achieve the goals as set forth in sections 2 to 4 of this Act, the State Board of Education
17 shall lengthen the school year by hours equivalent to 185 days by the 1996 school year, to 200 days
18 by the 2000 school year and to 220 days by the 2010 school year with adequate days available for
19 staff development, home visits, parent or student conferences, or both, and other activities to insure
20 the educational development of students, subject to review by the Legislative Assembly and subject
21 to implementation of this Act.

22 SECTION 32. ORS 327.103 is amended to read:

23 327.103. (1) All school districts are presumed to maintain a standard school until the school has
24 been found to be deficient by the Superintendent of Public Instruction, pursuant to standards
25 and rules of the State Board of Education [*by the Superintendent of Public Instruction*].

26 (2) If any deficiencies are not corrected before the beginning of the school year next following
27 the date of the finding of deficiency and if an extension has not been granted under subsection (3)
28 of this section, [*the school district shall be ineligible to receive any apportionment from the Basic*
29 *School Support Fund until such deficiencies are corrected*] the Superintendent of Public Instruc-
30 tion may withhold portions of State School Fund moneys otherwise allocated to the district
31 for operating expenses until such deficiencies are corrected unless the withholding would
32 create an undue hardship, as determined pursuant to rules of the State Board of Education.

33 (3) Within 90 days of the finding of deficiency, a school district found not to be in compliance
34 shall submit a plan, acceptable to the Superintendent of Public Instruction, for meeting standardi-
35 zation requirements. A team of Department of Education staff, with Distinguished Oregon
36 Educators, when feasible, operating under the direction of the Department of Education,
37 shall visit the school district and offer technical assistance, as needed, in the preparation and
38 implementation of the plan. When an acceptable plan for meeting standardization requirements
39 has been submitted, the Superintendent of Public Instruction may allow an extension of time, not
40 to exceed 12 months, if the superintendent determines that such deficiencies cannot be corrected
41 or removed before the beginning of the next school year [*following the adoption of, and levy of a tax*
42 *under a budget*]. However, no extension shall be granted if it is possible for a district to correct the
43 deficiency through merger. For the period of the extension of time under this subsection, the school
44 shall be considered a conditionally standard school.

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(4) Any district failing to submit a plan for meeting standardization requirements within the time specified shall receive no further [Basic School Support Fund] State School Fund moneys until a plan acceptable to the Superintendent of Public Instruction is submitted irrespective of the district's being given one year in which to [levy a tax] comply.

SECTION 33. ORS 336.705 is amended to read:

336.705. As used in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135:

(1) "Administrator" includes all persons whose duties require administrative certificates.

(2) "Educational goals" means a set of goals for educational performance, as formulated by site committees and local communities, and adopted by district school boards, according to provisions of ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135, to encourage greater accountability between schools and the community, and better to assess the effectiveness of educational programs, including the professional growth and career opportunity programs, described in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135.

(3) "Index of teaching and learning conditions" means the system for the collection and analysis of relevant educational data by schools, districts and the state for the purpose of assessing the educational effectiveness of schools and programs.

(4) "Parents" means parents or guardians of students currently enrolled in a public school providing education in prekindergarten through grade 12.

[(4)] (5) "School Improvement and Professional Development program" means a formal plan submitted by a school district and approved by the Department of Education according to criteria specified in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135.

[(5)] (6) "School district" means a school district, an education service district, a state-operated school or any legally constituted combination of such entities that submits an application under ORS 336.720.

[(6)] (7) ["Site committee"] "21st Century Schools Council" means a body composed of teachers, classified district employees, administrators, parents of students and others, constituted under ORS 336.745, for the purpose of designing, sponsoring and administering local professional growth and career opportunity programs.

[(7)] (8) "Teacher" means all certificated employees in the public schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers, and who are compensated for their services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.

SECTION 34. ORS 336.745 is amended to read:

336.745. (1) To the extent practicable, the establishment of school goals, the development and use of indexes of teaching and learning conditions and the administration of grants-in-aid for the professional development of teachers and classified district employees shall be delegated to site committees that are established at the school building level.

(2) A building site committee established under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall be composed of teachers, classified district employees, [and] building administrators and parents of students [or designees]. Members of the committee shall appoint parents or guardians of children attending the school and may appoint representatives of the community at-large [and classified employees may be included as considered appropriate by other members of the committee].

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1 (3) Teachers, classified district employees, building administrators and any designated repre-
 2 sentatives of the district school board who serve on a building site committee shall be selected by
 3 the direct election of peers, *through a process described in a district's grant application,* under the
 4 following conditions:

5 (a) A majority of a building site committee shall be active classroom teachers.
 6 (b) The principal of a school or the principal's designee shall be a member of a building site
 7 committee.

8 (4) The duties of a building site committee under ORS 336.705 to 336.785, 342.782 to 342.796 and
 9 348.120 to 348.135 shall include but are not limited to:

10 (a) The development and implementation of a plan to improve the professional growth and
 11 career opportunities of a school's *(faculty and)* staff;

12 (b) The improvement of its instructional program; and

13 (c) The development and coordination of the implementation of this 1991 Act at the
 14 school site.

15 (5) A district may establish a district site committee to assist in the administration of grants
 16 under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135. Such district site commit-
 17 tees shall be composed of teachers, classified district employees, administrators, parents of stu-
 18 dents and at least one member appointed by the school board. *(Classroom)* Teachers shall comprise
 19 one-half of such committees and shall be appointed by the certified or recognized bargaining unit,
 20 if any, for teachers in the district. Classified district employees shall be appointed by the re-
 21 cognized bargaining unit, if any, for classified employees in the district.

22 (6) Whenever the decisions of any plan of the building site committee conflict with a
 23 recommendation of the local school committee established under ORS 330.667, the decision
 24 of the building site committee shall prevail.

25 SECTION 35. ORS 327.006 is amended to read:

26 327.006. As used in ORS 327.006 to 327.053, 327.059, 327.063 and 327.072 to 327.133:

27 (1) "Aggregate days membership" means the sum of days present and absent, according to the
 28 rules of the State Board of Education, of all resident pupils when school is actually in session during
 29 a certain period. The aggregate days membership of kindergarten pupils shall be calculated on the
 30 basis of a half-day program.

31 (2) "Average daily membership" means the aggregate days membership of a school during a
 32 certain period divided by the number of days the school was actually in session during the same
 33 period. However, if a district school board adopts a class schedule that operates throughout the year
 34 for all or any schools in the district, average daily membership shall be computed by the Department
 35 of Education so that the resulting average daily membership will not be higher or lower than if the
 36 board had not adopted such schedule.

37 (3) "Capital outlay" means any expenditure by a school district for materials of any sort, except
 38 replacements, which increase the value of the school plant or equipment.

39 (4) "Debt service" means any payment made by a school district as a result of the issuance of
 40 bonds or negotiable interest-bearing warrants authorized by the electors of the district.

41 (5) "Kindergarten" means a kindergarten program that conforms to the standards and rules
 42 adopted by the State Board of Education.

43 (6) "Net operating expenditures" means the sum of expenditures of a school district in
 44 kindergarten through grade 12 for administration, instruction, attendance and health services, op-

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1 eration of plant, maintenance of plant, fixed charges and tuition for resident students attending in
 2 another district, as determined in accordance with the rules of the State Board of Education, but
 3 net operating expenditures does not include transportation, food service, student body activities,
 4 community services, capital outlay, debt service or expenses incurred for nonresident students.

5 (7)(a) "Resident pupil" means any pupil:

6 (A) Whose legal school residence is within the boundaries of a school district reporting the pu-
 7 pil, if the district is legally responsible for the education of the pupil, except that "resident pupil"
 8 does not include a pupil who pays tuition or for whom the parent pays tuition or for whom the
 9 district does not pay tuition for placement outside the district; or

10 (B) Whose legal residence is not within the boundaries of the district reporting the pupil but
 11 attends school in the district with the written consent of the affected school district boards. How-
 12 ever, such written agreements shall not apply to pupils attending high school under ORS 335.090.

13 (b) "Resident pupil" includes a pupil admitted to a school district under ORS 339.115 [(2)] (3).

14 (8) "Standard school" means a school meeting the standards set by the rules of the State Board
 15 of Education.

16 (9) "Assessed value" means the assessed value of the property within the district, as shown upon
 17 the assessment roll as of January 1 of the calendar year in which the last preceding fiscal year of
 18 the school district commenced for which a value has been certified pursuant to ORS 311.105. How-
 19 ever, where schools for all [12] 13 grades are not operated or provided for by the same district, eight
 20 and one-third percent of the assessed value shall be attributed to a district for each grade.

21 SECTION 36. (1) The amendments to ORS 336.705 by section 33 of this Act are intended to
 22 change the name of the site committee or building site committee to the 21st Century Schools
 23 Council.

24 (2) For the purpose of harmonizing and clarifying statute sections published in Oregon Revised
 25 Statutes, the Legislative Counsel may substitute for words designating the site committee or build-
 26 ing site committee from which duties, functions or powers are transferred by this Act, wherever they
 27 occur in Oregon Revised Statutes, other words designating the 21st Century Schools Council to
 28 which such duties, functions or powers are transferred.

29 SECTION 37. Nothing in this Act is intended to be mandated without adequate funding support.
 30 Therefore, those features of this Act which require significant additional funds shall not be imple-
 31 mented statewide until funding is available.

32 SECTION 38. (1) The State Board of Education shall adopt rules, as necessary for the statewide
 33 implementation of this Act. The rules shall be prepared in consultation with appropriate represen-
 34 tatives from the educational and business and labor communities.

35 (2) Beginning in the 1991-1993 biennium, the Department of Education shall be responsible for
 36 coordinating research, planning and public discussion so that activities necessary to the implemen-
 37 tation of this Act can be achieved. Actions by the department to fulfill this responsibility may in-
 38 clude, but are not limited to:

39 (a) Updating common curriculum goals to meet international standards;

40 (b) Developing performance-based assessment mechanisms;

41 (c) Establishing criteria for Certificates of Initial Mastery and Advanced Mastery, and for
 42 benchmarks at grades 3, 5, 8 and 10;

43 (d) Researching and developing models for nongraded primaries;

44 (e) Establishing criteria for early childhood improvement programs;

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- 1 (f) Amending the application process for school improvement grants;
- 2 (g) Researching and developing educational choice plans;
- 3 (h) Working with the Oregon Workforce Quality Council and the Office of Community College
- 4 Services to develop no fewer than six broad occupational choices for Certificates of Advanced
- 5 Mastery;
- 6 (i) Establishing criteria for the selection of Distinguished Oregon Educators;
- 7 (j) Establishing criteria for learning environments that may include alternative learning centers;
- 8 and
- 9 (k) Working with the Wage and Hour Commission in consultation with the Workforce Quality
- 10 Council and the State Board of Higher Education to propose rules for continuation of the education
- 11 of minors seeking employment during the regular school year.

