

STATE OF NEW YORK

1559--A

2023-2024 Regular Sessions

IN ASSEMBLY

January 17, 2023

Introduced by M. of A. SIMON, COLTON, ARDILA, AUBRY, GONZALEZ-ROJAS --
Multi-Sponsored by -- M. of A. COOK, DICKENS, EPSTEIN, GLICK, HEVESI,
SAYEGH -- read once and referred to the Committee on Education --
committee discharged, bill amended, ordered reprinted as amended and
recommitted to said committee

AN ACT to amend the education law, in relation to establishing a course
of instruction and learning expectations on climate education in all
public pre-kindergarten, elementary and secondary schools

The People of the State of New York, represented in Senate and Assem-
bly, do enact as follows:

1 Section 1. The education law is amended by adding a new section 818 to
2 read as follows:

3 § 818. Courses of instruction and learning standards for climate
4 education. 1. The commissioner shall prescribe age-appropriate courses
5 of instruction and related learning standards for the skilled instruc-
6 tion of topics associated with climate education to be taught in all
7 public pre-kindergarten programs and public elementary and secondary
8 schools. When relevant, such courses of instruction and learning stand-
9 ards shall prioritize traditional, indigenous, and local knowledge and
10 expertise. Consistent with the New York state climate action council's
11 scoping plan, such courses of instruction and learning expectations
12 shall include, but not be limited to, the principles and concepts
13 related to the following topics:

14 a. The causes of climate change, including the greenhouse effect and
15 anthropogenic sources of greenhouse gasses, especially the burning of
16 fossil fuels;

17 b. The impacts of climate change on:

18 (i) the environment, including:

19 (A) Atmosphere - effects on local climates, weather patterns, and
20 storm intensity;

21 (B) Oceans - effects on sea life and global weather patterns; and

EXPLANATION--Matter in italics (underscored) is new; matter in brackets
[-] is old law to be omitted.

LBD02220-07-3

1 (C) Land - effects on natural habitats and the survival of flora and
2 fauna; and

3 (ii) social, cultural, economic, health and political systems includ-
4 ing but not limited to:

5 (A) public health including mental and physical impacts;

6 (B) environmental justice and injustice;

7 (C) food production and fresh water supplies;

8 (D) consumption and waste; and

9 (E) climate migration; and

10 c. Actions required to mitigate and adapt to the impacts of climate
11 change, including but not limited to:

12 (i) renewable energy generation;

13 (ii) sustainable low carbon lifestyles, manufacturing, development,
14 and circular economies; and

15 (iii) climate resiliency - options and strategies for, planning for
16 and adapting to changing climates.

17 2. The commissioner shall prescribe courses of instruction and learn-
18 ing expectations for climate education aligned with existing or new
19 standards of instruction as set forth by the department. Climate educa-
20 tion shall be included in, but not limited to:

21 a. Science and engineering;

22 b. English language arts;

23 c. Social studies;

24 d. Health and physical education;

25 e. Mathematics;

26 f. Career readiness and occupational studies;

27 g. Family and consumer sciences;

28 h. Visual and performing arts; and

29 i. World languages.

30 3. a. The commissioner shall develop age-appropriate instruction and
31 learning standard resources and technical assistance for schools to
32 provide to students in all pre-kindergarten, elementary and secondary
33 schools to carry out the provisions of this section.

34 b. The department shall make instruction and learning standard
35 resources publicly available electronically on the department's internet
36 website.

37 4. The commissioner shall:

38 a. establish both a timeline for professional learning and educator
39 readiness in accordance with New York state's decarbonization goals as
40 outlined in section 75-0107 of environmental conservation law, and a
41 plan for ongoing teacher support, peer exchange, and evaluation;

42 b. require a designated number of relevant professional development
43 hours/continuing teacher and leader education (CTLE) in climate educa-
44 tion for all in-service teachers; and

45 c. establish expectations for pre-service teacher education programs
46 for the teaching of climate change for all teacher certification
47 programs in New York state.

48 5. The commissioner shall establish an office of climate education and
49 workforce development within sixty days of the effective date of this
50 section. The board of regents shall be responsible for overseeing the
51 office and ensuring that it:

52 a. regularly engages with New York state teachers, indigenous communi-
53 ties, BIPOC communities, informal and alternative educators, and non-go-
54 vernmental education organizations about the office's goals and
55 services;

1 b. creates career and technical education (CTE) and green workforce
2 development programs;

3 c. supports professional development for in-service and pre-service
4 teachers;

5 d. develops and facilitates the administration of assessment instru-
6 ments related to climate education; and

7 e. assists the commissioner in providing the necessary resources and
8 technical assistance for all schools to carry out the provisions of this
9 section.

10 6. The board of regents shall develop and implement clear strategies
11 for assessing the effectiveness and implementation of climate education
12 teaching and student learning across all grade levels and subject areas.

13 § 2. This act shall take effect on the first of July next succeeding
14 the date on which it shall have become a law.