

House Bill 2896

Sponsored by Representative EVANS (Pre-session filed.)

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**. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Makes changes to the education goals of this state. (Flesch Readability Score: 75.5).

Modifies the educational goals of the state to take into consideration students' aspirations, to provide students with a well-rounded education and to provide students with sufficient instructional time to meet students' educational goals. Expands the state's mission of education beyond high school.

A BILL FOR AN ACT

1
2 Relating to state educational goals; amending ORS 326.011, 329.015, 329.025, 329.045 and 350.014.

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

4 **SECTION 1.** ORS 326.011 is amended to read:

5 326.011. In establishing policy for the administration and operation of the public elementary and
6 secondary schools in the State of Oregon and in carrying out its duties as prescribed by law, the
7 State Board of Education shall consider the goals of modern education, the requirements of a sound,
8 comprehensive curriculum best suited to the needs **and aspirations** of the students and the public
9 and any other factors consistent with the maintenance of a modern and efficient elementary and
10 secondary school system.

11 **SECTION 2.** ORS 329.015 is amended to read:

12 329.015. (1) The Legislative Assembly believes that education is a major civilizing influence on
13 the development of a humane, responsible and informed citizenry, able to adjust to and grow in a
14 rapidly changing world. Students must be encouraged to learn of their heritage and their place in
15 the global society. The Legislative Assembly concludes that these goals are not inconsistent with
16 the goals to be implemented under this chapter.

17 (2) The Legislative Assembly believes that the goals of kindergarten through grade 12 education
18 are:

19 (a) To equip students with the academic and career skills and information necessary to pursue
20 the future of their choice through a **well-rounded** program of rigorous [*academic preparation*] **liberal**
21 **arts academics** and career readiness;

22 (b) To provide an environment that motivates, **supports and inspires** students to pursue serious
23 scholarship and to have experience in applying knowledge and skills and demonstrating
24 achievement, **whether in technical pursuits, academic pursuits, artistic pursuits or other**
25 **pursuits**;

26 (c) To provide students with the skills necessary to pursue learning throughout their lives in
27 an ever-changing world; [*and*]

28 (d) To prepare students for successful transitions to the next phase of their educational
29 development[.]; **and**

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 (e) To ensure that all students have the opportunity to earn a high school diploma, a
 2 modified diploma or any other credential equivalent to a high school diploma.

3 **SECTION 3.** ORS 329.025 is amended to read:

4 329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary
 5 and secondary schools that allows students, parents, teachers, administrators, school district boards
 6 and the State Board of Education to be accountable for the development and improvement of the
 7 public school system. The public school system shall have the following characteristics:

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

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

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

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

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

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

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

22 (8) Provides for rigorous academic content standards and instruction in mathematics, science,
 23 language arts, history, geography, economics, civics, higher education and career path skills, per-
 24 sonal financial education, physical education, health, the arts and world languages;

25 (9) Provides [*increased*] **sufficient** learning time;

26 (10) Provides students an educational background [*to the end that they will*] **that enables them**
 27 **to** function successfully in a constitutional republic, a participatory democracy and a multicultural
 28 nation and world;

29 (11) Provides students with the knowledge and skills that will provide the opportunities to suc-
 30 ceed in the world of work, as members of families and as citizens;

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

32 (13) Provides students with the knowledge and skills to take responsibility for their decisions
 33 and choices;

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

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

36 (16) Transports children safely to and from school;

37 (17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs
 38 facing each district;

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

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

42 **SECTION 4.** ORS 329.045 is amended to read:

43 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
 44 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
 45 indicators and diploma requirements.

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

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

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

7 (C) [*Encourage increased*] **Provide for sufficient** learning time. As used in this subparagraph,
8 [*increased learning time*] “**sufficient learning time**” means a schedule that encompasses a
9 [*longer*] school day, week or year [*for the purpose of increasing the*] **that provides a sufficient** total
10 number of school hours [*available to provide*] **to enable**:

11 (i) Students [*with*] **to receive** instruction in core academic subjects, including mathematics, sci-
12 ence, language arts, history, geography, economics, civics, higher education and career path skills,
13 personal financial education, the arts and world languages;

14 (ii) Students [*with*] **to receive** instruction in subjects other than the subjects identified in sub-
15 subparagraph (i) of this subparagraph, including health and physical education;

16 (iii) Students [*with*] **to have** the opportunity to participate in enrichment activities that con-
17 tribute to a well-rounded education, including learning opportunities that may be based on service,
18 experience or work and that may be provided through partnerships with other organizations; and

19 (iv) Teachers [*with*] **to have** the opportunity to collaborate, plan and engage in professional
20 development within and across grades and subjects.

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

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

25 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
26 science, language arts, history, geography, economics, civics, higher education and career path
27 skills, personal financial education, physical education, health, the arts and world languages.

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

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

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

32 **SECTION 5.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, section 6,
33 chapter 178, Oregon Laws 2021, section 1, chapter 328, Oregon Laws 2023, and section 7, chapter
34 564, Oregon Laws 2023, is amended to read:

35 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
36 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
37 indicators and diploma requirements.

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

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

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

44 (i) Are Native American;

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

- 1 (iii) Are women;
- 2 (iv) Have disabilities;
- 3 (v) Are immigrants or refugees; or
- 4 (vi) Are lesbian, gay, bisexual or transgender.

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

7 (D) [*Encourage increased*] **Provide for sufficient** learning time. As used in this subparagraph,
8 [*increased learning time*] “**sufficient learning time**” means a schedule that encompasses a
9 [*longer*] school day, week or year [*for the purpose of increasing the*] **that provides a sufficient** total
10 number of school hours [*available to provide*] **to enable**:

11 (i) Students [*with*] **to receive** instruction in core academic subjects, including mathematics, sci-
12 ence, language arts, history, geography, economics, civics, higher education and career path skills,
13 personal financial education, the arts and world languages;

14 (ii) Students [*with*] **to receive** instruction in subjects other than the subjects identified in sub-
15 subparagraph (i) of this subparagraph, including health and physical education;

16 (iii) Students [*with*] **to have** the opportunity to participate in enrichment activities that con-
17 tribute to a well-rounded education, including learning opportunities that may be based on service,
18 experience or work and that may be provided through partnerships with other organizations; and

19 (iv) Teachers [*with*] **to have** the opportunity to collaborate, plan and engage in professional
20 development within and across grades and subjects.

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

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

25 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
26 science, language arts, history, geography, economics, civics, higher education and career path
27 skills, personal financial education, physical education, health, the arts and world languages.

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

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

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

32 **SECTION 6.** ORS 350.014 is amended to read:

33 350.014. (1) The Legislative Assembly declares that the mission of all education beyond high
34 school in Oregon includes ensuring that [*by 2025, when adult Oregonians complete their education*]:

35 (a) [*At least 40 percent have earned*] **All Oregon high school graduates are given the oppor-**
36 **tunity to attain** a bachelor’s degree or higher; **and**

37 (b) [*At least 40 percent have earned*] **All Oregon high school graduates are given the oppor-**
38 **tunity to attain** an associate’s degree or a post-secondary credential as their highest level of edu-
39 cational attainment. [*; and*]

40 [*(c) The remaining 20 percent or less have earned a high school diploma, an extended or modified*
41 *high school diploma or the equivalent of a high school diploma as their highest level of educational*
42 *attainment.*]

43 (2) The earning of a post-secondary credential described in subsection (1)(b) of this section may
44 be satisfied by [*adult Oregonians*] **Oregon high school graduates** who have completed apprentice-
45 ship programs registered with the State Apprenticeship and Training Council.

