

Requested by Senator MANNING JR

**PROPOSED AMENDMENTS TO
SENATE BILL 854**

1 On page 1 of the printed bill, delete lines 5 through 25.

2 Delete pages 2 through 6 and insert:

3 **“SECTION 1. Sections 2, 3, 4, 5, 6, 7 and 8 of this 2023 Act are added**
4 **to and made a part of ORS chapter 329.**

5 **“SECTION 2. (1) As used in this section:**

6 **“(a) ‘Climate change instructional framework’ has the meaning**
7 **given that term in section 3 of this 2023 Act.**

8 **“(b) ‘Designee’ means an entity designated by the board of directors**
9 **of an education service district to undertake, on behalf of an education**
10 **service district, the responsibilities required of an education service**
11 **district under this section.**

12 **“(c) ‘Model climate change instructional framework’ means a sam-**
13 **ple version of a climate change instructional framework made avail-**
14 **able for school district boards to use as guidance in developing a**
15 **climate change instructional framework under section 3 of this 2023**
16 **Act.**

17 **“(2) Each education service district shall develop a model climate**
18 **change instructional framework that school district boards may use**
19 **to develop the climate change instructional framework required under**
20 **section 3 of this 2023 Act.**

21 **“(3) At a minimum, the model climate change instructional frame-**

1 work must be designed to:

2 “(a) Meet the requirements for a climate change instructional
3 framework described under section 5 this 2023 Act.

4 “(b) Include a professional development component for teachers
5 that identifies resources for professional learning opportunities and
6 instructional materials related to climate change instruction.

7 “(c) Identify current curricula connections within which to incor-
8 porate climate change learning concepts.

9 “(4) In developing a model climate change instructional framework,
10 an education service district shall seek and incorporate feedback from
11 the following:

12 “(a) Representatives from one or more federally recognized Indian
13 tribes.

14 “(b) Representatives from diverse groups and organizations located
15 or operating within the municipal, county or regional boundaries of
16 the education service district.

17 “(5)(a) In addition to the feedback sought under subsection (4) of
18 this section, an education service district shall submit to the Depart-
19 ment of Education a written summary of the model climate instruc-
20 tional framework. The department shall review and provide feedback
21 to the education service district regarding the proposed framework.

22 “(b) The summary submitted to the department must:

23 “(A) Summarize the details of the model climate change instruc-
24 tional framework; and

25 “(B) Provide examples regarding how the feedback received from
26 representatives under subsection (4) of this section is incorporated in
27 the model framework.

28 “(6) Every seven years, the education service district shall conduct
29 a review of the model climate change instructional framework estab-
30 lished under this section and submit to the Department of Education

1 a written summary of the district’s findings and observations made
2 as a result of the review. The department shall review the summary
3 and provide feedback to the education service district regarding po-
4 tential updates to the framework.

5 “(7) The board of directors of an education service district may se-
6 lect a designee to fulfill the education service district’s obligations
7 under this section.

8 **“SECTION 3. (1) As used in this section, ‘climate change instruc-**
9 **tional framework’ means a framework that articulates standards and**
10 **suggested methods for incorporating into instruction provided to stu-**
11 **dents in kindergarten through grade 12, principles and learning con-**
12 **cepts relating to the environment and climate change.**

13 “(2) Each school district board shall develop a climate change in-
14 structional framework that meets the requirements under section 5
15 of this 2023 Act.

16 “(3) In developing the climate change instructional framework, a
17 school district board shall invite the following to review and provide
18 feedback regarding the framework:

19 “(a) Representatives from one or more federally recognized Indian
20 tribes.

21 “(b) Representatives from diverse groups and organizations located
22 or operating within the boundaries of the school district.

23 “(4)(a) In addition to the feedback sought under subsection (3) of
24 this section, each school district board shall submit to the Department
25 of Education a written summary of the climate change instructional
26 framework. The department shall review and provide feedback to the
27 board regarding the proposed framework.

28 “(b) The summary submitted to the department must:

29 “(A) Summarize the details of the climate change instructional
30 framework; and

1 “(B) Provide examples regarding how the feedback received from
2 representatives under subsection (3) of this section is incorporated in
3 the framework.

