



Senate

General Assembly

File No. 288

February Session, 2018

Senate Bill No. 345

Senate, April 5, 2018

The Committee on Environment reported through SEN. KENNEDY of the 12th Dist. and SEN. MINER of the 30th Dist., Chairpersons of the Committee on the part of the Senate, that the bill ought to pass.

AN ACT CONCERNING CLIMATE CHANGE EDUCATION IN CONNECTICUT SCHOOLS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (a) of section 10-16b of the 2018 supplement to
2 the general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective October 1, 2018*):

4 (a) In the public schools the program of instruction offered shall
5 include at least the following subject matter, as taught by legally
6 qualified teachers, the arts; career education; consumer education;
7 health and safety, including, but not limited to, human growth and
8 development, nutrition, first aid, including cardiopulmonary
9 resuscitation training in accordance with the provisions of section 10-
10 16qq, disease prevention and cancer awareness, including, but not
11 limited to, age and developmentally appropriate instruction in
12 performing self-examinations for the purposes of screening for breast
13 cancer and testicular cancer, community and consumer health,

14 physical, mental and emotional health, including youth suicide
 15 prevention, substance abuse prevention, safety, which shall include the
 16 safe use of social media, as defined in section 9-601, and may include
 17 the dangers of gang membership, and accident prevention; language
 18 arts, including reading, writing, grammar, speaking and spelling;
 19 mathematics; physical education; science; climate change consistent
 20 with the Next Generation Science Standards; social studies, including,
 21 but not limited to, citizenship, economics, geography, government and
 22 history; computer programming instruction; and in addition, on at
 23 least the secondary level, one or more world languages and vocational
 24 education. For purposes of this subsection, world languages shall
 25 include American Sign Language, provided such subject matter is
 26 taught by a qualified instructor under the supervision of a teacher who
 27 holds a certificate issued by the State Board of Education. For purposes
 28 of this subsection, the "arts" means any form of visual or performing
 29 arts, which may include, but not be limited to, dance, music, art and
 30 theatre. The Department of Energy and Environmental Protection shall
 31 be available to each local and regional board of education for the
 32 development of curriculum on climate change as described in this
 33 subsection.

This act shall take effect as follows and shall amend the following sections:		
Section 1	October 1, 2018	10-16b(a)

ENV *Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 19 \$	FY 20 \$
Local and Regional School Districts	STATE MANDATE - Cost	Less than \$5,000	Less than \$5,000

Explanation

The bill results in a cost of less than \$5,000 to local and regional school districts associated with making and disseminating materials related to expanding the list of required subjects in school, by including climate change. The cost will vary by the size of the districts, and for smaller school districts the cost will be significantly less. There are no costs associated with curriculum development, as the Department of Energy and Environmental Protection has the expertise and resources necessary to provide curriculum to local and regional school districts.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**SB 345*****AN ACT CONCERNING CLIMATE CHANGE EDUCATION IN CONNECTICUT SCHOOLS.*****SUMMARY**

This bill expands the list of subjects public schools must offer to include climate change that is consistent with the Next Generation Science Standards. The bill also requires the Department of Energy and Environmental Protection to be available to boards of education to develop climate change curriculum.

The Next Generation Science Standards are K-12 research-based science content standards. The standard's foundational document provides that climate changes are significant and persistent changes in the average or extreme weather conditions of an area (National Research Council. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, Washington, DC: The National Academies Press). The Connecticut State Board of Education adopted the standards in 2015 with the intent of implementing them over a five-year period.

EFFECTIVE DATE: October 1, 2018

COMMITTEE ACTION

Environment Committee

Joint Favorable

Yea 17 Nay 13 (03/22/2018)