12 **SECTION 39.** As used in chapter _____, Oregon Laws 1991 (Enrolled House Bill 3133),
 13 "oversee" means general overview and coordination of effort but does not include general operating
 14 or administrative responsibility.

15 **SECTION 40.** This Act being necessary for the immediate preservation of the public peace,
 16 health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1991.

17

APPENDIX E

HOUSE BILL 2991

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Enrolled House Bill 2991

Sponsored by Representative LUKE; Representatives OAKLEY, SNODGRASS

CHAPTER 00660

AN ACT

Relating to Oregon Educational Act for the 21st Century; creating new provisions; amending ORS 327.006, 327.103, 329.015, 329.025, 329.035, 329.045, 329.075, 329.085, 329.095, 329.105, 329.115, 329.125, 329.150, 329.160, 329.165, 329.185, 329.237, 329.255, 329.445, 329.465, 329.475, 329.485, 329.555, 329.570, 329.585, 329.675, 329.690, 329.700, 329.855, 329.860, 329.900, 332.172 and 339.115 and section 6, chapter 667; Oregon Laws 1991, and sections 13 and 17, chapter 693, Oregon Laws 1991; and repealing ORS 329.055, 329.455, 329.495, 329.505, 329.535, 329.705, 329.753 and 329.935.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Section 2 of this Act is added to and made a part of ORS chapter 329.

SECTION 2. As used in this chapter, unless the context requires otherwise:

- (1) "Academic content standards" or "academic standards" means expectations of student knowledge and skills in identified content areas adopted by the State Board of Education under ORS 329.045.
- (2) "Administrator" includes all persons whose duties require an administrative license.
- (3) "Board" or "state board" means the State Board of Education.
- (4) "21st Century Schools Council" means a council established pursuant to section 39 of this 1995 Act.
- (5) "Content areas" includes mathematics, science, history, geography, economics, civics, English, second languages and the arts. English includes, but is not limited to, reading and writing. The arts includes, but is not limited to, literary arts, performing arts and visual arts.
- (6) "Department" means the Department of Education.
- (7) "District planning committee" means a committee composed of teachers, administrators and public members established for the purposes of ORS 329.535 to 329.605.
- (8) "Parents" means parents or guardians of students who are covered by this chapter.
- (9) "School district" means a school district as defined in ORS 332.002, an education service district, a state-operated school or any legally constituted combination of such entities.
- (10) "School Improvement and Professional Development program" means a formal plan submitted by a school district and approved by the Department of Education according to criteria specified in ORS 329.675 to 329.745 and 329.790 to 329.820.
- (11) "Second languages" means any foreign language or American Sign Language.
- (12) "Teacher" means any licensed employee of a school district who has direct responsibility for instruction, coordination of educational programs or supervision of students and who is compensated for such services from public funds. "Teacher" does not include a school nurse, as defined in ORS 342.455, or a person whose duties require an administrative license.
- (13) "Work-related learning experiences" means opportunities in which all students may participate in high quality programs that provide industry related and subject matter related

learning experiences that prepare students for further education, future employment and lifelong learning.

SECTION 3. ORS 329.015 is amended to read:

329.015. (1) The Legislative Assembly believes that education is a major civilizing influence on the development of a humane, responsible and informed citizenry, able to adjust to and grow in a rapidly changing world. Students must be encouraged to learn of their heritage and their place in the global society. The Legislative Assembly concludes that these goals are not inconsistent with the goals to be implemented under this chapter.

(2) The Legislative Assembly believes that the goals of kindergarten through grade 12 education are:

(a) To demand academic excellence through a rigorous academic program that equips students with the information and skills necessary to pursue the future of their choice;

(b) To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement; and

(c) To provide students with lifelong academic skills that will prepare them for the ever-changing world.

SECTION 4. ORS 329.025 is amended to read:

329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that [has] allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. The public school system shall have the following characteristics:

(1) Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;

(2) Assumes that all students can learn and establishes high, specific skill and knowledge expectations [appropriate to the students' assessed learning rates] and recognizes individual differences at all instructional levels;

(3) Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;

(4) Provides students with a solid foundation in the skills of reading, writing, problem solving[*listening, speaking, critical thinking*] and communication[*across the disciplines*];

(5) Provides opportunities for students [to exhibit the capacity] to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;

(6) Provides for [a high degree of mastery] rigorous academic content standards and instruction in mathematics, [and] science, history, geography, economics, civics and English; ..

(7) Provides students [with a] an educational background [in social studies, foreign languages, the arts and the humanities] to the end that they will function successfully [and tolerantly] in a constitutional republic, a participatory democracy and a multicultural nation and world;

[(8) Provides students with a background in the visual, performing and literary arts as unique forms of communication, expression and cultural knowledge;]

(8) Provides students with instruction in, but not limited to, health, physical education, second languages and the arts;

(9) Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens [of a participatory democracy];

(10) Provides students with the knowledge and skills to take responsibility for their decisions and [to make appropriate] choices;

(11) Provides opportunities for students to learn through a variety of teaching strategies [that focus on an individual student's learning profile including but not limited to assessed strengths, weaknesses, learning style and interests, with appropriate intervention services];

[(12) Organizes instructional groupings as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship;]

[(13)] (12) Emphasizes involvement of parents and the community in the total education of students;

[(14)] (13) Transports children safely to and from school;

[(15)] (14) [Assures] Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district; [and]

[(16)] (15) [Assures] Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and

(16) Provides for a safe, educational environment.

SECTION 5. ORS 329.035 is amended to read:

329.035. The Legislative Assembly declares that:

(1) The State of Oregon believes that all students can learn *[when offered appropriate learning opportunities]* and should be held to rigorous *[intellectual]* academic content standards and expected to succeed.

(2) Access to a quality education must be provided for all of Oregon's youth regardless of linguistic background, culture, race, gender, capability or geographic location.

(3) A restructured educational system is necessary to achieve the state's goals of the best educated citizens in the nation and the world. *[by the year 2000 and a work force equal to any in the world by the year 2010.]*

[(4)] *Education programs and strategies that can substantiate a claim to the prevention of human and social costs are of highest priority to the state.*

[(5)] (4) The specific objectives of this chapter and ORS 329.900 to 329.975 are:

(a) To achieve *[educational]* the highest standards of academic content and performance *[and outcomes that match the highest of any in the world for all students];*

(b) In addition to a diploma, to establish the Certificates of Initial Mastery and Advanced Mastery as evidence of new high academic standards of performance *[standards]* for all students;

(c) To establish alternative learning environments and services *[which offer opportunities for those experiencing difficulties in achieving the knowledge and skills necessary to obtain the Certificate of Initial Mastery]* for students who experience difficulties in achieving state or local academic standards;

(d) To establish early childhood programs and academic professional technical programs as part of a comprehensive educational system; and

(e) To establish partnerships among business, labor and the educational community in the development of standards for academic professional technical indorsements and provide *[on-the-job training and apprenticeships]* work-related learning experiences necessary to achieve those standards.

SECTION 6. ORS 329.045 is amended to read:

329.045. (1) In order to achieve the goals contained in ORS 329.025[,] and 329.035 *[and 329.125]*, the State Board of Education shall regularly and periodically *[shall]* review and revise its Common Curriculum Goals. *[, including]* This includes Essential Learning Skills and rigorous academic content standards in mathematics, science, history, geography, economics, civics and English. School districts shall maintain control over course content, format, materials and teaching methods but shall ensure that students receive instruction in the academic content areas and in health and physical education. The *[common curriculum goals]* rigorous academic content standards shall reflect the knowledge and *[skill outcomes]* skills necessary for achieving *[a Certificate of Initial Mastery and a Certificate of Advanced Mastery]* Certificates of Mastery and diplomas pursuant to ORS *[329.035]* 329.025 and as described in section 25 of this 1995 Act. The regular review shall involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(2) The State Board of Education shall continually review all adopted standards and shall raise the standards in academic content areas to the highest levels possible.

(3) The Common Curriculum Goals reviewed and revised by the board under subsection (1) of this section shall also include goals in physical education and health. In accordance

with the Common Curriculum Goals, school districts shall offer instruction in content areas, physical education and health.

SECTION 7. Prior to implementation of an extended school year, the Department of Education shall study the fiscal, academic, societal and emotional impact of extended school year models being used in Oregon, the United States and other countries. The department shall report the findings of the study to the Legislative Assembly.

SECTION 8. ORS 329.075 is amended to read:

329.075. (1) The State Board of Education shall adopt rules, in accordance with ORS 183.025 and 183.310 to 183.550, as necessary for the statewide implementation of this chapter. The rules shall be prepared in consultation with appropriate representatives from the educational and business and labor communities.

(2) *[Beginning in the 1991-1993 biennium,]* The Department of Education shall be responsible for coordinating research, planning and public discussion so that activities necessary to the implementation of this chapter can be achieved. Actions by the department to fulfill this responsibility and to increase student achievement may include, but are not limited to:

- (a) Updating Common Curriculum Goals to meet *[international]* rigorous academic standards;
- (b) Developing criterion-referenced assessments including performance-based, content-based and other assessment mechanisms to test knowledge and skills;
- (c) Establishing criteria for Certificates of Initial Mastery and Advanced Mastery, and for benchmarks at grades 3, 5, 8 and 10;
- [(d) Researching and developing models for nongraded primaries;]*
- [(e)]* (d) Establishing criteria for early childhood improvement programs;
- [(f)]* (e) Amending the application process for school improvement grants;
- [(g)]* (f) Researching and developing *[educational]* public school choice plans; *[and]*
- [(h)]* (g) Working with the Oregon Workforce Quality Council and the Office of Community College Services to develop no fewer than six broad *[occupational choices for Certificates of Advanced Mastery,]* career indorsement areas of study; and
- [(i) Establishing criteria for the selection of distinguished Oregon Educators;]*
- [(j)]* (h) Establishing criteria for learning options *[environments]* that may include alternative learning centers. *[: and]*
- [(k) Working with the Wage and Hour Commission in consultation with the Workforce Quality Council and the State Board of Higher Education to propose rules for continuation of the education of minors seeking employment during the regular school year.]*

(3) The State Board of Education shall create, by rule, a process for school districts to initiate and propose pilot programs. The rules shall include a process for waivers of rules and regulations and a process for approval of the proposed pilot programs.

