

## Enrolled House Bill 3038

Introduced and printed pursuant to House Rule 12.00. Presession filed (at the request of Governor Tina Kotek for Department of Education)

CHAPTER .....

### AN ACT

Relating to education; creating new provisions; amending ORS 327.372, 327.380, 336.071, 338.155, 338.165, 339.324, 346.010, 346.015, 346.035, 346.041, 346.070 and 346.091; repealing ORS 327.376; and declaring an emergency.

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

### STEM INVESTMENT COUNCIL AND STEM GRANTS

**SECTION 1.** ORS 327.372 is amended to read:

327.372. (1) Activities related to science, technology, engineering and mathematics education and activities related to career and technical education that can lead to high wage and high demand jobs shall be funded as provided by this section.

*[(2) The Department of Education shall distribute moneys in the Connecting Education to Careers Account established by ORS 327.376 as follows:]*

**(2) The Department of Education shall distribute moneys available to the department for the purpose of this section as follows:**

(a) Forty percent for activities related to science, technology, engineering and mathematics education that are described in subsection (3) of this section. Moneys shall be distributed by the department under this paragraph based on recommendations of the STEM Investment Council.

(b) Sixty percent for activities related to career and technical education that can lead to high wage and high demand jobs and that are described in subsection (4) of this section. Moneys shall be distributed by the department under this paragraph based on recommendations of the committee established under ORS 344.075.

(3) Moneys distributed as provided by subsection (2)(a) of this section to fund activities related to science, technology, engineering and mathematics education shall be used to:

(a) *[Expand and sustain regional networks that support]* **Sustain a network of entities that are designated by regional partners to:**

**(A) Sustain and expand education in science, technology, engineering and mathematics[.]; and**

**(B) Coordinate efforts described in subparagraph (A) of this paragraph with regional partners that support career and technical education and with local workforce development boards.**

(b) Award grants *[that]* **to an entity that is part of the network described in paragraph (a) of this subsection to:**

(A) Expand the implementation of effective programs related to science, technology, engineering and mathematics[, *that*];

(B) Propose innovative approaches or programs related to science, technology, engineering and mathematics [*or that*]; **or**

(C) Provide professional development related to teaching science, technology, engineering and mathematics.

(c) Provide funding to recruit, retain and support underserved students, as defined by the State Board of Education by rule, for programs that:

(A) Are offered [*at*] **by entities that are part of the network described in paragraph (a) of this subsection in collaboration with** community colleges and public universities [*and that*];

(B) Can lead to high wage and high demand jobs related to science, technology, engineering and mathematics[.]; **and**

(C) **Are in alignment with regional labor market needs, with the needs of regional partners who represent industry and with regional career and technical education programs.**

[*(d) Develop a systematic survey of facility use to determine how savings for science, technology, engineering and mathematics education can be achieved.*]

[*(e)*] (d) Fund any other activities related to science, **technology**, engineering and mathematics education that are identified by the STEM Investment Council.

(4) Moneys distributed as provided by subsection (2)(b) of this section to fund activities related to career and technical education that can lead to high wage and high demand jobs shall be used for:

(a) Programs that expose students to career and technical education programs that can lead to high wage and high demand jobs.

(b) Career and Technical Education Revitalization grants awarded under ORS 344.075.

(c) Student leadership organizations related to career and technical education programs that can lead to high wage and high demand jobs.

(d) Distribution to school districts to support career and technical education programs in the school district that are approved by the Department of Education as being high quality and that can lead to high wage and high demand jobs. Moneys must be distributed to each school and public charter school in the school district based on the number of students enrolled at the school with the following characteristics:

(A) Students who are enrolled in and earned three or more credits for courses that are part of a career and technical education program that can lead to high wage and high demand jobs and that are approved by the Department of Education.

(B) Students who acquire an industry credential that can lead to a high wage and high demand job and that is approved by the Department of Education.

(C) Students described in subparagraph (A) or (B) of this paragraph who are historically underserved, as defined by the State Board of Education by rule.

