

# House Bill 3093

Sponsored by Representative BYNUM (at the request of Rick Metsger)

## 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 **as introduced**.

Establishes personal financial education as requirement for high school diploma.

Prescribes requirements of personal financial education. Directs Department of Education to establish academic content standards and statewide assessment system for personal financial education.

Requires school districts and public charter schools to offer students instruction in personal financial education.

## A BILL FOR AN ACT

1  
2 Relating to personal financial education; creating new provisions; and amending ORS 329.007,  
3 329.025, 329.045, 329.451 and 329.485.

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

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

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

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

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

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

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

24 (A) [*Three*] **Two and one-half** credits of mathematics;

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

26 (C) One half-credit of civics[.]; **and**

27 **(D) 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 total  
29 credits, as provided by paragraph (a) of this subsection, the school district or public charter school

**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.

1 may only require the student to complete additional credits for:

2 (A) Subjects for which the State Board of Education has established academic content standards  
3 under ORS 329.045;

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

5 (C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.

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

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

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

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

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

17 (v) A child of a migrant worker, as determined under rules adopted by the State Board of Edu-  
18 cation; or

19 (vi) Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education  
20 Program.

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

26 (ii) As used in this subparagraph, “educational program in this state” means an educational  
27 program that is:

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

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

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

37 (a) Includes, but is not limited to:

38 (A) Additional time to demonstrate proficiency.

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

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

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

44 (4) A student may satisfy the requirements of subsection (2) of this section in less than four  
45 years. If a student satisfies the requirements of subsection (2) of this section and a school district

1 or public charter school has received consent as provided by subsection (6) of this section, the  
 2 school district or public charter school shall award a high school diploma to the student.

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

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

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

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

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

12 (B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS  
 13 419B.550 to 419B.558.

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

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

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

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

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

30 (a) While in grade nine through completion of high school, complete [12] **12.5** credits, which may  
 31 not include more than six credits earned in a self-contained special education classroom and shall  
 32 include:

33 (A) Two credits of mathematics;

34 (B) Two credits of language arts;

35 (C) Two credits of science;

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

37 (E) One credit of health;

38 (F) One credit of physical education; [and]

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

40 **(H) One-half credit of personal financial education; and**

41 (b) Have a documented history of:

42 (A) An inability to maintain grade level achievement due to significant learning and instruc-  
 43 tional barriers;

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

45 (C) A change in the student's ability to participate in grade level activities as a result of a se-

1 rious illness or injury that occurred after grade eight.

2 (9) A school district or public charter school shall award an alternative certificate to a student  
 3 who does not satisfy the requirements for a high school diploma, a modified diploma or an extended  
 4 diploma if the student meets requirements established by the board of the school district or public  
 5 charter school.

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

8 (a) Four years after starting grade nine; or

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

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

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

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

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

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

24 (A) Have the option of participating in a high school graduation ceremony with the class of the  
 25 student; and

26 (B) Have access to instructional hours, hours of transition services and hours of other services  
 27 that are designed to:

28 (i) Meet the unique needs of the student; and

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

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

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

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

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

44 (i) The school district's duty to comply with the requirements of paragraph (a)(B) of this sub-  
 45 section; and

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

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

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

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

17 (13) A school district or public charter school shall:

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

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

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

26 (A) Beginning in grade five; or

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

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

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

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

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

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

38 **SECTION 2. (1) The amendments to ORS 329.451 by section 1 of this 2023 Act become**  
 39 **operative on January 1, 2026.**

40 **(2) The amendments to ORS 329.451 by section 1 of this 2023 Act apply to diplomas**  
 41 **awarded on or after January 1, 2026.**

42 **SECTION 3. ORS 329.007 is amended to read:**

43 329.007. As used in this chapter, unless the context requires otherwise:

44 (1) “Academic content standards” means expectations of student knowledge and skills adopted  
 45 by the State Board of Education under ORS 329.045.

1 (2) “Administrator” includes all persons whose duties require an administrative license.

2 (3) “Board” or “state board” means the State Board of Education.

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

9 (5) “Department” means the Department of Education.

10 (6) “History, geography, economics and civics” includes, but is not limited to, Oregon Studies.

11 (7) “Language arts” includes reading, writing and other communications in any language, in-  
 12 cluding English.

