

House Bill 3365

Sponsored by Representatives FRAGALA, MCDONALD; Representatives GAMBA, LIVELY, NERON, Senators PATTERSON, PHAM K, TAYLOR

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: The Act would make new laws that would require climate change instruction to be included in certain subjects taught in public schools. (Flesch Readability Score: 65.2).

Directs the State Board of Education to include an interdisciplinary approach to sustainability and climate change across all subjects for which academic content standards are established.

Applies to academic content standards that are reviewed and revised on or after effective date of the Act.

A BILL FOR AN ACT

1
2 Relating to climate change instruction in public schools; creating new provisions; and amending ORS
3 329.045.

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

5 **SECTION 1.** ORS 329.045 is amended to read:

6 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
7 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
8 indicators and diploma requirements.

9 (b) The review and revision conducted under this section shall:

10 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
11 science, language arts, history, geography, economics, civics, higher education and career path
12 skills, personal financial education, physical education, health, the arts and world languages. **Aca-**
13 **ademic content standards shall include an interdisciplinary approach to sustainability and**
14 **climate change across all subjects for which academic content standards are established and**
15 **must be designed to:**

16 (i) **Educate students on how to confront the current and expected impacts of climate**
17 **change from diverse decision-making perspectives.**

18 (ii) **Increase understanding about the interconnection between the earth's physical and**
19 **biological systems and the effects that certain societal choices, including choices regarding**
20 **any of the following, have on those systems:**

21 (I) **The production, distribution and usage of food, agricultural and potable water and**
22 **clothing;**

23 (II) **Construction; and**

24 (III) **Transportation resources.**

25 (iii) **Equip students with the knowledge, tools and skills to address psychological and**
26 **mental health challenges associated with ongoing changes to the climate and natural re-**
27 **source availability.**

28 (iv) **Examine the human rights implications of climate change and legal considerations**

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 relating to the stewardship of the natural environment, natural resources, ecosystems and
 2 biodiversity.

3 (v) Increase understanding about the scientific causes of and the ways to prepare for and
 4 reduce the effects of climate change.

5 (vi) Inform students on how to meaningfully respond to the negative impacts of climate
 6 change by engaging in stewardship activities, policy-making and civic participation.

7 (vii) Increase understanding regarding the relationship between the ecological, societal
 8 and cultural aspects of climate change.

9 (viii) Provide opportunities to study how climate change disproportionately impacts the
 10 environment and natural resources of historically underserved populations.

11 (ix) Educate students on natural resource management, economics and labor as those
 12 topics relate to climate change mitigation and adaptation within the context of students' lo-
 13 cal communities.

14 (x) Inform students about historic and contemporary Indigenous practices and principles
 15 for approaching environmental sustainability and ecological knowledge.

16 (xi) Teach students to assess the cycles of garbage, waste, emissions and other bypro-
 17 ducts, including the short-term and long-term impacts on human communities and larger
 18 ecosystems.

19 (xii) Facilitate discussion about the economic and political factors contributing to climate
 20 change.

21 (xiii) Provide information regarding the social movements aimed at climate change miti-
 22 gation and adaptation, environmental sustainability and stewardship of natural resources.

23 (xiv) Provide opportunities to study natural resources, conservation, consumption and
 24 models of balance within the earth's systems.

25 (xv) Facilitate connections between students and other species, and with the natural
 26 systems and processes in the environment, within the local communities of students.

27 (xvi) Explore ways to build resilience within communities and societal systems and
 28 practices in response to climate change.

29 (B) Involve teachers and other educators, parents of students and other citizens and shall pro-
 30 vide ample opportunity for public comment.

31 (C) Encourage increased learning time. As used in this subparagraph, "increased learning
 32 time" means a schedule that encompasses a longer school day, week or year for the purpose of in-
 33 creasing the total number of school hours available to provide:

34 (i) Students with instruction in core academic subjects, including mathematics, science, language
 35 arts, history, geography, economics, civics, higher education and career path skills, personal finan-
 36 cial education, the arts and world languages;

37 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
 38 (i) of this subparagraph, including health and physical education;

39 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
 40 well-rounded education, including learning opportunities that may be based on service, experience
 41 or work and that may be provided through partnerships with other organizations; and

42 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
 43 within and across grades and subjects.

44 (c) Nothing in this subsection prevents a school district or public charter school from main-
 45 taining control over course content, format, materials and teaching methods.

1 (2) The State Board of Education shall continually review and revise all adopted academic con-
2 tent standards necessary for students to successfully transition to the next phase of their education.

3 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
4 science, language arts, history, geography, economics, civics, higher education and career path
5 skills, personal financial education, physical education, health, the arts and world languages.

6 (b) Instruction required under paragraph (a) of this subsection must:

7 (A) Meet the academic content standards adopted by the State Board of Education; and

8 (B) Meet the requirements adopted by the State Board of Education and the board of the school
9 district or public charter school.