(e) Administration of grants for the purpose of expanding teacher training programs and opportunities related to career and technical education that can lead to high wage and high demand jobs.

(f) Administration of a pilot program to increase students' exposure and access to career and technical education that can lead to high wage and high demand jobs.

(g) Funding any other activities related to career and technical education that can lead to high wage and high demand jobs and that are identified by the committee established under ORS 344.075.

(5) Except as otherwise provided, moneys distributed under subsections (3) and (4) of this section shall be distributed to school districts, education service districts, public schools, public charter schools, community colleges, public universities or statewide nonprofit organizations promoting student leadership in career and technical education or any combination thereof or in partnership with youth job development organizations, as defined in ORS 344.415, other nonprofit organizations or other entities identified by the State Board of Education by rule.

(6) From the moneys available under subsection (2) of this section, the Department of Education, the STEM Investment Council and the committee established under ORS 344.075 combined may re-

tain no more than a total of five percent of all moneys distributed for a fiscal year for administrative expenses incurred under this section.

(7) The Department of Education, in collaboration with the STEM Investment Council and the committee established under ORS 344.075, shall submit a biennial report to the Legislative Assembly related to distributions made under this section. The report must include metrics that identify how distributions made under this section are contributing to the development of a skilled workforce that is able to secure high wage and high demand jobs.

**SECTION 2.** ORS 327.380 is amended to read:

327.380. (1) The STEM Investment Grant Program is established to provide funding to school districts, **education service districts**, community colleges and public universities listed in ORS 352.002 to advance the goals described in ORS 326.500 (2).

(2) The STEM Investment Council shall evaluate grant applications and make recommendations on the applications to the Superintendent of Public Instruction. Under the direction of the Superintendent of Public Instruction, the Department of Education shall distribute moneys for the grant program and otherwise administer the grant program.

(3)(a) An application for a grant awarded under this section may be submitted by:

[*(A) A school district;*]

[*(B) A community college district;*]

[*(C) A public university;*]

[*(D) The Department of Education;*]

[*(E) The Higher Education Coordinating Commission;*]

[*(F) Any other state agency; or*]

[*(G) Any combination of entities identified in this paragraph that are organized as a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics.*]

**(A) An entity that is part of the network of entities that is designated by regional partners to:**

**(i) Sustain and expand education in science, technology, engineering and mathematics; and**

**(ii) Coordinate efforts described in sub-subparagraph (i) of this subparagraph with regional partners that support career and technical education and with local workforce development boards; or**

**(B) A school district, education service district, community college or public university listed in ORS 352.002 on behalf of one or more entities described in subparagraph (A) of this paragraph.**

(b) A grant awarded under this section may be used for:

(A) Classroom or extracurricular activities that further the development of skills related to science, technology, engineering or mathematics; or

(B) A project that is:

**(i) Related to science, technology, engineering or mathematics and that involves collaboration with a private entity[.];**

**(ii) Designed to increase the awareness of potential careers in science, technology, engineering or mathematics; or**

**(iii) Designed to make connections between learning science, technology, engineering or mathematics and career opportunities in science, technology, engineering or mathematics.**

(4) When evaluating applications for a grant, the council:

(a) Shall give priority to applications for activities or projects that produce the largest impact at the lowest cost or for the greatest number of students throughout this state, including grants for activities or projects that:

(A) Are determined by the council to be likely to become self-supporting within three years;

(B) Expand evidence-based, effective practices in science, technology, engineering or mathematics;

- (C) Can be replicated by other entities in this state;
- (D) Show evidence of attracting matching funds;
- [(E) If the applicant is an entity identified in subsection (3)(a)(A) to (C) of this section, have demonstrable support from the governing body of the entity;]*
- [(F)]* (E) Help improve access by underrepresented groups to activities that involve science, technology, engineering or mathematics; or
- [(G)]* (F) Are elements of a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics;
- (b) May give priority to applications for activities or projects that benefit students in more than one student group among students in kindergarten through grade 12, students in community colleges and students in universities;
- (c) Shall attempt to achieve a balance, as determined by the council, among grants that are awarded for the sole benefit of students in kindergarten through grade 12, students in community colleges and students in universities; and
- (d) Shall take into consideration geographic and demographic diversity.