(4) The Department of Education shall:

(a) Evaluate pilot programs developed pursuant to ORS 329.690 using external evaluators to provide data that specify the educational effectiveness, implementation requirements and costs of the programs and to describe what training, funding and related factors are required to replicate pilot programs that are shown to be effective;

(b) Present to the State Board of Education and the appropriate legislative committee an annual evaluation of all pilot programs; and

(c) Include funding for the implementation and evaluation of pilot programs in the Department of Education budget.

(5) As used in this section:

(a) "Criterion-referenced assessment" means testing of the knowledge or ability of a student with respect to some standard.

(b) "Content-based assessment" means testing of the understanding of a student of a predetermined body of knowledge.

(c) "Performance-based assessment" means testing of the ability of a student to use knowledge and skills to create a complex or multifaceted product or complete a complex task.

SECTION 9. Section 17, chapter 693, Oregon Laws 1991, is added to and made a part of ORS 329.005 to 329.165.

SECTION 10. Section 17, chapter 693, Oregon Laws 1991, is amended to read:

Sec. 17. The State Board of Education shall prepare *(by July 1, 1992, a proposed set of)* by July 1, 1996, guidelines and models to assist school districts *(that wish)* to pursue programs of public school choice. *[pursuant to ORS 329.485 and 329.475.]* The board shall *[pay particular attention to identifying obstacles that impede choice in terms of]* identify laws, rules, state and local policies and practices and transportation considerations that impede public school choice. No program of public school choice *(under this section)* shall permit segregation on the basis of race, gender, capability or disabling conditions. Public school choice plans shall give school districts, parents, teachers and students more freedom to design and choose among programs with different emphases, both among school districts and within school districts.

SECTION 10a. ORS 329.085 is amended to read:

329.085. (1) To facilitate the attainment and successful implementation of educational standards under ORS 326.051 (1)(a), 329.025 and 329.035, the State Board of Education or its designee shall assess the effectiveness of each public school district in an on-site visit no less than once every six years. Beginning in 1996, the on-site visits shall occur no less than once every three years. The findings of the assessment shall be reported to the school district no later than six months after the on-site visit.

(2) The board shall establish the standards, including standards of accessibility to educational opportunities, upon which the assessment is based.

(3) On a periodic basis, the board shall review existing standards and, after public hearings and consultation with local school officials, shall adopt by rule a revised set of standards.

SECTION 11. ORS 329.095 is amended to read:

329.095. (1) The State Board of Education shall require school districts and schools to conduct self-evaluations and update their local district improvement plans on a biennial basis. The self-evaluation process shall involve the public in the setting of local goals. The school districts shall *(insure)* ensure that representatives from the demographic groups of their school population are *(involved)* invited to participate in the development of local district improvement plans to achieve the goals.

(2) As part of setting local goals, school districts are encouraged to 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.

[(2)] (3) At the request of the school district, Department of Education staff shall provide ongoing technical assistance in the development and implementation of the local district improvement plan. *(Staff members may be accompanied on their visits by Distinguished Oregon Educators.)*

(4) The local district improvement plan shall include district efforts to achieve local efficiencies and efforts to make better use of resources. Efficiencies may include, but are not limited to, use of magnet schools, energy programs, public and private partnerships, staffing and other economies.

(5) All school districts shall, as part of their local district improvement plan, develop programs and policies to achieve a safe, educational environment.

(6) Local district improvement plans shall include the district's and school's short-term and long-term plans for staff development.

[(3)] (7) Local district and school goals and district and school improvement plans shall be made available to the public.

[(4)] (8) The self-evaluations shall *(serve as a core component in the successful implementation of standards and shall)* include a review of demographics, student performance, student access to and

utilization of educational opportunities and staff characteristics. However, failure to complete the self-evaluation process shall not constitute grounds for withholding of state moneys.

SECTION 12. ORS 329.105 is amended to read:

329.105. *{(1) To assist school districts and schools in performing the duties described in ORS 329.085 and 329.095, the State Board of Education shall establish a comprehensive statewide school district and school information system to monitor outcomes, procedures and resources of public education. This system shall provide a measure of the achievement of students in the knowledge and skill areas specified in the common curriculum goals adopted by the board.}*

{(2) (1) The Superintendent of Public Instruction shall collect data and produce annual school district and school profiles containing information on demographics, student performance in schools, student access to educational opportunities and staff characteristics described in this chapter. In addition, school district profiles shall include a concise budget report of the school district, including revenue and expenditures of the district.}

{(3)} (2) The Superintendent of Public Instruction shall notify the public and the media by September 30 of each year as to the availability of school district and school profiles at school district and department offices. The superintendent shall also include notice that copies of school district and school self-evaluations can be obtained from the school districts.}

SECTION 13. ORS 329.115 is amended to read:

329.115. (1) *[By September 30, 1992, and by each] Prior to September 30 [thereafter,] of each year, the Superintendent of Public Instruction shall issue an Oregon Report Card on the state of the public schools and progress toward achieving the goals contained in ORS 329.025 and 329.035.*

(2) The purpose of the [annual report on the state of the public schools] Oregon Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals stated in this chapter. The report on the state of the public schools shall be designed to:

(a) Allow educators and local citizens to determine and share successful and unsuccessful school programs [the success of their own school programs];

(b) Allow educators to sustain support for reforms demonstrated to be successful;

(c) Recognize schools for their progress and achievements; and

(d) Facilitate the use of educational resources and innovations in the most effective manner.

(3) The report shall contain, but need not be limited to:

(a) Demographic information on public school children in this state.

(b) Information pertaining to student achievement, including statewide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Oregon Progress Board, with arrangements by minority groupings where applicable.

(c) Information pertaining to [student access to and utilization of educational and support services, including regular education programs, special education, compensatory education, bilingual and English as a second language programs, advanced course work, professional technical training, counseling services, library and media services and transportation and food services] special program offerings.

(d) Information pertaining to the characteristics of the school and school staff, including assignment of teachers, experience of staff and the proportion of minorities and women represented on the teaching and administrative staff.

(e) Budget information, including source and disposition of school district operating funds and salary data.

{(f) Available information gathered on a sampling basis, in cooperation with the Occupational Program Planning System of the Employment Department, to monitor high school students in areas such as further education and training and labor market participation.}

{(g)} (f) Examples of exemplary programs, [promising] proven practices, programs designed to reduce costs or other innovations in education [developing] being developed by school districts in this state that show improved student learning.

{(h)} (g) Such other information as the superintendent obtains under ORS 329.105.

(4) In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data and an analysis of trends in public education.

SECTION 14. ORS 329.125 is amended to read:

329.125. The Legislative Assembly recognizes that students in public elementary and secondary schools can *[only]* best reach the levels of performance expected under the provisions of this chapter with parental and community participation in the education process. It is, therefore, *[the policy of this state to]* recommended but not required that:

(1) *[Require]* School districts *[to]* provide opportunities for parents or guardians to be involved in establishing and implementing educational goals and to participate in decision-making at the school site;

(2) *[Expect]* Employers *[to]* recognize the need for parents or guardians and members of the community to participate in the education process not only for their own children but for the educational system; *[and]*

(3) *[Encourage]* Employers be encouraged to extend appropriate leave to parents or guardians to allow greater participation in that process during school hours; and *[.]*

(4) School districts enter into partnerships with business, labor, and other groups to provide workplace-based professional development opportunities for their educational staff.

SECTION 15. ORS 329.150 is amended to read:

329.150. A school district may provide services for children and families at the school site. If the district chooses to provide services, the design of educational and other services to children and their families shall be the responsibility of the school district. School districts may coordinate services with programs provided through the local commissions on children and families to provide services to families. To *[insure]* ensure that all educational and other services for young children and their families *[afford]* offer the maximum opportunity possible for the personal success of the child and family members, it is the policy of this state that the following principles for serving children should be observed to the maximum extent possible in all of its educational and other programs serving young children and their families:

(1) Services for young children and their families should be located as close to the child and the family's community as possible, encouraging community support and ownership of such services;

(2) Services for young children and their families should reflect the importance of integration and diversity to the maximum extent possible in regard to characteristics such as race, economics, *[sex]* gender, creed, capability and cultural differences;

(3) Services should be designed to support and strengthen the *[family and be planned in consideration of existing family values, with the primary concern being the welfare of the child;]* welfare of the child and the family and be planned in consideration of the individual family's values;

(4) Services should be designed to assure continuity of care among care givers in a given day and among service plans from year to year;

(5) Service systems should *[be comprehensive in nature with the flexibility to identify and]* address the most urgent needs in a timely manner including health, intervention and support services; and

(6) Service providers and sources of support should be coordinated and collaborative, to reflect the knowledge that no single system can serve all of the needs of the child and family.

NOTE: Section 16 was deleted by amendment. Subsequent sections were not renumbered.

SECTION 17. ORS 329.160 is amended to read:

329.160. It is the policy of this state to implement, *[at the earliest possible time,]* programs for early childhood education, for parenting education including instruction about prenatal care, *[parenting education,]* for child-parent centers and for extended Oregon prekindergarten programs. By *[1996]* 1999, funding for programs shall be available for 50 percent of children eligible for Oregon prekindergarten programs, and, by *[1998]* 2004, full funding for programs shall be available for all eligible children. The Oregon prekindergarten program shall continue to be operated in coordination with the federal Head Start program in order to avoid duplication of services and so as to *[insure]* ensure maximum use of resources. The state shall continue funding Oregon prekindergarten programs with a goal to have full funding for all eligible children.

SECTION 18. ORS 329.165 is amended to read:

329.165. (1) In consultation with the advisory committee for the Oregon prekindergarten program, the Department of Education and the Office of Community College Services shall develop a long-range plan for serving eligible children and their families and shall report to each regular session of the Legislative Assembly on the funds necessary to implement the long-range plan, including but not limited to regular programming costs, salary enhancements and program improvement grants. The department shall determine the rate of increase in funding for programs necessary each biennium to provide service to all children eligible for the prekindergarten program by [1998] 2004.

(2) The Department of Education and the Office of Community College Services shall include in their budget requests to the Governor, *beginning with the 1993-1995 biennium,* funds sufficient to implement each two-year phase of the long-range plan.

(3) Each biennial report shall include but not be limited to estimates of the number of eligible children and families to be served, projected cost of programs and evaluation of the programs.

