

Submitter: Kyler Pace
On Behalf Of: Self
Committee: House Committee On Education
Measure, Appointment or Topic: HB3365
Chair Neron, Vice-Chair Dobson, Vice-Chair McIntire, and Committee Members,

I am writing in strong opposition to House Bill 3365 and urge you not to pass this bill out of committee.

As an elementary school teacher of 17 years, I can tell you that Oregon teachers have a difficult job. Now is not the time to impose yet another unfunded mandate on our schools. Supporters of this bill argue that integrating climate change standards into every core subject won't add to teachers' workload, but that is simply untrue. Districts have adopted required curricula, and the burden of this additional work will inevitably fall on teachers—at a time when we cannot afford to take on more. Supporters of the bill also argue that districts have professional development budgets that can be used for teacher training. While this is true, it means diverting funds away from areas of more pressing need.

The Oregonian article titled Oregon math, reading achievement among the nation's worst, new scores show, published on January 29, 2025, states:
"Oregon fourth graders who were tested in early 2024 ranked second worst in the country in math and tied with 10 other states for third worst in reading. Eighth graders tested in the same time period, who are now halfway through their first year in high school, performed far below the national average in math but close to the middle of the pack in reading."
As these results make clear, our priority must be ensuring students develop strong reading, writing, and math skills.

Governor Kotek has prioritized improving reading and writing instruction through initiatives like the Early Literacy Educator Preparation Council and the passage of HB 3198 (2023). Schools are working to adopt curricula aligned with the science of reading, with many directing their professional development resources toward this effort. If HB 3365 passes, however, schools will be forced to shift their focus away from literacy to meet its new requirements. With limited professional development funds and days dedicated to professional learning, literacy will inevitably take a backseat as teachers work to implement HB 3365.

Oregon has adopted the Next Generation Science Standards (NGSS) for K-12 education, which already include climate change instruction. According to an analysis by ClimateEdResearch.org, provided by the Oregon Department of Education, the NGSS standards used in all Oregon public schools contain proximal standards

addressing climate change at every grade level. In other words, teachers are already required to teach these concepts, and HB 3365 would only add to their workload.

In closing, I urge the House Committee on Education to vote no on HB 3365. I hope you will carefully consider the state's current education priorities and whether this bill aligns with where our focus should be.