

# HOUSE BILL No. 4982

September 19, 2017, Introduced by Reps. Pagan, Wittenberg, Chang, Geiss, Yanez, Green, Moss, Ellison, Sneller, Rabhi, Sowerby, Clemente, Camilleri, Hoadley, LaGrand, Durhal, Liberati, Hammoud and Gay-Dagnogo and referred to the Committee on Education Reform.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
(MCL 380.1 to 380.1852) by adding section 1158.

**THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1           **SEC. 1158. (1) THE ENVIRONMENTAL LITERACY TASK FORCE IS**  
2           **CREATED AS A TEMPORARY COMMISSION DESCRIBED IN SECTION 4 OF ARTICLE**  
3           **V OF THE STATE CONSTITUTION OF 1963. THE DEPARTMENT SHALL PROVIDE**  
4           **STAFFING AND SUPPORT FOR THE ENVIRONMENTAL LITERACY TASK FORCE.**

5           **(2) THE ENVIRONMENTAL LITERACY TASK FORCE SHALL CONSIST OF 13**  
6           **MEMBERS AS FOLLOWS:**

7           **(A) THE SUPERINTENDENT OF PUBLIC INSTRUCTION OR HIS OR HER**  
8           **DESIGNEE.**

9           **(B) THE DIRECTOR OF THE DEPARTMENT OF ENVIRONMENTAL QUALITY OR**  
10          **HIS OR HER DESIGNEE.**

1 (C) ONE MEMBER REPRESENTING THE WATER RESOURCES DIVISION OF  
2 THE DEPARTMENT OF ENVIRONMENTAL QUALITY, AS APPOINTED BY THE  
3 DIRECTOR OF THAT DEPARTMENT.

4 (D) THE DIRECTOR OF THE DEPARTMENT OF NATURAL RESOURCES OR HIS  
5 OR HER DESIGNEE.

6 (E) ONE MEMBER REPRESENTING THE PARKS AND RECREATION DIVISION  
7 OF THE DEPARTMENT OF NATURAL RESOURCES, AS APPOINTED BY THE  
8 DIRECTOR OF THAT DEPARTMENT.

9 (F) ONE MEMBER REPRESENTING THE WILDLIFE DIVISION OF THE  
10 DEPARTMENT OF NATURAL RESOURCES, AS APPOINTED BY THE DIRECTOR OF  
11 THAT DEPARTMENT.

12 (G) ONE MEMBER REPRESENTING THE FOREST RESOURCES DIVISION OF  
13 THE DEPARTMENT OF NATURAL RESOURCES, AS APPOINTED BY THE DIRECTOR  
14 OF THAT DEPARTMENT.

15 (H) ONE MEMBER REPRESENTING THE FISHERIES DIVISION OF THE  
16 DEPARTMENT OF NATURAL RESOURCES, AS APPOINTED BY THE DIRECTOR OF  
17 THAT DEPARTMENT.

18 (I) THE DIRECTOR OF THE DEPARTMENT OF AGRICULTURE AND RURAL  
19 DEVELOPMENT OR HIS OR HER DESIGNEE.

20 (J) A REPRESENTATIVE OF THE MICHIGAN SCIENCE TEACHERS  
21 ASSOCIATION.

22 (K) A REPRESENTATIVE OF THE MICHIGAN ASSOCIATION OF SCHOOL  
23 ADMINISTRATORS.

24 (l) A REPRESENTATIVE OF THE MICHIGAN ASSOCIATION OF SECONDARY  
25 SCHOOL PRINCIPALS.

26 (M) A REPRESENTATIVE OF THE MICHIGAN ELEMENTARY AND MIDDLE  
27 SCHOOL PRINCIPALS ASSOCIATION.

1           (3) THE MEMBERS FIRST APPOINTED TO OR SERVING AS DESIGNEES ON  
2 THE ENVIRONMENTAL LITERACY TASK FORCE SHALL BE APPOINTED OR  
3 DESIGNATED WITHIN 30 DAYS AFTER THE EFFECTIVE DATE OF THIS SECTION.

4           (4) IF A VACANCY OCCURS ON THE ENVIRONMENTAL LITERACY TASK  
5 FORCE, THE OFFICIAL WHO APPOINTED OR DESIGNATED THE MEMBER WHO  
6 VACATED SHALL APPOINT OR DESIGNATE A REPLACEMENT IN THE SAME MANNER  
7 AS THE ORIGINAL APPOINTMENT OR DESIGNATION.