4 “(5) Every seven years, each school district board shall conduct a
5 review of the climate change instructional framework established by
6 the board under this section and submit to the Department of Educa-
7 tion a written summary of the board’s findings and observations made
8 as a result of the review. The department shall review the summary
9 and provide feedback to the school district board regarding potential
10 updates to the framework.

11 “SECTION 4. (1) As used in this section:

12 “(a) ‘Climate change instructional framework’ has the meaning
13 given that term in section 3 of this 2023 Act.

14 “(b) ‘Model climate change instructional framework’ means a sam-
15 ple version of a climate change instructional framework made avail-
16 able for school district boards to use as guidance in developing a
17 school district climate change instructional framework pursuant to
18 section 3 of this 2023 Act.

19 “(2) The Department of Education shall:

20 “(a) In consultation with the Department of Environmental Qual-
21 ity, the Oregon Health Authority and other interested stakeholders,
22 develop and adopt a model climate change instructional framework to
23 provide guidance to school district boards in establishing a climate
24 change instructional program under section 3 of this 2023 Act.

25 “(b) Develop academic content standards for a climate change in-
26 structional program established by a school district board under sec-
27 tion 3 of this 2023 Act and shall prepare materials to support school
28 district training and instruction in climate change education; and

29 “(c) Review and approve activities, resources and materials devel-
30 oped by the Department of Environmental Quality, the Oregon Health

1 Authority and other interested stakeholders that meet the academic
2 content standards for the model climate change instructional frame-
3 work developed by the Department of Education and make available
4 a list of the approved activities, resources and materials to school
5 districts.

6 **“SECTION 5. A climate change instructional framework required**
7 **under section 3 of this 2023 Act must, at a minimum, be designed to:**

8 **“(1) Educate students on how to confront the current and expected**
9 **impacts of climate change from diverse decision-making perspectives.**

10 **“(2) Increase understanding about the interconnection between the**
11 **earth’s physical and biological systems and the effects that certain**
12 **societal choices, including choices regarding any of the following, have**
13 **on those systems:**

14 **“(a) The production, distribution and usage of food, agricultural**
15 **and potable water and clothing;**

16 **“(b) Construction; and**

17 **“(c) Transportation resources.**

18 **“(3) Equip students with the knowledge, tools and skills to address**
19 **psychological and mental health challenges associated with ongoing**
20 **changes to the climate and natural resource availability.**

21 **“(4) Examine the human rights implications of climate change and**
22 **legal considerations relating to the stewardship of the natural envi-**
23 **ronment, natural resources, ecosystems and biodiversity.**

24 **“(5) Increase understanding about the scientific causes of and the**
25 **ways to prepare for and reduce the effects of climate change.**

26 **“(6) Inform students on how to meaningfully respond to the nega-**
27 **tive impacts of climate change by engaging in stewardship activities,**
28 **policy-making and civic participation.**

29 **“(7) Increase understanding regarding the relationship between the**
30 **ecological, societal and cultural aspects of climate change.**

1 **“(8) Provide opportunities to study how climate change disproport-**
2 **ionately impacts the environment and natural resources of histor-**
3 **ically underserved populations.**

4 **“(9) Educate students on natural resource management, economics**
5 **and labor as those topics relate to climate change mitigation and ad-**
6 **aptation within the context of students’ local communities.**

7 **“(10) Inform students about historic and contemporary Indigenous**
8 **practices and principles for approaching environmental sustainability**
9 **and ecological knowledge.**

10 **“(11) Teach students to assess the cycles of garbage, waste, emis-**
11 **sions and other byproducts, including the short-term and long-term**
12 **impacts on human communities and larger ecosystems.**

13 **“(12) Facilitate discussion about the economic and political factors**
14 **contributing to climate change.**

15 **“(13) Provide information regarding the social movements aimed at**
16 **climate change mitigation and adaptation, environmental**
17 **sustainability and stewardship of natural resources.**

18 **“(14) Provide opportunities to study natural resources, conserva-**
19 **tion, consumption and models of balance within the earth’s systems.**