**SECTION 3. The amendments to ORS 327.380 by section 2 of this 2025 Act apply to grant applications submitted on or after the effective date of this 2025 Act.**

**SECTION 3a. ORS 327.376 is repealed.**

## **APPROVED RECOVERY SCHOOLS**

**SECTION 4.** ORS 338.155 is amended to read:

338.155. (1)(a) **Except as provided by paragraph (d) of this subsection,** students of a public charter school *[shall be]* **are** considered to be residents of the school district in which the public charter school is located for purposes of distribution of the State School Fund.

(b) All amounts to be distributed from the State School Fund for public charter schools shall first be distributed to the school district in which the public charter school is located.

(c) For the purpose of determining the amounts to be distributed to a school district from the State School Fund for a public charter school, the district extended ADMw described in ORS 327.013 shall be calculated:

(A) Except as provided by subparagraph (B) or (C) of this paragraph, as though the students enrolled at a public charter school are students enrolled at the public schools of the school district in which the public charter school is located.

(B) By not including any portion of the ADM of the public charter school for the previous school year if the public charter school ceased to operate because of dissolution or closure or because of termination or nonrenewal of a charter.

(C) By calculating the current school year's ADMw separately for a virtual public charter school and for the school district if the school district, without consideration of the ADM of the virtual public charter school, had a decrease in ADM or ADMw compared to the previous school year.

**(d) Students who are enrolled in a public charter school that is an approved recovery school under ORS 336.680 are not considered residents of the school district in which the public charter school is located for purposes of distribution of the State School Fund. A public charter school that is an approved recovery school shall be funded as provided by ORS 336.680.**

(2) A school district shall contractually establish, with any public charter school that is sponsored by the board of the school district, payment for provision of educational services to the public charter school's students. The payment shall equal an amount per weighted average daily membership (ADMw) of the public charter school that is at least equal to:

(a) Eighty percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 for students who are enrolled in kindergarten through grade eight; and

(b) Ninety-five percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 for students who are enrolled in grades 9 through 12.

(3) A school district shall contractually establish, with any public charter school that is sponsored by the State Board of Education and that is within the boundaries of the school district, payment for provision of educational services to the public charter school's students. The payment shall equal an amount per weighted average daily membership (ADMw) of the public charter school that is at least equal to:

(a) Ninety percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 for students who are enrolled in kindergarten through grade eight; and

(b) Ninety-five percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 for students who are enrolled in grades 9 through 12.

(4) The estimated amount of each school district's General Purpose Grant per ADMw shall be determined each year by the Department of Education and made available to all school districts.

(5) The school district in which the public charter school is located shall transfer an amount per weighted average daily membership (ADMw) of the public charter school that is equal to 50 percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 that is not paid to the public charter school through a contract created pursuant to subsection (3) of this section to the Department of Education.

(6) The department may use any moneys received under this section for activities related to public charter schools.

(7) A school district and a public charter school may negotiate to establish a payment for the provision of educational services to the public charter school's students that is more than the minimum amounts specified in subsection (2) or (3) of this section.

(8) A school district shall send payment to a public charter school based on a contract negotiated under this section within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095.

(9)(a) A public charter school may apply for any grant that is available to school districts or nonchartered public schools from the Department of Education. The department shall consider the application of the public charter school in the same manner as an application from a school district or nonchartered public school.

(b) The department shall award any grant that is available to school districts based solely on the weighted average daily membership (ADMw) of the school district directly to the public charter school. This paragraph does not apply to any grant from the State School Fund.

**SECTION 5.** ORS 338.165 is amended to read:

**338.165. [(1)(a)] (1) Except as provided by ORS 336.680 for public charter schools that are approved recovery schools:**

(a) The school district in which a public charter school is located shall identify, locate and evaluate students enrolled in the public charter school to determine which students may be in need of special education and related services.

