**581-020-0631 Definitions: Chronic Absenteeism**

The following definitions apply to Oregon Administrative Rules 581-020-0631 through 581-020-0655:

 (1) “Chronic absenteeism” means not attending school for 10 percent or more than 10 percent of school days that the student is enrolled in a school year.

 (2) “Community-Based Organization” as defined in 581-017-0550 (6).

(3) “Community Voice” means that members representing the community served by the program will be involved in co-constructing the project design, implementation, evaluation and/or providing strategic guidance in final decision-making.

(4) “Culturally responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

(5) “Culturally Specific Organization” as defined in 581-017-0747 (9).

(6) “Education partners” includes students, parents, guardians, other family members, local governments, community organizations, local businesses, culturally specific organizations, health care organizations and providers, public health agencies, transportation providers, and education based agencies and organizations.

(7) “Education Service District” as defined in ORS 334.013(1).

 (8) “Focal student groups” means student groups as defined in 581-014-0001, including pregnant/parenting teens.

 (9) “Rate of chronic absenteeism” means the percent of students attending a school district or education institutionwho are chronically absent.

(10) “Root causes of chronic absenteeism” include barriers to attending school, aversions to attending school, misconceptions about attendance and engagement, disengagement from school, and other circumstances or beliefs that cause a student to not attend school regularly.

(a) “Aversion to attending school” means the result of a circumstance that causes a student to avoid attending school, including but not limited to unsafe school conditions, bullying, or harassment or embarrassment resulting from a lack of culturally responsive teaching, a disability, or discipline.

(b) “Barrier to attending school” means the result of a circumstance preventing a student from attending school, such as an illness, poor transportation, the need to work, the need to fulfill a family duty, or the need to fulfill an obligation for purposes related to juvenile justice.

(c) “Disengagement from school” means a circumstance that causes a student to become disconnected from school, such as not having a meaningful relationship with any adults who work at the school or not finding anything relevant to the student’s life in school curriculum.

(d) “Misconception about attendance and engagement” means a misconception about impact of missing school on student learning that causes a student to not attend school.

(11) “Partnership” as defined in 581-017-0550 (14).

(12) “Regional Support Participants” means school districts, charter schools, youth correctional education programs, juvenile detention education programs, long term care and treatment educational programs participating in the Regional Support Model.

(13) “Rural district” means a school district located in this state and in a city with a population of fewer than 2,500 people or in an unincorporated area. Rural areas consist of open countryside with population densities less than 500 people per square mile and places with fewer than 2,500 people, as determined by the US Census Bureau.

(14) “Student” means any youth enrolled in PreK through 12th grade; unenrolled youth in the PreK through 12th grade age range who have not yet been awarded a high school diploma; youth enrolled in high school completion or GED preparation programs; and youth enrolled in Adult Transition Services."

 (15) “Suburban district” means a school district located in this state and in a city that is a suburb of Bend, Corvallis, Eugene, Medford, Portland, or Salem.

(16) “Town district” means a school district located in this state and in a city with a population of 2,500 or more people.

(17) “Trauma Informed Practice” “Trauma-Informed Principles and Practices” refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.

 (18) “Tribal community education partners” – community-based and culturally specific organizations that serve American Indian, Alaskan Native or Native youth, families and communities.

(19) “Tribal Nation” or “Tribe” as defined in 581-017-0675(10).

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

**581-020-0634**

**Chronic Absenteeism Support Program**

A Chronic Absenteeism Support Program is established to:

(1) Reduce chronic absenteeism through one or several of the following programmatic strategies/initiatives;

(a) Identify school districts that have a high rate of chronic absenteeism;

(b) Inform identified Regional Support entities and school districts of their high rate of chronic absenteeism;

(c) Provide identified Regional Support entities and school districts with resources related to best practices for reducing the root causes of chronic absenteeism and the technical assistance necessary to address the root causes of chronic absenteeism;

(d) Provide targeted assistance to school districts that have the highest rates of chronic absenteeism.

