

House Bill 3038

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

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: Makes many changes in laws that relate to education in this state. (Flesch Readability Score: 67.7).

Adjusts purposes and eligible recipients of grants related to STEM education.

Clarifies the method for funding approved recovery schools that are also public charter schools.

Provides that children who have a 504 Plan or who are deaf, hard of hearing or deaf-blind may attend the Oregon School for the Deaf.

Prescribes requirements related to comprehensive safety programs in schools.

Declares an emergency, effective on passage.

A BILL FOR AN ACT

Relating to education; creating new provisions; amending ORS 327.372, 327.380, 336.071, 338.155, 338.165, 346.010, 346.015, 346.035, 346.041, 346.070 and 346.091; 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:

(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

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 **boards.**

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

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

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

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

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

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

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

16 (C) **Are in alignment with regional labor market needs and with regional career and**
 17 **technical education programs.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 (6) From the moneys available under subsection (2) of this section, the Department of Education,
 10 the STEM Investment Council and the committee established under ORS 344.075 combined may re-
 11 tain no more than a total of five percent of all moneys distributed for a fiscal year for administrative
 12 expenses incurred under this section.

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

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

19 327.380. (1) The STEM Investment Grant Program is established to provide funding to school
 20 districts, community colleges and public universities listed in ORS 352.002 to advance the goals de-
 21 scribed in ORS 326.500 (2).

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

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

27 [(A) A school district;]

28 [(B) A community college district;]

29 [(C) A public university;]

30 [(D) The Department of Education;]

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

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

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

36 **(A) An entity that is part of the network of entities that is designated by regional part-**
 37 **ners to:**

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

40 **(ii) Coordinate efforts described in sub-subparagraph (i) of this subparagraph with re-**
 41 **gional partners that support career and technical education and with local workforce devel-**
 42 **opment boards; or**

43 **(B) A fiscal agent on behalf of an entity described in subparagraph (A) of this paragraph.**

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

45 (A) Classroom or extracurricular activities that further the development of skills related to

1 science, technology, engineering or mathematics; or

2 (B) A project that is:

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

5 (ii) **Designed to increase the awareness of potential careers in science, technology, engi-
6 neering or mathematics; or**

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

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

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

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

14 (B) Expand evidence-based, effective practices in science, technology, engineering or mathemat-
15 ics;

16 (C) Can be replicated by other entities in this state;

17 (D) Show evidence of attracting matching funds;

18 *[(E) If the applicant is an entity identified in subsection (3)(a)(A) to (C) of this section, have de-
19 monstrable support from the governing body of the entity;]*

20 *[(F)]* (E) Help improve access by underrepresented groups to activities that involve science,
21 technology, engineering or mathematics; or

22 *[(G)]* (F) Are elements of a partnership or a regional effort to improve student achievement in
23 science, technology, engineering or mathematics;

24 (b) May give priority to applications for activities or projects that benefit students in more than
25 one student group among students in kindergarten through grade 12, students in community colleges
26 and students in universities;

27 (c) Shall attempt to achieve a balance, as determined by the council, among grants that are
28 awarded for the sole benefit of students in kindergarten through grade 12, students in community
29 colleges and students in universities; and

30 (d) Shall take into consideration geographic and demographic diversity.

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

33
34 **APPROVED RECOVERY SCHOOLS**

35
36 **SECTION 4.** ORS 338.155 is amended to read:

37 338.155. (1)(a) **Except as provided by paragraph (d) of this subsection,** students of a public
38 charter school *[shall be]* **are** considered to be residents of the school district in which the public
39 charter school is located for purposes of distribution of the State School Fund.

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

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

45 (A) Except as provided by subparagraph (B) or (C) of this paragraph, as though the students

1 enrolled at a public charter school are students enrolled at the public schools of the school district
 2 in which the public charter school is located.

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

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

10 **(d) Students who are enrolled in a public charter school that is an approved recovery**
 11 **school under ORS 336.680 are not considered residents of the school district in which the**
 12 **public charter school is located for purposes of distribution of the State School Fund. A**
 13 **public charter school that is an approved recovery school shall be funded as provided by ORS**
 14 **336.680.**

15 (2) A school district shall contractually establish, with any public charter school that is spon-
 16 sored by the board of the school district, payment for provision of educational services to the public
 17 charter school's students. The payment shall equal an amount per weighted average daily member-
 18 ship (ADMw) of the public charter school that is at least equal to:

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

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

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

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

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

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

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

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

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

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

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

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

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

12 338.165. [(1)(a)] (1) **Except as provided by ORS 336.680 for public charter schools that are**
 13 **approved recovery schools:**

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

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

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

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

23 (c) Students who are eligible for special education and related services shall be considered stu-
 24 dents of the school district in which the public charter school is located for purposes of data col-
 25 lection and reporting.

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

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

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

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

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

45 (5) Payments under this section must be made within 10 days after a school district receives

1 payment from the State School Fund pursuant to ORS 327.095.