SECTION 19. ORS 329.185 is amended to read:

329.185. When the federal Head Start program provides funding for programs for eligible children at at least the 1990-1991 per child level, as described in ORS 329.170 (3), eligibility for state funded prekindergarten programs shall be expanded to include programs for children whose family income exceeds the federal Head Start limits or who are in an underserved or unserved age category. After determining the increase in income limits or age level that would make children most in need of state programs eligible for them, the State Board of Education may direct expenditure of any unexpended or unobligated funds appropriated for the biennium for eligible children to be expended for the additional children considered to be most in need. In the following biennium, the State Board of Education shall include the cost of any added program for the children most in need in its biennial budget.

SECTION 20. ORS 329.237 is amended to read:

329.237. (1) The Department of Education shall administer the Early Childhood Improvement Program to assist public school districts in providing programs designed to improve educational services for children enrolled in kindergarten through grade three. Programs shall be based on research and proven successful practices *[in programs such as Head Start]*.

(2) The programs shall include the following planned components:

(a) Targeted services for "at-risk" children *[and families]* that may be in cooperation with local commissions on children and families to provide services to families, which may include but are not limited to remedial and alternative academic programs, child care, parent participation and child development services.

(b) Efforts to improve the kindergarten through third grade curriculum and educational practices so that they:

(A) Are consistent with research findings on how children learn;

(B) Are sensitive to individual differences such as cultural background and learning styles; and

(C) Encourage parent participation. Such efforts may include but are not limited to adapting curricula and training administrators and other staff in early childhood education and child development.

(c) Comprehensive education, health care and social services for children to be provided through interagency agreements among school districts, health care and social service providers.

(d) Evaluation of programs by goals set by the district for the program.

(e) Planned transition from prekindergarten programs to kindergarten through grade three.

(3) In addition to the components listed in subsection (4) of this section, Early Childhood Improvement Programs may include but are not limited to the following components:

(a) Extended day services for school age children who need care or enrichment opportunities; and

(b) Programs designed to improve the adult to child ratios in kindergarten through grade three.

(4) The district application shall include:

(a) Plans developed by 21st Century Schools Councils at the school building level as described in [ORS 329.705] section 39 of this 1995 Act; and

(b) Demonstrated consistency with the local assessments and plans resulting from ORS 417.705 to 417.790 and 419A.170.

(5) Funds shall be available to districts with approved applications on a per child basis for the district's children enrolled in kindergarten through grade three. Funds not allocated shall be prorated to the districts with approved applications not later than the end of the fiscal year for which the allocation is made.

(6) If the district plan proposes use of innovative instructional materials, the State Board of Education, pursuant to ORS 337.050, may waive the use of such instructional materials as might otherwise have been required.

SECTION 21. ORS 329.255 is amended to read:

329.255. (1) The district school board of every school district operating any elementary schools may make the services of a child development specialist available to the pupils enrolled in the elementary schools and their families.

(2) A child development specialist shall provide primary prevention services directly or in cooperation with others in settings in addition to the school setting:

(a) To pupils enrolled in the elementary school, with priority given at the primary level, including kindergarten, to assist them in developing positive attitudes toward themselves and others in relation to life career roles and to [assure] ensure that [developmentally] appropriate assessment and screening procedures that recognize academic and individual differences are provided for the early identification of talents and strengths on which to base a positive learning experience for each child.

(b) To the professional staff of the elementary school to assist them in early identification of pupils enrolled therein with learning or developmental problems.

(c) To parents of pupils enrolled in elementary schools to assist them in understanding their children's unique aptitudes and needs and to aid in relating home, school and neighborhood experiences.

(d) To refer pupils enrolled in the elementary school and their families to appropriate state or local agencies for additional assistance as needed.

(e) To coordinate resources available through the community and the school.

(3) The district school board of every school district operating any elementary schools may make the services of a child development specialist, as described in subsection (2) of this section available to children four years of age or younger and their families residing in its district. If such children need assessment, the child development specialist shall [assure] ensure that [developmentally] appropriate assessment and screening procedures that recognize academic and individual differences are provided for early identification of barriers or needs that prevent successful transition to early education programs.

(4) School districts may provide the services authorized or required under this section by contract with qualified state or local programs.

SECTION 22. ORS 329.445 is amended to read:

329.445. The Department of Education shall [study and develop] review district improvement plans to [insure] ensure that the school restructuring efforts framed in this chapter address the unique learning and developmental needs of the middle educational levels between the early childhood education and Certificate of Initial Mastery levels detailed in this chapter. [This shall be done in consultation with teachers, parents and administrators from schools serving middle level students.]

SECTION 23. ORS 329.465 is amended to read:

329.465. (1) By the end of the [1996-1997] 1995-1996 school year, the State Board of Education shall revise and adopt standards and requirements for the Certificate of Initial Mastery and design a plan that enables school districts to phase in academic standards so that students have opportunities [every student shall have the opportunity by 16 years of age or upon completing

grade 10] to obtain a Certificate of Initial Mastery by no later than the 1998-1999 school year, in the manner designated in the state board's plan.

(2) The State Board of Education shall prescribe the standards, pursuant to ORS 329.025 and 329.035, that a student must meet in order to obtain a Certificate of Initial Mastery. The Certificate of Initial Mastery shall be based on a series of performance-based assessments and content assessments benchmarked to mastery levels at approximately grades 3, 5, 8 and 10. *[including but not limited to]* The assessment methods shall include work samples, *[tests and]* tests and may include portfolios. The state board shall establish a certificate for students who, with additional services and accommodations, do not meet the Certificate of Initial Mastery standards. Students shall be allowed to collect credentials over a period of years, culminating in a project or exhibition that demonstrates attainment of the required knowledge and skills that have been measured by a variety of valid assessment methods.

(3) Requirements for the Certificate of Initial Mastery shall:

[(a) Assure that a student has the knowledge and skills to read, write, problem solve, think critically and communicate across the disciplines, at national levels by the year 2000 and at international levels by the year 2010; and]

(a) Ensure that students have the necessary knowledge and demonstrate the skills to read, write, problem solve, reason and communicate;

(b) [Assure] Ensure that students [exhibit the capacity] have the opportunity to demonstrate the ability to learn, think, [reason,] retrieve information and use technology; [and work effectively alone and in groups.]

(c) Ensure that students have the opportunity to demonstrate that they can work effectively as individuals and as an individual in group settings; and

(d) Ensure that student assessment is based on academic content standards in mathematics, science, history, geography, economics, civics, English, second languages and the arts.

[(4) A Certificate of Initial Mastery shall be required for entry into college preparatory and academic professional technical programs leading to the appropriate indorsement.]

[(5) On or before January 1, 1995, each school district shall present a plan to the Department of Education setting forth the steps the district has taken to insure that its curriculum meets the requirements necessary for the students of the district to obtain Certificates of Initial Mastery. Each district's plan shall include options for achieving the certificate through alternative educational programs, including but not limited to those offered at Learning Centers established pursuant to ORS 329.860.]

(4) Prior to July 1, 1997, school districts shall submit plans to the Department of Education setting forth the steps the district will take to ensure that its programs meet the requirements necessary for students to obtain a Certificate of Initial Mastery. Each district's plan shall demonstrate how alternative learning program options will be available for students working toward a Certificate of Initial Mastery and a diploma.

[(6)] (5) The provisions of this section may be applied individually as appropriate to students enrolled in special education programs under ORS chapter 343.

[(7)] (6) The Department of Education shall develop procedures to accommodate out-of-state students, students taught by a parent or private teachers pursuant to ORS 339.035, private school students transferring into public schools and migrant children from other states and countries.

(7) Nothing in this section is intended to apply the Certificates of Mastery programs or standards to private school students or students taught by a parent or private teachers pursuant to ORS 339.035.

SECTION 24. Sections 24a, 25, 26, 27 and 30 of this Act are added to and made a part of ORS chapter 329.

SECTION 24a. The State Board of Education shall submit Certificate of Initial Mastery standards, requirements and plans for implementation to the legislative interim committees on education for input and direction before administrative rules for the Certificate of Initial Mastery are adopted.

SECTION 25. School districts shall continue to issue diplomas to students as evidence that students have completed their public school education. At or before grade 12, a diploma shall be conferred upon all students completing the requirements established by the State Board of Education and the school districts. In addition to the diploma, the following shall be available:

(1) A certificate, to be conferred upon students who with additional services and accommodations do not meet the Certificate of Initial Mastery standards.

(2) Certificate of Initial Mastery, to be conferred upon all students meeting state and local standards and requirements required for the Certificate of Initial Mastery pursuant to ORS 329.465.

(3) Certificate of Advanced Mastery, to be conferred upon all students meeting state and local standards and requirements for the Certificate of Advanced Mastery in one of the areas pursuant to ORS 329.475.

(4) Career indorsements, which are focus areas that identify a high quality career related course of study which informs students about future choices and simultaneously prepares them for further education, lifelong learning and employment.

SECTION 26. (1) In the 21st century, all Oregonians should be able to communicate in a second language. School districts shall make available to all students the opportunity to achieve this goal.

(2) Prior to the end of the 2001-2002 school year, all students who have completed grade 12 shall have completed a minimum of two years of second language instruction and shall demonstrate a level of proficiency in a second language as determined by the school district board.

(3) Each school district board shall determine the method of implementation of the second language requirement under subsection (2) of this section. Individual students may be granted a waiver of the second language requirement under subsection (2) of this section based on criteria established by the school district board.

SECTION 27. Prior to March 1, 1997, the Department of Education shall submit any standards and rules for the Certificate of Advanced Mastery adopted by the State Board of Education pursuant to ORS 329.475 to the Legislative Assembly.

SECTION 28. ORS 329.475 is amended to read:

329.475. (1) *(Beginning with the 1997-1998 school year, any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic professional technical indorsement, or both, and meets the requirements of the State Board of Education.)* Within two school years after the State Board of Education adopts standards and rules for the Certificate of Advanced Mastery, each school district shall institute programs that allow students to qualify for a Certificate of Advanced Mastery with indorsements that prepare students for post-secondary academic pursuits and professional technical careers.

(2) School districts may implement the programs in a public education institution such as a public school, education service district, community college, public professional technical school or institution of higher education, or any combination thereof, that enrolls the student and meets the requirements of the State Board of Education.

(3) The programs must provide a combination of work-related learning experiences and study in accordance with ORS 329.855. The program shall include a comprehensive educational component that meets rigorous academic standards.

(4) All courses necessary for a Certificate of Advanced Mastery shall be available to all students.

(5) The State Board of Education shall adopt a framework for the programs and timelines for implementation of the programs for the school districts to follow as resources become available to the school districts.

(2) (6) In establishing the requirements for Certificates of Advanced Mastery with indorsements, the State Board of Education shall adopt rules that facilitate *[the]* movement *[between]* among the indorsements and shall encourage public school choice and mobility so as to enhance a student's opportunities *[to maximize exposure to the]* for a full range of educational experiences.