20 **“(15) Facilitate connections between students and other species, and**
21 **with the natural systems and processes in the environment, within the**
22 **local communities of students.**

23 **“(16) Explore ways to build resilience within communities and**
24 **societal systems and practices in response to climate change.**

25 **“SECTION 6. No later than June 30, 2027, the Department of Edu-**
26 **cation shall establish the academic content standards described under**
27 **section 4 of this 2023 Act to ensure that school districts are able to**
28 **begin implementing climate change instruction pursuant to a climate**
29 **change instructional framework established by a school district board**
30 **under section 3 of this 2023 Act for the 2032-2033 school year.**

1 **“SECTION 7. An education service district shall develop and make**
2 **available for use by school district boards a model climate change in-**
3 **struction framework required under section 2 of this 2023 Act no later**
4 **than June 1, 2030.**

5 **“SECTION 8. Each school district board shall develop a climate in-**
6 **struction framework described under section 3 of this 2023 Act in time**
7 **to ensure that school districts are able to begin implementing climate**
8 **change instruction pursuant to the climate change instructional**
9 **framework for the 2032-2033 school year.**

10 **“SECTION 9. ORS 327.180 is amended to read:**

11 **“327.180. (1) In addition to those moneys distributed through the State**
12 **School Fund, the Department of Education shall award grants from the**
13 **Student Investment Account. Grants shall be distributed as provided under**
14 **ORS 327.195.**

15 **“(2) The purposes of grants distributed under ORS 327.195 shall be to:**

16 **“(a) Meet students’ mental or behavioral health needs; [and]**

17 **“(b) Increase academic achievement for students, including reducing aca-**
18 **demic disparities for:**

19 **“(A) Economically disadvantaged students, as determined based on rules**
20 **adopted by the State Board of Education;**

21 **“(B) Students from racial or ethnic groups that have historically experi-**
22 **enced academic disparities, as determined under rules adopted by the State**
23 **Board of Education;**

24 **“(C) Students with disabilities;**

25 **“(D) Students who are English language learners;**

26 **“(E) Students who are foster children, as defined in ORS 30.297;**

27 **“(F) Students who are homeless, as determined under rules adopted by the**
28 **State Board of Education; and**

29 **“(G) Any other student groups that have historically experienced aca-**
30 **demic disparities, as determined by the State Board of Education by rule[.];**

1 **and**

2 **“(c) Meet the climate change instructional framework requirements**
3 **under section 3 of this 2023 Act.**

4 “(3) Grant moneys received under ORS 327.195 may be used by a grant
5 recipient only for:

6 “(a) Increasing instructional time, which may include:

7 “(A) More hours or days of instructional time;

8 “(B) Summer programs;

9 “(C) Before-school or after-school programs; or

10 “(D) Technological investments that minimize class time used for assess-
11 ments administered to students.

12 “(b) Addressing students’ health or safety needs, which may include:

13 “(A) Social-emotional learning and development;

14 “(B) Student mental and behavioral health;

15 “(C) Improvements to teaching and learning practices or organizational
16 structures that lead to better interpersonal relationships at the school;

17 “(D) Student health and wellness;

18 “(E) Trauma-informed practices;

19 “(F) School health professionals and assistants; or

20 “(G) Facility improvements directly related to improving student health
21 or safety.

22 “(c) Reducing class sizes, which may include increasing the use of in-
23 structional assistants, by using evidence-based criteria to ensure appropriate
24 student-teacher ratios or staff caseloads.

25 “(d) Expanding availability of and student participation in well-rounded
26 learning experiences, which may include:

27 “(A) Developmentally appropriate and culturally responsive early literacy
28 practices and programs in prekindergarten through third grade;

29 “(B) Culturally responsive practices and programs in grades six through
30 eight, including learning, counseling and student support that is connected

1 to colleges and careers;

2 “(C) Broadened curricular options at all grade levels, including access to:

3 “(i) Art, music and physical education classes;

4 “(ii) Science, technology, engineering and mathematics education;

5 “(iii) Career and technical education, including career and technical stu-
6 dent organization programs and payment of student fees, costs and instruc-
7 tors of those programs;

8 “(iv) Electives that are engaging to students;

9 “(v) Accelerated college credit programs, including dual credit programs,
10 International Baccalaureate programs and advanced placement programs;

11 “(vi) Dropout prevention programs and transition supports;

12 “(vii) Life skills classes; or

13 “(viii) Talented and gifted programs; or

14 “(D) Access to licensed educators with a library media endorsement.

