

SENATE AMENDMENTS TO SENATE BILL 3

By COMMITTEE ON EDUCATION

April 3

1 On page 1 of the printed bill, line 2, before “amending” insert “and”.

2 In line 3, delete “; and declaring an emergency”.

3 Delete lines 5 through 29 and delete pages 2 through 15 and insert:

4 “**SECTION 1.** ORS 329.451, as amended by section 1, chapter 175, Oregon Laws 2021, and sec-
5 tion 6, chapter 81, Oregon Laws 2022, is amended to read:

6 “329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a
7 high school diploma to a student who completes the requirements established by subsection (2) of
8 this section.

9 “(b) A school district or public charter school shall award a modified diploma to a student who
10 satisfies the requirements established by subsection (7) of this section, an extended diploma to a
11 student who satisfies the requirements established by subsection (8) of this section or an alternative
12 certificate to a student who satisfies the requirements established by subsection (9) of this section.

13 “(c) A school district or public charter school may not deny a student who has the documented
14 history described in subsection (7)(b) or (8)(b) of this section the opportunity to pursue a diploma
15 with more stringent requirements than a modified diploma or an extended diploma for the sole rea-
16 son that the student has the documented history.

17 “(d) A school district or public charter school may award a modified diploma or extended di-
18 ploma to a student only upon receiving consent as provided by subsection (6) of this section.

19 “(2)(a) In order to receive a high school diploma from a school district or public charter school,
20 a student must satisfy the requirements established by the State Board of Education and the school
21 district or public charter school and, while in grades 9 through 12, must complete at least 24 total
22 credits, which must include at least:

23 “(A) Three credits of mathematics;

24 “(B) Four credits of language arts; *[and]*

25 “(C) One half-credit of civics[.];

26 “**(D) One half-credit of higher education and career path skills; and**

27 “**(E) One half-credit of personal financial education.**

28 “(b) If a school district or public charter school requires a student to complete more than 24
29 total credits, as provided by paragraph (a) of this subsection, the school district or public charter
30 school may only require the student to complete additional credits for:

31 “(A) Subjects for which the State Board of Education has established academic content stan-
32 dards under ORS 329.045;

33 “(B) Courses provided as part of a career and technical education program; or

34 “(C) Courses that provide, or qualify to provide, credit at post-secondary institutions of educa-
35 tion.

1 “(c)(A) A school district or public charter school that requires students to satisfy any require-
2 ments not specified by paragraph (a) of this subsection or by rule of the State Board of Education
3 must grant to a student a waiver of the requirements established by the school district or public
4 charter school if the student is or, at any time from grade 9 to 12, was:

5 “(i) A foster child, as defined in ORS 30.297;

6 “(ii) Homeless, as determined under rules adopted by the State Board of Education based on
7 standards adopted by the Department of Human Services;

8 “(iii) A runaway, as determined under rules adopted by the State Board of Education based on
9 standards adopted by the Department of Human Services;

10 “(iv) A child in a military family covered by the Interstate Compact on Educational Opportunity
11 for Military Children, as determined under rules adopted by the State Board of Education;

12 “(v) A child of a migrant worker, as determined under rules adopted by the State Board of Ed-
13 ucation; or

14 “(vi) Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education
15 Program.

16 “(B)(i) For any student identified under subparagraph (A) of this paragraph, a school district or
17 public charter school must accept any credits earned by the student in an educational program in
18 this state and apply those credits toward requirements specified by paragraph (a) of this subsection
19 or by rule of the State Board of Education if the credits satisfied those requirements in that edu-
20 cational program in this state.

21 “(ii) As used in this subparagraph, ‘educational program in this state’ means an educational
22 program that is:

23 “(I) Provided by a school district, a public charter school, the Youth Corrections Education
24 Program or the Juvenile Detention Education Program; or

25 “(II) Funded as provided by ORS 343.243 for students in a long term care or treatment facility
26 described in ORS 343.961 or a hospital identified in ORS 343.261.