8           (5) THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL CALL THE  
9 FIRST MEETING OF THE ENVIRONMENTAL LITERACY TASK FORCE WITHIN 60  
10 DAYS AFTER THE EFFECTIVE DATE OF THIS SECTION. AT THE FIRST  
11 MEETING, THE ENVIRONMENTAL LITERACY TASK FORCE SHALL ELECT FROM  
12 AMONG ITS VOTING MEMBERS A CHAIRPERSON AND OTHER OFFICERS AS IT  
13 CONSIDERS NECESSARY OR APPROPRIATE. AFTER THE FIRST MEETING, THE  
14 ENVIRONMENTAL LITERACY TASK FORCE SHALL MEET AT TIMES AND PLACES  
15 SPECIFIED BY THE CHAIRPERSON OR A MAJORITY OF ITS VOTING MEMBERS.

16           (6) A MAJORITY OF THE MEMBERS OF THE ENVIRONMENTAL LITERACY  
17 TASK FORCE CONSTITUTE A QUORUM FOR THE TRANSACTION OF BUSINESS AT A  
18 MEETING OF THE ENVIRONMENTAL LITERACY TASK FORCE. A MAJORITY OF THE  
19 MEMBERS PRESENT AND SERVING ARE REQUIRED FOR OFFICIAL ACTION OF THE  
20 ENVIRONMENTAL LITERACY TASK FORCE.

21           (7) THE BUSINESS THAT THE ENVIRONMENTAL LITERACY TASK FORCE  
22 MAY PERFORM SHALL BE CONDUCTED AT A PUBLIC MEETING OF THE  
23 ENVIRONMENTAL LITERACY TASK FORCE HELD IN COMPLIANCE WITH THE OPEN  
24 MEETINGS ACT, 1976 PA 267, MCL 15.261 TO 15.275.

25           (8) A WRITING PREPARED, OWNED, USED, IN THE POSSESSION OF, OR  
26 RETAINED BY THE ENVIRONMENTAL LITERACY TASK FORCE IN THE  
27 PERFORMANCE OF AN OFFICIAL FUNCTION IS SUBJECT TO THE FREEDOM OF

1 INFORMATION ACT, 1976 PA 442, MCL 15.231 TO 15.246.

2 (9) MEMBERS OF THE ENVIRONMENTAL LITERACY TASK FORCE SHALL  
3 SERVE WITHOUT COMPENSATION BUT MAY BE REIMBURSED FOR THEIR ACTUAL  
4 AND NECESSARY EXPENSES INCURRED IN THE PERFORMANCE OF THEIR  
5 OFFICIAL DUTIES AS MEMBERS OF THE ENVIRONMENTAL LITERACY TASK  
6 FORCE.

7 (10) THE DEPARTMENT, THE DEPARTMENT OF ENVIRONMENTAL QUALITY,  
8 THE DEPARTMENT OF NATURAL RESOURCES, AND THE DEPARTMENT OF  
9 AGRICULTURE AND RURAL DEVELOPMENT SHALL ASSIST THE ENVIRONMENTAL  
10 LITERACY TASK FORCE IN THE PERFORMANCE OF ITS OFFICIAL DUTIES AND  
11 FUNCTIONS, INCLUDING, BUT NOT LIMITED TO, PROVIDING THE  
12 ENVIRONMENTAL LITERACY TASK FORCE WITH ADVICE AND INFORMATION THAT  
13 IS NOT PROTECTED AS CONFIDENTIAL UNDER APPLICABLE LAW.

14 (11) THE ENVIRONMENTAL LITERACY TASK FORCE SHALL DO ALL OF THE  
15 FOLLOWING:

16 (A) DEVELOP AN ENVIRONMENTAL LITERACY MODEL CURRICULUM  
17 DESIGNED TO ACCOMPLISH THE FOLLOWING GOALS:

18 (i) PREPARE STUDENTS FOR UNDERSTANDING AND ADDRESSING  
19 ENVIRONMENTAL CHALLENGES OF THIS STATE AND THE UNITED STATES,  
20 INCLUDING THE RELATIONSHIP OF THE ENVIRONMENT TO NATIONAL SECURITY,  
21 ENERGY SOURCES, CLIMATE CHANGE, HEALTH RISKS, AND NATURAL  
22 DISASTERS.

23 (ii) CONTRIBUTE TO STUDENTS' HEALTHY LIFESTYLES BY MAKING  
24 OUTDOOR EXPERIENCES PART OF THE REGULAR SCHOOL CURRICULUM AND  
25 CREATING PROGRAMS THAT PROMOTE HEALTHY LIFESTYLES THROUGH OUTDOOR  
26 RECREATION AND PROPER NUTRITION.

27 (iii) CREATE OPPORTUNITIES FOR ENHANCED AND ONGOING

1 PROFESSIONAL DEVELOPMENT OF TEACHERS THAT IMPROVES TEACHERS'  
2 KNOWLEDGE OF ENVIRONMENTAL ISSUES AND TEACHING SKILLS RELATED TO  
3 THOSE ISSUES IN SETTINGS WITHIN AND OUTSIDE OF THE CLASSROOM.

