

Enrolled House Bill 3365

Sponsored by Representatives FRAGALA, MCDONALD, Senators FREDERICK, MANNING JR;
Representatives ANDERSEN, GAMBA, GOMBERG, LIVELY, NELSON, NERON, NOSSE, Sen-
ators GELSER BLOUIN, MEEK, PATTERSON, PHAM K, TAYLOR

CHAPTER

AN ACT

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

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

SECTION 1. ORS 329.045 is amended to read:

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

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

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, language arts, history, geography, economics, civics, higher education and career path skills, personal financial education, physical education, health, the arts and world languages.

(B) Ensure that any revisions to the academic content standards for science, health, history, geography, economics and civics include standards that address the causes and effects of climate change and strategies for mitigating, adapting to and strengthening community resilience to those causes and effects.

~~[(B)]~~ (C) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

~~[(C)]~~ (D) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, language arts, history, geography, economics, civics, higher education and career path skills, personal financial education, physical education, health, the arts and world languages.

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

(i) Are Native American;

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

(iii) Are women;

(iv) Have disabilities;

(v) Are immigrants or refugees; or

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

(C) Ensure that any revisions to the academic content standards for science, health, history, geography, economics and civics include standards that address the causes and effects of climate change and strategies for mitigating, adapting to and strengthening community resilience to those causes and effects.

~~[(C)]~~ **(D)** Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

~~[(D)]~~ **(E)** Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

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

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

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

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

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

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

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

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

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

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

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

Passed by House April 17, 2025

Received by Governor:

Repassed by House June 17, 2025

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Approved:

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Timothy G. Sekerak, Chief Clerk of House

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

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Julie Fahey, Speaker of House

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Tina Kotek, Governor

Passed by Senate June 12, 2025

Filed in Office of Secretary of State:

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

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Rob Wagner, President of Senate

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Tobias Read, Secretary of State