A BILL FOR AN ACT
Relating to education; creating new provisions; amending ORS 329.045; and declaring an emergency.

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

MEDIA PROGRAM STANDARDS

SECTION 1. (1) The Department of Education shall convene an advisory group to study the media program standards developed by the State Board of Education. The study shall include an evaluation of:
   (a) The appropriateness of the standards, including whether the standards adequately address student media needs; and
   (b) Methods to measure and ensure compliance with the standards.
   (2) The department shall appoint advisory group members to conduct the study described in subsection (1) of this section in consultation with organizations that represent public school educators and that promote school libraries.
   (3) The department shall report the results of the study, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than December 31, 2021.

SECTION 2. Section 1 of this 2021 Act is repealed on December 31, 2021.

SECTION 3. ORS 329.045 is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted.
New sections are in **boldfaced** type.
cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
indicators and diploma requirements.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(B) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment. Any standards involving media programs, including information literacy, must be established in consultation with the State Library.

(C) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, English, history, geography, economics, civics, the arts and world languages;

(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;

(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and

(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and

(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics, financial literacy and information literacy to allow every student who wants to receive instruction in civics, financial literacy and information literacy to be able to receive the instruction.

SECTION 4. ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.
(B) Ensure that the academic content standards for history, geography, economics and civics include sufficient instruction on the histories, contributions and perspectives of individuals who:

(i) Are Native American;
(ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
(iii) Are women;
(iv) Have disabilities;
(v) Are immigrants or refugees; or
(vi) Are lesbian, gay, bisexual or transgender.

(C) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment. Any standards involving media programs, including information literacy, must be established in consultation with the State Library.

(D) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, English, history, geography, economics, civics, the arts and world languages;
(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;
(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and
(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and
(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics, and financial literacy and information literacy to allow every student who wants to receive instruction in civics, and financial literacy and information literacy to be able to receive the instruction.

SEAL OF BILITERACY

SECTION 5. ORS 329.045, as amended by section 3 of this 2021 Act, is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.
(b) The review and revision conducted under this section shall:
(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(B) Include eligibility requirements for recognizing high school graduates who have attained a high level of proficiency in reading, writing, listening and speaking in one or more world languages.

[(B)] (C) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment. Any standards involving media programs, including information literacy, must be established in consultation with the State Library.

[(C)] (D) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:
(i) Students with instruction in core academic subjects, including mathematics, science, English, history, geography, economics, civics, the arts and world languages;
(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;
(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and
(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:
(A) Meet the academic content standards adopted by the State Board of Education; and
(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics, financial literacy and information literacy to allow every student who wants to receive instruction in civics, financial literacy and information literacy to be able to receive the instruction.

SECTION 6. ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section 4 of this 2021 Act, is amended to read:
329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.

(b) The review and revision conducted under this section shall:
(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and
world languages.

(B) Ensure that the academic content standards for history, geography, economics and civics include sufficient instruction on the histories, contributions and perspectives of individuals who:

(i) Are Native American;
(ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
(iii) Are women;
(iv) Have disabilities;
(v) Are immigrants or refugees; or
(vi) Are lesbian, gay, bisexual or transgender.

(C) Include eligibility requirements for recognizing high school graduates who have attained a high level of proficiency in reading, writing, listening and speaking in one or more world languages.

[(C) (D) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment. Any standards involving media programs, including information literacy, must be established in consultation with the State Library.

[(D)(E) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, English, history, geography, economics, civics, the arts and world languages;
(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;
(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and
(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and
(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics, financial literacy and information literacy to allow every student who wants to receive instruction in civics, financial literacy and information literacy to be able to receive the instruction.

SECTION 7. The amendments to ORS 329.045 by sections 5 and 6 of this 2021 Act become operative July 1, 2021.
CAPTIONS

SECTION 8. The unit captions used in this 2021 Act are provided only for the convenience of the reader and do not become part of the statutory law of this state or express any legislative intent in the enactment of this 2021 Act.

EFFECTIVE DATE

SECTION 9. This 2021 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2021 Act takes effect on its passage.