(b) The school district in which a public charter school is located:

(A) Shall receive funding from the State School Fund as provided by this section for students who are eligible for special education and related services and who are enrolled in the public charter school; and

(B) Is eligible to receive high cost disabilities grants as provided by ORS 327.348 for students who are enrolled in the public charter school.

(c) Students who are eligible for special education and related services shall be considered students of the school district in which the public charter school is located for purposes of data collection and reporting.

(2) If a student is enrolled in a public charter school and is eligible for special education and related services, an additional amount shall be added to the ADM of the public charter school as described in ORS 327.013 (1)(c)(A)(i). The payment per ADMw in the public charter school that is

attributable to the student who is eligible for special education and related services shall equal an amount that is at least equal to:

(a) 40 percent of the amount of the General Purpose Grant per ADMw for the school district in which the public charter school is located, as calculated under ORS 327.013, for students who are enrolled in kindergarten through grade eight; and

(b) 47.5 percent of the amount of the General Purpose Grant per ADMw for the school district in which the public charter school is located, as calculated under ORS 327.013, for students who are enrolled in grades 9 through 12.

(3) If the State Board of Education is the sponsor of a public charter school, the school district in which the public charter school is located, for each ADMw that is attributable to a student enrolled in a public charter school who is eligible for special education and related services, shall transfer five percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 to the State Board of Education.

(4) Notwithstanding subsection (2) of this section, a school district and a public charter school may negotiate on a case-by-case basis for an alternative distribution of funds other than the distribution prescribed by subsection (2) of this section.

(5) Payments under this section must be made within 10 days after a school district receives payment from the State School Fund pursuant to ORS 327.095.

**SECTION 6. (1) The amendments to ORS 338.155 and 338.165 by sections 4 and 5 of this 2025 Act first apply to the 2024-2025 school year.**

**(2) For the 2024-2025 school year, the Department of Education shall adjust the distribution to a school district to reflect any differences in the amount to be distributed under ORS 338.155 and 338.165 and the amount to be distributed under ORS 336.680 for a public charter school that is an approved recovery school.**

## **OREGON SCHOOL FOR THE DEAF**

**SECTION 7.** ORS 346.010 is amended to read:

346.010. (1) Pursuant to rules of the State Board of Education, the Superintendent of Public Instruction shall provide free training and education services in a school located in Marion County for children who are deaf, **hard of hearing or deaf-blind**.

(2) The Superintendent of Public Instruction shall indicate which facilities shall serve as the Oregon School for the Deaf.

(3) The superintendent may order a change in all or part in the purpose and use of the facilities available under this section whenever the superintendent determines that a change in purpose and use will better enable the state to meet its responsibilities for the education and training of children who are deaf, **hard of hearing or deaf-blind**.

(4) The school shall be operated primarily for the provision of education and training services for children who are deaf, **hard of hearing or deaf-blind and** who cannot be efficiently served in other schools or programs.

**SECTION 8.** ORS 346.015 is amended to read:

346.015. (1) Prior to convening a meeting to prepare an individualized education program **or an education plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794**, for a child with an intellectual disability or a developmental disability for whom placement at the school operated under ORS 346.010 may be considered, the agency that is providing the education for the child shall notify the local community developmental disabilities program. The case manager responsible for programs for children with intellectual disabilities or developmental disabilities, in consultation with the Department of Human Services, shall evaluate whether the child also has needs for alternative residential care or other support services. If the evaluation determines this to be the case, but documents that community resources are not available to meet these needs, the school district may proceed with the meeting to prepare the individualized educa-

tion program **or education plan** in which placement at the school operated under ORS 346.010 may be considered.

(2) An agency providing education under subsection (1) of this section may initiate the procedure in subsection (1) of this section for any child who does not have an intellectual disability or a developmental disability when in the agency's judgment a treatment or residential issue is prompting proposed placement under ORS 346.010.