(3) (7) The public education institution shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115 and rules of the State Board of Education, in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds for the student in an amount that exceeds the student's tuition. Any adult who wishes to pursue an indorsement, or any student having earned the Certificate of Advanced Mastery or a diploma or who has attained 19 years of age and who wishes to continue a program, may do so by paying tuition. As used in this section, "public *[educational]* education institution" does not include a public school to which a student has transferred under ORS 329.485.

(8) Programs developed under this section shall meet the highest academic standards possible and provide students with opportunities for a broad range of quality work-related learning experiences.

(4) (9) A high school diploma issued by *[an accredited]* a private or out-of-state secondary school as signifying successful completion of grade 12 shall be considered *[acceptable in lieu of a Certificate of Advanced Mastery for purposes of any rights or privileges that attach to the holder of a Certificate of Advanced Mastery]* equivalent to a high school diploma issued by an Oregon public school.

SECTION 29. ORS 329.485 is amended to read:

329.485. (1)(a) The Department of Education shall implement *[an]* statewide a valid and reliable assessment system for all students, *including performance-based assessment of the knowledge and skills necessary to achieve* that meets technical adequacy standards. The assessment system, to be completed by the year 2000, shall include criterion-referenced assessments including performance-based assessments, content-based assessments, as those terms are defined in ORS 329.075, and other valid methods to measure the academic content standards and to identify students who meet or exceed the standards for each mastery level leading to the Certificate of Initial Mastery and the Certificate of Advanced Mastery. However, until this plan is operational, assessment shall continue at grades 3, 5, 8 and 10.

(b) The Department of Education shall develop the statewide assessment system in:

(A) Mathematics, to be implemented by the 1995-1996 school year.

(B) English, to be implemented by the 1996-1997 school year.

(C) Science, to be implemented by the 1997-1998 school year.

(D) History, geography, economics and civics, to be implemented by the 1998-1999 school year.

(2) Prior to full statewide implementation of the assessment system pursuant to subsection (1) of this section, the State Board of Education by rule shall establish criteria for determining whether students have demonstrated the knowledge and skills necessary to perform successfully at each level in the manner described in ORS 329.465, 329.475 and 329.855, *beginning with the 1994-1995 school year*.

(3) Each year the resident district shall be accountable for determining the student's *[satisfactory progress, as set forth in subsection (4) of this section, or be responsible for finding alternative learning environments, with the concurrence of the student's parents or guardian]* progress toward achieving the standards at grades 3, 5, 8 and 10. Progress toward the standards shall be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding the standards at grades 3, 5, 8 and 10. In addition, the district shall adopt a grading system based on the local school district board adopted course content of the district's curriculum. The grading system shall clearly enable the student and parents to know how well the student is achieving course requirements.

(4) If, at any point, a student (is not making satisfactory progress toward attainment of) has not met or has exceeded all of the (standard) standards at grades 3, 5, 8 and 10, (including the Certificates of Initial Mastery and Advanced Mastery,) the school district shall make additional services or alternative educational or public school options available to the student. [that may include but need not be limited to:]

[(a) A restructured school day;]

[(b) Additional school days;]

[(c) Individualized instruction and other alternative instructional practices; and]

[(d) Family evaluation and social services, as appropriate.]

(5) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. [fails to demonstrate the knowledge and skills required at the mastery level within one year after the determination under subsection (2) of this section, even though the student would be or is promoted to the next level, the student shall be allowed to transfer to another public school in the district or to a public school in another district that agrees to accept the student.] The district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and

(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 339.133 (2).

SECTION 30. (1) A school district may submit a request to the State Board of Education for a waiver or an extension of any timeline or timelines for program implementation in this chapter or chapter 693, Oregon Laws 1991. The request shall state the reasons the district needs the waiver or cannot meet the statutory timeline or timelines. The request must also include a written plan detailing the steps the district will take to achieve full implementation of the program or programs for which the waiver or extension is requested. The written plan shall be for a period of one or two years and shall include a method to measure the progress toward implementation of the program or programs for which a waiver or an extension is sought. The waiver or extension shall not exceed two school years.

(2) Upon receipt of a request for a waiver or an extension, the board shall grant the waiver or extension if it determines that the district has good cause to request a delay in the implementation of the program or programs and determines that the written plan is likely to achieve program implementation within the time requested for the waiver or extension.

(3) The board shall establish by rule the process for applying for and obtaining a waiver or an extension of a timeline, including the criteria for the approval of a written plan of implementation and the grounds constituting good cause for granting the delay in implementation of the program.

SECTION 31. ORS 329.555 is amended to read:

329.555. (1) There is established a program to [begin in the 1990-1991 school year] be known as the "Oregon 21st Century Schools Program."

(2) The purposes of this program include the following:

(a) To encourage the restructuring of school operations and formal relationships among teachers, administrators, other school personnel and local citizens for purposes of improving student achievement, including but not limited to modifications of the following:

(A) The length and structure of the school day and the school year;

(B) Curriculum requirements;

(C) Graduation requirements;

(D) The licensing, assignment and formal responsibilities of teachers, administrators and other school personnel;

(E) State statutes and rules and local policies and agreements relating to educational practices, with the exception of those that affect health, safety or constitutional rights under state or federal law;

(F) The formal and informal relationships between school districts and other entities, including community colleges, four-year colleges and universities, businesses and other institutions; and

(G) The integration of traditional services to kindergarten through grade 12 with public and privately sponsored [social] services, such as early childhood education, day care and assistance for teenage parents and other at-risk youth.

(b) To encourage educators, school districts and local citizens to establish measurable goals for educational attainment and increased expectations for student performance, including but not limited to improvement in such performance measures as:

(A) Student dropout rates;

(B) District, state and national standardized tests and other assessments of student learning and educational progress;

(C) The extent and nature of parental involvement in school activities;

(D) Student conduct and disciplinary actions;

(E) Student expectations and attitudes towards learning; and

(F) Student success in college, vocational and other post-secondary programs.

SECTION 31a. (1) The amendments to ORS 329.555 by section 31 of this Act are intended to change the name of the 21st Century Schools Program to the Oregon 21st Century Schools Program.

(2) For the purpose of harmonizing and clarifying statute sections published in Oregon Revised Statutes, the Legislative Counsel may substitute for words designating the 21st Century Schools Program, wherever they occur in Oregon Revised Statutes, other words designating the Oregon 21st Century Schools Program.

SECTION 32. ORS 329.570 is amended to read:

329.570. (1) To the extent practicable, the development of the application and the administration of programs under ORS 329.535 to 329.605 shall be delegated by the state and school districts to the 21st Century Schools Councils.

(2) If more than one school building is part of an application, the 21st Century Schools Councils may elect to establish a district planning committee to facilitate the development of its application. A district planning committee [constituted under ORS 329.535 to 329.605] shall consist of:

(a) Administrators and at least one school board member to be chosen by the school board;

(b) Teachers, chosen by the exclusive representative, in a number equal to those appointed under paragraph (a) of this subsection.

(c) At least three public members, chosen jointly by the other members of the committee.

(3) To participate in the Oregon 21st Century Schools Program, and prior to submission of an application by the school board, a school district shall have accomplished the following:

(a) Identified the school building or buildings and, if appropriate, the school district or districts on whose behalf the application is submitted.

(b) Established, in each school building affected by the proposal, a 21st Century Schools Council.

(c) Agreed, at the direction of the 21st Century Schools Councils and, if applicable, the district planning committee, upon the following:

(A) The major activities to be carried out as part of the project, including but not limited to the nature and extent of the restructuring of school operations and formal relationships as described in ORS 329.555 (2).

(B) The specified measures of student learning and [educational outcomes] achievement, including but not limited to those described in ORS 329.555 (2) for each building affected by the application.

- (C) The process by which each 21st Century Schools Council and, where applicable, the district planning committee will collect data and assess the progress and final performance of its program.
- (4) The local district school board shall be responsible for submitting the application and certifying that all appropriate requirements of ORS 329.535 to 329.605 have been met.

SECTION 33. ORS 329.585 is amended to read:

329.585. (1) In addition to the application described in ORS 329.575 for the Oregon 21st Century Schools Program or ORS 329.695 for the School Improvement and Professional Development program, a school district may submit proposals to:

- (a) Modify laws, rules or policies; and
- [(b) Establish nongraded school programs for students;]
- [(c) Extend the school year or teacher and student contact hours for all students in the district or for a specified group of students;]
- [(d) Integrate health and social services at the school site to meet the comprehensive needs of children and the families in which they live;]
- [(e) Substantially modify traditional methods of delivering and monitoring educational services, including but not limited to the elimination of the 55-minute class period and graded classrooms and the promotion of such strategies as the use of team teaching, student-to-student mentoring, bilingual tutoring programs and inclusion of special needs population;]
- [(f) Operate a team, small group model school with a team of teachers remaining with the same students over a period of several years using a variety of teaching techniques and research-based cooperative small groups;]
- [(g) Develop public school choice plans to give parents, students and teachers more freedom to design and choose among programs with different emphasis, both among school districts and within and among schools;]
- [(h) Restructure programs for students, including but not limited to applied academics, youth apprenticeships and other schoolwork models that involve, as a minimum, two-year programs;]
- [(i) Develop new programs integrating technology into the curriculum, instruction and student assessment;]

[(j) Increase parent involvement in decision-making at the school site; and]

[(k) Restructure programs for middle level students, including, but not limited to, heterogeneous groups, integrated curriculum and staffing and appropriate teaching strategies.]

(b) Implement district or school improvement plans.

(2) A district that applies under this section shall submit a proposal in accordance with rules adopted by the State Board of Education, including a requirement that the district form a district site committee composed of representatives from all affected school buildings. When more than one school building is part of an application, the board may require a demonstration in the application process of coordination among such school buildings.

(3) A proposal submitted under this section shall be approved by the school district board [of directors] and by the exclusive representatives of the teachers in the district.

[(4) Notwithstanding ORS 329.675 to 329.745, the State Board of Education shall give preference to applications that involve one or more of the proposals described in subsection (1) of this section or other innovative models to meet the goals of this chapter.]

SECTION 34. ORS 329.675 is amended to read:

329.675. As used in ORS 329.675 to 329.745 and 329.790 to 329.820:

[(1) "Administrator" includes all persons whose duties require administrative licenses.]

[(2)] (1) "Beginning teacher" means a teacher who:

- (a) Possesses a teaching license issued by the Teacher Standards and Practices Commission;
- (b) Is employed at least half time, primarily as a classroom teacher, by a school district; and
- (c) Has taught fewer than 90 consecutive days, or 180 days total, as a licensed teacher in any public, private or state-operated school.