27 “(d) **The State Board of Education may adopt by rule requirements for courses, including**
28 **teachers of courses, related to higher education and career path skills and personal financial**
29 **education that allow the courses to satisfy multiple credit requirements for a high school**
30 **diploma, including mathematics.**

31 “(3) A student providing work samples to demonstrate proficiency in Essential Learning Skills
32 as may be required under subsection (2) of this section must be allowed to use accommodations de-
33 scribed in the student’s individualized education program or the student’s plan developed in ac-
34 cordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. As used in this
35 subsection, the term ‘accommodations’:

36 “(a) Includes, but is not limited to:

37 “(A) Additional time to demonstrate proficiency.

38 “(B) The ability to demonstrate proficiency in an alternative location that is secure and
39 proctored.

40 “(C) The use of text-to-speech or speech-to-text technology or other assistive technology.

41 “(b) Does not include modifications that lower the proficiency standards or that are used solely
42 to earn modified credit.

43 “(4) A student may satisfy the requirements of subsection (2) of this section in less than four
44 years. If a student satisfies the requirements of subsection (2) of this section and a school district
45 or public charter school has received consent as provided by subsection (6) of this section, the

1 school district or public charter school shall award a high school diploma to the student.

2 “(5) If a school district or public charter school has received consent as provided by subsection
3 (6) of this section, the school district or public charter school may advance the student to the next
4 grade level if the student has satisfied the requirements for the student’s current grade level.

5 “(6)(a) For the purpose of receiving consent as provided by subsections (1)(d), (4) and (5) of this
6 section, consent shall be provided by:

7 “(A) The parent or guardian of the student, if the student:

8 “(i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or

9 “(ii) Has been determined not to have the ability to give informed consent regarding the
10 student’s education pursuant to a protective proceeding under ORS chapter 125; or

11 “(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS
12 419B.550 to 419B.558.

13 “(b) For the purpose of awarding a modified diploma or extended diploma as provided by sub-
14 section (1)(d) of this section or of awarding a high school diploma as provided by subsection (4) of
15 this section, consent must be received during the school year for which the diploma will be awarded.

16 “(7) A school district or public charter school shall award a modified diploma only to students
17 who have demonstrated the inability to meet the full set of academic content standards for a high
18 school diploma with reasonable modifications and accommodations. To be eligible for a modified di-
19 ploma, a student must:

20 “(a) Satisfy the requirements for a modified diploma established by the State Board of Education;
21 and

22 “(b) Have a documented history of an inability to maintain grade level achievement due to sig-
23 nificant learning and instructional barriers or have a documented history of a medical condition that
24 creates a barrier to achievement.

25 “(8) A school district or public charter school shall award an extended diploma only to students
26 who have demonstrated the inability to meet the full set of academic content standards for a high
27 school diploma with reasonable modifications and accommodations. To be eligible for an extended
28 diploma, a student must:

29 “(a) While in grade nine through completion of high school, complete 12 credits, which may not
30 include more than six credits earned in a self-contained special education classroom and shall in-
31 clude:

32 “(A) Two credits of mathematics;

33 “(B) Two credits of language arts;

34 “(C) Two credits of science;

35 “(D) Three credits of history, geography, economics or civics;

36 “(E) One credit of health;

37 “(F) One credit of physical education; and

38 “(G) One credit of the arts or a world language; and

39 “(b) Have a documented history of:

40 “(A) An inability to maintain grade level achievement due to significant learning and instruc-
41 tional barriers;

42 “(B) A medical condition that creates a barrier to achievement; or

43 “(C) A change in the student’s ability to participate in grade level activities as a result of a
44 serious illness or injury that occurred after grade eight.

45 “(9) A school district or public charter school shall award an alternative certificate to a student

1 who does not satisfy the requirements for a high school diploma, a modified diploma or an extended
2 diploma if the student meets requirements established by the board of the school district or public
3 charter school.

4 “(10) A student shall have the opportunity to satisfy the requirements of subsection (7), (8) or
5 (9) of this section by the later of:

6 “(a) Four years after starting grade nine; or

7 “(b) The student reaching the age of 21 years, if the student is entitled to a public education
8 until the age of 21 years under state or federal law.

