

B-Engrossed House Bill 3365

Ordered by the Senate May 30
Including House Amendments dated April 11 and Senate Amendments
dated May 30

Sponsored by Representatives FRAGALA, MCDONALD, Senator MANNING JR; Representatives ANDERSEN, GAMBA, GOMBERG, LIVELY, NELSON, NERON, NOSSE, Senators GELSER BLOUIN, MEEK, 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. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: The Act would make new laws with respect to updates to academic content standards in certain core subjects. The updates must include standards about the causes and effects of climate change. (Flesch Readability Score: 62.8).

[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 ensure that *[academic content standards for core subjects include sufficient instruction on the causes and effects of climate change and strategies for responding to such causes and effects]* **any revisions to the academic content standards for certain core subjects 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.**

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

A BILL FOR 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 in-

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.

creasing 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

1 provide ample opportunity for public comment.

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

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

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

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

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

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

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

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

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

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

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

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