

Senate Bill 541

Sponsored by Senator SOLLMAN (Presession 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: The Act says that schools have to teach computer science classes to students in all grades. (Flesch Readability Score: 84.8).

Requires school district boards to ensure all schools offer computer science education in all grades. Includes computer science in content areas that must be offered in schools.

Declares an emergency, effective July 1, 2025.

A BILL FOR AN ACT

1
2 Relating to computer science education; creating new provisions; amending ORS 329.025, 329.045 and
3 329.485; and declaring an emergency.

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

5 **SECTION 1. Section 2 of this 2025 Act is added to and made a part of ORS chapter 329.**

6 **SECTION 2. (1) Each school district board shall ensure that:**

7 (a) **All schools of the school district with any grade from kindergarten through grade**
8 **eight offer computer science education and computational thinking experiences at all grade**
9 **levels; and**

10 (b) **All schools of the school district with any grade from grade 9 through 12 offer at least**
11 **two computer science courses, at least one of which is a foundational computer science**
12 **course.**

13 (2) **The Department of Education shall develop and maintain programming to:**

14 (a) **Support current teachers in expanding their capacity to teach computer science**
15 **courses and to integrate computational thinking experiences into existing classes and cur-**
16 **ricula; and**

17 (b) **Support and expand equitable access to culturally responsive and sustainable com-**
18 **puter science education for all students.**

19 (3) **The department may hire permanent staff for the purpose of carrying out the**
20 **department's duties specified in this section.**

21 (4) **The State Board of Education may adopt rules to carry out this section.**

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

23 329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary
24 and secondary schools that allows students, parents, teachers, administrators, school district boards
25 and the State Board of Education to be accountable for the development and improvement of the
26 public school system. The public school system shall have the following characteristics:

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

29 (2) Assumes that all students can learn and establishes high, specific skill and knowledge ex-

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 pectations and recognizes individual differences at all instructional levels;

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

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

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

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

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

12 (8) Provides for rigorous academic content standards and instruction in mathematics, science,
13 language arts, history, geography, economics, civics, higher education and career path skills, per-
14 sonal financial education, physical education, health, the arts [*and*], world languages **and computer**
15 **science**;

16 (9) Provides increased learning time;

17 (10) Provides students an educational background to the end that they will function successfully
18 in a constitutional republic, a participatory democracy and a multicultural nation and world;

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

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

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

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

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

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

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

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

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

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

33 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
34 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
35 indicators and diploma requirements.

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

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

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

43 (C) Encourage increased learning time. As used in this subparagraph, "increased learning
44 time" means a schedule that encompasses a longer school day, week or year for the purpose of in-
45 creasing the total number of school hours available to provide:

1 (i) Students with instruction in core academic subjects, including mathematics, science, language
2 arts, history, geography, economics, civics, higher education and career path skills, personal finan-
3 cial education, the arts [*and*], world languages **and computer science**;

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

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

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

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

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

15 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
16 science, language arts, history, geography, economics, civics, higher education and career path
17 skills, personal financial education, physical education, health, the arts [*and*], world languages **and**
18 **computer science**.

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

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

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

23 **SECTION 5.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, section 6,
24 chapter 178, Oregon Laws 2021, section 1, chapter 328, Oregon Laws 2023, and section 7, chapter
25 564, Oregon Laws 2023, is amended to read:

26 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
27 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
28 indicators and diploma requirements.

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

30 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
31 science, language arts, history, geography, economics, civics, higher education and career path
32 skills, personal financial education, physical education, health, the arts [*and*], world languages **and**
33 **computer science**.

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

36 (i) Are Native American;

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

38 (iii) Are women;

39 (iv) Have disabilities;

40 (v) Are immigrants or refugees; or

41 (vi) Are lesbian, gay, bisexual or transgender.

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

44 (D) Encourage increased learning time. As used in this subparagraph, “increased learning
45 time” means a schedule that encompasses a longer school day, week or year for the purpose of in-

1 creating the total number of school hours available to provide:

2 (i) Students with instruction in core academic subjects, including mathematics, science, language
3 arts, history, geography, economics, civics, higher education and career path skills, personal finan-
4 cial education, the arts [*and*], world languages **and computer science**;

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

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

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

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

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

16 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
17 science, language arts, history, geography, economics, civics, higher education and career path
18 skills, personal financial education, physical education, health, the arts [*and*], world languages **and**
19 **computer science**.

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 **SECTION 6.** ORS 329.485 is amended to read:

25 329.485. (1) As used in this section:

26 (a) “Content-based assessment” means testing of the understanding of a student of a predeter-
27 mined body of knowledge.

28 (b) “Criterion-referenced assessment” means testing of the knowledge or ability of a student with
29 respect to some standard.

30 (c) “Performance-based assessment” means testing of the ability of a student to use knowledge
31 and skills to create a complex or multifaceted product or complete a complex task.