9 “(11)(a) A student may satisfy the requirements described in subsection (7), (8) or (9) of this
10 section in less than four years if consent is provided in the manner described in subsection (6)(a)
11 of this section.

12 “(b) The consent provided under this subsection must be written and must clearly state that the
13 parent, guardian or student is waiving the time allowed under subsection (10) of this section. A
14 consent may not be used to allow a student to satisfy the requirements of subsection (7), (8) or (9)
15 of this section in less than three years.

16 “(c) A copy of all consents provided under this subsection for students in a school district must
17 be forwarded to the district superintendent.

18 “(d) Each school district must provide to the Superintendent of Public Instruction information
19 about the number of consents provided during a school year.

20 “(12)(a) A student who qualifies to receive or receives a modified diploma, an extended diploma
21 or an alternative certificate shall:

22 “(A) Have the option of participating in a high school graduation ceremony with the class of the
23 student; and

24 “(B) Have access to instructional hours, hours of transition services and hours of other services
25 that are designed to:

26 “(i) Meet the unique needs of the student; and

27 “(ii) When added together, provide a total number of hours of instruction and services to the
28 student that equals at least the total number of instructional hours that is required to be provided
29 to students who are attending a public high school.

30 “(b)(A) The number of instructional hours, hours of transition services and hours of other ser-
31 vices that are appropriate for a student shall be determined by the student’s individualized education
32 program team. Based on the student’s needs and performance level, the student’s individualized ed-
33 ucation program team may decide that the student will not access the total number of hours of in-
34 struction and services to which the student has access under paragraph (a)(B) of this subsection.

35 “(B) A school district may not unilaterally decrease the total number of hours of instruction and
36 services to which the student has access under paragraph (a)(B) of this subsection, regardless of the
37 age of the student.

38 “(c) If a student’s individualized education program team decides that the student will not access
39 the total number of hours of instruction and services to which the student has access under para-
40 graph (a)(B) of this subsection, the school district shall annually:

41 “(A) Provide the following information in writing to the parent or guardian of the student:

42 “(i) The school district’s duty to comply with the requirements of paragraph (a)(B) of this sub-
43 section; and

44 “(ii) The prohibition against a school district’s unilaterally decreasing the total number of hours
45 of instruction and services to which the student has access.

1 “(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent
2 or guardian received the information described in subparagraph (A) of this paragraph.

3 “(C) Include in the individualized education program for the student a written statement that
4 explains the reasons the student is not accessing the total number of hours of instruction and ser-
5 vices to which the student has access under paragraph (a)(B) of this subsection.

6 “(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services
7 designed to meet the unique needs of the student may be provided to the student through an inter-
8 agency agreement entered into by the school district if the individualized education program devel-
9 oped for the student indicates that the services may be provided by another agency. A school
10 district that enters into an interagency agreement as allowed under this paragraph retains the re-
11 sponsibility for ensuring that the student has access to the number of service hours required to be
12 provided to the student under this subsection. An agency is not required to change any eligibility
13 criteria or enrollment standards prior to entering into an interagency agreement as provided by this
14 paragraph.

15 “(13) A school district or public charter school shall:

16 “(a) Ensure that students have on-site access to the appropriate resources to achieve a high
17 school diploma, a modified diploma, an extended diploma or an alternative certificate at each high
18 school in the school district or at the public charter school.

19 “(b) Provide literacy instruction to all students until graduation.

20 “(c) Annually provide, to the parents or guardians of a student who has the documented history
21 described in subsection (8)(b) of this section, information about the availability of a modified di-
22 ploma, an extended diploma and an alternative certificate and the requirements for the diplomas and
23 certificate:

24 “(A) Beginning in grade five; or

25 “(B) Beginning after a documented history described in subsection (8)(b) of this section has been
26 established.

27 “(14) A school district or public charter school shall allow a student to participate in the high
28 school graduation ceremony with the class of the student and to wear:

29 “(a) Native American items of cultural significance as provided by ORS 332.112; or

30 “(b) A dress uniform issued to the student by a branch of the Armed Forces of the United States
31 if the student:

32 “(A) Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an
33 alternative certificate under this section; and

34 “(B) Has completed basic training for, and is an active member of, a branch of the Armed Forces
35 of the United States.