4 (iv) RECOMMEND IMPROVEMENTS TO EXISTING ENVIRONMENTAL  
5 CURRICULA, INCLUDING THE MICHIGAN ENVIRONMENTAL EDUCATION SUPPORT,  
6 MICHIGAN ENVIRONMENTAL LITERACY PLAN, AND NEXT GENERATION SCIENCE  
7 STANDARDS. THE TASK FORCE SHALL ASSESS THE EXTENT TO WHICH THE  
8 EXISTING CURRICULA ARE IMPLEMENTED IN THIS STATE, ADDRESS  
9 ENVIRONMENTAL LITERACY, AND MEET LITERACY GOALS.

10 (v) TEACH STUDENTS ABOUT 21ST CENTURY JOBS, GROWING  
11 INDUSTRIES, AND WAYS TO PROTECT AND IMPROVE THE ENVIRONMENT BY  
12 INCLUDING IN THE MODEL CURRICULUM INSTRUCTION ON ALTERNATIVE  
13 ENERGY, RENEWABLE FUELS, MATERIAL SCIENCE, ENERGY-SAVING  
14 TECHNOLOGY, LOW-IMPACT DEVELOPMENT, AND BUILDINGS CERTIFIED IN  
15 LEADERSHIP IN ENERGY AND ENVIRONMENTAL DESIGN (LEED) OR BUILDINGS  
16 MEETING A SUBSTANTIALLY SIMILAR STANDARD.

17 (B) IDENTIFY AND MAKE RECOMMENDATIONS ON ALL OF THE FOLLOWING  
18 TO ACHIEVE THE GOALS OF THE ENVIRONMENTAL LITERACY MODEL  
19 CURRICULUM:

20 (i) APPLICABLE ACADEMIC CONTENT STANDARDS, CONTENT AREAS, AND  
21 COURSES OR SUBJECTS.

22 (ii) THE RELATIONSHIP BETWEEN THE ENVIRONMENTAL LITERACY MODEL  
23 CURRICULUM AND HIGH SCHOOL GRADUATION REQUIREMENTS.

24 (iii) STANDARDS USED BY THE DEPARTMENT TO MEASURE THE  
25 ENVIRONMENTAL LITERACY OF STUDENTS.

26 (iv) PROFESSIONAL DEVELOPMENT PROGRAMS THAT IMPROVE TEACHERS'  
27 KNOWLEDGE OF ENVIRONMENTAL ISSUES AND TEACHING SKILLS RELATING TO

1 THOSE ISSUES IN SETTINGS WITHIN AND OUTSIDE OF THE CLASSROOM.

2 (v) DEFINITIONS FOR KEY TERMS THAT MUST BE ADDRESSED IN THE  
3 ENVIRONMENTAL LITERACY MODEL CURRICULUM, INCLUDING "ENVIRONMENTAL  
4 LITERACY", "CLIMATE CHANGE", AND "HEALTHY LIFESTYLE".

5 (vi) HOW TO IMPLEMENT THE ENVIRONMENTAL LITERACY MODEL  
6 CURRICULUM, INCLUDING RECOMMENDATIONS REGARDING FUNDING SOURCES AND  
7 OTHER NECESSARY SUPPORTS.

8 (vii) HOW TO ENCOURAGE EDUCATIONAL AGENCIES AND SCHOOLS TO  
9 PARTICIPATE IN PROGRAMS THAT DO THE FOLLOWING:

10 (A) IMPROVE TEACHERS' KNOWLEDGE OF ENVIRONMENTAL ISSUES AND  
11 TEACHING SKILLS RELATING TO THOSE ISSUES IN SETTINGS WITHIN AND  
12 OUTSIDE OF THE CLASSROOM.

13 (B) TREAT THE DEVELOPMENT OF TEACHERS' ENVIRONMENTAL KNOWLEDGE  
14 AND RELATED TEACHING SKILLS AS A CAREER-LONG PROCESS THAT  
15 ENCOURAGES TEACHERS' INTELLECTUAL GROWTH AND TEACHING PROFICIENCY  
16 REGARDING ENVIRONMENTAL ISSUES.

17 (C) DEVELOP A TEACHER TRAINING CURRICULUM THAT FOCUSES ON  
18 ENVIRONMENTAL EDUCATION AND IS ALIGNED WITH APPLICABLE ACADEMIC  
19 CONTENT STANDARDS.

20 (D) ALLOW STUDENTS TO DIRECTLY EXPERIENCE THE OUTDOORS BY  
21 PROVIDING ENVIRONMENTAL EDUCATION EXPERIENCES THAT ARE BASED ON  
22 OUTDOOR ACTIVITIES AND THAT USE OUTDOOR FACILITIES.

