

House Bill 2023

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of Governor Kate Brown for Department of Education)

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**.

Directs State Board of Education to ensure that academic content standards for certain subjects include sufficient instruction on histories, contributions and perspectives of certain classifications of individuals.

Directs district school boards, State Board of Education and committees or officers responsible for adoption of textbooks and other instructional materials to ensure textbooks and other instructional materials adequately address roles in and contributions to economic, political and social development of Oregon and United States by certain classifications of individuals.

Directs Department of Education to provide professional development to teachers and administrators related to academic content standards and textbook selection.

Declares emergency, effective July 1, 2019.

A BILL FOR AN ACT

1
2 Relating to inclusive education; creating new provisions; amending ORS 329.045 and 337.260; and
3 declaring an emergency.

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

5 **SECTION 1.** ORS 329.045 is amended to read:

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

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

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

13 **(B) Ensure that the academic content standards for history, geography, economics and**
14 **civics include sufficient instruction on the histories, contributions and perspectives of indi-**
15 **viduals who:**

16 **(i) Are Native American;**

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

18 **(iii) Are women;**

19 **(iv) Have disabilities;**

20 **(v) Are immigrants or refugees; or**

21 **(vi) Are lesbian, gay, bisexual or transgender.**

22 *[(B)]* (C) Involve teachers and other educators, parents of students and other citizens and shall
23 provide ample opportunity for public comment.

24 *[(C)]* (D) Encourage increased learning time. As used in this subparagraph, "increased learning
25 time" means a schedule that encompasses a longer school day, week or year for the purpose of in-
26 creasing the total number of school hours available to provide:

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

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

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

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

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

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

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

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

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

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

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

24 **SECTION 2. (1) No later than September 15, 2020, the State Board of Education shall:**

25 (a) **Review existing academic content standards to determine if the academic content**
26 **standards comply with the requirements of ORS 329.045 (1)(b)(B), as amended by section 1**
27 **of this 2019 Act; and**

28 (b) **If applicable, adopt or revise any academic content standards as necessary to ensure**
29 **compliance with the requirements of ORS 329.045 (1)(b)(B), as amended by section 1 of this**
30 **2019 Act.**

31 (2) **A school district must first offer instruction that meets the academic content stan-**
32 **dards of ORS 329.045 (1)(b)(B), as amended by section 1 of this 2019 Act, beginning with the**
33 **2021-2022 school year.**

34 **SECTION 3.** ORS 337.260 is amended to read:

35 337.260. Every district school board, the State Board of Education and every committee or offi-
36 cer responsible for the adoption of textbooks **and other instructional materials** for use in the
37 public schools shall adopt textbooks **and other instructional materials** on American history and
38 government [*which*] **that** adequately stress the services rendered by those who achieved our national
39 independence, who established our form of constitutional government and who preserved our federal
40 union. [*Respect for all people, regardless of race, color, creed, national origin, age, sex, or disability,*
41 *and their contributions to our history and system of government shall be reflected in the textbooks*
42 *adopted by the State Board of Education.*] **Textbooks and other instructional materials shall ad-**
43 **equately address the roles in and contributions to the economic, political and social devel-**
44 **opment of Oregon and the United States by men and women who:**

45 (1) **Are Native American;**

1 **(2) Are of European, African, Asian, Pacific Island, Chicano, Latino or Middle Eastern**
2 **descent;**

3 **(3) Have disabilities;**

4 **(4) Are immigrants or refugees; or**

5 **(5) Are lesbian, gay, bisexual or transgender.**

6 **SECTION 4. The amendments to ORS 337.260 by section 3 of this 2019 Act become oper-**
7 **ative on January 1, 2020.**

8 **SECTION 5. During the 2020-2021 and 2021-2022 school years, the Department of Educa-**
9 **tion shall provide professional development to teachers and administrators relating to aca-**
10 **ademic content standards adopted pursuant to ORS 329.045 (1)(b)(B), as amended by section**
11 **1 of this 2019 Act, and to the selection of textbooks under ORS 337.260, as amended by section**
12 **3 of this 2019 Act. The department may contract for the provision of professional develop-**
13 **ment required by this section.**

14 **SECTION 6. This 2019 Act being necessary for the immediate preservation of the public**
15 **peace, health and safety, an emergency is declared to exist, and this 2019 Act takes effect**
16 **July 1, 2019.**

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