10 **SECTION 2.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, section 6,
11 chapter 178, Oregon Laws 2021, section 1, chapter 328, Oregon Laws 2023, and section 7, chapter
12 564, Oregon Laws 2023, is amended to read:

13 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
14 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
15 indicators and diploma requirements.

16 (b) The review and revision conducted under this section shall:

17 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
18 science, language arts, history, geography, economics, civics, higher education and career path
19 skills, personal financial education, physical education, health, the arts and world languages. **Aca-**
20 **ademic content standards shall include an interdisciplinary approach to sustainability and**
21 **climate change across all subjects for which academic content standards are established and**
22 **must be designed to:**

23 (i) **Educate students on how to confront the current and expected impacts of climate**
24 **change from diverse decision-making perspectives.**

25 (ii) **Increase understanding about the interconnection between the earth's physical and**
26 **biological systems and the effects that certain societal choices, including choices regarding**
27 **any of the following, have on those systems:**

28 (I) **The production, distribution and usage of food, agricultural and potable water and**
29 **clothing;**

30 (II) **Construction; and**

31 (III) **Transportation resources.**

32 (iii) **Equip students with the knowledge, tools and skills to address psychological and**
33 **mental health challenges associated with ongoing changes to the climate and natural re-**
34 **source availability.**

35 (iv) **Examine the human rights implications of climate change and legal considerations**
36 **relating to the stewardship of the natural environment, natural resources, ecosystems and**
37 **biodiversity.**

38 (v) **Increase understanding about the scientific causes of and the ways to prepare for and**
39 **reduce the effects of climate change.**

40 (vi) **Inform students on how to meaningfully respond to the negative impacts of climate**
41 **change by engaging in stewardship activities, policy-making and civic participation.**

42 (vii) **Increase understanding regarding the relationship between the ecological, societal**
43 **and cultural aspects of climate change.**

44 (viii) **Provide opportunities to study how climate change disproportionately impacts the**
45 **environment and natural resources of historically underserved populations.**

1 **(ix) Educate students on natural resource management, economics and labor as those**
2 **topics relate to climate change mitigation and adaptation within the context of students' lo-**
3 **cal communities.**

4 **(x) Inform students about historic and contemporary Indigenous practices and principles**
5 **for approaching environmental sustainability and ecological knowledge.**

6 **(xi) Teach students to assess the cycles of garbage, waste, emissions and other bypro-**
7 **ducts, including the short-term and long-term impacts on human communities and larger**
8 **ecosystems.**

9 **(xii) Facilitate discussion about the economic and political factors contributing to climate**
10 **change.**

11 **(xiii) Provide information regarding the social movements aimed at climate change miti-**
12 **gation and adaptation, environmental sustainability and stewardship of natural resources.**

13 **(xiv) Provide opportunities to study natural resources, conservation, consumption and**
14 **models of balance within the earth's systems.**

15 **(xv) Facilitate connections between students and other species, and with the natural**
16 **systems and processes in the environment, within the local communities of students.**

17 **(xvi) Explore ways to build resilience within communities and societal systems and**
18 **practices in response to climate change.**

19 (B) Ensure that the academic content standards for history, geography, economics and civics
20 include sufficient instruction on the histories, contributions and perspectives of individuals who:

21 (i) Are Native American;

22 (ii) Are of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent;

23 (iii) Are women;

24 (iv) Have disabilities;

25 (v) Are immigrants or refugees; or

26 (vi) Are lesbian, gay, bisexual or transgender.

27 (C) Involve teachers and other educators, parents of students and other citizens and shall pro-
28 vide ample opportunity for public comment.

29 (D) Encourage increased learning time. As used in this subparagraph, "increased learning
30 time" means a schedule that encompasses a longer school day, week or year for the purpose of in-
31 creasing the total number of school hours available to provide:

32 (i) Students with instruction in core academic subjects, including mathematics, science, language
33 arts, history, geography, economics, civics, higher education and career path skills, personal finan-
34 cial education, the arts and world languages;

35 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
36 (i) of this subparagraph, including health and physical education;

37 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
38 well-rounded education, including learning opportunities that may be based on service, experience
39 or work and that may be provided through partnerships with other organizations; and

40 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
41 within and across grades and subjects.

42 (c) Nothing in this subsection prevents a school district or public charter school from main-
43 taining control over course content, format, materials and teaching methods.

44 (2) The State Board of Education shall continually review and revise all adopted academic con-
45 tent standards necessary for students to successfully transition to the next phase of their education.

1 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
2 science, language arts, history, geography, economics, civics, higher education and career path
3 skills, personal financial education, physical education, health, the arts and world languages.

4 (b) Instruction required under paragraph (a) of this subsection must:

5 (A) Meet the academic content standards adopted by the State Board of Education; and

6 (B) Meet the requirements adopted by the State Board of Education and the board of the school
7 district or public charter school.

8 **SECTION 3. The amendments to ORS 329.045 by sections 1 and 2 of this 2025 Act apply**
9 **to all reviews and revisions of academic content standards occurring on or after the effective**
10 **date of this 2025 Act.**

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