

August 14, 2013

Good afternoon, members of the board.

I'm Roger Phelps. I represent the group Climate Responsibility out of Albany and Corvallis.

It's my understanding that this fall will see beginning of instruction in public high schools under the new "Next Generation" science curriculum. This curriculum was adopted by Oregon and scores of other states to teach human-caused global warming "as a problem that needs solving." As I understand it, science students will perform projects – projects related directly to solving the global-warming problem. It is my understanding that, therefore, each student of high-school science will need to have access to an idea for a project clearly related to solving the problem of human-induced global warming.

According to a Next Generation curriculum Web posting, some currently offered examples for projects are that students might work to invent a new kind of carbon trap, or that they might research new ways to protect or manage coastlines in the face of rising seas. A main question I have is, where exactly are other examples to come from for Next Generation projects directed toward solving the global-warming problem?

For several reasons, it seems to me that having a ready pool of project examples on hand might be a good thing. First, not every student can work on a carbon-trap design or can research coastline protections. Second, it seems a burden to ask each and every student to come up with a viable idea on his or her own – when, by definition, they may lack familiarity with the global-warming problem. Third, it seems to me that not every student could come up with as viable a project idea as some of his or her classmates. A pool of example project types would help.

So, I'd ask your help on is answering the question posed above. where exactly are project examples to come from that relate to solving the problem of warming? Where might they come from? Might they come from interested members of the community? How would such ideas best be directed to the department of education? For example, should it be at the individual-school level, at the district level, or at the state level?

As you've probably guessed, my group has an idea for a science project type! It is one that would cost nothing to the state or to school districts, and is one that would produce a reduction, measurable by students themselves, in carbon-dioxide emissions within a school-district boundary.

So I am asking your help with, what is the best, most-accepted way for a resident seriously to "pitch" an idea to state education officials? I have written this morning to each of you, describing my group's project example to you, in an email with the subject box conspicuously marked "CLIMATE RESPONSIBILITY." Please look for it in your deluge of emails. Please read it. Please respond at any length for which you can find time with suggestions on how my group should proceed. Any questions? Thank you.

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