36 “**SECTION 2. (1) The amendments to ORS 329.451 by section 1 of this 2023 Act become**
37 **operative on January 1, 2027.**

38 “**(2) The amendments to ORS 329.451 by section 1 of this 2023 Act apply to high school**
39 **diplomas awarded on or after January 1, 2027.**

40 “**(3) Notwithstanding subsections (1) and (2) of this section, a school district, a public**
41 **charter school or an education service district may request a waiver of the credit require-**
42 **ments under ORS 329.451 (2)(a)(D) and (E) for the students of the district or school if the**
43 **district or school is able to demonstrate to the satisfaction of the Department of Education,**
44 **based on rules adopted by the State Board of Education, that the district or school is unable**
45 **to provide courses necessary for students to satisfy the credit requirements described in**

1 **ORS 329.451 (2)(a)(D) and (E) due to a lack of educators qualified to provide the courses. A**
2 **waiver provided under this subsection is valid for one school year only and, for a district or**
3 **school that receives a waiver, the requirements of ORS 329.451 (2)(a)(D) and (E) apply to high**
4 **school diplomas awarded on or after January 1, 2028.**

5 **“(4) The State Board of Education, the Department of Education, school districts, public**
6 **charter schools and education service districts may take any necessary actions before the**
7 **operative date specified in subsection (1) of this section to:**

8 **“(a) Ensure that students who will be awarded high school diplomas on or after January**
9 **1, 2027, are able to satisfy the credit requirements of ORS 329.451, as amended by section 1**
10 **of this 2023 Act; or**

11 **“(b) If the school district, public charter school or education service district requires a**
12 **waiver under subsection (3) of this section:**

13 **“(A) Request a waiver for students who will be awarded high school diplomas on or after**
14 **January 1, 2027, and before January 1, 2028; and**

15 **“(B) Ensure that students who will be awarded high school diplomas on or after January**
16 **1, 2028, are able to satisfy the credit requirements of ORS 329.451, as amended by section 1**
17 **of this 2023 Act.**

18 **“SECTION 3.** ORS 329.007 is amended to read:

19 **“329.007.** As used in this chapter, unless the context requires otherwise:

20 **“(1) ‘Academic content standards’ means expectations of student knowledge and skills adopted**
21 **by the State Board of Education under ORS 329.045.**

22 **“(2) ‘Administrator’ includes all persons whose duties require an administrative license.**

23 **“(3) ‘Board’ or ‘state board’ means the State Board of Education.**

24 **“(4) ‘Community learning center’ means a school-based or school-linked program providing in-**
25 **formal meeting places and coordination for community activities, adult education, child care, infor-**
26 **mation and referral and other services as described in ORS 329.157. ‘Community learning center’**
27 **includes, but is not limited to, a community school program as defined in ORS 336.505, family re-**
28 **source centers as described in ORS 417.725, full service schools, lighted schools and 21st century**
29 **community learning centers.**

30 **“(5) ‘Department’ means the Department of Education.**

31 **“(6) ‘Higher education and career path skills’ means instruction that provides guidance**
32 **on:**

33 **“(a) Applying for jobs, including preparing a resume or filling out a job application and**
34 **developing job interview skills;**

35 **“(b) Applying for admission to a post-secondary institution of education, including ap-**
36 **plying for financial aid and scholarships;**

37 **“(c) Applying for post-secondary learning and job training opportunities and programs**
38 **that do not require a four-year degree, including apprenticeships and how to meet the pre-**
39 **requisites for those opportunities and programs;**

40 **“(d) Developing career-related skills, including improving employability skills, taking ad-**
41 **vantage of community-based experiential learning and gaining knowledge of career opportu-**
42 **nities; and**

43 **“(e) Seeking assistance, including accessing community resources and acting as a self-**
44 **advocate for mental, physical and financial well-being.**

45 **“[(6)] (7) ‘History, geography, economics and civics’ includes, but is not limited to, Oregon**

1 Studies.

2 “[7] (8) ‘Language arts’ includes reading, writing and other communications in any language,
3 including English.

