

Requested by SENATE COMMITTEE ON EDUCATION

**PROPOSED AMENDMENTS TO
SENATE BILL 1590**

1 On page 1 of the printed bill, line 2, after the semicolon insert “creating
2 new provisions; amending ORS 329.025 and 329.045;”.

3 Delete lines 4 through 30 and delete pages 2 and 3 and insert:

4 **“SECTION 1. (1) No later than March 15, 2023, the Department of
5 Education, in consultation with the STEM Investment Council, shall
6 develop a statewide, long-term strategic plan to provide computer sci-
7 ence education opportunities to every public school student in this
8 state by the 2027-2028 school year.**

9 **“(2) The statewide plan required under this section must:**

10 **“(a) Be completed in coordination with the statewide digital learn-
11 ing plan.**

12 **“(b) Include a statement of purpose that describes the goals of the
13 statewide plan, including the goals that computer science education:**

14 **“(A) Be made available to public school students in this state on
15 an equitable basis.**

16 **“(B) Be based on a framework that guides students from computer
17 users to computer-literate creators who are proficient in the concepts
18 and practices of computer science, as defined by national frameworks
19 and standards.**

20 **“(c) Identify immediate, practical changes and systemic changes
21 that can be implemented in the public schools of this state to increase**

1 students' access to computer science, with a focus on equity and
2 inclusion.

3 “(d) Identify strategies for ensuring that computer science educa-
4 tion is made available to students who may experience academic dis-
5 parities, including students identified in ORS 327.180 (2)(b), and that
6 those students' needs are met so that they may be successful in com-
7 puter science.

8 “(e) Identify strategies for aligning computer literacy standards and
9 curricula with computer science courses at community colleges and
10 public universities listed in ORS 352.002.

11 “(f) Identify standards for high-quality professional learning for
12 teachers that focuses on inclusive and effective computer science in-
13 structional methods, and ensure that professional learning is made
14 available to the teachers of this state.

15 “(g) Identify strategies for including computer science and digital
16 literacy courses in the curricula for educator preparation programs,
17 with an emphasis on programs that prepare educators for elementary
18 or middle school.

19 “(h) Identify actions that must be taken to allow computer science
20 courses to be considered a core admission requirement at the public
21 universities listed in ORS 352.002.

22 “(i) Propose an ongoing evaluation process of computer science ed-
23 ucation that is overseen by the State Board of Education and the
24 council to ensure the statewide plan is sustainable in the long term.

25 “(3) The statewide plan required under this section must establish:

26 “(a) Strategic goals for achieving the objectives of the plan;

27 “(b) Strategies by which the goals established under paragraph (a)
28 of this subsection will be achieved; and

29 “(c) A timeline for achieving the goals established under paragraph
30 (a) of this subsection.

1 **“(4)(a) For the purpose of developing the statewide plan required**
2 **under this section, the department shall coordinate with the council**
3 **to convene a work group.**

4 **“(b) The work group convened under this subsection must include**
5 **representatives from:**

6 **“(A) The State Board of Education;**

7 **“(B) The STEM Investment Council;**

8 **“(C) The Department of Education;**

9 **“(D) The Teacher Standards and Practices Commission;**

10 **“(E) The Educator Advancement Council;**

11 **“(F) The Governor’s office;**

12 **“(G) The Higher Education Coordinating Commission;**

13 **“(H) Industry with involvement in computer science;**

14 **“(I) Regional networks that support science, technology, engineer-**
15 **ing and mathematics;**

16 **“(J) Regional networks that support career and technical education;**

17 **“(K) Nonprofit organizations related to computer science education;**

18 **“(L) School administrators;**

19 **“(M) Post-secondary institutions of education;**

20 **“(N) Teachers who provide computer science education; and**

21 **“(O) Tribal governments.**

22 **“(c) When selecting members of the work group, the department**
23 **and the STEM Investment Council shall take into consideration ge-**
24 **ographic and demographic diversity.**

25 **“SECTION 2. (1) No later than November 15 of each year, the De-**
26 **partment of Education shall coordinate with the STEM Investment**
27 **Council to submit a report to an interim committee of the Legislative**
28 **Assembly related to education.**

29 **“(2) The report required under this section:**

30 **“(a) Must include an overview of the provision of computer science**

1 **education in this state on the effective date of this 2022 Act, and any**
2 **changes that have occurred since the effective date of this 2022 Act.**
3 **The overview must include data on the participation in computer sci-**
4 **ence by students who may experience academic disparities, including**
5 **students identified in ORS 327.180 (2)(b).**

6 **“(b) Must provide an overview on the progress of developing and**
7 **implementing the statewide plan required by section 1 of this 2022 Act.**

8 **“(c) May include recommendations for legislation to ensure the**
9 **implementation and sustainability of the statewide plan developed**
10 **under section 1 of this 2022 Act.**

