

**Enrolled**  
**House Bill 2544**

Sponsored by Representatives BUCKLEY, GELSER; Representatives CANNON, DEMBROW, HARKER, KOMP, READ, ROBLAN, VANORMAN, Senators BONAMICI, DINGFELDER, MORRISETTE, ROSENBAUM, WALKER

CHAPTER .....

AN ACT

Relating to environmental education; and declaring an emergency.

Whereas environmental education is essential for enhancing student learning and developing student problem solving skills, especially in science; and

Whereas environmental education helps create responsible and engaged citizens; and

Whereas environmental education results in students' being prepared to address the challenges, adjustments and opportunities that will be present in their lives due to threats to human health, economic development, biological diversity and national security arising from environmental stresses; and

Whereas studies show that time spent outdoors for learning during the school day is critical to the intellectual, emotional and physical health of students and that providing students with quality opportunities to directly experience the natural world can improve students' overall academic performance, self-esteem, personal responsibility, community involvement, personal health and understanding of nature; and

Whereas this 2009 Act shall be known as the "No Oregon Child Left Inside Act"; now, therefore,

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

**SECTION 1. (1) The Oregon Environmental Literacy Task Force is established for the purpose of developing the Oregon Environmental Literacy Plan described in section 2 of this 2009 Act.**

**(2) The task force consists of 11 members as follows:**

- (a) A member who is appointed by the Superintendent of Public Instruction;**
- (b) A member who represents a nonprofit organization that advances environmental education in Oregon and who is appointed by the Governor;**
- (c) A member who represents a local park and recreation association that provides environmental education in Oregon and who is appointed by the Governor;**
- (d) A member who represents the Institute for Natural Resources created under ORS 352.239 and who is appointed by the Chancellor of the Oregon University System;**
- (e) The Director of the Department of Environmental Quality, or a designee;**
- (f) The State Parks and Recreation Director, or a designee;**
- (g) The State Fish and Wildlife Director, or a designee;**
- (h) The Director of the Department of State Lands, or a designee;**
- (i) The State Forester, or a designee;**
- (j) The Director of Agriculture, or a designee; and**

(k) A member who represents the marine industry, as appointed by the State Marine Director.

(3) A majority of the members of the task force constitutes a quorum for the transaction of business.

(4) Official action by the task force requires the approval of a majority of the members of the task force.

(5) The task force shall elect one of its members to serve as chairperson.

(6) If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.

(7) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the members of the task force.

(8) The task force may adopt rules necessary for the operation of the task force.

(9) The task force shall submit a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than October 1, 2010.

(10) The Department of Education shall provide staff support to the task force.

(11) Members of the task force are not entitled to compensation, but may be reimbursed for actual and necessary travel and other expenses incurred by them in the performance of their official duties in the manner and amounts provided for in ORS 292.495. Claims for expenses shall be paid out of funds available to the Department of Education for purposes of the task force.

(12) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties.

(13) The Department of Education may accept contributions of moneys and assistance from the United States Government or its agencies or from any other source, public or private, and agree to conditions placed on the moneys not inconsistent with the duties of the task force. All moneys received by the department under this subsection shall be deposited into the Department of Education Account established by ORS 326.115 to be used for the purposes of carrying out the duties of the task force.

**SECTION 2.** (1) The Oregon Environmental Literacy Task Force established by section 1 of this 2009 Act shall develop the Oregon Environmental Literacy Plan.

(2) The goals of the Oregon Environmental Literacy Plan are to:

(a) Prepare students to understand and address the major environmental challenges facing this state and country, including the relationship of the environment to national security, energy sources, climate change, health risks and natural disasters.

(b) Contribute to students establishing a healthy lifestyle by making outdoor experiences part of the regular school curriculum and creating programs that promote healthy lifestyles through outdoor recreation and sound nutrition.

(c) Create opportunities for enhanced and ongoing professional development of teachers by improving teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.

(3) To achieve the goals described in subsection (2) of this section, the task force shall identify the following for the plan:

(a) The academic content standards, content areas and courses or subjects.

(b) The relationship of the plan to Oregon graduation requirements.

(c) How the Department of Education will measure the environmental literacy of students.

(d) The programs for professional development of teachers to improve the teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.

(e) How the plan will be implemented, including securing funding and other necessary support.

(f) How to encourage educational agencies and public schools to participate in environmental education programs that:

(A) Improve teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.

(B) Focus on the development of teachers' environmental knowledge and teaching skills as a career-long process that stimulates teachers' intellectual growth and upgrades teachers' proficiency in teaching about the environment.

(C) Develop teacher training curricula that focus on environmental education and are aligned with state and local academic content standards.

(D) Allow students to directly experience the outdoors by providing environmental education experiences that are based on outdoor activities and that use outdoor facilities.

(E) Incorporate field-based learning, place-based learning, service learning, outdoor learning or experimental learning.

(F) Integrate environmental education into the curricula by training teachers and administrators how to use field-based learning, place-based learning, service learning, outdoor learning and experimental learning and by encouraging and supporting teachers to use the training in the curricula.

(G) Provide activities and programs that advance environmental education, including interdisciplinary courses that integrate the study of natural, social and economic systems and the use of the environment as an integrating theme for a school curriculum.

(g) The meanings of key terms required for developing the plan, including the meanings of the terms "environmental literacy," "climate change" and "healthy lifestyles."

(4) For the purpose of developing the plan, the task force shall seek input from a variety of sources and viewpoints to allow equal weight for critical thinking and analysis related to environmental literacy.

**SECTION 3.** Sections 1 and 2 of this 2009 Act are repealed on the date of the convening of the next regular biennial legislative session.

**SECTION 4.** This 2009 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2009 Act takes effect July 1, 2009.

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**Passed by House June 24, 2009**

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Chief Clerk of House

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Speaker of House

**Passed by Senate June 27, 2009**

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President of Senate

**Received by Governor:**

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**Approved:**

.....M,....., 2009

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Governor

**Filed in Office of Secretary of State:**

.....M,....., 2009

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Secretary of State