(3) A child may not be placed in the school operated under ORS 346.010 unless:

(a) The district superintendent or the superintendent's designee has signed a statement declaring that:

(A) **For a child with an individualized education program**, the district cannot provide a free appropriate public education for the child commensurate with the needs of the child as identified by the individualized education program of the child and that the school is the least restrictive environment in which the child can be educated.

(B) **For a child with an education plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, the district cannot make reasonable accommodations for the child commensurate with the needs of the child as identified in the education plan of the child.**

(b) **The parent or guardian of the child consents to the placement of the child, as provided by rules adopted by the State Board of Education.**

(4) By rule, the State Board of Education shall determine procedures to be followed by local education agencies in carrying out this section.

**SECTION 9.** ORS 346.035 is amended to read:

346.035. For a child who is enrolled under ORS 346.010 and who has an intellectual disability or a developmental disability, the Department of Education shall notify the community developmental disabilities program of **the education plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794,** and the date of the annual review of the individualized education program of the child for the purpose of including in the review the assigned case manager's assessment of community resources that are available for treatment or residential needs the child might have.

**SECTION 10.** ORS 346.041 is amended to read:

346.041. (1) Transportation for pupils attending the school operated under ORS 346.010 is the responsibility of the pupil's resident school district. The district may provide transportation directly or by agreement with another school district, a public carrier or the Department of Education.

(2) The actual and necessary transportation expenses incurred under subsection (1) of this section, at a frequency consistent with a pupil's individualized education program **or the education plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794,** shall be considered approved transportation costs for purposes of ORS 327.006 and 327.033.

(3) The resident school district shall reimburse the Department of Education for all transportation costs the department incurs on behalf of the district within 10 days after receipt of the itemized invoice.

(4) The payments of the resident school districts required under subsection (3) of this section and an amount specifically appropriated thereto shall be deposited in the State Treasury to the credit of the Special Education Transportation Revolving Account to be used by the Department of Education for the transportation of pupils attending the school operated under ORS 346.010. The account shall be continuously appropriated to the department for such purpose.

(5) Any unexpended and unobligated balance in the Special Education Transportation Revolving Account in excess of \$70,000 as of September 1 of any year shall be transferred from the account to the General Fund to be available for general governmental purposes.

**SECTION 11.** ORS 346.070 is amended to read:

346.070. (1) Subject to subsection (3) of this section, every student who is deaf, **hard of hearing or deaf-blind** and who has been a resident of Oregon for the three years immediately preceding application and who is attending any university, college or other suitable school is eligible to apply

for a state grant-in-aid to help defray approved expenses. If the student's application for a grant-in-aid is approved by the Superintendent of Public Instruction, the Department of Education may make the grant-in-aid contingent upon the student's attending a school of the superintendent's choice.

(2) The grants-in-aid shall not exceed \$1,000 to any student for any fiscal year and shall be paid out of any funds appropriated to the department for that purpose. The State Board of Education may adopt rules necessary to carry out this section.

(3) A student who is deaf, **hard of hearing or deaf-blind** may not receive a grant-in-aid under subsection (1) of this section for a period exceeding seven years.

**SECTION 12.** ORS 346.091 is amended to read:

346.091. (1) As used in this section, "school district" means a common or union high school district, an education service district, a state-operated school or any legally constituted combination of such entities.

(2) The Legislative Assembly finds and declares that children who are deaf, hard of hearing or deaf-blind who utilize one or more modes of communication have the same rights and potential as children who are not deaf, hard of hearing or deaf-blind.

(3) School districts shall:

(a) Provide children who are deaf, hard of hearing or deaf-blind appropriate screening and assessment of hearing and vision capabilities and communication and language needs at the earliest possible age and the continuation of screening and evaluation services throughout the educational experience.

(b) Provide children who are deaf, hard of hearing or deaf-blind with individualized and appropriate early intervention to support the acquisition of solid language bases developed at the earliest possible age.

