

## **HB 3038 A -A3, -A5, -A6, -A8    STAFF MEASURE SUMMARY**

### **Senate Committee On Education**

---

**Prepared By:** Chris Bechtel, LPRO Fellow

**Meeting Dates:** 4/23, 5/21

---

#### **WHAT THE MEASURE DOES:**

The measure changes the STEM Investment Council, repeals the Connecting Education to Careers account, and allows ODE to distribute moneys 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. It also clarifies that approved recovery schools that are public charter schools are exempt from provisions governing the State School Fund. It makes changes to the admissions process for the Oregon School for the Deaf. The measure changes school emergency procedures and instruction. The measure declares an emergency and takes effect on passage.

Fiscal Impact: No fiscal impact.

Revenue Impact: No revenue impact.

HOUSE VOTE: Ayes 37, Nays 17

Detailed Summary

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

##### Section 1

Repeals the Connecting Education Careers Account and allows ODE to distribute money as available 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 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

Makes education service districts eligible to receive grant funding. Allows school districts, education service districts, community colleges, and public universities to submit applications on behalf of eligible entities. Allows grants to be use 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.

##### Section 3a

Repeals the Connecting Education to Careers Account and allows ODE to distribute money as available.

#### **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

##### 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.

Section 14

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

Section 15

Makes Section 14 effective on January 1, 2026.

**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:**

- Changes to the Oregon School for the Deaf
- Approved recovery schools, other funding available

**EFFECT OF AMENDMENT:**

-A3 The amendment requires that a student's parent or guardian consent prior to admitting a student to the Oregon School for the Deaf. It also makes modifications to the nationally administered assessments by allowing ODE to contract with a benefit company and modifies the grade level from grade 10 to grade 11.

-A5 The amendment requires that a student's parent or guardian consent prior to admitting a student to the Oregon School for the Deaf. It also makes modifications to the nationally administered assessments by allowing ODE to contract with a benefit company and modifies the grade level from grade 10 to grade 11. The amendment adds an operative date of July 1, 2027, for the modification to the nationally normed assessments. It resolves a

conflict between this measure and House Bill 3083.

-A6 The amendment requires that a student's parent or guardian consent prior to admitting a student to the Oregon School for the Deaf.

-A8 The amendment resolves a conflict between HB 3038 and HB 3083.

**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 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.

**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.

**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 accommodations needed 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.

**Emergency Drills and Instructions (Sections 13-15)**

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 \(2015\)](#) 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.