[(3) "District" means a school district or an education service district, or any legally constituted combination of such districts.]

[(4)] (2) "Educational goals" means a set of goals for educational performance, as formulated by the 21st Century Schools Councils and local communities, and adopted by district school boards, according to provisions of ORS 329.675 to 329.745 and 329.790 to 329.820, to encourage greater accountability between schools and the community, and better to assess the effectiveness of educational programs, including the professional growth and career opportunity programs, described in ORS 329.675 to 329.745 and 329.790 to 329.820.

[(5)] (3) "Index of teaching and learning conditions" means the system for the collection and analysis of relevant educational data by schools, districts and the state for the purpose of assessing the educational effectiveness of schools and programs.

[(6)] (4) "Mentor teacher" means a teacher who:

(a) Possesses a basic or standard teaching personnel service or administrative license issued by the Teacher Standards and Practices Commission;

(b) Is employed at the time of selection under contract primarily as a classroom teacher by a school district in this state;

(c) Has successfully taught for three or more years as a licensed teacher in any public school;

(d) Has been selected and trained as described in ORS 329.815; and

(e) Has demonstrated mastery of teaching skills and subject matter knowledge.

[(7)] "Parents" means parents or guardians of students currently enrolled in a public school providing education in prekindergarten through grade 12.]

[(8)] "School Improvement and Professional Development program" means a formal plan submitted by a school district and approved by the Department of Education according to criteria specified in ORS 329.675 to 329.745 and 329.790 to 329.820.]

[(9)] "School district" means a school district, an education service district, a state-operated school or any legally constituted combination of such entities that submits an application under ORS 329.695.]

[(10)] (5) "Support program" means a program provided by a mentor teacher to a beginning teacher that includes, but is not limited to, direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, and other assistance intended to enhance the professional performance and development of the beginning teacher.

[(11)] "21st Century Schools Council" means a body composed of teachers, classified district employees, administrators, parents of students and others, constituted under ORS 329.705.]

[(12)] "Teacher" means a licensed employee of a common or union high school district or an education service district who has direct responsibility for instruction, coordination of educational programs or supervision of teachers, and who is compensated for services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative license.]

SECTION 35. ORS 329.690 is amended to read:

329.690. (1) Oregon hereby establishes a School Improvement and Professional Development program to encourage the following:

(a) The development of educational goals for individual schools and school districts;

(b) The assessment of the educational progress of school programs and students;

(c) The expansion of professional growth and career opportunities for Oregon teachers; [and]

(d) The restructuring of the school workplace to provide teachers with responsibilities and authority commensurate with their status as professionals; [.]

(e) The development and coordination of pilot programs to evaluate the viability of proposed rules, policies or recommendations that affect professional practices associated with teaching methods, curricula, instructional materials, instructional format and organization, assessment and testing related to this chapter; and

(f) The identification of validated educational research used to substantiate the rationale for initiating pilot programs.

(2) All programs in ORS 329.675 to 329.745 and 329.790 to 329.820 are subject to the availability of funds appropriated therefor.

SECTION 36. ORS 329.700 is amended to read:

329.700. (1) The State Board of Education shall appoint (a) an Oregon 21st Century Schools Advisory Committee to propose rules for the submission and approval of grants and programs, including but not limited to rules for the Oregon 21st Century Schools Program under ORS [329.555 to 329.753 and 329.790 to 329.820] 329.535 to 329.605, the School Improvement and Professional Development program under ORS 329.675 to 329.745 and the beginning teacher support program under ORS 329.790 to 329.820.

(2)(a) The advisory committee shall include teachers, who shall constitute a majority of the 15 members, and one member from each of the following groups, at least one of whom must be a member of a minority:

- (A) School administrators;
- (B) School board members;
- (C) Education school faculty;
- (D) Classified district employees;
- (E) Parents of children currently in prekindergarten through grade 12 of the public school system; and
- (F) Members of the business and labor community.

(b) The board may appoint other citizens as considered appropriate by the board.

(3) The deadline for applications submitted by districts for the School Improvement and Professional Development program under ORS 329.675 to 329.745 and the beginning teacher support program under ORS 329.790 to 329.820 shall be April 1 preceding the school year for which they are proposed. The Department of Education shall review all applications and shall approve or reject them no later than June 1 preceding the school year for which they are proposed.

(4) Districts that qualify for 21st Century Schools grants under ORS 329.535 to 329.605, School Improvement and Professional Development program grants under ORS 329.675 to 329.745 and beginning teacher support program grants under ORS 329.790 to 329.820 shall receive up to \$1,000 per year for every full-time equivalent teacher deemed eligible for this program.

(5) Subject to ORS 291.232 to 291.260, the Superintendent of Public Instruction shall distribute grants-in-aid to eligible school districts so that at least three-quarters of the allocation due to each eligible district is received no later than February 1 of each fiscal year and the remainder when all required reports are filed with the Department of Education. If underpayments or overpayments result, adjustments shall be made in the following year.

SECTION 37. (1) The amendments to ORS 329.700 by section 36 of this Act are intended to change the name of the 21st Century Schools Advisory Committee to the Oregon 21st Century Schools Advisory Committee.

(2) For the purpose of harmonizing and clarifying statute sections published in Oregon Revised Statutes, the Legislative Counsel may substitute for words designating the 21st Century Schools Advisory Committee, wherever they occur in Oregon Revised Statutes, other words designating the Oregon 21st Century Schools Advisory Committee.

SECTION 38. ORS 329.705 is repealed and section 39 of this Act is enacted in lieu thereof.

SECTION 39. (1) Nothing in this section shall interfere with the duties, responsibilities and rights of duly elected school district boards. There shall be established at each school a 21st Century Schools Council. The duties of a 21st Century Schools Council shall include but not be limited to:

- (a) The development of plans to improve the professional growth of the school's staff;
- (b) The improvement of the school's instructional program;
- (c) The development and coordination of plans for the implementation of programs under this chapter at the school; and
- (d) The administration of grants-in-aid for the professional development of teachers and classified district employees.

(2) A 21st Century Schools Council shall be composed of teachers, parents, classified employees and principals or the principal's designee, as follows:

- (a) Not more than half of the members shall be teachers;
- (b) Not more than half of the members shall be parents of students attending that school;
- (c) At least one member shall be a classified employee; and
- (d) One member shall be the principal of the building or the principal's designee.

(3) In addition, other members may be as the school district shall designate, including but not limited to local school committee members, business leaders, students and members of the community at large.

(4) Members of a 21st Century Schools Council shall be selected as follows:

- (a) Teachers shall be licensed teachers elected by licensed teachers at the school site;
- (b) Classified employees shall be elected by classified employees at the school site;
- (c) Parents shall be selected by parents of students attending the school; and
- (d) Other representatives shall be selected by the council.

(5) If a school district board determines that a school site is unable to fulfill the requirements of this section or if the needs of a school site require a different composition, the school district board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.

(6) All 21st Century Schools Council meetings shall be subject to the open meetings law pursuant to ORS 192.610 to 192.690.

(7) A school district may establish a district site committee to assist in the administration of grants or in the district-wide coordination of programs.

SECTION 40. Section 6, chapter 667, Oregon Laws 1991, is amended to read:

Sec. 6. (1) In cooperation with the Department of Education and school districts, the Oregon Workforce Quality Council [shall] may oversee the implementation of [the following workforce development strategies:]

[(1)] primary and secondary school reform as provided in [chapter 693, Oregon Laws 1991] ORS chapter 329, including but not limited to [the following:]

[(a)] overseeing reform of current primary and secondary education programs. [as recommended by the National Center for Education and the Economy in "America's Choice: High Skill or Low Wages."] Existing educational curriculum and standards should be revised to enable students to achieve a higher level of basic competency in science, math and language skills. Achievement standards for education should be benchmarked to the highest international educational standards of developed countries. Certificates of Initial Mastery should be developed and awarded to students who achieve these competencies[, and primary and secondary education programs should be designed to enable students to achieve certificates by 16 years of age].

[(b)] Overseeing the development of learning centers, as provided in chapter 693, Oregon Laws 1991, which will provide alternative learning environments for students who have difficulty in school, drop out of school or are unable to achieve the Certificate of Initial Mastery by 16 years of age. Learning centers should offer students more individual attention and assistance with personal, health, social and family problems in addition to the education and training required to prepare them for achieving a certificate and enrolling in subsequent professional and technical or college preparatory programs.]

(2) The Oregon Workforce Quality Council shall oversee the implementation of the following workforce development strategies:

[(2)] (a) Professional and technical education reform, as provided in [chapter 693, Oregon Laws 1991] ORS chapter 329, and including but not limited to the following:

[(a)] (A) Overseeing the development of comprehensive professional and technical education programs[, also described by "America's Choice: High Skill or Low Wages,"] that incorporate the following elements:

[(A)] (i) Programs that are responsive to the needs of the state's labor market, providing training in occupations that lead to employment with business and industry in this state.

[(B)] (ii) Programs that set industry accepted performance standards that are developed with and approved by business and industry.

[(C)] (iii) Curricula that includes significant, credited cooperative work experience and on-the-job training.

[(D)] (iv) Diplomas that are awarded to students who successfully complete the programs.

[(b)] (B) The programs developed under [paragraph (a) of this subsection] subparagraph (A) of this paragraph shall integrate into their curriculum and degree offerings the apprenticeship programs registered with the Bureau of Labor and Industries.

[(c)] (C) Overseeing the reform of secondary education programs statewide so that the programs offer students enrollment in professional and technical programs and college preparatory programs. [These programs should be available to any student who has achieved a Certificate of Initial Mastery and should require no less than two years of training and education.]

[(3)] (b) Adult worker training investment, including but not limited to the following, adopting the benchmarks for worker training investment established by the Oregon Progress Board and develop strategies for improving the level of business and industry investment in worker training.

[(4)] (c) Business, labor and education partnerships, including but not limited to promoting business and labor control of state programs to improve worker skills, business management practices and secondary and post-secondary education, especially professional and technical education. The council shall develop strategies to:

[(a)] (A) Raise employer awareness of student and worker training programs; and

[(b)] (B) Build the capacity of employers to assist the state in the design and delivery of training programs.

[(5)] (d) Centralized delivery of employment and training services at the local level in response to local needs, including but not limited to developing a plan for centralizing state supported employment and training services at the local level. The plan shall include strategies for centralization and for improving the quality of employment assistance, counseling, listing, placement and training programs statewide.

