

LETTER TEMPLATE:

Dear Representative/Senator (choose one or both) _____,

As a constituent, living here in _____ (or: as an Oregonian), I would like to request that you make climate education a priority during the next legislative session. Specifically, please review and consider supporting **LC 1463** (available at tinyurl.com/oeced), a draft bill for comprehensive K-12 climate change education.

Kind regards,

Full Name

(Consider also, pronouns or any affiliations - such as organizations, clubs, schools, etc. - you're a part of)

Example of what could follow your name and pronouns:

Senate District X

House District Y

Grade ____, _____ High School

Our Future Regional Leader

Avid video game player (or sports or hobby, if you'd like)

Environmental Club Member (add as many affiliations as you'd like)

_____, Oregon

INFORMATION ABOUT THE DRAFTED LEGISLATION

Draft prepared by Oregon Educators for Climate Education in consultation with K-16 educators from across the state (September 2022/November 2021).

LC 1463

2023 Regular Session

D R A F T

SUMMARY

Requires each education service district board to develop sample written plan establishing regionally-focused climate change instructional program for kindergarten through grade 12 no later than June 1, 2030. Requires school district board to develop written plan establishing climate change instructional program for kindergarten through grade 12, no later than June 1, 2033. Establishes requirements for instructional program. Requires education service district and school district boards to review and update plans every seven years.

Requires Department of Education to establish model plan to provide guidance to school districts and to develop academic content standards for climate change instructional program.

Provides that purposes of grants distributed from Student Investment Account includes meeting requirements for climate change instructional program. Requires eligible applicants to describe in grant application how school district is meeting climate change instructional program requirements.

Requires career and technical education programs to integrate climate change instruction to support climate-focused sustainability career pathways.

A BILL FOR AN ACT

Relating to climate change instruction in public schools; creating new provisions; and amending ORS 327.180, 327.185 and 327.865.

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

SECTION 1. Section 2 of this 2023 Act is added to and made a part of ORS chapter 329.

SECTION 2. (1) No later than June 1, 2030, each education school district board, or board designee, shall develop a sample written plan that is regionally-focused, which local school districts can use in their design process.

(2) No later than June 1, 2033, each school district board shall develop a written plan establishing a climate change instructional program for students in kindergarten through grade 12.

(3) A school district that establishes a climate change instructional program must meet the following requirements:

(a) The education service district and school district shall invite representatives from one or more federally recognized Indian tribes in this state to review and provide feedback regarding the plan.

(b) The education service district and school district shall invite representatives from other diverse groups and organizations within their municipalities, counties, or regional educational school district boundaries, including Native American Longhouses, Councils, and community groups, to review and provide feedback regarding the plan.

(c) The education service district and school district shall submit a written plan describing the program to the Department of Education for department feedback, along with examples for how feedback received under paragraphs (a) and (b) of this subsection was incorporated.

(c) Every seven years, the education service district and school district shall conduct a review of the plan and submit an updated plan to the department for continual feedback and improvement.

(2) Instruction provided under the program must, at a minimum, be designed to:

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

(b) Increase understanding about the interconnection between the earth's physical and biological systems and the effects that certain societal choices, including choices regarding the production, distribution, and usage of food, agricultural and potable water, clothing, construction and transportation resources, may have on those systems.

(c) Equip students with the knowledge, tools and skills to address psychological and mental health challenges associated with ongoing changes to the climate and natural resource availability.

(d) Examine the human rights implications of climate change and diverse legal considerations for how to steward the natural environment, natural resources, ecosystems, and biodiversity;

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

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

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

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

(i) Educate students on natural resource management, economics, and labor as those topics relate to climate change mitigation and adaptation within the context of students' local communities.

- (j) Inform students about historic and contemporary Indigenous practices and principles for approaching environmental sustainability and ecological knowledge.**
- (k) Teach students to assess the cycles of garbage, waste, emissions, and other byproducts of human activities, including the short-term and long-term impacts on human communities and larger ecosystems.**
- (l) Facilitate discussion about the economic and political factors contributing to climate change.**
- (m) Provide information regarding the social movements aimed at climate change mitigation and adaptation, environmental sustainability and stewardship of natural resources.**
- (n) Provide opportunities to study natural resources, conservation, and consumption, and models of balance within the earth's systems.**
- (o) Facilitate connections between humans and other species, and the natural systems and processes, within the context of students' local communities.**
- (p) Explore ways to build resilience in communities, and societal systems and practices, in response to climate change.**
- (3) An educational service district must first offer a climate change instructional program that meets the requirements established under subsection (2) of this section no later than the 2029-2030 school year.**
- (4) A school district must first offer a climate change instructional program that meets the requirements established under subsection (2) of this section no later than the 2032-2033 school year.**
- (5) The Department of Education shall:**
 - (a) In consultation with the Department of Environmental Quality, the Oregon Health Authority and other interested stakeholders, develop and adopt a model plan to provide guidance to school districts in establishing a climate change instructional program under this section.**

(b)(A) Develop academic content standards for a climate change instructional program in all subject areas and shall prepare materials to support school district training and classroom instruction in climate change education; and
(B) Provide academic content standards developed under this paragraph no later than the 2026-2027 school year to ensure that education service districts and school districts are able to establish a climate change instructional program to offer instruction that meets the academic content standards no later than the 2029-2030 and 2032-2033 school years, respectively.
(c) Review and approve activities, resources and materials developed by the Department of Environmental Quality, the Oregon Health Authority and interested stakeholders that meet the academic content standards for the climate change instructional program developed by the Department of Education and make available a list of the approved activities, resources and materials to school districts.

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.