4 “[8] (9) ‘Oregon Studies’ means history, geography, economics and civics specific to the State
5 of Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal
6 and state government, as well as the electoral and legislative processes.

7 “[9] (10) ‘Parents’ means parents or guardians of students who are covered by this chapter.

8 “(11) **‘Personal financial education’ means instruction that provides guidance on:**

9 **“(a) Credit scores, including how to build credit, the costs and benefits of borrowing**
10 **money on credit and the long-term impacts of high or low credit scores;**

11 **“(b) Investments, asset building and debt, including how to open a bank account, differ-**
12 **ent types of bank accounts, compound interest, the total cost of loan repayment, comparing**
13 **investment options and types of investments and understanding different types of retirement**
14 **accounts;**

15 **“(c) Strategies for creating a budget, tracking and modifying spending patterns and**
16 **understanding insurance products, including exploring common costs associated with rentals**
17 **and home ownership;**

18 **“(d) Taxes, including accessing tax credits, understanding tax cycles, being familiar with**
19 **state and federal tax forms and being familiar with federal, state, regional and local taxes;**
20 **and**

21 **“(e) Building financial well-being, including evaluating the impact of behavioral economics**
22 **and the psychology of money, explaining trends in financial health and evaluating consumer**
23 **skills, including fraud and identity theft prevention.**

24 “[10] (12) ‘Public charter school’ has the meaning given that term in ORS 338.005.

25 “[11] (13) ‘School district’ means a school district as defined in ORS 332.002, a state-operated
26 school or any legally constituted combination of such entities.

27 “[12] (14) ‘Teacher’ means any licensed employee of a school district who has direct responsi-
28 bility for instruction, coordination of educational programs or supervision of students and who is
29 compensated for such services from public funds. ‘Teacher’ does not include a school nurse, as de-
30 fined in ORS 342.455, or a person whose duties require an administrative license.

31 “[13] (15) ‘The arts’ includes, but is not limited to, literary arts, performing arts and visual
32 arts.

33 “[14] (16) ‘World languages’ includes sign language, heritage languages and languages other
34 than a student’s primary language.

35 “[15] (17) ‘21st Century Schools Council’ means a council established pursuant to ORS 329.704.

36 **“SECTION 4.** ORS 329.007, as amended by section 6, chapter 253, Oregon Laws 2019, and sec-
37 tion 3, chapter 178, Oregon Laws 2021, is amended to read:

38 **“329.007.** As used in this chapter, unless the context requires otherwise:

39 **“(1) ‘Academic content standards’ means expectations of student knowledge and skills adopted**
40 **by the State Board of Education under ORS 329.045.**

41 **“(2) ‘Administrator’ includes all persons whose duties require an administrative license.**

42 **“(3) ‘Board’ or ‘state board’ means the State Board of Education.**

43 **“(4) ‘Community learning center’ means a school-based or school-linked program providing in-**
44 **formal meeting places and coordination for community activities, adult education, child care, infor-**
45 **mation and referral and other services as described in ORS 329.157. ‘Community learning center’**

1 includes, but is not limited to, a community school program as defined in ORS 336.505, family re-
2 source centers as described in ORS 417.725, full service schools, lighted schools and 21st century
3 community learning centers.

4 “(5) ‘Department’ means the Department of Education.

5 “(6) **‘Higher education and career path skills’ means instruction that provides guidance**
6 **on:**

7 “(a) **Applying for jobs, including preparing a resume or filling out a job application and**
8 **developing job interview skills;**

9 “(b) **Applying for admission to a post-secondary institution of education, including ap-**
10 **plying for financial aid and scholarships;**

11 “(c) **Applying for post-secondary learning and job training opportunities and programs**
12 **that do not require a four-year degree, including apprenticeships and how to meet the pre-**
13 **requisites for those opportunities and programs;**

14 “(d) **Developing career-related skills, including improving employability skills, taking ad-**
15 **vantage of community-based experiential learning and gaining knowledge of career opportu-**
16 **nities; and**

17 “(e) **Seeking assistance, including accessing community resources and acting as a self-**
18 **advocate for mental, physical and financial well-being.**

19 “[6] (7) ‘History, geography, economics and civics’ includes, but is not limited to, Holocaust
20 and genocide studies and Oregon Studies.

