

Requested by Senator WAGNER

**PROPOSED AMENDMENTS TO
SENATE BILL 3**

1 On page 1 of the printed bill, line 2 before “amending” insert “and” and
2 after “329.045” insert a comma.

3 Delete line 3 and insert “329.451 and 329.485.”.

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

5 **“SECTION 1.** ORS 329.451, as amended by section 1, chapter 175, Oregon
6 Laws 2021, and section 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
8 school shall award a high school diploma to a student who completes the
9 requirements established by subsection (2) of this section.

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

16 “(c) A school district or public charter school may not deny a student
17 who has the documented history described in subsection (7)(b) or (8)(b) of
18 this section the opportunity to pursue a diploma with more stringent re-
19 quirements than a modified diploma or an extended diploma for the sole
20 reason that the student has the documented history.

21 “(d) A school district or public charter school may award a modified di-

1 ploma or extended diploma to a student only upon receiving consent as pro-
2 vided by subsection (6) of this section.

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

8 “(A) Three credits of mathematics;

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

10 “(C) One half-credit of civics[.];

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

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

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

17 “(A) Subjects for which the State Board of Education has established ac-
18 ademic content standards under ORS 329.045;

19 “(B) Courses provided as part of a career and technical education pro-
20 gram; or

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

23 “(c)(A) A school district or public charter school that requires students
24 to satisfy any requirements not specified by paragraph (a) of this subsection
25 or by rule of the State Board of Education must grant to a student a waiver
26 of the requirements established by the school district or public charter
27 school if the student is or, at any time from grade 9 to 12, was:

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

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

1 “(iii) A runaway, as determined under rules adopted by the State Board
2 of Education based on standards adopted by the Department of Human Ser-
3 vices;

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

7 “(v) A child of a migrant worker, as determined under rules adopted by
8 the State Board of Education; or

9 “(vi) Enrolled in the Youth Corrections Education Program or the Juve-
10 nile Detention Education Program.

11 “(B)(i) For any student identified under subparagraph (A) of this para-
12 graph, a school district or public charter school must accept any credits
13 earned by the student in an educational program in this state and apply
14 those credits toward requirements specified by paragraph (a) of this sub-
15 section or by rule of the State Board of Education if the credits satisfied
16 those requirements in that educational program in this state.

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

19 “(I) Provided by a school district, a public charter school, the Youth
20 Corrections Education Program or the Juvenile Detention Education Pro-
21 gram; or

22 “(II) Funded as provided by ORS 343.243 for students in a long term care
23 or treatment facility described in ORS 343.961 or a hospital identified in ORS
24 343.261.

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

30 “(3) A student providing work samples to demonstrate proficiency in Es-

1 sential Learning Skills as may be required under subsection (2) of this sec-
2 tion must be allowed to use accommodations described in the student’s
3 individualized education program or the student’s plan developed in accord-
4 ance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. As
5 used in this subsection, the term ‘accommodations’:

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

7 “(A) Additional time to demonstrate proficiency.

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

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

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

14 “(4) A student may satisfy the requirements of subsection (2) of this sec-
15 tion in less than four years. If a student satisfies the requirements of sub-
16 section (2) of this section and a school district or public charter school has
17 received consent as provided by subsection (6) of this section, the school
18 district or public charter school shall award a high school diploma to the
19 student.

20 “(5) If a school district or public charter school has received consent as
21 provided by subsection (6) of this section, the school district or public char-
22 ter school may advance the student to the next grade level if the student has
23 satisfied the requirements for the student’s current grade level.

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

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

27 “(i) Is under 18 years of age and is not emancipated pursuant to ORS
28 419B.550 to 419B.558; or

29 “(ii) Has been determined not to have the ability to give informed consent
30 regarding the student’s education pursuant to a protective proceeding under

1 ORS chapter 125; or

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

4 “(b) For the purpose of awarding a modified diploma or extended diploma
5 as provided by subsection (1)(d) of this section or of awarding a high school
6 diploma as provided by subsection (4) of this section, consent must be re-
7 ceived during the school year for which the diploma will be awarded.

