

House Bill 2544

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

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 **as introduced**.

Establishes Oregon Environmental Literacy Task Force. Directs task force to develop Oregon Environmental Literacy Plan. Sunsets task force on date of convening of next regular biennial legislative session.

Appropriates moneys from General Fund to Department of Education for purpose of funding task force and developing plan.

Declares emergency, effective July 1, 2009.

A BILL FOR AN ACT

1
2 Relating to environmental education; appropriating money; and declaring an emergency.

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

4 **SECTION 1. (1) The Oregon Environmental Literacy Task Force is established for the**
5 **purpose of developing the Oregon Environmental Literacy Plan described in section 2 of this**
6 **2009 Act.**

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

8 **(a) The following three members appointed by the Superintendent of Public Instruction:**

9 **(A) A representative of the Department of Education;**

10 **(B) A representative of a school district; and**

11 **(C) A representative of an education service district;**

12 **(b) A member who represents a nonprofit organization that advances environmental ed-**
13 **ucation in Oregon and who is appointed by the Governor;**

14 **(c) A member who represents the Institute for Natural Resources created under ORS**
15 **352.239 and who is appointed by the Chancellor of the Oregon University System;**

16 **(d) The Director of the Department of Environmental Quality, or a designee;**

17 **(e) The State Parks and Recreation Director, or a designee;**

18 **(f) The State Fish and Wildlife Director, or a designee; and**

19 **(g) The Director of the Department of State Lands, or a designee.**

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

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

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

25 **(6) If there is a vacancy for any cause, the appointing authority shall make an appoint-**
26 **ment to become immediately effective.**

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

32 (c) How the Department of Education will measure the environmental literacy of stu-
33 dents.

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

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

39 (f) How to encourage educational agencies and public schools to participate in environ-
40 mental education programs that:

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

44 (B) Focus on the development of teachers' environmental knowledge and teaching skills
45 as a career-long process that stimulates teachers' intellectual growth and upgrades teachers'

1 proficiency in teaching about the environment.

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

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

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

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

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

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

17 **SECTION 4.** In addition to and not in lieu of any other appropriation, there is appropri-
18 ated to the Department of Education, for the biennium beginning July 1, 2009, out of the
19 General Fund, the amount of \$50,000 for the purpose of carrying out the provisions of
20 sections 1 and 2 of this 2009 Act.

21 **SECTION 5.** This 2009 Act being necessary for the immediate preservation of the public
22 peace, health and safety, an emergency is declared to exist, and this 2009 Act takes effect
23 July 1, 2009.

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