23 (E) INCORPORATE FIELD-BASED LEARNING, PLACE-BASED LEARNING,  
24 SERVICE LEARNING, OUTDOOR LEARNING, OR EXPERIMENTAL LEARNING.

25 (F) INTEGRATE ENVIRONMENTAL EDUCATION INTO THE CURRICULUM BY  
26 TRAINING TEACHERS AND ADMINISTRATORS HOW TO USE FIELD-BASED  
27 LEARNING, PLACE-BASED LEARNING, SERVICE LEARNING, OUTDOOR LEARNING,

1 AND EXPERIMENTAL LEARNING AND BY ENCOURAGING AND SUPPORTING  
2 TEACHERS TO USE THE TRAINING IN THE CURRICULUM.

3 (G) PROVIDE ACTIVITIES AND PROGRAMS THAT ADVANCE ENVIRONMENTAL  
4 EDUCATION, INCLUDING INTERDISCIPLINARY COURSES THAT INTEGRATE THE  
5 STUDY OF NATURAL, SOCIAL, AND ECONOMIC SYSTEMS AND THE USE OF THE  
6 ENVIRONMENT AS AN INTEGRATING THEME FOR A SCHOOL CURRICULUM.

7 (C) SEEK INPUT FROM A VARIETY OF SOURCES TO DEVELOP THE  
8 ENVIRONMENTAL LITERACY MODEL CURRICULUM TO ENSURE THAT THE  
9 CURRICULUM IS BASED ON EQUALLY WEIGHTED VIEWPOINTS IN FURTHERANCE  
10 OF CRITICAL THINKING AND ANALYSIS REGARDING ENVIRONMENTAL LITERACY.

11 (D) BEFORE SUBMITTING THE REPORT UNDER SUBDIVISION (E), IN A  
12 MANNER AND FORM CONSIDERED APPROPRIATE BY THE ENVIRONMENTAL  
13 LITERACY TASK FORCE, PROVIDE PUBLIC NOTICE OF THE ENVIRONMENTAL  
14 LITERACY MODEL CURRICULUM AND AN OPPORTUNITY FOR PUBLIC COMMENT  
15 DURING A 30-DAY PERIOD. IN ADDITION, THE TASK FORCE SHALL PROVIDE  
16 INDIVIDUAL NOTICE OF THE ENVIRONMENTAL LITERACY MODEL CURRICULUM  
17 AND THE 30-DAY PUBLIC COMMENT PERIOD TO NONPROFIT ORGANIZATIONS AND  
18 LOCAL PARKS AND RECREATION ASSOCIATIONS THAT ADVANCE ENVIRONMENTAL  
19 EDUCATION IN THIS STATE AND, AS DETERMINED APPROPRIATE BY THE  
20 ENVIRONMENTAL LITERACY TASK FORCE, ANY OTHER INTERESTED PERSON  
21 INVOLVED IN FORMING OR IMPLEMENTING POLICIES REGARDING EDUCATION,  
22 BUSINESS, OR THE ENVIRONMENT. AFTER THE 30-DAY PUBLIC COMMENT  
23 PERIOD BUT BEFORE SUBMITTING THE REPORT UNDER SUBDIVISION (E) AND  
24 AS CONSIDERED NECESSARY BY THE ENVIRONMENTAL LITERACY TASK FORCE,  
25 THE TASK FORCE SHALL MODIFY THE ENVIRONMENTAL LITERACY MODEL  
26 CURRICULUM AND ANY INFORMATION IDENTIFIED AND RECOMMENDATIONS  
27 DEVELOPED UNDER THIS SECTION.

1           (E) AFTER NOTICE AND AN OPPORTUNITY FOR PUBLIC COMMENT ARE  
2 PROVIDED UNDER SUBDIVISION (D) BUT NOT LATER THAN 1 YEAR AFTER THE  
3 EFFECTIVE DATE OF THIS SECTION, SUBMIT A REPORT TO THE STANDING  
4 COMMITTEES OF THE LEGISLATURE RESPONSIBLE FOR K-12 EDUCATION  
5 LEGISLATION. THE REPORT MUST INCLUDE THE ENVIRONMENTAL LITERACY  
6 MODEL CURRICULUM DEVELOPED UNDER THIS SUBSECTION AND ANY OTHER  
7 INFORMATION IDENTIFIED BY THE ENVIRONMENTAL LITERACY TASK FORCE  
8 UNDER THIS SUBSECTION AND MAY INCLUDE RECOMMENDATIONS FOR  
9 LEGISLATION REGARDING THE ENVIRONMENTAL LITERACY MODEL CURRICULUM.

10           Enacting section 1. This amendatory act takes effect 90 days  
11 after the date it is enacted into law.