(c) Inform the parents or guardians of children who are deaf, hard of hearing or deaf-blind about all relevant services and programs and placement considerations, including the Oregon School for the Deaf, and provide opportunities for parents and guardians to fully participate in the development and implementation of their child's education plan.

(d) Strive to provide children who are deaf, hard of hearing or deaf-blind opportunities to meet and associate with adult role models who are deaf, hard of hearing or deaf-blind and who utilize varied communication modalities to learn advocacy skills, including self-advocacy.

(e) Provide children who are deaf, hard of hearing or deaf-blind opportunities to meet and associate with their peers in the school environment and during school-sponsored activities.

(f) Provide direct instruction to children who are deaf, hard of hearing or deaf-blind.

(g) Ensure individualized education programs **or education plans developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, that are** developed, reviewed and revised for children who are deaf, hard of hearing or deaf-blind include communication and educational plans.

(h) Provide children who are deaf, hard of hearing or deaf-blind placement that is best suited to each child's individual needs including, but not limited to, social, emotional, communication and cultural needs, with consideration for the each child's age, degree and type of hearing loss, academic level, mode of communication, style of learning, motivational level and amount of family support.

(i) Provide children who are deaf, hard of hearing or deaf-blind individual considerations for free, appropriate education **or for reasonable accommodations** across a continuum of placement options required by law.

(j) Provide children who are deaf, hard of hearing or deaf-blind full support services provided by qualified and certified professionals in their educational settings.

(k) Provide children who are deaf, hard of hearing or deaf-blind full communication access to all programs in the child's educational settings including, but not limited to, extracurricular activities, recess, lunch, media showings, driver education and public announcements.

(L) Ensure that parents and guardians of children who are deaf, hard of hearing or deaf-blind receive information from appropriately qualified and certified professionals on the medical, ethical, cultural and linguistic issues concerning individuals who are deaf, hard of hearing or deaf-blind.



(m) Ensure that children who are deaf, hard of hearing or deaf-blind have direct access to mental health and supporting services from qualified and certified providers fluent in the child's primary mode of communication, including American Sign Language.

## EMERGENCY DRILLS AND INSTRUCTION

### **SECTION 13. (1) As used in this section:**

(a) "Evacuate" means a procedure used when students and staff need to move from one location to another.

(b) "Hold" means a procedure used to keep students and staff in classrooms while a disruption or minor emergency is resolved.

(c) "Lockdown" means a procedure used when a threat or hazard is inside the building.

(d) "Secure" means a procedure used when a threat or hazard is outside the building.

(e) "Shelter in place" is a procedure used to respond to and take protective actions based on a threat or hazard that may include an earthquake, tsunami or other natural or environmental hazard.

(2) Each school district must maintain a comprehensive safety program for all students and staff. The program must include procedures for:

(a) Responding to emergency situations that address an immediate threat to safety, including an evacuation, a hold, a lockdown, a secure and a shelter in place;

(b) Providing communicable disease management;

(c) Responding to medical emergencies; and

(d) Providing instruction as described in ORS 336.071.

(3) The State Board of Education may adopt rules related to a program required under this section.

### **SECTION 14.** ORS 336.071 is amended to read:

336.071. (1) All schools are required to instruct and drill students on emergency procedures so that the students can respond to an emergency without confusion or panic. The emergency procedures shall include drills and instruction on:

(a) Fires;

(b) Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and

(c) Safety threats, **as identified in section 13 (2)(a) of this 2025 Act.**

(2)(a) Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

(b) Drills and instruction on earthquake emergencies shall include the earthquake emergency response procedure known as "drop, cover and hold on." A school may drill earthquake emergency response procedures in addition to "drop, cover and hold on" when the school determines, based on evaluation of specific engineering and structural issues related to a building, that "drop, cover and hold on" may not be the most effective earthquake emergency response procedure to prevent or limit injury or loss of life.

(c) Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake when appropriate or after a tsunami warning to protect students against inundation by tsunamis.