2 **SECTION 6.** (1) **The amendments to ORS 338.155 and 338.165 by sections 4 and 5 of this**
3 **2025 Act first apply to the 2024-2025 school year.**

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

8
9 **OREGON SCHOOL FOR THE DEAF**

10
11 **SECTION 7.** ORS 346.010 is amended to read:

12 346.010. (1) Pursuant to rules of the State Board of Education, the Superintendent of Public In-
13 struction shall provide free training and education services in a school located in Marion County
14 for children who are deaf, **hard of hearing or deaf-blind.**

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

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

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

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

25 346.015. (1) Prior to convening a meeting to prepare an individualized education program **or an**
26 **education plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29**
27 **U.S.C. 794**, for a child with an intellectual disability or a developmental disability for whom place-
28 ment at the school operated under ORS 346.010 may be considered, the agency that is providing the
29 education for the child shall notify the local community developmental disabilities program. The
30 case manager responsible for programs for children with intellectual disabilities or developmental
31 disabilities, in consultation with the Department of Human Services, shall evaluate whether the
32 child also has needs for alternative residential care or other support services. If the evaluation de-
33 termines this to be the case, but documents that community resources are not available to meet
34 these needs, the school district may proceed with the meeting to prepare the individualized educa-
35 tion program **or education plan** in which placement at the school operated under ORS 346.010 may
36 be considered.

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

41 (3) A child may not be placed in the school operated under ORS 346.010 unless the district su-
42 perintendent or the superintendent's designee has signed a statement declaring that:

43 (a) **For a child with an individualized education program**, the district cannot provide a free
44 appropriate public education for the child commensurate with the needs of the child as identified
45 by the individualized education program of the child and that the school is the least restrictive en-

1 vironment in which the child can be educated.

2 **(b) For a child with an education plan developed in accordance with section 504 of the**
 3 **Rehabilitation Act of 1973, 29 U.S.C. 794, the district cannot make reasonable accommo-**
 4 **dations for the child commensurate with the needs of the child as identified in the education**
 5 **plan of the child.**

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

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

9 346.035. For a child who is enrolled under ORS 346.010 and who has an intellectual disability
 10 or a developmental disability, the Department of Education shall notify the community develop-
 11 mental disabilities program of the date of the annual review of the individualized education program
 12 **or the education plan developed in accordance with section 504 of the Rehabilitation Act of**
 13 **1973, 29 U.S.C. 794,** of the child for the purpose of including in the review the assigned case
 14 manager’s assessment of community resources that are available for treatment or residential needs
 15 the child might have.

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

17 346.041. (1) Transportation for pupils attending the school operated under ORS 346.010 is the
 18 responsibility of the pupil’s resident school district. The district may provide transportation directly
 19 or by agreement with another school district, a public carrier or the Department of Education.

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

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

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

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

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

36 346.070. (1) Subject to subsection (3) of this section, every student who is deaf, **hard of hearing**
 37 **or deaf-blind** and who has been a resident of Oregon for the three years immediately preceding
 38 application and who is attending any university, college or other suitable school is eligible to apply
 39 for a state grant-in-aid to help defray approved expenses. If the student’s application for a grant-in-
 40 aid is approved by the Superintendent of Public Instruction, the Department of Education may make
 41 the grant-in-aid contingent upon the student’s attending a school of the superintendent’s choice.

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

45 (3) A student who is deaf, **hard of hearing or deaf-blind** may not receive a grant-in-aid under

1 subsection (1) of this section for a period exceeding seven years.

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

3 346.091. (1) As used in this section, “school district” means a common or union high school
4 district, an education service district, a state-operated school or any legally constituted combination
5 of such entities.

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

9 (3) School districts shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

4
 5 **EMERGENCY DRILLS AND INSTRUCTION**

6
 7 **SECTION 13. (1) As used in this section:**

8 (a) **“Evacuate” means a procedure used when students and staff need to move from one**
 9 **location to another.**

10 (b) **“Hold” means a procedure used to keep students and staff in classrooms while a dis-**
 11 **ruption or minor emergency is resolved.**

12 (c) **“Lockdown” means a procedure used when a threat or hazard is inside the building.**

13 (d) **“Secure” means a procedure used when a threat or hazard is outside the building.**

14 (e) **“Shelter in place” is a procedure used to respond to and take protective actions based**
 15 **on a threat or hazard that may include an earthquake, tsunami or other natural or envi-**
 16 **ronmental hazard.**

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

19 (a) **Responding to emergency situations that address an immediate threat to safety, in-**
 20 **cluding an evacuation, a hold, a lockdown, a secure and a shelter in place;**

21 (b) **Providing communicable disease management;**

22 (c) **Responding to medical emergencies; and**

23 (d) **Providing instruction as described in ORS 336.071.**

24 (3) **The State Board of Education may adopt rules related to a program required under**
 25 **this section, including prescribing any additional requirements for the program.**

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

27 336.071. (1) All schools are required to instruct and drill students on emergency procedures so
 28 that the students can respond to an emergency without confusion or panic. The emergency proce-
 29 dures shall include drills and instruction on:

30 (a) Fires;

31 (b) Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami haz-
 32 ard zone; and

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

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

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

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

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

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

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

5 (3)(a) At least 30 minutes in each school month shall be used to instruct students on the emer-
6 gency procedures described in subsection (1) of this section **and at least one drill shall be con-**
7 **ducted each month.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

33 **SECTION 15. The amendments to ORS 336.071 by section 14 of this 2025 Act first apply**
34 **to the 2025-2026 school year.**

35
36 **MISCELLANEOUS**

37
38 **SECTION 16. The unit captions used in this 2025 Act are provided only for the conven-**
39 **ience of the reader and do not become part of the statutory law of this state or express any**
40 **legislative intent in the enactment of this 2025 Act.**

41 **SECTION 17. This 2025 Act being necessary for the immediate preservation of the public**
42 **peace, health and safety, an emergency is declared to exist, and this 2025 Act takes effect**
43 **on its passage.**