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

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

15 “(b) Have a documented history of an inability to maintain grade level
16 achievement due to significant learning and instructional barriers or have
17 a documented history of a medical condition that creates a barrier to
18 achievement.

19 “(8) A school district or public charter school shall award an extended
20 diploma only to students who have demonstrated the inability to meet the
21 full set of academic content standards for a high school diploma with rea-
22 sonable modifications and accommodations. To be eligible for an extended
23 diploma, a student must:

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

27 “(A) Two credits of mathematics;

28 “(B) Two credits of language arts;

29 “(C) Two credits of science;

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

1 “(E) One credit of health;
2 “(F) One credit of physical education; and
3 “(G) One credit of the arts or a world language; and
4 “(b) Have a documented history of:
5 “(A) An inability to maintain grade level achievement due to significant
6 learning and instructional barriers;
7 “(B) A medical condition that creates a barrier to achievement; or
8 “(C) A change in the student’s ability to participate in grade level activ-
9 ities as a result of a serious illness or injury that occurred after grade eight.
10 “(9) A school district or public charter school shall award an alternative
11 certificate to a student who does not satisfy the requirements for a high
12 school diploma, a modified diploma or an extended diploma if the student
13 meets requirements established by the board of the school district or public
14 charter school.
15 “(10) A student shall have the opportunity to satisfy the requirements of
16 subsection (7), (8) or (9) of this section by the later of:
17 “(a) Four years after starting grade nine; or
18 “(b) The student reaching the age of 21 years, if the student is entitled
19 to a public education until the age of 21 years under state or federal law.
20 “(11)(a) A student may satisfy the requirements described in subsection
21 (7), (8) or (9) of this section in less than four years if consent is provided in
22 the manner described in subsection (6)(a) of this section.
23 “(b) The consent provided under this subsection must be written and must
24 clearly state that the parent, guardian or student is waiving the time allowed
25 under subsection (10) of this section. A consent may not be used to allow a
26 student to satisfy the requirements of subsection (7), (8) or (9) of this section
27 in less than three years.
28 “(c) A copy of all consents provided under this subsection for students in
29 a school district must be forwarded to the district superintendent.
30 “(d) Each school district must provide to the Superintendent of Public

1 Instruction information about the number of consents provided during a
2 school year.

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

5 “(A) Have the option of participating in a high school graduation cere-
6 mony with the class of the student; and

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

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

10 “(ii) When added together, provide a total number of hours of instruction
11 and services to the student that equals at least the total number of instruc-
12 tional hours that is required to be provided to students who are attending
13 a public high school.

14 “(b)(A) The number of instructional hours, hours of transition services
15 and hours of other services that are appropriate for a student shall be de-
16 termined by the student’s individualized education program team. Based on
17 the student’s needs and performance level, the student’s individualized edu-
18 cation program team may decide that the student will not access the total
19 number of hours of instruction and services to which the student has access
20 under paragraph (a)(B) of this subsection.

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

24 “(c) If a student’s individualized education program team decides that the
25 student will not access the total number of hours of instruction and services
26 to which the student has access under paragraph (a)(B) of this subsection,
27 the school district shall annually:

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

30 “(i) The school district’s duty to comply with the requirements of para-

1 graph (a)(B) of this subsection; and

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

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

8 “(C) Include in the individualized education program for the student a
9 written statement that explains the reasons the student is not accessing the
10 total number of hours of instruction and services to which the student has
11 access under paragraph (a)(B) of this subsection.

12 “(d) For purposes of paragraph (a)(B) of this subsection, transition ser-
13 vices and other services designed to meet the unique needs of the student
14 may be provided to the student through an interagency agreement entered
15 into by the school district if the individualized education program developed
16 for the student indicates that the services may be provided by another
17 agency. A school district that enters into an interagency agreement as al-
18 lowed under this paragraph retains the responsibility for ensuring that the
19 student has access to the number of service hours required to be provided
20 to the student under this subsection. An agency is not required to change
21 any eligibility criteria or enrollment standards prior to entering into an
22 interagency agreement as provided by this paragraph.