(d) Drills and instruction on safety threats shall include:

(A) Procedures related to **evacuation, hold, lockdown, [lockout,] secure and shelter in place [and evacuation], as those terms are defined in section 13 of this 2025 Act**, including the procedures described in ORS 339.324; and

(B) Other appropriate actions to take when there is a threat to safety.

(3)(a) At least 30 minutes in each school month shall be used to instruct students on the emergency procedures described in subsection (1) of this section **and at least one drill shall be conducted each school month.**

(b) At least two drills on earthquakes shall be conducted each year.  
(c) At least *[two drills on safety threats]* **one drill on each safety threat** shall be conducted each year.

(d) In schools in a tsunami hazard zone, at least three drills on earthquakes and tsunamis shall be conducted each year.

(4)(a) In addition to the instruction required under subsection (3) of this section, schools are encouraged to instruct students, in an age-appropriate manner, on preparing for and recovering from events that are:

(A) Described in subsection (1) of this section; and

(B) Natural disasters specific to the region where the school is located, including any relevant weather-related events such as flooding, drought or excessive snowfall.

(b) For the purpose of this subsection, the Department of Education shall:

(A) Develop, in consultation with the Oregon Department of Emergency Management, guidance that may be used for the instruction and make the guidance available to school districts; and

(B) Provide, when requested, professional development to teachers and administrators relating to the guidance.

(5) All schools shall maintain all exit doors so that the doors can be opened from the inside without a key during school hours.

(6) Units of local government and state agencies associated with emergency procedures training and planning shall:

(a) Review emergency procedures proposed by schools **under section 13 of this 2025 Act**; and

(b) Assist schools in the instruction and drilling of students in emergency procedures.

(7) As used in this section, “school” means any:

(a) Kindergarten through grade 12 public or private school; or

(b) Educational institution having an average daily attendance of 50 or more students.

**SECTION 14a. If House Bill 3083 becomes law, section 14 of this 2025 Act (amending ORS 336.071) is repealed and ORS 336.071, as amended by section 1, chapter 208, Oregon Laws 2025 (Enrolled House Bill 3083), is amended to read:**

336.071. (1) As used in this section, “school” means any:

(a) Kindergarten through grade 12 public or private school, including a public charter school;  
or

(b) Educational institution having an average daily attendance of 50 or more students.

(2) Every school is required to have emergency safeguards to protect the safety and well-being of students and staff at the school. The emergency safeguards must include:

(a) Drills and instruction on emergency procedures so that students can respond to an emergency without confusion or panic.

(b) Policies and procedures relating to school building security.

(3) When reviewing policies and procedures relating to school building security, the governing body for a school shall consider the installation of a panic alarm system that:

(a) Is wireless or consists of wearable panic alarms;

(b) Is capable of connecting to diverse emergency services technologies to ensure real-time coordination between multiple emergency services agencies; and

(c) Integrates with local public safety answering points to transmit 9-1-1 calls and mobile activations.

(4) The drills and instruction on emergency procedures required by this section must be on:

(a) Fires;

(b) Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and

(c) Safety threats, **as identified in section 13 (2)(a) of this 2025 Act.**

(5)(a) Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

(b) Drills and instruction on earthquake emergencies shall include the earthquake emergency response procedure known as “drop, cover and hold on.” A school may drill earthquake emergency response procedures in addition to “drop, cover and hold on” when the school determines, based on evaluation of specific engineering and structural issues related to a building, that “drop, cover and hold on” may not be the most effective earthquake emergency response procedure to prevent or limit injury or loss of life.

(c) Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake when appropriate or after a tsunami warning to protect students against inundation by tsunamis.

(d) Drills and instruction on safety threats shall include:

(A) Procedures related to **evacuation, hold, lockdown, [lockout,] secure and shelter in place [and evacuation], as those terms are defined in section 13 of this 2025 Act**, including the procedures described in ORS 339.324; and

(B) Other appropriate actions to take when there is a threat to safety.

(6)(a) At least 30 minutes in each school month shall be used to instruct students on the drills and instruction on emergency procedures described in subsection (4) of this section **and at least one drill shall be conducted each school month.**

(b) At least two drills on earthquakes shall be conducted each year.