32 (2)(a) The Department of Education shall implement statewide a valid and reliable assessment
33 system for all students that meets technical adequacy standards. The assessment system shall in-
34 clude criterion-referenced assessments including performance-based assessments, content-based as-
35 sessments, and other valid methods to measure the academic content standards and to identify
36 students who meet or exceed the standards.

37 (b) The department shall develop the statewide assessment system in mathematics, science, lan-
38 guage arts, history, geography, economics [*and*], civics **and computer science**.

39 (3) In addition to the assessment system implemented under subsection (2) of this section, the
40 department may make available to school districts and public charter schools an assessment system
41 that uses criterion-referenced assessments, including performance-based assessments and content-
42 based assessments to:

43 (a) Measure a student’s progress toward mastery of the knowledge and skills of the student’s
44 current grade level or course content level;

45 (b) Determine the student’s level of mastery, which shall be determined regardless of the actual

1 grade level of the student and may be determined by adapting the assessment during the assessment
2 process as a result of the performance of the student;

3 (c) Track and provide reports on the progress of a student based on the information provided
4 under paragraphs (a) and (b) of this subsection; and

5 (d) Provide predictions of anticipated student progress that are based on the information pro-
6 vided under this subsection and not on the current grade level of the student.

7 (4)(a) School districts and public charter schools shall implement the statewide assessment sys-
8 tem in mathematics, science and language arts. In addition, school districts and public charter
9 schools may implement the statewide assessment system in history, geography, economics [*and*],
10 civics **and computer science**.

11 (b) School districts and public charter schools may choose to implement the assessment system
12 described in subsection (3) of this section.

13 (5)(a) Each year the resident school district shall be accountable for determining the student's
14 progress toward achieving the academic content standards. Progress toward the academic content
15 standards:

16 (A) Shall clearly show the student and parents whether the student is making progress toward
17 meeting or exceeding the academic content standards at the student's current grade level or course
18 content level;

19 (B) Shall be based on the student's progress toward mastery of a continuum of academic
20 knowledge and skills; and

21 (C) May be based on the student's progress in a continuum of knowledge and skills that are not
22 academic and that may include student behaviors that are defined by the school district.

23 (b) School districts shall determine the method and format for showing student progress toward
24 achieving the academic content standards. Communications on student progress shall include a
25 reasonable number, as determined by the school district, of academic knowledge and skills in a
26 content area to enable parents and students to understand a student's progress toward meeting or
27 exceeding the academic content standards. No more than three indicators of academic knowledge
28 and skills per content area reporting category shall be required as provided by this section. A
29 school district may use more than three indicators of academic knowledge and skills per content
30 area reporting category if the school district implements a proficiency education system as provided
31 by ORS 329.119.

32 (6) In addition to the requirements described in subsection (5) of this section, the school district
33 shall adopt and implement a reporting system based on the school district board adopted course
34 content of the school district's curriculum. The reporting system:

35 (a) Shall clearly show the student and parents whether the student is achieving course require-
36 ments at the student's current grade level or course content level;

37 (b) Shall be based on the student's progress toward mastery of a continuum of academic knowl-
38 edge and skills; and

39 (c) May be based on the student's progress in a continuum of knowledge and skills that are not
40 academic and that may include student behaviors that are defined by the school district.

41 (7) If a student has not met or has exceeded all of the academic content standards, the school
42 district shall make additional services or alternative educational or public school options available
43 to the student.

44 (8) If the student to whom additional services or alternative educational options have been made
45 available does not meet or exceed the academic content standards within one year, the school dis-

1 trict, with the consent of the parents, shall make an appropriate placement, which may include an
2 alternative education program or the transfer of the student to another public school in the school
3 district or to a public school in another school district that agrees to accept the student. The school
4 district that receives the student shall be entitled to payment. The payment shall consist of:

5 (a) An amount equal to the school district's expenses from its local revenues for each student
6 in average daily membership, payable by the resident school district in the same year; and

7 (b) Any state and federal funds the attending school district is entitled to receive payable as
8 provided in ORS 339.133 (2)(b).

9 **SECTION 7. Notwithstanding section 2 (1) of this 2025 Act and the amendments to ORS
10 329.025, 329.045 and 329.485 by sections 3 to 6 of this 2025 Act, a school district is not required
11 to first offer computer science courses until the 2026-2027 school year.**

12 **SECTION 8. In addition to and not in lieu of any other appropriation, there is appropri-
13 ated to the Department of Education, for the biennium beginning July 1, 2025, out of the
14 General Fund, the amount of \$20,000,000, for the purpose of carrying out the provisions of
15 section 2 of this 2025 Act.**

16 **SECTION 9. This 2025 Act being necessary for the immediate preservation of the public
17 peace, health and safety, an emergency is declared to exist, and this 2025 Act takes effect
18 July 1, 2025.**

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