13 (8) “Oregon Studies” means history, geography, economics and civics specific to the State of  
 14 Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal  
 15 and state government, as well as the electoral and legislative processes.

16 (9) “Parents” means parents or guardians of students who are covered by this chapter.

17 (10) **“Personal financial education” means the study of the efficient and effective man-  
 18 agement of personal financial resources, including information on:**

19 **(a) Savings and checking accounts, credit cards, retirement plans and other investments;**

20 **(b) Career advancement, including effective resume writing and job interview techniques;**

21 **and**

22 **(c) Prevention of fraud related to personal accounts.**

23 [(10)] (11) “Public charter school” has the meaning given that term in ORS 338.005.

24 [(11)] (12) “School district” means a school district as defined in ORS 332.002, a state-operated  
 25 school or any legally constituted combination of such entities.

26 [(12)] (13) “Teacher” means any licensed employee of a school district who has direct responsi-  
 27 bility for instruction, coordination of educational programs or supervision of students and who is  
 28 compensated for such services from public funds. “Teacher” does not include a school nurse, as  
 29 defined in ORS 342.455, or a person whose duties require an administrative license.

30 [(13)] (14) “The arts” includes, but is not limited to, literary arts, performing arts and visual  
 31 arts.

32 [(14)] (15) “World languages” includes sign language, heritage languages and languages other  
 33 than a student’s primary language.

34 [(15)] (16) “21st Century Schools Council” means a council established pursuant to ORS 329.704.

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

37 329.007. As used in this chapter, unless the context requires otherwise:

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

40 (2) “Administrator” includes all persons whose duties require an administrative license.

41 (3) “Board” or “state board” means the State Board of Education.

42 (4) “Community learning center” means a school-based or school-linked program providing in-  
 43 formal meeting places and coordination for community activities, adult education, child care, infor-  
 44 mation and referral and other services as described in ORS 329.157. “Community learning center”  
 45 includes, but is not limited to, a community school program as defined in ORS 336.505, family re-

1 source centers as described in ORS 417.725, full service schools, lighted schools and 21st century  
 2 community learning centers.

3 (5) “Department” means the Department of Education.

4 (6) “History, geography, economics and civics” includes, but is not limited to, Holocaust and  
 5 genocide studies and Oregon Studies.

6 (7) “Holocaust and genocide studies” means studies on the Holocaust, genocide and other acts  
 7 of mass violence that comply with the requirements described in ORS 329.494.

8 (8) “Language arts” includes reading, writing and other communications in any language, in-  
 9 cluding English.

10 (9) “Oregon Studies” means history, geography, economics and civics specific to the State of  
 11 Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal  
 12 and state government, as well as the electoral and legislative processes.

13 (10) “Parents” means parents or guardians of students who are covered by this chapter.

14 (11) **“Personal financial education” means the study of the efficient and effective man-  
 15 agement of personal financial resources, including information on:**

16 (a) **Savings and checking accounts, credit cards, retirement plans and other investments;**

17 (b) **Career advancement, including effective resume writing and job interview techniques;  
 18 and**

19 (c) **Prevention of fraud related to personal accounts.**

20 [(11)] (12) “Public charter school” has the meaning given that term in ORS 338.005.

21 [(12)] (13) “School district” means a school district as defined in ORS 332.002, a state-operated  
 22 school or any legally constituted combination of such entities.

23 [(13)] (14) “Teacher” means any licensed employee of a school district who has direct responsi-  
 24 bility for instruction, coordination of educational programs or supervision of students and who is  
 25 compensated for such services from public funds. “Teacher” does not include a school nurse, as  
 26 defined in ORS 342.455, or a person whose duties require an administrative license.

27 [(14)] (15) “The arts” includes, but is not limited to, literary arts, performing arts and visual  
 28 arts.

29 [(15)] (16) “World languages” includes sign language, heritage languages and languages other  
 30 than a student’s primary language.

31 [(16)] (17) “21st Century Schools Council” means a council established pursuant to ORS 329.704.