(c) At least *[two drills on safety threats]* **one drill on each safety threat** shall be conducted each year.

(d) In schools in a tsunami hazard zone, at least three drills on earthquakes and tsunamis shall be conducted each year.

(7)(a) In addition to the instruction required under subsection (6) of this section, schools are encouraged to instruct students, in an age-appropriate manner, on preparing for and recovering from events that are:

(A) Described in subsection (4) of this section; and

(B) Natural disasters specific to the region where the school is located, including any relevant weather-related events such as flooding, drought or excessive snowfall.

(b) For the purpose of this subsection, the Department of Education shall:

(A) Develop, in consultation with the Oregon Department of Emergency Management, guidance that may be used for the instruction and make the guidance available to schools; and

(B) Provide, when requested, professional development to teachers and administrators relating to the guidance.

(8) All schools shall maintain all exit doors so that the doors can be opened from the inside without a key during school hours.

(9) Units of local government and state agencies associated with emergency procedures training and planning shall:

(a) Review emergency **procedures and** safeguards proposed by schools **under this section and section 13 of this 2025 Act**; and

(b) Assist schools in the instruction and drilling of students in emergency procedures.

**SECTION 15. The amendments to ORS 336.071 by section 14 of this 2025 Act become operative on January 1, 2026.**

**SECTION 15a.** If House Bill 3083 becomes law, section 15 of this 2025 Act is amended to read:

**Sec. 15.** The amendments to ORS 336.071 by section [14] **14a** of this 2025 Act become operative on January 1, 2026.

**SECTION 16.** ORS 339.324 is amended to read:

339.324. (1) As used in this section, “safety threat action” means a *[lockdown, lockout, shelter in place or evacuation]* **response to a safety threat, as identified in section 13 (2)(a) of this 2025 Act**, that:

(a) Is initiated by a school in response to a safety threat; and

(b) Is not a planned drill.

(2) Each school district board shall adopt a policy for notifying the school community when a school takes a safety threat action.

(3) The policy adopted under this section must require that:

(a) As expediently as possible, but no later than 24 hours after the initiation of a safety threat action, a school or school district shall provide an electronic communication to parents and guardians of students attending the school at which the safety threat action occurred. The communication must include:

(A) A general description of the issue that caused the safety threat action to be taken;

(B) The duration of time that the safety threat action was taken, from when the action was initiated until when it concluded;

(C) Actions taken by the school or school district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and

(D) An explanation of how the situation was resolved.

(b) The communication required under paragraph (a) of this subsection shall be provided in a manner that communicates relevant facts and details as may be necessary or useful:

(A) For parents and guardians to understand any potential threats to student safety; and

(B) To assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

(c) The communication required under paragraph (a) of this subsection shall be provided and made available in culturally appropriate languages to communicate effectively with parents and guardians of students of the school or school district.

(d) As expediently as possible, but no later than 24 hours after the initiation of a safety threat action, a school or school district shall provide an electronic communication to school district employees who are employees of the school at which the safety threat action occurred. The communication required under this paragraph must include the same information described in paragraph (a) of this subsection and any additional information as may be permitted by relevant confidentiality and privacy requirements.

## MISCELLANEOUS

**SECTION 17.** The unit captions used in this 2025 Act are provided only for the convenience of the reader and do not become part of the statutory law of this state or express any legislative intent in the enactment of this 2025 Act.

**SECTION 18.** This 2025 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2025 Act takes effect on its passage.

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**Passed by House April 10, 2025**

**Repassed by House June 13, 2025**

.....  
Timothy G. Sekerak, Chief Clerk of House

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Julie Fahey, Speaker of House

**Passed by Senate June 12, 2025**

.....  
Rob Wagner, President of Senate

**Received by Governor:**

.....M.,....., 2025

**Approved:**

.....M.,....., 2025

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Tina Kotek, Governor

**Filed in Office of Secretary of State:**

.....M.,....., 2025

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Tobias Read, Secretary of State