11 **“(d) May include recommendations addressing whether the Teacher**
12 **Standards and Practices Commission should establish an endorsement**
13 **related to computer science education and, if so, recommendations for**
14 **requirements of that endorsement.**

15 **“SECTION 3. Section 2 of this 2022 Act is repealed on January 2,**
16 **2028.**

17 **“SECTION 4. ORS 329.025 is amended to read:**

18 **“329.025. It is the intent of the Legislative Assembly to maintain a system**
19 **of public elementary and secondary schools that allows students, parents,**
20 **teachers, administrators, school district boards and the State Board of Edu-**
21 **cation to be accountable for the development and improvement of the public**
22 **school system. The public school system shall have the following charac-**
23 **teristics:**

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

27 **“(2) Assumes that all students can learn and establishes high, specific**
28 **skill and knowledge expectations and recognizes individual differences at all**
29 **instructional levels;**

30 **“(3) Provides each student an education experience that supports aca-**

1 demic growth beyond proficiency in established academic content standards
2 and encourages students to attain aspirational goals that are individually
3 challenging;

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

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

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

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

13 “(8) Provides for rigorous academic content standards and instruction in
14 mathematics, science, language arts, history, geography, economics, civics,
15 physical education, health, the arts, [and] world languages **and computer**
16 **science**;

17 “(9) Provides increased learning time;

18 “(10) Provides students an educational background to the end that they
19 will function successfully in a constitutional republic, a participatory de-
20 mocracy and a multicultural nation and world;

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

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

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

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

30 “(15) Emphasizes involvement of parents and the community in the total

1 education of students;

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

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

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

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

8 **“SECTION 5.** ORS 329.045 is amended to read:

9 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the
10 State Board of Education shall regularly and periodically review and revise
11 its Common Curriculum Goals, performance indicators and diploma require-
12 ments.

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

14 “(A) Include Essential Learning Skills and rigorous academic content
15 standards in mathematics, science, language arts, history, geography, eco-
16 nomics, civics, physical education, health, the arts, [*and*] world languages
17 **and computer science.**

18 “(B) Involve teachers and other educators, parents of students and other
19 citizens and shall provide ample opportunity for public comment.

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

24 “(i) Students with instruction in core academic subjects, including math-
25 ematics, science, language arts, history, geography, economics, civics, the
26 arts, [*and*] world languages **and computer science;**

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

30 “(iii) Students with the opportunity to participate in enrichment activities

1 that contribute to a well-rounded education, including learning opportunities
2 that may be based on service, experience or work and that may be provided
3 through partnerships with other organizations; and

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

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

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

12 “(3)(a) School districts and public charter schools must offer students in-
13 struction in mathematics, science, language arts, history, geography, eco-
14 nomics, civics, physical education, health, the arts and world languages.

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

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

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

20 “(4) School districts and public charter schools are encouraged to offer
21 students courses or other educational opportunities in civics, [and] financial
22 literacy **and computer science** to allow every student who wants to receive
23 instruction in civics, [and] financial literacy **and computer science** to be
24 able to receive the instruction.

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

27 “329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the
28 State Board of Education shall regularly and periodically review and revise
29 its Common Curriculum Goals, performance indicators and diploma require-
30 ments.

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

2 “(A) Include Essential Learning Skills and rigorous academic content
3 standards in mathematics, science, language arts, history, geography, eco-
4 nomics, civics, physical education, health, the arts, [*and*] world languages
5 **and computer science.**

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

9 “(i) Are Native American;

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

12 “(iii) Are women;

13 “(iv) Have disabilities;

14 “(v) Are immigrants or refugees; or

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

16 “(C) Involve teachers and other educators, parents of students and other
17 citizens and shall provide ample opportunity for public comment.

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

22 “(i) Students with instruction in core academic subjects, including math-
23 ematics, science, language arts, history, geography, economics, civics, the
24 arts, [*and*] world languages **and computer science**;

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

28 “(iii) Students with the opportunity to participate in enrichment activities
29 that contribute to a well-rounded education, including learning opportunities
30 that may be based on service, experience or work and that may be provided

1 through partnerships with other organizations; and

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

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

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

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11 struction in mathematics, science, language arts, history, geography, eco-
12 nomics, civics, physical education, health, the arts and world languages.

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

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

18 “(4) School districts and public charter schools are encouraged to offer
19 students courses or other educational opportunities in civics, [and] financial
20 literacy **and computer science** to allow every student who wants to receive
21 instruction in civics, [and] financial literacy **and computer science** to be
22 able to receive the instruction.

23 **“SECTION 7. The amendments to ORS 329.025 and 329.045 by
24 sections 4 to 6 of this 2022 Act become operative on September 1, 2028.**

25 **“SECTION 8. This 2022 Act being necessary for the immediate
26 preservation of the public peace, health and safety, an emergency is
27 declared to exist, and this 2022 Act takes effect on its passage.”.**

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