(e) Provide funds and technical assistance to through Community Partnership Grants to address the root causes of chronic absenteeism throughout the state;(f) Include education partner voices that mirror the diversity of the community to facilitate an equitable and inclusive approach to address the root causes of chronic absenteeism;

(g) Develop a regional support model for the purpose of addressing the root causes of chronic absenteeism throughout the state; or

(h) Provide funds to regional support model lead entities for the purpose of addressing the root causes of chronic absenteeism throughout the state.

**581-020-0640**

**Regional Support Model**

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

(2) The regional support model implemented under this rule must provide equitable technical assistance opportunities to all Regional Support Participantslocated in the geographic area served by the regional support entity.

(a) The Oregon Department of Education may determine the regional support entity to be led by the Education Service District and composed of all schools, districts, programs within an Education Service District’s geographic area; or

(b) The Oregon Department of Education may determine the regional support to be a consortia model, in the geographic area served by the regional consortium, led by a regional consortium lead.

(3) Each lead regional support entity must:

(a) Have a regional governance structure, clearly outlining fiscal and reporting responsibilities of the lead entity and Regional Support Participants;

(b) Use a regionally-based coordinator or liaison to facilitate communications between the Oregon Department of Education and sRegional Support Participants that are within the boundaries of the region;

(c) Disseminate resources developed or curated by the Oregon Department of Education, as well as national research, related to best practices to address the root causes of chronic absenteeism to Regional Support Participants that are located within the region;(d) Conduct activities to address the root causes of chronic absenteeism;

(e) Develop plans to address the root causes of chronic absenteeism in conjunction withRegional Support Participants, and with timely, meaningful, and ongoing engagement with education partners and Tribal community education partners; and engaging in Tribal Consultation with Tribal Nations, when required by Section 8538 in the Every Student Succeeds Act." (f) Provide Regional Support Participants with available resources for the purposes of participating in activities conducted under this rule and implementing plans developed under this rule;

(g) Collect data from Regional Support Participants on the effectiveness of activities conducted under this rule and plans developed under this rule; and

(h) Provide data collected under this rule to the Oregon Department of Education.

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

(a) Address the root causes of chronic absenteeism, including any barrier to attending school, aversion to attending school, misconception about attendance and engagement, or disengagement from school;

(b) Account for student populations disproportionately impacted by chronic absenteeism, including focal student groups where data is available;

(c) Be equitable and inclusive in their application to those student populations;

(d) Be culturally responsive; and

(e) Be trauma informed.

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impacted by, including focal student groups where data is available

Engage education partners and Tribal community education partners, and engaging in Tribal Consultation with Tribal Nations when required by Section 8538 in the Every Student Succeeds Act,"

Engage with education partners and Tribal community education partners, and engaging in Tribal Consultation with Tribal Nations when required by Section 8538 in the Every Student Succeeds Act," when developing a plan pursuant to subsection (3)(e) of this rule,

**581-020-0646**

**Targeted Assistance**

(1) If selected by the Oregon Department of Education under OAR 581-020-0643, a school district may agree to receive targeted assistance under this rule.

(2) A school district that receives targeted assistance under this rule must file with the Oregon Department of Education a report assessing the school district’s needs related to chronic absenteeism. The report must:

(a) Identify the root causes of chronic absenteeism in the school district;

(b) Identify student populations disproportionately affected by chronic absenteeism in the school district; and

(c) Identify resources that may reduce chronic absenteeism in the school district.

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

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

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

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

(d) Are culturally responsive; and

(e) Are trauma informed.

(4) In implementing a plan developed under this rule, a school district must collaborate with a coach approved by the Oregon Department of Education pursuant to OAR 581-020- 0649.