15 **“SECTION 10.** ORS 327.185 is amended to read:

16 “327.185. (1) As used in this section, ‘eligible applicant’ means any of the
17 following entities:

18 “(a) Common school districts and union high school districts.

19 “(b) The Youth Corrections Education Program or the Juvenile Detention
20 Education Program.

21 “(c) Public charter schools that are not virtual public charter schools, as
22 defined in ORS 338.005, and that have a student population of which:

23 “(A) At least 35 percent of the student population is composed of students
24 from the following student groups:

25 “(i) Economically disadvantaged, as described in ORS 327.180 (2)(b)(A);

26 “(ii) Racial or ethnic groups that have historically experienced academic
27 disparities, as described in ORS 327.180 (2)(b)(B); or

28 “(iii) Students with disabilities, as described in ORS 327.180 (2)(b)(C); and

29 “(B) The percentage of the students from student groups identified under
30 subparagraph (A) of this paragraph is greater than:

1 “(i) The percentage of all students in the school district who are eco-
2 nomically disadvantaged, if eligibility is determined based on the percentage
3 of students who are economically disadvantaged;

4 “(ii) The percentage of all students in the school district who are from
5 racial or ethnic groups that have historically experienced academic dispari-
6 ties, if eligibility is determined based on the percentage of students who are
7 from those racial or ethnic groups; or

8 “(iii) The percentage of all students in the school district who are disa-
9 bled, if eligibility is determined based on the percentage of students who are
10 disabled.

11 “(2)(a) Eligible applicants may apply for a grant from the Student In-
12 vestment Account to receive a distribution under ORS 327.190.

13 “(b) Notwithstanding ORS 338.155 (9), a public charter school that is not
14 an eligible applicant may not apply for a grant under this section.

15 “(3) Prior to preparing a grant application, an eligible applicant must:

16 “(a) If the eligible applicant is a school district, determine whether the
17 school district will allow public charter schools sponsored by, or located
18 within, the school district to participate in the grant application and the
19 grant agreement.

20 “(b) If the eligible applicant is a public charter school, determine whether
21 the public charter school intends to apply for a grant and provide notice of
22 that intent to the school district in which the public charter school is lo-
23 cated and to the Department of Education.

24 “(4)(a) If an eligible applicant is a school district and decides to include
25 public charter schools in the grant application and grant agreement, the
26 school district must provide all public charter schools sponsored by, or lo-
27 cated within, the school district the opportunity to participate in the grant
28 application and grant agreement.

29 “(b)(A) A public charter school is not required to participate in the grant
30 application and grant agreement of a school district.

1 “(B) If a public charter school does not participate in a grant application
2 and grant agreement under this subsection:

3 “(i) The ADMw of the public charter school may not be used in the cal-
4 culation of the school district ADMw for grants distributed under ORS
5 327.195; and

6 “(ii) The public charter school is not entitled to any grant moneys dis-
7 tributed under ORS 327.195.

8 “(C) If a public charter school participates in a grant application and
9 grant agreement under this subsection:

10 “(i) The public charter school and school district shall enter into an
11 agreement for the distribution of moneys or the provision of services, in-
12 cluding any accountability measures required of the public charter school
13 by the school district;

14 “(ii) The ADMw of the public charter school shall be used in the calcu-
15 lation of the school district ADMw for grants distributed under ORS 327.195;
16 and

17 “(iii) The public charter school is entitled to any grant moneys or services
18 provided for in the agreement entered into under this subparagraph.

19 “(5)(a) For the purpose of preparing a grant application, an eligible ap-
20 plicant must determine:

21 “(A) Which of the allowed uses identified in ORS 327.180 (3) the eligible
22 applicant will fund with grant moneys; and

23 “(B) Which of the eligible uses identified under subparagraph (A) of this
24 paragraph the eligible applicant will designate to meeting student mental
25 and behavioral health needs.