32 **SECTION 5.** ORS 329.025 is amended to read:

33 329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary  
 34 and secondary schools that allows students, parents, teachers, administrators, school district boards  
 35 and the State Board of Education to be accountable for the development and improvement of the  
 36 public school system. The public school system shall have the following characteristics:

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

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

41 (3) Provides each student an education experience that supports academic growth beyond profi-  
 42 ciency in established academic content standards and encourages students to attain aspirational  
 43 goals that are individually challenging;

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

- 1 (5) Supports the physical and cognitive growth and development of students;
  - 2 (6) Provides students with a solid foundation in the skills of reading, writing, problem solving  
3 and communication;
  - 4 (7) Provides opportunities for students to learn, think, reason, retrieve information, use tech-  
5 nology and work effectively alone and in groups;
  - 6 (8) Provides for rigorous academic content standards and instruction in mathematics, science,  
7 language arts, history, geography, economics, civics, **personal financial education**, physical edu-  
8 cation, health, the arts and world languages;
  - 9 (9) Provides increased learning time;
  - 10 (10) Provides students an educational background to the end that they will function successfully  
11 in a constitutional republic, a participatory democracy and a multicultural nation and world;
  - 12 (11) Provides students with the knowledge and skills that will provide the opportunities to suc-  
13 ceed in the world of work, as members of families and as citizens;
  - 14 (12) Provides students with the knowledge and skills that lead to an active, healthy lifestyle;
  - 15 (13) Provides students with the knowledge and skills to take responsibility for their decisions  
16 and choices;
  - 17 (14) Provides opportunities for students to learn through a variety of teaching strategies;
  - 18 (15) Emphasizes involvement of parents and the community in the total education of students;
  - 19 (16) Transports children safely to and from school;
  - 20 (17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs  
21 facing each district;
  - 22 (18) Ensures that local schools have adequate control of how funds are spent to best meet the  
23 needs of students in their communities; and
  - 24 (19) Provides for a safe, educational environment.
- 25 **SECTION 6.** ORS 329.045 is amended to read:
- 26 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-  
27 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance  
28 indicators and diploma requirements.
- 29 (b) The review and revision conducted under this section shall:
- 30 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,  
31 science, language arts, history, geography, economics, civics, **personal financial education**, phys-  
32 ical education, health, the arts and world languages.
  - 33 (B) Involve teachers and other educators, parents of students and other citizens and shall pro-  
34 vide ample opportunity for public comment.
  - 35 (C) Encourage increased learning time. As used in this subparagraph, “increased learning  
36 time” means a schedule that encompasses a longer school day, week or year for the purpose of in-  
37 creasing the total number of school hours available to provide:
    - 38 (i) Students with instruction in core academic subjects, including mathematics, science, language  
39 arts, history, geography, economics, civics, **personal financial education**, the arts and world lan-  
40 guages;
    - 41 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph  
42 (i) of this subparagraph, including health and physical education;
    - 43 (iii) Students with the opportunity to participate in enrichment activities that contribute to a  
44 well-rounded education, including learning opportunities that may be based on service, experience  
45 or work and that may be provided through partnerships with other organizations; and



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

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

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

7 (3)(a) School districts and public charter schools must offer students instruction in mathematics,  
 8 science, language arts, history, geography, economics, civics, **personal financial education**, phys-  
 9 ical education, health, the arts and world languages.

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

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

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

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

17 **SECTION 7.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section  
 18 6, chapter 178, Oregon Laws 2021, is amended to read:

19 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-  
 20 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance  
 21 indicators and diploma requirements.

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

23 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,  
 24 science, language arts, history, geography, economics, civics, **personal financial education**, phys-  
 25 ical education, health, the arts and world languages.

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

28 (i) Are Native American;

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

30 (iii) Are women;

31 (iv) Have disabilities;

32 (v) Are immigrants or refugees; or

33 (vi) Are lesbian, gay, bisexual or transgender.

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

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

39 (i) Students with instruction in core academic subjects, including mathematics, science, language  
 40 arts, history, geography, economics, civics, **personal financial education**, the arts and world lan-  
 41 guages;

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

44 (iii) Students with the opportunity to participate in enrichment activities that contribute to a  
 45 well-rounded education, including learning opportunities that may be based on service, experience

1 or work and that may be provided through partnerships with other organizations; and

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

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

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

8 (3)(a) School districts and public charter schools must offer students instruction in mathematics,  
9 science, language arts, history, geography, economics, civics, **personal financial education**, phys-  
10 ical education, health, the arts and world languages.

