

HB 3038 STAFF MEASURE SUMMARY

House Committee On Education

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Sub-Referral To: Joint Committee On Ways and Means

Meeting Dates: 3/5

WHAT THE MEASURE DOES:

This measure changes the STEM Investment Council and the STEM portion of the Connecting Education Careers Account to broaden the types of entities within the networks, to use grants for projects about increasing awareness of STEM careers and adjusts the purpose of the STEM program to align programs with the regional labor needs. This measure also clarifies that approved recovery schools that are public charter schools are exempt from provisions governing the State School Fund. This measure makes changes to the admissions process for the Oregon School for the Deaf by allowing students with either an Individualized Education Program (IEP) or a Section 504 Plan to attend and allows students who are deaf-blind or hard of hearing students to attend. This measure changes school emergency procedures and instruction by requiring an emergency drill to be held each month, the type and number of those emergency drills conducted each year, and requires schools to maintain a comprehensive safety program.

Fiscal impact: May have fiscal impact, but no statement yet issued.

Revenue impact: May have revenue impact, but no statement yet issued.

Detailed Summary

STEM Investment Council and STEM Grants (Section 1-3)

Section 1

Adjusts the purpose of the science, technology, engineering, and mathematics (STEM) portion of the Connecting Education Careers Account to sustain a network of entities designated by regional partners that must expand education in STEM and coordinate efforts with regional partners to support career and technical education and with local work force boards. Allows grants to be awarded to an entity that is part of the STEM network. Requires that funding must be directed to programs offered by entities that are part of the network and that are in alignment with the regional labor market needs and regional education programs.

Section 2

Changes the eligible applicants to entities within the STEM network defined in section 1 or those entities' fiscal agents. Allows grants to be used for increased awareness of potential careers in STEM fields or designed to make connections between learning STEM and careers in STEM.

Section 3

Applies Section 2 to grant applications submitted on or after the effective date of the measure.

Approved Recovery Schools (Sections 4-6)

Section 4

Prohibits students who are enrolled in an approved recovery school from being considered a resident of the school district in which the recovery school is located in for the purpose of state funding and requires the approved recovery school to be funded as provided by ORS 336.680

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Section 5

Exempts approved recovery schools from certain special education laws.

Section 6

Makes the changes in Sections 4 and 5 effective for the 2024-2025 school year and requires the Oregon Department of Education to adjust distributions to school districts to reflect any differences in the amount to be distributed.

Oregon School for the Deaf (Sections 7-12)

Section 7

Expands the eligibility for the Oregon School for the Deaf to include children who are hard of hearing or deaf-blind.

Section 8

Allows education plans developed in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 to be used for admittance to the Oregon School of the Deaf.

Section 9-12

Make conforming amendments to reflect the changes in Section 7 and Section 8.

Emergency Drills and Instructions (Sections 13-15)

Section 13

Defines the terms: evacuate, hold, lockdown, secure, and shelter in place. Requires each school district to maintain a comprehensive safety program for all students and requires comprehensive safety programs to include procedures for responding to an immediate threat to safety, managing communicable diseases, responding to medical emergencies, and providing emergency procedure instruction. Allows the State Board of Education to prescribe additional requirements.

Section 14

Requires schools to hold at least one drill each month and requires schools to have a drill on each safety threat at least once a year.

Section 15

Makes Section 14 effective for the 2025-2026 school year.

Miscellaneous (Sections 16-17)

Section 16

States that unit captions will not become part of state law.

Section 17

Declares an emergency, effective upon passage.

ISSUES DISCUSSED:

EFFECT OF AMENDMENT:

No amendment.

BACKGROUND:

STEM Investment Council and STEM Grants (Section 1-3)

The STEM (science, technology, engineering and mathematics) Investment Council, created in 2013 by

[House Bill 2636](#), coordinates with the State Board of Education and the Higher Education Coordinating Commission to develop and oversee long-term statewide strategies to achieve the goals set forth by the Legislative Assembly. These goals aim to double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science and double the number of students who earn a postsecondary credential in a STEM discipline by the 2024-25 school year as compared with the 2014-2015 school year. The 2021-2025 STEM Education Plan issued by the council noted limited and inequitable access to core STEM prerequisite curricula in most Oregon public schools. The plan recommended several strategies to integrate STEM teaching and learning principles across K-12 curricula in a way that is culturally and linguistically responsive. STEM instruction in Oregon is primarily facilitated by 13 regional STEM hubs via grant funding from ODE. In 2021, the STEM Investment Council approved 13 grant programs.

The STEM Investment Council can only award grants to the following eligible recipients: school districts, community college districts, public universities, the Department of Education, the higher education coordinating commission, other state agencies, and a combination of entities within the regional networks. The grants must be used in a classroom or extracurricular activity to further STEM skills or be used in a STEM related project with a private entity. This measure changes the definition of an eligible recipient to allow any entity within the STEM Investment Network to participate. In addition, the measure allows more projects related to STEM career development.

Approved Recovery Schools (Sections 4-6)

An approved recovery school is an alternative high school specifically established to support students in recovery from substance use disorders. According to the Oregon Department of Education, Oregon has three recovery schools. In 2023,

[House Bill 2767](#) required the Oregon Department of Education to adopt standards for and enter into agreements with up to nine approved recovery schools and to cover the attendance through allocation from the State School Fund and Statewide Education Initiatives Account.

The State School Fund consists of moneys appropriated by the Legislative Assembly and intended for distribution to school districts, with funding for certain purposes carved out. Approved recovery schools currently receive funding for students from the State School Fund as they are classified as residents of the school district. This bill modifies residency for approved recovery school students so that approved recovery schools are funded as provided by ORS 336.680.

Oregon School for the Deaf (Sections 7-12)

There are two types of federal protections for students with disabilities: a 504 plan provides civil rights protections for student with disabilities, addressing the services need for a student to access and participate in their education, while an Individualized Education Program must include measurable learning goals, accommodations and/or modifications, progress measured, and related services.

The Legislative Assembly established the Oregon School for the Deaf in 1870 to provide education services for students who are deaf that exceed the educational services at the local level. To apply to the school, a school district must determine, through an Individualized Educational Plan (IEP), that the student educational needs exceed the school districts capacity, and that the student is deaf. This bill changes the requirements for the Oregon School of the Deaf to allow students with a 504 plan to attend and expands eligibility to allow students who are deaf-blind and hard of hearing to attend.

Emergency Drills and Instructions (Sections 13-15)

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ORS 336.071, established by House Bill 2789 (2013), controls school safety and drilling procedures. It requires all schools to, “instruct and drill students on emergency procedures so that the students can respond to an emergency without confusion or panic.” The statutes list the types of emergency scenario responses that must be drilled, and how often schools are required to conduct drills during the school year. House Bill 2661 (YEAR and LINK) amended ORS 336.071 to require schools to instruct on procedures related to lockdown, lockout, shelter in place and evacuation.

Currently, a school must provide at least 30 minutes of instruction to students on emergency procedures each month. Each year schools must hold at least two earthquake drills, schools in tsunami zones must hold at least three earthquake and tsunami evacuations drills, and at least two safety threat drills. This bill defines terms used in emergencies, requires schools to hold at least one drill a month, and requires a drill on each safety threat each year.