26 “(b) An eligible applicant shall make the determinations required under
27 paragraph (a) of this subsection by:

28 “(A) Engaging in strategic planning; and

29 “(B) Considering the recommendations of the Quality Education Commis-
30 sion established under ORS 327.500.

1 “(6)(a) The strategic planning required under subsection (5) of this section
2 must include:

3 “(A) A completed needs assessment, as described in ORS 329.095;

4 “(B) An analysis of the potential academic impact, both for the students
5 of the eligible applicant and for student groups identified in ORS 327.180
6 (2)(b), from the allowed uses that would be funded by grant moneys; and

7 “(C) The creation of budgets for the allowed uses that would be funded
8 by grant moneys.

9 “(b) The strategic planning required under subsection (5) of this section
10 must take into consideration:

11 “(A) Input from the community of the eligible applicant, including school
12 employees, students from student groups identified in ORS 327.180 (2)(b) and
13 parents of those students; and

14 “(B) Data collected by the eligible applicant to enable the eligible appli-
15 cant to make equity-based decisions.

16 “(7) Based on the strategic planning described in subsection (6) of this
17 section, the eligible applicant shall develop a four-year plan for the use of
18 grant moneys. The plan must be updated every two years and must:

19 “(a) Identify which allowed uses identified in ORS 327.180 (3) will be
20 funded with grant moneys and which of those uses will be designated to meet
21 student mental and behavioral health needs.

22 “(b) Describe how the allowed uses identified under paragraph (a) of this
23 subsection will be used to:

24 “(A) Meet students’ mental and behavioral health needs;

25 “(B) Increase academic achievement for students of the eligible applicant;
26 and

27 “(C) Reduce academic disparities for student groups identified in ORS
28 327.180 (2)(b) who are served by the eligible applicant, and identify which
29 of those student groups will benefit from the allowed uses that are being
30 funded with grant moneys.

1 “(c) Include the budgets for the allowed uses to be funded with grant
2 moneys.

3 “(d) Be approved by the governing body of the eligible applicant at an
4 open meeting, following:

5 “(A) Provision of the plan at the main office of the eligible applicant and
6 on the eligible applicant’s website;

7 “(B) Oral presentation of the plan by an administrator of the eligible ap-
8 plicant to the governing body of the eligible applicant; and

9 “(C) Opportunity for the public to comment on the plan at an open
10 meeting.

11 “(e) Be a part of the local district continuous improvement plan described
12 in ORS 329.095, if the eligible applicant is a school district.

13 “(8) To apply for a grant, an eligible applicant must submit an application
14 every two years in a format and according to timelines prescribed by the
15 Department of Education. The application must include:

16 “(a) A completed needs assessment, as described in ORS 329.095;

17 “(b) The plan developed under subsection (7) of this section; [*and*]

18 “(c) Budget estimates for each of the allowed uses identified in the plan
19 developed under subsection (7) of this section that will be funded by grant
20 moneys[.]; **and**

21 **“(d) If applicable, a statement describing how a school district is**
22 **meeting the climate change instructional framework requirements**
23 **under section 3 of this 2023 Act.**

24 **“SECTION 11.** ORS 327.865 is amended to read:

25 “327.865. (1) A school district shall use a portion of the funds apportioned
26 under ORS 327.859 to establish or expand career and technical education
27 programs in high schools that:

28 **“(a) Are relevant to the job market in the community or region the school**
29 **district serves; and**

30 **“(b) Integrate the climate change instructional framework de-**

1 **scribed in section 3 of this 2023 Act to support climate-focused**
2 **sustainability career pathways.**

3 “(2) For purposes of this section, establishment or expansion of a career
4 and technical education program includes the purchase of equipment, the
5 construction of facilities and the recruitment, licensing, employment and
6 training of personnel to provide career and technical education.

7 “(3) The portion of funds to be used as described in this section shall be
8 determined as provided by ORS 327.874.”

9