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

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

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

29 “(c) Annually provide, to the parents or guardians of a student who has
30 the documented history described in subsection (8)(b) of this section, infor-

1 mation about the availability of a modified diploma, an extended diploma and
2 an alternative certificate and the requirements for the diplomas and certifi-
3 cate:

4 “(A) Beginning in grade five; or

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

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

10 “(a) Native American items of cultural significance as provided by ORS
11 332.112; or

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

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

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

18 **“SECTION 2. (1) The amendments to ORS 329.451 by section 1 of this**
19 **2023 Act become operative on January 1, 2027.**

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

22 **“(3) Notwithstanding subsections (1) and (2) of this section, a school**
23 **district, a public charter school or an education service district may**
24 **request a waiver of the credit requirements under ORS 329.451 (2)(a)(D)**
25 **and (E) for the students of the district or school if the district or**
26 **school is able to demonstrate to the satisfaction of the Department**
27 **of Education, based on rules adopted by the State Board of Education,**
28 **that the district or school is unable to provide courses necessary for**
29 **students to satisfy the credit requirements described in ORS 329.451**
30 **(2)(a)(D) and (E) due to a lack of educators qualified to provide the**

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

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

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

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

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

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

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

20 **“329.007. As used in this chapter, unless the context requires otherwise:**

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

23 **“(2) ‘Administrator’ includes all persons whose duties require an admin-**
24 **istrative license.**

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

26 **“(4) ‘Community learning center’ means a school-based or school-linked**
27 **program providing informal meeting places and coordination for community**
28 **activities, adult education, child care, information and referral and other**
29 **services as described in ORS 329.157. ‘Community learning center’ includes,**
30 **but is not limited to, a community school program as defined in ORS 336.505,**

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

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

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

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

8 “(b) **Applying for admission to a post-secondary institution of edu-**
9 **cation, including applying for financial aid and scholarships;**

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

14 “(d) **Developing career-related skills, including improving**
15 **employability skills, taking advantage of community-based**
16 **experiential learning and gaining knowledge of career opportunities;**
17 **and**

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

21 “[6] (7) ‘History, geography, economics and civics’ includes, but is not
22 limited to, Oregon Studies.

23 “[7] (8) ‘Language arts’ includes reading, writing and other communi-
24 cations in any language, including English.

25 “[8] (9) ‘Oregon Studies’ means history, geography, economics and civics
26 specific to the State of Oregon. Oregon Studies instruction in Oregon gov-
27 ernment shall include municipal, county, tribal and state government, as well
28 as the electoral and legislative processes.

29 “[9] (10) ‘Parents’ means parents or guardians of students who are cov-
30 ered by this chapter.

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

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

6 “(b) **Investments, asset building and debt, including how to open a**
7 **bank account, different types of bank accounts, compound interest,**
8 **the total cost of loan repayment, comparing investment options and**
9 **types of investments and understanding different types of retirement**
10 **accounts;**

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

14 “(d) **Taxes, including accessing tax credits, understanding tax cy-**
15 **cles, being familiar with state and federal tax forms and being familiar**
16 **with federal, state, regional and local taxes; and**

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

21 “[(10)] (12) **‘Public charter school’** has the meaning given that term in
22 ORS 338.005.

23 “[(11)] (13) **‘School district’** means a school district as defined in ORS
24 332.002, a state-operated school or any legally constituted combination of
25 such entities.

26 “[(12)] (14) **‘Teacher’** means any licensed employee of a school district who
27 has direct responsibility for instruction, coordination of educational pro-
28 grams or supervision of students and who is compensated for such services
29 from public funds. **‘Teacher’** does not include a school nurse, as defined in
30 ORS 342.455, or a person whose duties require an administrative license.

1 “[13] (15) ‘The arts’ includes, but is not limited to, literary arts, per-
2 forming arts and visual arts.

3 “[14] (16) ‘World languages’ includes sign language, heritage languages
4 and languages other than a student’s primary language.

5 “[15] (17) ‘21st Century Schools Council’ means a council established
6 pursuant to ORS 329.704.

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

9 “329.007. As used in this chapter, unless the context requires otherwise:

10 “(1) ‘Academic content standards’ means expectations of student knowl-
11 edge and skills adopted by the State Board of Education under ORS 329.045.

