

## HB 3365 A -A7 STAFF MEASURE SUMMARY

### Senate Committee On Education

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**Prepared By:** Lisa Gezelter, LPRO Analyst

**Meeting Dates:** 5/7, 5/19

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#### WHAT THE MEASURE DOES:

The measure requires the State Board of Education to ensure that academic content standards for core subjects include sufficient instruction on the causes and effects of climate change and strategies for responding. It applies the new requirement to reviews and revisions of content standards that take place after the measure's effective date.

*Minimal fiscal impact.*

*No revenue impact.*

*House vote: Passed. Ayes, 32; Nays, 23.*

#### ISSUES DISCUSSED:

- Need for interdisciplinary approach
- Youth perspectives on climate change
- Current standards

#### EFFECT OF AMENDMENT:

-A7 The amendment removes the requirement for including climate change education in core subjects and replaces it with a requirement that the State Board ensure the inclusion of climate education in science, health, history, geography, economics, and civics. The amendment also requires the State Board ensure, to the extent practicable, the inclusion of climate education in academic content standards for mathematics, language arts, higher education and career path skills, personal finance, physical education, the arts, and world languages.

#### BACKGROUND:

In 2022, at least 11 states introduced bills on climate change instruction, including California, Connecticut ([House Bill 5285 \(2022\)](#)), Hawaii, Iowa, Maine ([House Paper 1409 \(2022\)](#)), Massachusetts, Minnesota, New York, Rhode Island ([House Bill 7275 \(2022\)](#)), Virginia, and Wisconsin ([Senate Bill 761 \(2021\)](#)). Connecticut law currently requires the Connecticut State Board of Education to make curriculum materials available on a variety of subject matters, including climate change curricula consistent with Next Generation Science Standards.

In 2023, the Oregon Senate considered [Senate Bill 854](#), which would have required school districts to develop and implement a climate change instructional program by the 2026-2027 school year, and would have required the Oregon Department of Education to develop a model plan, content standards, and resources for implementing those programs. The bill would have withheld Student Investment Account distributions from school districts that fail to develop and implement such a program.