21 “[7] (8) ‘Holocaust and genocide studies’ means studies on the Holocaust, genocide and other
22 acts of mass violence that comply with the requirements described in ORS 329.494.

23 “[8] (9) ‘Language arts’ includes reading, writing and other communications in any language,
24 including English.

25 “[9] (10) ‘Oregon Studies’ means history, geography, economics and civics specific to the State
26 of Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal
27 and state government, as well as the electoral and legislative processes.

28 “[10] (11) ‘Parents’ means parents or guardians of students who are covered by this chapter.

29 “(12) **‘Personal financial education’ means instruction that provides guidance on:**

30 “(a) **Credit scores, including how to build credit, the costs and benefits of borrowing**
31 **money on credit and the long-term impacts of high or low credit scores;**

32 “(b) **Investments, asset building and debt, including how to open a bank account, differ-**
33 **ent types of bank accounts, compound interest, the total cost of loan repayment, comparing**
34 **investment options and types of investments and understanding different types of retirement**
35 **accounts;**

36 “(c) **Strategies for creating a budget, tracking and modifying spending patterns and**
37 **understanding insurance products, including exploring common costs associated with rentals**
38 **and home ownership;**

39 “(d) **Taxes, including accessing tax credits, understanding tax cycles, being familiar with**
40 **state and federal tax forms and being familiar with federal, state, regional and local taxes;**
41 **and**

42 “(e) **Building financial well-being, including evaluating the impact of behavioral economics**
43 **and the psychology of money, explaining trends in financial health and evaluating consumer**
44 **skills, including fraud and identity theft prevention.**

45 “[11] (13) ‘Public charter school’ has the meaning given that term in ORS 338.005.

1 “[(12)] (14) ‘School district’ means a school district as defined in ORS 332.002, a state-operated
2 school or any legally constituted combination of such entities.

3 “[(13)] (15) ‘Teacher’ means any licensed employee of a school district who has direct responsi-
4 bility for instruction, coordination of educational programs or supervision of students and who is
5 compensated for such services from public funds. ‘Teacher’ does not include a school nurse, as de-
6 fined in ORS 342.455, or a person whose duties require an administrative license.

7 “[(14)] (16) ‘The arts’ includes, but is not limited to, literary arts, performing arts and visual
8 arts.

9 “[(15)] (17) ‘World languages’ includes sign language, heritage languages and languages other
10 than a student’s primary language.

11 “[(16)] (18) ‘21st Century Schools Council’ means a council established pursuant to ORS 329.704.

12 “**SECTION 5.** ORS 329.025 is amended to read:

13 “329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary
14 and secondary schools that allows students, parents, teachers, administrators, school district boards
15 and the State Board of Education to be accountable for the development and improvement of the
16 public school system. The public school system shall have the following characteristics:

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

19 “(2) Assumes that all students can learn and establishes high, specific skill and knowledge ex-
20 pectations and recognizes individual differences at all instructional levels;

21 “(3) Provides each student an education experience that supports academic growth beyond pro-
22 ficiency in established academic content standards and encourages students to attain aspirational
23 goals that are individually challenging;

24 “(4) Provides special education, compensatory education, linguistically and culturally appropri-
25 ate education and other specialized programs to all students who need those services;

26 “(5) Supports the physical and cognitive growth and development of students;

27 “(6) Provides students with a solid foundation in the skills of reading, writing, problem solving
28 and communication;

29 “(7) Provides opportunities for students to learn, think, reason, retrieve information, use tech-
30 nology and work effectively alone and in groups;

31 “(8) Provides for rigorous academic content standards and instruction in mathematics, science,
32 language arts, history, geography, economics, civics, **higher education and career path skills,**
33 **personal financial education,** physical education, health, the arts and world languages;

34 “(9) Provides increased learning time;

