

Senate Bill 617

Sponsored by Senator FREDERICK (at the request of former Representative Tiffany Mitchell) (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**.

Directs State Board of Education to ensure that certain academic content standards include sufficient instruction on histories, contributions and perspectives of individuals who are African American and to ensure that academic content standards in English include meaningful instruction on literary contributions of African American authors.

Requires textbook and instructional materials to adequately address roles in and contributions to economic, political and social development of Oregon and United States by men and women who are African American.

A BILL FOR AN ACT

1
2 Relating to inclusive education; amending ORS 329.045 and 337.260.

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

4 **SECTION 1.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, is amended
5 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 civics
14 include sufficient instruction on the histories, contributions and perspectives of individuals who:

15 (i) Are Native American;

16 **(ii) Are African American;**

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

18 [(iii)] **(iv)** Are women;

19 [(iv)] **(v)** Have disabilities;

20 [(v)] **(vi)** Are immigrants or refugees; or

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

22 **(C) Ensure that the academic content standards for English include meaningful instruc-**
23 **tion on literary contributions by African American authors, with appropriate instruction**
24 **provided during:**

25 **(i) One school year between grades 7 and 8; and**

26 **(ii) Two school years between grades 9 and 12.**

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

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

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

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

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

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

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

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

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

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

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

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

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

27 **SECTION 2.** ORS 337.260, as amended by section 3, chapter 202, Oregon Laws 2019, is amended
 28 to read:

29 337.260. Every district school board, the State Board of Education and every committee or offi-
 30 cer responsible for the adoption of textbooks and other instructional materials for use in the public
 31 schools shall adopt textbooks and other instructional materials on American history and government
 32 that adequately stress the services rendered by those who achieved our national independence, who
 33 established our form of constitutional government and who preserved our federal union. Textbooks
 34 and other instructional materials shall adequately address the roles in and contributions to the
 35 economic, political and social development of Oregon and the United States by men and women who:

36 (1) Are Native American;

37 **(2) Are African American;**

38 [(2)] (3) Are of European, African, Asian, Pacific Island, Chicano, Latino or Middle Eastern de-
 39 scent;

40 [(3)] (4) Have disabilities;

41 [(4)] (5) Are immigrants or refugees; or

42 [(5)] (6) Are lesbian, gay, bisexual or transgender.