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

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

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

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

18 **SECTION 8.** ORS 329.485 is amended to read:

19 329.485. (1) As used in this section:

20 (a) “Content-based assessment” means testing of the understanding of a student of a predeter-  
21 mined body of knowledge.

22 (b) “Criterion-referenced assessment” means testing of the knowledge or ability of a student with  
23 respect to some standard.

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

26 (2)(a) The Department of Education shall implement statewide a valid and reliable assessment  
27 system for all students that meets technical adequacy standards. The assessment system shall in-  
28 clude criterion-referenced assessments including performance-based assessments, content-based as-  
29 sessments, and other valid methods to measure the academic content standards and to identify  
30 students who meet or exceed the standards.

31 (b) The department shall develop the statewide assessment system in mathematics, science, lan-  
32 guage arts, history, geography, economics, *[and]* civics **and personal financial education**.

33 (3) In addition to the assessment system implemented under subsection (2) of this section, the  
34 department may make available to school districts and public charter schools an assessment system  
35 that uses criterion-referenced assessments, including performance-based assessments and content-  
36 based assessments to:

37 (a) Measure a student’s progress toward mastery of the knowledge and skills of the student’s  
38 current grade level or course content level;

39 (b) Determine the student’s level of mastery, which shall be determined regardless of the actual  
40 grade level of the student and may be determined by adapting the assessment during the assessment  
41 process as a result of the performance of the student;

42 (c) Track and provide reports on the progress of a student based on the information provided  
43 under paragraphs (a) and (b) of this subsection; and

44 (d) Provide predictions of anticipated student progress that are based on the information pro-  
45 vided under this subsection and not on the current grade level of the student.

1 (4)(a) School districts and public charter schools shall implement the statewide assessment sys-  
 2 tem in mathematics, science and language arts. In addition, school districts and public charter  
 3 schools may implement the statewide assessment system in history, geography, economics, [and]  
 4 civics **and personal financial education.**

5 (b) School districts and public charter schools may choose to implement the assessment system  
 6 described in subsection (3) of this section.

7 (5)(a) Each year the resident school district shall be accountable for determining the student's  
 8 progress toward achieving the academic content standards. Progress toward the academic content  
 9 standards:

10 (A) Shall clearly show the student and parents whether the student is making progress toward  
 11 meeting or exceeding the academic content standards at the student's current grade level or course  
 12 content level;

13 (B) Shall be based on the student's progress toward mastery of a continuum of academic  
 14 knowledge and skills; and

15 (C) May be based on the student's progress in a continuum of knowledge and skills that are not  
 16 academic and that may include student behaviors that are defined by the school district.

17 (b) School districts shall determine the method and format for showing student progress toward  
 18 achieving the academic content standards. Communications on student progress shall include a  
 19 reasonable number, as determined by the school district, of academic knowledge and skills in a  
 20 content area to enable parents and students to understand a student's progress toward meeting or  
 21 exceeding the academic content standards. No more than three indicators of academic knowledge  
 22 and skills per content area reporting category shall be required as provided by this section. A  
 23 school district may use more than three indicators of academic knowledge and skills per content  
 24 area reporting category if the school district implements a proficiency education system as provided  
 25 by ORS 329.119.

26 (6) In addition to the requirements described in subsection (5) of this section, the school district  
 27 shall adopt and implement a reporting system based on the school district board adopted course  
 28 content of the school district's curriculum. The reporting system:

29 (a) Shall clearly show the student and parents whether the student is achieving course require-  
 30 ments at the student's current grade level or course content level;

31 (b) Shall be based on the student's progress toward mastery of a continuum of academic knowl-  
 32 edge and skills; and

33 (c) May be based on the student's progress in a continuum of knowledge and skills that are not  
 34 academic and that may include student behaviors that are defined by the school district.

35 (7) If a student has not met or has exceeded all of the academic content standards, the school  
 36 district shall make additional services or alternative educational or public school options available  
 37 to the student.

38 (8) If the student to whom additional services or alternative educational options have been made  
 39 available does not meet or exceed the academic content standards within one year, the school dis-  
 40 trict, with the consent of the parents, shall make an appropriate placement, which may include an  
 41 alternative education program or the transfer of the student to another public school in the school  
 42 district or to a public school in another school district that agrees to accept the student. The school  
 43 district that receives the student shall be entitled to payment. The payment shall consist of:

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

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