

HOUSE AMENDMENTS TO HOUSE BILL 2962

By COMMITTEE ON EDUCATION

April 2

1 After line 2 of the printed bill, insert:

2 “Whereas the COVID-19 pandemic hit Oregon last year, causing public school instruction to be
3 shifted to distance learning in March 2020; and

4 “Whereas for over a year, a concerning percentage of Oregon’s children have been unable to
5 effectively engage in distance learning because of lack of access, or lack of adequate access, to the
6 Internet and to technology necessary to make online learning possible; and

7 “Whereas the inability to effectively engage in distance learning has heightened existing ineq-
8 uities between students, as students who lacked adequate resources could not benefit from available
9 online learning opportunities; and

10 “Whereas the disruption of traditional schooling over the last year provides an opportunity for
11 local and state educational leaders to reimagine schools in ways that can transform learning for
12 students and teachers; and

13 “Whereas this is the moment for legislators to work in partnership with the Department of Ed-
14 ucation, school districts, education service districts, families and communities to evaluate and learn
15 from the past year and to identify what can be done to build a more equitable educational future
16 for all students; and

17 “Whereas an equitable educational future may include providing students with opportunities for
18 tutoring, small group support or summer learning; and

19 “Whereas it is important to identify the learning areas that can and should be addressed, in-
20 cluding accelerated learning programs, summer programs and other strategies and resources that
21 can help guide and shape program planning and school-related decisions; now, therefore,”.

22 Delete lines 4 through 18 and insert:

23 “**SECTION 1. (1) The Legislative Policy and Research Director shall conduct a study to**
24 **collect and interpret data to enable legislators to develop an understanding of students’ in-**
25 **structional needs caused by school closures due to the COVID-19 pandemic, including:**

26 “(a) **The barriers to student success caused by virtual and hybrid learning models;**

27 “(b) **The overall impact that distance learning had on student achievement, student**
28 **well-being and historical student achievement gaps; and**

29 “(c) **Any disproportionate impacts on underrepresented student groups.**

30 “(2) **The study conducted under this section shall review:**

31 “(a) **Student academic performance and social and emotional well-being, as determined**
32 **based on assessment data and other measures.**

33 “(b) **Characteristics of students who were unable or unwilling to participate in distance**
34 **learning, including identifying barriers to participation in distance learning.**

35 “(c) **The distance learning experience for high-need students and students with disabili-**

1 ties, including:

2 “(A) Reviewing the supports provided and the barriers experienced; and

3 “(B) Determining if appropriate accommodations were made.

4 “(d) The instructional benefits of distance learning for teachers and students, including
5 identifying the unmeasured learning that occurred at home and outside of traditional school.

6 “(3) When collecting and interpreting data under this section, the director shall seek and
7 provide summaries based on disaggregated data of student groups, including students from
8 racial or ethnic groups that have historically experienced academic disparities, students who
9 have a disability, economically disadvantaged students, students from different geographic
10 regions of this state, students who are parents and students who are English language
11 learners.

12 “(4) The study conducted under this section shall use multiple data points collected from
13 the Department of Education, school districts and education service districts to:

14 “(a) Provide a holistic and broad understanding of the current status of education in this
15 state following distance learning caused by school closures due to the COVID-19 pandemic;
16 and

17 “(b) Establish a set of recommendations that can guide local and state leaders in decision
18 making and in directing resources to students and communities in need.

19 “(5) The director may employ an additional person necessary for the performance of the
20 duties prescribed by this section. The director shall fix the duties and amount of compen-
21 sation of a person employed as provided by this subsection.

22 “(6) The director shall produce a summary of the study conducted under this section to
23 enable state and local leaders to consider policy issues and to make policy decisions. The di-
24 rector shall provide the summary to an interim committee of the Legislative Assembly re-
25 lated to education no later than February 1, 2022.

26 “SECTION 2. Section 1 of this 2021 Act is repealed on June 30, 2022.”.

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