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

**581-020-0649**

**Chronic Absenteeism Coaches**

(1) For the purpose of assisting the implementation of a plan developed under OAR 581-020-0646, a school district must collaborate with a coach approved by the Oregon Department of Education who is knowledgeable about chronic absenteeism. A coach with whom a school district collaborates under this rule must be able to:

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

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

(c) Propose solutions to chronic absenteeism that:

(A) Address the root causes of chronic absenteeism, including any barrier to attending school, aversion to attending school, misconception about attendance and engagement, or disengagement from school; and

(B) Consider the needs of student populations disproportionately impacted by experiencing chronic absenteeism, including focal student groups;

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

(D) Are culturally responsive; and

(E) Are trauma informed.

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

(a) Be experienced working with, and be able to engage, Tribal Nations and a wide variety of education partners and Tribal community education partners; and

(b) Have a demonstrated history of using a collaborative approach to problem solving.

**581-020-0652**

**Determination and Distribution of Available Moneys**

(1) The Oregon Department of Education shall determine the Program components to be funded each fiscal biennium, which may include:

(a) The amount of moneys available for the Chronic Absenteeism Support Program;

(b) The amount of moneys to be distributed to each regional support model or consortium for purposes described in OAR 581-020-06340;

(c) The amount of moneys to be distributed to each school district that agrees to receive targeted assistance under OAR 581-020-0646; and

(d) The amount of moneys to be used to train chronic absenteeism coaches under OAR 581-020-0649.

(e) The amount of moneys to be used for Community Partnership Grants under OAR 581-020-XXXX.

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

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

(4) If a school district does not act in accordance with a plan developed under OAR 581-020-0640 or 581-020-0646 or otherwise does not comply with a provision of OAR 581-020-0631 to OAR 581-020-06XX or an agreement entered into for purposes related to addressing the root causes of chronic absenteeism, the regional consortium to which the school district belongs or the Oregon Department of Education may suspend, or may withhold and reallocate, moneys that otherwise would be distributed to the school district.

(5) If a regional consortium does not act in accordance with a plan developed under OAR 581-020-0640 or 581-020-0646 or otherwise does not comply with a provision of OAR 581-020-0631 to OAR 581-020-06XX or an agreement entered into for purposes related to reducing chronic absenteeism, the Oregon Department of Education may suspend, or may withhold and reallocate, moneys that otherwise would be distributed to the regional consortium.

**581-020-0655**

**Integrated Community Partnership Grant**

(1) The Oregon Department of Education will establish a process for eligible entities to apply for a Community Engagement Partnership Grant.

(2) The Oregon Department of Education may/will award Grants to eligible entities based on whether the applicant meets the following criteria:

(a) Is a Community-Based Organization, culturally specific organization, early learning hub, provider of early learning services, education service district, Tribal Nation, or consortia of the above;

(b) Authentically and consistently engages Community Voice in the proposed project;

(c) Demonstrates equitable distribution of Grant funds and resources in Partnership;

(d) Demonstrates that the objectives of the grant activities are to benefit and serve focal student groups;

(e) Is actively engaged in or prepared to enter into an inclusive Partnership and/or consortium with other entities invested in reducing the root causes of chronic absenteeism; and

(f) Demonstrates that the students and their families served by the proposed project are disproportionately impacted by chronic absenteeism.

(3) The Oregon Department of Education may give priority to applications that:

(a) Are from, or are led by, Culturally Specific or Community-Based Organizations that represent focal student group communities;

(b) Demonstrate authentic and ongoing Partnerships with Community-Based Organizations, Culturally Specific Organizations, school districts, early learning hubs, educational service districts, providers of early learning services, post-secondary institutions of education, or tribe(s);

(c) Will help ensure geographic diversity of the Grant program by including rural communities or other underserved communities with large focal student group populations; or

(d) Address a strategy or an objective that addresses the root causes of chronic absenteeism that requires additional support, as determined by the Oregon Department of Education.

(4) Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed for tribal governments, community-based organizations, culturally specific organizations, education service districts, early learning hubs or providers of early learning services.

(5) Grant recipients must report project or program expenditures, progress, and outcomes in the manner and form required by the Oregon Department of Education.