[(6)] (e) Developing goals and a comprehensive strategy for improving the quality of Oregon's workforce consistent with the Oregon Progress Board's Benchmarks for Exceptional People.

NOTE: Section 41 was deleted by amendment. Subsequent sections were not renumbered.

SECTION 42. ORS 329.855 is amended to read:

329.855. (1) The Department of Education, the Office of Community College Services and the Oregon State System of Higher Education in consultation with the Oregon Workforce Quality Council shall develop comprehensive education and training programs in accordance with ORS 329.475 for two-year to [five-year] six-year academic professional technical indorsements, [and] associate degrees and baccalaureate degrees.

(2) [In addition to the requirements of subsection (1) of this section,] There may be established a process for industrial certification and a sequence of advanced certification that could be obtained throughout a person's career.

(3) Work groups, including teachers, community members and representatives of business and labor, may be appointed to offer specialized information concerning knowledge and skill requirements for occupations.

(4) [Not later than January 1, 1994,] No fewer than six broad [occupational] career categories shall be identified, with additional categories added in future years. The education and training curriculum and achievement standards for each occupation and trade selected for students to achieve [academic professional technical] indorsements, [or] associate degrees or baccalaureate degrees in the occupational categories selected shall be developed and available for school districts, community colleges and other training sites.

(5) In addition to academic content, the curriculum developed for indorsements, [and] associate degrees and baccalaureate degrees [must] shall ensure that every student has the option of a high quality career related course of study that provides the student with experience in and understanding of future career choices. Career related studies shall include a structured

series of real or simulated activities that in combination with rigorous academic studies shall simultaneously prepare students for further education, lifelong learning and employment. These activities shall include but not be limited to: *(include, but need not be limited to, opportunities for structured work experiences, cooperative work and study programs, on-the-job training and apprenticeship programs in addition to other subjects.)*

- (a) Job shadowing;
- (b) Workplace mentoring;
- (c) Workplace simulations;
- (d) School based enterprises;
- (e) Structured work experiences;
- (f) Cooperative work and study programs;
- (g) On-the-job training;
- (h) Apprenticeship programs; or
- (i) Other school-to-work opportunities.

(6) In considering where a student can most effectively and economically obtain the knowledge and skills required for the indorsement or *[the associate degree]* post-secondary study, the Oregon Workforce Quality Council may recommend integrating 2 + 2 Programs, the Job Training Partnership Act program, apprenticeship programs and any other state or federal job training program.

(7) Until full statewide implementation, school districts are encouraged to use Certificate of Advanced Mastery programs that are currently being developed, but modified, if necessary, to best fit their students' and community's needs.

SECTION 43. (1) Prior to January 1, 1997, the State Board of Education shall submit the Certificate of Advanced Mastery standards, evaluation criteria and plans for implementation to the legislative interim committees on education for input and direction before administrative rules for the Certificate of Advanced Mastery are adopted.

(2) The State Board of Education shall submit a report to the Sixty-ninth Legislative Assembly that includes:

- (a) A Certificate of Advanced Mastery implementation timeline and projected cost;
- (b) An evaluation of assessment strategies and staff development opportunities;
- (c) Strategies for implementation of the Certificate of Advanced Mastery in small and rural schools;
- (d) A description of systems developed to monitor the academic standards accomplished by Certificate of Advanced Mastery students as well as student attainment in work and post-secondary study;
- (e) A description of the role of business and education partnerships; and
- (f) A description of the implementation of the six broad career indorsement areas of study.

SECTION 44. ORS 329.860 is amended to read:

329.860. (1) *[By January 1, 1995,]* The Department of Education in consultation with the Office of Community College Services and the Oregon Workforce Quality Council shall *[formulate an implementation plan for approval by the State Board of Education establishing learning environments]* develop models for school districts of alternative learning options that may include Learning Centers designed to assist students who have left school in obtaining the Certificate of Initial Mastery through the use of teaching strategies, technology and curricula that emphasize the latest research and best practice.

(2) The Learning Centers *[shall]* may also provide for the integration of existing local and community programs that provide any part of the services needed to assist individuals in obtaining the Certificate of Initial Mastery.

(3) *[The plan for]* The centers *[shall]* may promote means of identifying, coordinating and integrating existing resources and may include:

- (a) Day care services;
- (b) After-school child care;

- (c) Parental training;
- (d) Parent and child education;
- (e) English as a second language or bilingual services for limited proficiency students;
- (f) Health services or referral to health services;
- (g) Housing assistance;
- (h) Employment counseling, training and placement;
- (i) Summer and part-time job development;
- (j) Drug and alcohol abuse counseling; and
- (k) Family crisis and mental health counseling.

(4) Education service districts, school districts or schools, or any combination thereof, *[shall]* may contact any eligible elementary or secondary school student and the student's family if the student has ceased to attend school to encourage the student's enrollment *[at a Learning Center]* in an education program that may include alternative learning options. If the student or the family cannot be located, the name and last-known address shall be reported to the *[Learning Center or]* school nearest the address. The *[Learning Center]* school shall attempt to determine if that student or family is being provided services by this state and shall seek to assist the student or family in any appropriate manner.

[(5) The Department of Education shall monitor the Learning Centers and periodically report their progress to the State Board of Education and the Oregon Workforce Quality Council. The department may recommend integration of existing services if it determines that such services can be provided more effectively at the centers.]

[(6) The Learning Centers shall be entitled to payment by the district in which the student resides until the student reaches 21 years of age or has earned the Certificate of Initial Mastery, whichever occurs earlier, pursuant to the rules established by the State Board of Education. The payment shall be in an amount not to exceed the cost of the student's participation in the program. A school district shall not receive state funds for the student in an amount that exceeds the cost of the student's participation in the program. The payment shall consist of:]

[(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year;]

[(b) Any state and federal funds that the district is entitled to receive; and]

[(c) Any supplemental funds available to the resident district necessary to provide appropriate education services to the student consistent with any previous services provided by the resident district.]

[(7) Adults who wish to pursue a Certificate of Initial Mastery may attend a Learning Center and pay tuition for services.]

[(8) Learning centers may establish advisory committees involving representatives from the 21st Century Schools Councils in those districts, and including a majority of teachers.]

SECTION 45. ORS 329.900 is amended to read:

329.900. (1) To support implementation of the Oregon Educational Act for the 21st Century and pursuant to rules adopted by the State Board of Education, the Department of Education, in cooperation with the Office of Community College Services, shall develop programs that:

(a) Support effective implementation of the Oregon Educational Act for the 21st Century by providing pilot sites in secondary schools for education reform. The goal of the programs is to develop *[four America's Choice]* strategies within either a single or multiple school district setting by:

(A) Revising high school curricula to eliminate general studies programs after the sophomore year and replace the programs with college preparatory and professional technical education training programs.

(B) Restructuring curricula to integrate professional technical education and academic courses.

(C) Establishing the Certificate of Initial Mastery program to provide every student with an opportunity to attain mastery level at a high performance standard by approximately age 16 or grade 10.

(D) Developing professional technical education curricula, in consultation with business, labor and apprenticeship organizations and education, that offer training programs in professional technical occupations.

(E) Enrolling professional technical education students in significant structured work experiences designed to assist students in achieving job-specific competence and workplace readiness.

(F) Providing curricula that include significant *[outcomes]* academic achievements. *(in mathematics, science, language arts, history and other subjects.)*

(b) Develop an assessment system for the Certificate of Initial Mastery and provide training for school staff in implementation.

(c) Implement applied academic courses relevant to the six *[occupational strands]* career indoctrination areas of study *[of the Certificate of Advanced Mastery]*.

(d) Provide for the expansion and further development of coordinated and connected professional technical instructional programs between high schools, community colleges, and apprenticeship and other training programs.

(e) Provide student leadership training and experience to students enrolled in professional technical education programs as an integral part of the program.

(2)(a) In cooperation with the Department of Education, the State Job Training Partnership Administration shall, by rule, provide for services that implement the Oregon Educational Act for the 21st Century. Grants made under this subsection shall be used to fulfill the requirement for matching federal funds allocated for education coordination under the Job Training Partnership Act.

(b) State funds may be used to match the Job Training Partnership Act education coordination federal allocation to insure that sufficient funds are available to local programs to effectively address the Oregon Workforce Quality Council's goals and benchmarks for workforce development and education reform. This pooling of funds shall leverage other local education program funds especially work based learning programs described in ORS 344.745 to 344.753 and 344.757 and provide increased services.

(3) Each regional work force quality committee created under section 7, chapter 667, Oregon Laws 1991, shall develop a plan for the implementation of the Oregon Educational Act for the 21st Century and the expenditure of grant moneys that may be received under subsection (2) of this section that includes:

(a) Linkages between relevant education and training providers;

(b) The development of a local plan of education coordination that links the Job Training Partnership Act with other education reform efforts prior to the distribution of funds;

(c) Locally determined services and delivery;

(d) Locally determined and measurable *[outcomes]* achievements addressing the particular needs of low income and minority students;

(e) Pooled resources using Job Training Partnership Act funds and cash match;

(f) Consolidation of administration of the program under the Department of Education; and

(g) Equitable distribution of available funds.

(4) Pursuant to rules adopted by the State Board of Education and the State Board of Higher Education, the Office of Community College Services and the State System of Higher Education shall develop programs that bring together faculty, including but not limited to counselors, from high schools, community colleges and institutions of higher education with the participation and commitment of business to develop and promote the vision of the 21st Century workforce, to promote and provide state and regional professional development, and to provide the leadership required to implement the professional technical education components of the Educational Act for the 21st Century.

(5) The Office of Community College Services and the State System of Higher Education shall insure that programs under this section are coordinated with programs provided by the Department of Education and with any other local or state resources to avoid duplication.

(6) Pursuant to rules adopted by the Vocational Rehabilitation Division of the Department of Human Resources, in cooperation with the Commission for the Blind and the Bureau of Labor and

Industries, the Vocational Rehabilitation Division shall develop models for school-to-work transition programs for students with vocationally significant disabilities. The program is to support a wide array of rehabilitation services; to include the development of work skills, job development and job coaching, independent living skills and crisis intervention; to coordinate individualized education plans, transition plans and rehabilitation plans; and to develop apprenticeship placements. The division shall leverage the maximum amount possible in federal funds.

(7) Pursuant to rules adopted by the State Board of Education, the Department of Education, in cooperation with the Business Education Compact of Washington County, the Linn-Benton Business Education Compact and the Coos County Business Education Compact, shall develop a plan and establish pilot projects to extend the Industry Initiatives for Science and Mathematics Education program statewide.