12 “(2) ‘Administrator’ includes all persons whose duties require an admin-
13 istrative license.

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

15 “(4) ‘Community learning center’ means a school-based or school-linked
16 program providing informal meeting places and coordination for community
17 activities, adult education, child care, information and referral and other
18 services as described in ORS 329.157. ‘Community learning center’ includes,
19 but is not limited to, a community school program as defined in ORS 336.505,
20 family resource centers as described in ORS 417.725, full service schools,
21 lighted schools and 21st century community learning centers.

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

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

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

27 **“(b) Applying for admission to a post-secondary institution of edu-
28 cation, including applying for financial aid and scholarships;**

29 **“(c) Applying for post-secondary learning and job training opportu-
30 nities and programs that do not require a four-year degree, including**

1 **apprenticeships and how to meet the prerequisites for those opportu-**
2 **nities and programs;**

3 **“(d) Developing career-related skills, including improving**
4 **employability skills, taking advantage of community-based**
5 **experiential learning and gaining knowledge of career opportunities;**
6 **and**

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

10 “[6] (7) ‘History, geography, economics and civics’ includes, but is not
11 limited to, Holocaust and genocide studies and Oregon Studies.

12 “[7] (8) ‘Holocaust and genocide studies’ means studies on the
13 Holocaust, genocide and other acts of mass violence that comply with the
14 requirements described in ORS 329.494.

15 “[8] (9) ‘Language arts’ includes reading, writing and other communi-
16 cations in any language, including English.

17 “[9] (10) ‘Oregon Studies’ means history, geography, economics and civ-
18 ics specific to the State of Oregon. Oregon Studies instruction in Oregon
19 government shall include municipal, county, tribal and state government, as
20 well as the electoral and legislative processes.

21 “[10] (11) ‘Parents’ means parents or guardians of students who are
22 covered by this chapter.

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

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

28 **“(b) Investments, asset building and debt, including how to open a**
29 **bank account, different types of bank accounts, compound interest,**
30 **the total cost of loan repayment, comparing investment options and**

1 types of investments and understanding different types of retirement
2 accounts;

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

6 “(d) Taxes, including accessing tax credits, understanding tax cy-
7 cles, being familiar with state and federal tax forms and being familiar
8 with federal, state, regional and local taxes; and

9 “(e) Building financial well-being, including evaluating the impact
10 of behavioral economics and the psychology of money, explaining
11 trends in financial health and evaluating consumer skills, including
12 fraud and identity theft prevention.

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

15 “[12] (14) ‘School district’ means a school district as defined in ORS
16 332.002, a state-operated school or any legally constituted combination of
17 such entities.

18 “[13] (15) ‘Teacher’ means any licensed employee of a school district who
19 has direct responsibility for instruction, coordination of educational pro-
20 grams or supervision of students and who is compensated for such services
21 from public funds. ‘Teacher’ does not include a school nurse, as defined in
22 ORS 342.455, or a person whose duties require an administrative license.

23 “[14] (16) ‘The arts’ includes, but is not limited to, literary arts, per-
24 forming arts and visual arts.

25 “[15] (17) ‘World languages’ includes sign language, heritage languages
26 and languages other than a student’s primary language.

27 “[16] (18) ‘21st Century Schools Council’ means a council established
28 pursuant to ORS 329.704.

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

30 “329.025. It is the intent of the Legislative Assembly to maintain a system

1 of public elementary and secondary schools that allows students, parents,
2 teachers, administrators, school district boards and the State Board of Edu-
3 cation to be accountable for the development and improvement of the public
4 school system. The public school system shall have the following charac-
5 teristics:

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

9 “(2) Assumes that all students can learn and establishes high, specific
10 skill and knowledge expectations and recognizes individual differences at all
11 instructional levels;

12 “(3) Provides each student an education experience that supports aca-
13 demic growth beyond proficiency in established academic content standards
14 and encourages students to attain aspirational goals that are individually
15 challenging;

16 “(4) Provides special education, compensatory education, linguistically
17 and culturally appropriate education and other specialized programs to all
18 students who need those services;