35 “(10) Provides students an educational background to the end that they will function success-
36 fully in a constitutional republic, a participatory democracy and a multicultural nation and world;

37 “(11) Provides students with the knowledge and skills that will provide the opportunities to
38 succeed in the world of work, as members of families and as citizens;

39 “(12) Provides students with the knowledge and skills that lead to an active, healthy lifestyle;

40 “(13) Provides students with the knowledge and skills to take responsibility for their decisions
41 and choices;

42 “(14) Provides opportunities for students to learn through a variety of teaching strategies;

43 “(15) Emphasizes involvement of parents and the community in the total education of students;

44 “(16) Transports children safely to and from school;

45 “(17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs

1 facing each district;

2 “(18) Ensures that local schools have adequate control of how funds are spent to best meet the
3 needs of students in their communities; and

4 “(19) Provides for a safe, educational environment.

5 “**SECTION 6.** ORS 329.045 is amended to read:

6 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Ed-
7 ucation shall regularly and periodically review and revise its Common Curriculum Goals, perform-
8 ance indicators and diploma requirements.

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

10 “(A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
11 science, language arts, history, geography, economics, civics, **higher education and career path**
12 **skills, personal financial education**, physical education, health, the arts and world languages.

13 “(B) Involve teachers and other educators, parents of students and other citizens and shall pro-
14 vide ample opportunity for public comment.

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

18 “(i) Students with instruction in core academic subjects, including mathematics, science, lan-
19 guage arts, history, geography, economics, civics, **higher education and career path skills, per-**
20 **sonal financial education**, the arts and world languages;

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

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

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

28 “(c) Nothing in this subsection prevents a school district or public charter school from main-
29 taining control over course content, format, materials and teaching methods.

30 “(2) The State Board of Education shall continually review and revise all adopted academic
31 content standards necessary for students to successfully transition to the next phase of their edu-
32 cation.

33 “(3)(a) School districts and public charter schools must offer students instruction in mathemat-
34 ics, science, language arts, history, geography, economics, civics, **higher education and career**
35 **path skills, personal financial education**, physical education, health, the arts and world languages.

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

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

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

40 “[4] *School districts and public charter schools are encouraged to offer students courses or other*
41 *educational opportunities in civics and financial literacy to allow every student who wants to receive*
42 *instruction in civics and financial literacy to be able to receive the instruction.]*

43 “**SECTION 7.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and sec-
44 tion 6, chapter 178, Oregon Laws 2021, is amended to read:

45 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Ed-

1 ucation shall regularly and periodically review and revise its Common Curriculum Goals, perform-
2 ance indicators and diploma requirements.

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

4 “(A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
5 science, language arts, history, geography, economics, civics, **higher education and career path**
6 **skills, personal financial education**, physical education, health, the arts and world languages.

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

9 “(i) Are Native American;

10 “(ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;

11 “(iii) Are women;

12 “(iv) Have disabilities;

13 “(v) Are immigrants or refugees; or

14 “(vi) Are lesbian, gay, bisexual or transgender.

15 “(C) Involve teachers and other educators, parents of students and other citizens and shall pro-
16 vide ample opportunity for public comment.

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

20 “(i) Students with instruction in core academic subjects, including mathematics, science, lan-
21 guage arts, history, geography, economics, civics, **higher education and career path skills, per-**
22 **sonal financial education**, the arts and world languages;

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

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

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

30 “(c) Nothing in this subsection prevents a school district or public charter school from main-
31 taining control over course content, format, materials and teaching methods.

32 “(2) The State Board of Education shall continually review and revise all adopted academic
33 content standards necessary for students to successfully transition to the next phase of their edu-
34 cation.

35 “(3)(a) School districts and public charter schools must offer students instruction in mathemat-
36 ics, science, language arts, history, geography, economics, civics, **higher education and career**
37 **path skills, personal financial education**, physical education, health, the arts and world languages.

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

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

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

42 “[4] *School districts and public charter schools are encouraged to offer students courses or other*
43 *educational opportunities in civics and financial literacy to allow every student who wants to receive*
44 *instruction in civics and financial literacy to be able to receive the instruction.]”.*