SECTION 46. ORS 339.115 is amended to read:

339.115. (1) Except as provided in ORS 339.141 authorizing tuition for courses not part of the regular school program, the district school board shall admit free of charge to the schools of the district all persons between the ages of 5 and 19 residing therein. The person whose 19th birthday occurs during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year. However, a district school board may admit other non-resident persons, determine who is not a resident of the district and may fix rates of tuition for nonresidents.

(2) A district must admit an otherwise eligible person who has not yet attained 21 years of age prior to the beginning of the current school year if the person is:

- (a) Receiving special education; or
- (b) Shown to be in need of additional education in order to receive a *[Certificate of Initial or Advanced Mastery]* diploma.

(3) An otherwise eligible person under subsection (2) of this section whose 21st birthday occurs during the school year shall continue to be eligible for a free appropriate public education for the remainder of the school year.

[(2)] (4) The person *[shall]* may apply to the board of directors of the school district of residence for admission after the 19th birthday as provided in subsection (1) of this section. A person aggrieved by a decision of the local board may appeal to the State Board of Education. The decision of the state board is final and not subject to appeal.

[(3)] (5) Notwithstanding ORS 339.133 (1), a school district shall not exclude from admission a child located in the district solely because the child does not have a fixed place of residence or solely because the child is not under the supervision of a parent, guardian or person in a parental relationship.

[(4)] (6) A child entering the first grade during the fall term shall be considered to be six years of age if the sixth birthday of the child occurs on or before September 1. A child entering kindergarten during the fall term shall be considered to be five years of age if the fifth birthday of the child occurs on or before September 1. However, nothing in this section prevents a district school board from admitting free of charge a child whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district.

SECTION 47. ORS 327.006 is amended to read:

327.006. As used in ORS 327.006 to 327.133:

(1) "Aggregate days membership" means the sum of days present and absent, according to the rules of the State Board of Education, of all resident pupils when school is actually in session during a certain period. The aggregate days membership of kindergarten pupils shall be calculated on the basis of a half-day program.

(2) "Approved transportation costs" means those costs as defined by rule of the State Board of Education and are limited to those costs attributable to transporting or room and board provided in lieu of transporting:

- (a) Elementary school students who live at least one mile from school;
- (b) Secondary school students who live at least 1.5 miles from school;
- (c) Any student required to be transported for health or safety reasons, according to supplemental plans from districts that have been approved by the state board identifying students who are required to be transported for health or safety reasons, including special education;
- (d) Preschool children with disabilities requiring transportation for early intervention services provided pursuant to ORS 343.224 and 343.533;
- (e) Students who require payment of room and board in lieu of transportation;
- (f) A student transported from one school or facility to another school or facility when the student attends both schools or facilities during the day or week; and
- (g) Students participating in school-sponsored field trips that are extensions of classroom learning experiences.

(3) "Average daily membership" or "ADM" means the aggregate days membership of a school during a certain period divided by the number of days the school was actually in session during the same period. However, if a district school board adopts a class schedule that operates throughout the year for all or any schools in the district, average daily membership shall be computed by the Department of Education so that the resulting average daily membership will not be higher or lower than if the board had not adopted such schedule.

(4) "Consumer Price Index" means the Consumer Price Index for All Urban Consumers of the Portland, Oregon, Standard Metropolitan Statistical Area, as compiled by the United States Department of Labor, Bureau of Labor Statistics.

(5) "Kindergarten" means a kindergarten program that conforms to the standards and rules adopted by the State Board of Education.

(6) "Net operating expenditures" means the sum of expenditures of a school district in kindergarten through grade 12 for administration, instruction, attendance and health services, operation of plant, maintenance of plant, fixed charges and tuition for resident students attending in another district, as determined in accordance with the rules of the State Board of Education, but net operating expenditures does not include transportation, food service, student body activities, community services, capital outlay, debt service or expenses incurred for nonresident students.

(7)(a) "Resident pupil" means any pupil:

(A) Whose legal school residence is within the boundaries of a school district reporting the pupil, if the district is legally responsible for the education of the pupil, except that "resident pupil" does not include a pupil who pays tuition or for whom the parent pays tuition or for whom the district does not pay tuition for placement outside the district; or

(B) Whose legal residence is not within the boundaries of the district reporting the pupil but attends school in the district with the written consent of the affected school district boards. However, such written agreements shall not apply to pupils attending high school under ORS 335.090.

(b) "Resident pupil" includes a pupil admitted to a school district under ORS 339.115 [(3)] (5).

(8) "Standard school" means a school meeting the standards set by the rules of the State Board of Education.

(9) "Tax" and "taxes" includes all taxes on property, excluding exempt bonded indebtedness, as those terms are defined in ORS 310.140.

SECTION 47a. ORS 327.103 is amended to read:

327.103. (1) All school districts are presumed to maintain a standard school until the school has been found to be deficient by the Superintendent of Public Instruction, pursuant to standards and rules of the State Board of Education.

(2) If any deficiencies are not corrected before the beginning of the school year next following the date of the finding of deficiency and if an extension has not been granted under subsection (3) of this section, the Superintendent of Public Instruction may withhold portions of State School Fund moneys otherwise allocated to the district for operating expenses until such deficiencies are corrected unless the withholding would create an undue hardship, as determined pursuant to rules of the State Board of Education.

(3) Within 90 days of the finding of deficiency, a school district found not to be in compliance shall submit a plan, acceptable to the Superintendent of Public Instruction, for meeting standardization requirements. A team of Department of Education staff, *with Distinguished Oregon Educators, when feasible, operating under the direction of the Department of Education,* shall visit the school district and offer technical assistance, as needed, in the preparation and implementation of the plan. When an acceptable plan for meeting standardization requirements has been submitted, the Superintendent of Public Instruction may allow an extension of time, not to exceed 12 months, if the superintendent determines that such deficiencies cannot be corrected or removed before the beginning of the next school year. However, no extension shall be granted if it is possible for a district to correct the deficiency through merger. For the period of the extension of time under this subsection, the school shall be considered a conditionally standard school.

(4) Any district failing to submit a plan for meeting standardization requirements within the time specified shall receive no further State School Fund moneys until a plan acceptable to the Superintendent of Public Instruction is submitted irrespective of the district's being given one year in which to comply.

SECTION 48. ORS 332.172 is amended to read:

332.172. (1) Subject to ORS [329.705 (6) and] 330.430, the district school board may permit the use of school buildings and grounds for civic and recreational purposes, including use for:

- (a) Supervised recreational activities;
- (b) Meeting places for discussion of all subjects and questions which in the judgment of the residents may relate to the educational, political, economic, artistic and moral interests of the residents, giving equal rights and privileges to all religious denominations and political parties; and
- (c) Such other proper purposes as may be determined by the board.

(2) The district school board may appoint a special supervising officer to have charge of the buildings and grounds, preserve order, protect school property and do all things necessary in the capacity of a peace officer to carry out the provisions of this section.

(3) The district school board may establish a schedule of fees and collect fees pursuant to the schedule for use of school buildings and grounds and other facilities, including but not limited to gymnasium equipment, swimming pools, athletic fields and tennis courts.

(4) Expenses for light, heat, janitor services and services of the special supervising officer provided in connection with use of buildings and grounds under this section which are not covered by the fees charged under subsection (3) of this section shall be paid out of the county or special school funds of the district in the same manner that other similar services are paid.

(5) The district school board shall make rules governing the use of school buildings and grounds under this section.

SECTION 49. Section 13, chapter 693, Oregon Laws 1991, is amended to read:

Sec. 13. (1) [By 1996,] There is a high priority given to the Oregon 21st Century Schools Program under ORS 329.535 to 329.605 and the School Improvement and Professional Development program under ORS 329.675 to 329.745. Therefore, in addition to other funds available for the purposes of the Oregon 21st Century Schools Program [under ORS 329.535 to 329.605] and the School Improvement and Professional Development program, [under ORS 329.675 to 329.745, an amount equal to one percent of the State School Fund shall be used for the purposes of ORS 329.535 to 329.605 and 329.675 to 329.745 before any other distribution is made] as funds become available, an additional amount may be allocated by the Legislative Assembly for the purposes of these programs. The amount shall be distributed to eligible school districts at the same time and in the same manner as the State School Fund is distributed. The amount distributed to any eligible school district depends on the amount approved in the school district's application.

(2) [Out of the amount available for distribution under this section, an amount equal to five percent thereof shall be distributed to eligible school districts that demonstrate substantial progress in student performance as a result of changes made, taking into consideration such factors as the socioeconomic characteristics of the student population.] The decision to distribute funds under this [subsection]

section shall be made by the State Board of Education on advice of the Oregon 21st Century Schools Advisory Committee.

SECTION 50. ORS 329.055, 329.455, 329.495, 329.505, 329.535, 329.753 and 329.935 are repealed.

Passed by House March 23, 1995

Received by Governor:

Repassed by House June 7, 1995

12:05 PM June 27, 1995

Redacted for privacy

APPENDIX F: DEFINITIONS

Block Schedule

A method of structuring the school day so students are with teachers for extended instructional periods usually lasting for seventy-five to ninety minutes in duration.

Criminal Behavior

Any act, physical or verbal, which violates the law of local, state and federal governments.

Harassment

The act of troubling, worrying or tormenting an individual while using verbal or gestural methods.

House Bill 3565

A comprehensive mandate from the Oregon Legislature in 1991 which dictated all Oregon schools to use outcome based educational systems.

House Bill 2991

A Revision of House Bill 3565 mandated by the Oregon Legislature in 1995 which still required outcome based education but provided further mandates on instructional content and allowed for more local control.

Junior High

A model of American schooling which duplicates the format of a high school but used with children ages eleven through fourteen.

Middle School

A model of American schooling which focuses on the academic, physical, and social needs of children ages eleven through fourteen years of age.

OTIS

A data base used as a major component of the administrative software of Oregon Total Information Systems, Eugene, Oregon.

Physical Aggression

The act of causing an individual fear or harm while using physical force such as pushing, kicking, striking.

Rutting

Behavior demonstrated by mule, deer, antelope, elk, and other ungulates in which adult males engage in battles with their antlers to gain mating status with females.

School Climate

The spoken and unspoken beliefs, feelings, and mores of students and staff of a school which can be reflected in the fashion the school represents itself to others.

Social Cognitive Theory

A psychological theory based on the ability of humans to learn through vicarious or observational social experience.

Sparring

Behavior between two or more individuals which is teasing, combative, or aggravating to one or more of the parties.

Traditional Schedule

A manner in which a school day is structured so that students have seven to eight academic classes for each day and meet with teachers for instructional periods of approximately forty-five minutes.