19 “(5) Supports the physical and cognitive growth and development of stu-
20 dents;

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

23 “(7) Provides opportunities for students to learn, think, reason, retrieve
24 information, use technology and work effectively alone and in groups;

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

29 “(9) Provides increased learning time;

30 “(10) Provides students an educational background to the end that they

1 will function successfully in a constitutional republic, a participatory de-
2 mocracy and a multicultural nation and world;

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

6 “(12) Provides students with the knowledge and skills that lead to an ac-
7 tive, healthy lifestyle;

8 “(13) Provides students with the knowledge and skills to take responsi-
9 bility for their decisions and choices;

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

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

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

15 “(17) Ensures that the funds allocated to schools reflect the uncontrolla-
16 ble differences in costs facing each district;

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

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

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

21 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the
22 State Board of Education shall regularly and periodically review and revise
23 its Common Curriculum Goals, performance indicators and diploma require-
24 ments.

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

26 “(A) Include Essential Learning Skills and rigorous academic content
27 standards in mathematics, science, language arts, history, geography, eco-
28 nomics, civics, **higher education and career path skills, personal finan-**
29 **cial education,** physical education, health, the arts and world languages.

30 “(B) Involve teachers and other educators, parents of students and other

1 citizens and shall provide ample opportunity for public comment.

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

6 “(i) Students with instruction in core academic subjects, including math-
7 ematics, science, language arts, history, geography, economics, civics, **higher**
8 **education and career path skills, personal financial education**, the arts
9 and world languages;

10 “(ii) Students with instruction in subjects other than the subjects identi-
11 fied in sub-subparagraph (i) of this subparagraph, including health and
12 physical education;

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

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

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

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

25 “(3)(a) School districts and public charter schools must offer students in-
26 struction in mathematics, science, language arts, history, geography, eco-
27 nomics, civics, **higher education and career path skills, personal**
28 **financial education**, physical education, health, the arts and world lan-
29 guages.

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

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

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

5 “[*4*] *School districts and public charter schools are encouraged to offer*
6 *students courses or other educational opportunities in civics and financial lit-*
7 *eracy to allow every student who wants to receive instruction in civics and fi-*
8 *nancial literacy to be able to receive the instruction.*]

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

11 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the
12 State Board of Education shall regularly and periodically review and revise
13 its Common Curriculum Goals, performance indicators and diploma require-
14 ments.

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

16 “(A) Include Essential Learning Skills and rigorous academic content
17 standards in mathematics, science, language arts, history, geography, eco-
18 nomics, civics, **higher education and career path skills, personal finan-**
19 **cial education,** physical education, health, the arts and world languages.

20 “(B) Ensure that the academic content standards for history, geography,
21 economics and civics include sufficient instruction on the histories, contri-
22 butions and perspectives of individuals who:

23 “(i) Are Native American;

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

26 “(iii) Are women;

27 “(iv) Have disabilities;

28 “(v) Are immigrants or refugees; or

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

30 “(C) Involve teachers and other educators, parents of students and other

1 citizens and shall provide ample opportunity for public comment.

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

6 “(i) Students with instruction in core academic subjects, including math-
7 ematics, science, language arts, history, geography, economics, civics, **higher**
8 **education and career path skills, personal financial education**, the arts
9 and world languages;

10 “(ii) Students with instruction in subjects other than the subjects identi-
11 fied in sub-subparagraph (i) of this subparagraph, including health and
12 physical education;

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

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

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

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

25 “(3)(a) School districts and public charter schools must offer students in-
26 struction in mathematics, science, language arts, history, geography, eco-
27 nomics, civics, **higher education and career path skills, personal**
28 **financial education**, physical education, health, the arts and world lan-
29 guages.

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

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

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

5 “[*4*] *School districts and public charter schools are encouraged to offer*
6 *students courses or other educational opportunities in civics and financial lit-*
7 *eracy to allow every student who wants to receive instruction in civics and fi-*
8 *nancial literacy to be able to receive the instruction.*]

9 **“SECTION 8.** ORS 329.485 is amended to read:

10 “329.485. (1) As used in this section:

11 “(a) ‘Content-based assessment’ means testing of the understanding of a
12 student of a predetermined body of knowledge.

13 “(b) ‘Criterion-referenced assessment’ means testing of the knowledge or
14 ability of a student with respect to some standard.

15 “(c) ‘Performance-based assessment’ means testing of the ability of a stu-
16 dent to use knowledge and skills to create a complex or multifaceted product
17 or complete a complex task.

18 “(2)(a) The Department of Education shall implement statewide a valid
19 and reliable assessment system for all students that meets technical ade-
20 quacy standards. The assessment system shall include criterion-referenced
21 assessments including performance-based assessments, content-based assess-
22 ments, and other valid methods to measure the academic content standards
23 and to identify students who meet or exceed the standards.

24 “(b) The department shall develop the statewide assessment system in
25 mathematics, science, language arts, history, geography, economics, [*and*]
26 civics, **higher education and career path skills and personal financial**
27 **education.**

28 “(3) In addition to the assessment system implemented under subsection
29 (2) of this section, the department may make available to school districts and
30 public charter schools an assessment system that uses criterion-referenced

1 assessments, including performance-based assessments and content-based as-
2 sssments to:

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

5 “(b) Determine the student’s level of mastery, which shall be determined
6 regardless of the actual grade level of the student and may be determined
7 by adapting the assessment during the assessment process as a result of the
8 performance of the student;

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

11 “(d) Provide predictions of anticipated student progress that are based on
12 the information provided under this subsection and not on the current grade
13 level of the student.

14 “(4)(a) School districts and public charter schools shall implement the
15 statewide assessment system in mathematics, science and language arts. In
16 addition, school districts and public charter schools may implement the
17 statewide assessment system in history, geography, economics, [*and*] civics,
18 **higher education and career path skills and personal financial educa-**
19 **tion.**

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

22 “(5)(a) Each year the resident school district shall be accountable for de-
23 termining the student’s progress toward achieving the academic content
24 standards. Progress toward the academic content standards:

25 “(A) Shall clearly show the student and parents whether the student is
26 making progress toward meeting or exceeding the academic content stan-
27 dards at the student’s current grade level or course content level;

28 “(B) Shall be based on the student’s progress toward mastery of a
29 continuum of academic knowledge and skills; and

30 “(C) May be based on the student’s progress in a continuum of knowledge

1 and skills that are not academic and that may include student behaviors that
2 are defined by the school district.

3 “(b) School districts shall determine the method and format for showing
4 student progress toward achieving the academic content standards. Commu-
5 nications on student progress shall include a reasonable number, as deter-
6 mined by the school district, of academic knowledge and skills in a content
7 area to enable parents and students to understand a student’s progress to-
8 ward meeting or exceeding the academic content standards. No more than
9 three indicators of academic knowledge and skills per content area reporting
10 category shall be required as provided by this section. A school district may
11 use more than three indicators of academic knowledge and skills per content
12 area reporting category if the school district implements a proficiency edu-
13 cation system as provided by ORS 329.119.

14 “(6) In addition to the requirements described in subsection (5) of this
15 section, the school district shall adopt and implement a reporting system
16 based on the school district board adopted course content of the school
17 district’s curriculum. The reporting system:

18 “(a) Shall clearly show the student and parents whether the student is
19 achieving course requirements at the student’s current grade level or course
20 content level;

21 “(b) Shall be based on the student’s progress toward mastery of a
22 continuum of academic knowledge and skills; and

23 “(c) May be based on the student’s progress in a continuum of knowledge
24 and skills that are not academic and that may include student behaviors that
25 are defined by the school district.

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

29 “(8) If the student to whom additional services or alternative educational
30 options have been made available does not meet or exceed the academic

1 content standards within one year, the school district, with the consent of
2 the parents, shall make an appropriate placement, which may include an al-
3 ternative education program or the transfer of the student to another public
4 school in the school district or to a public school in another school district
5 that agrees to accept the student. The school district that receives the stu-
6 dent shall be entitled to payment. The payment shall consist of:

7 “(a) An amount equal to the school district’s expenses from its local rev-
8 enues for each student in average daily membership, payable by the resident
9 school district in the same year; and

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

12
