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Enactment Date	2/13/2019 lf



# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Herberta Zulueta, Secondary Science Coordinator

**Board Meeting Date** February 13, 2019

**Subject** Amendment to Board Policy – Instruction – BP 6142.5  
Environmental and Climate Change Literacy

**Action Requested and Recommendation** Approval by the Board of Education to rename Board Policy BP 6142.5, Environmental Education to BP 6142.5 Environmental and Climate Change Literacy and updates to the policy.

**Background** In June of 2018, a resolution put forward by Director London was passed. The resolution called for the Board to join the We Are Still in Coalition, develop a Board policy on Living Schoolyards, and convene a climate change literacy working group to update the existing Board policy 6142.5 on Environmental Education with accompanying administrative regulations. The working group has prepared the policy for Board approval.

**Discussion** The board policy is updated and renamed. It includes a directive to create regulations that will involve research, review, and recommendation of curriculum for adoption and best practices for instruction; ensure the articulation of science and history curricula; assign and schedule teachers to provide instruction; create a resource document for teachers to use in teaching climate change literacy and develop integrated, action-based projects; provide ongoing professional development; and find/pursue/develop financial resources necessary to fully implement these goals.

The changes to the existing policy are shown on the attachment. The proposed deletions are indicated with **blue strikeouts**. The recommended additions are shown in **red**.

**Fiscal Impact** Resources will be required to implement the policy but the climate change literacy working group is seeking grants and partnerships to cover the costs.

**Attachments** Amendment to Board Policy BP 6142.5 Environmental and Climate Change Literacy

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### Instruction

#### BP 6142.5

#### Environmental ~~Education~~ and Climate Change Literacy

The Governing Board recognizes that ~~the~~ schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural ~~resources.~~ ~~The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.~~ environment, upon which all life and all human endeavor depends. The Board further recognizes that climate change is the greatest challenge facing future generations and the critical role education can play in preparing future citizens to be actively engaged in working together to create solutions to this problem.

~~The Board desires to offer environmental education that fosters attitudes of personal responsibility toward the environment and provides students with the concepts, knowledge and skills needed to contribute meaningfully to decisions involving the environment and its resources. At all grade levels, environmental facts should be taught as they relate to each other, so that students will understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.~~

~~The Board encourages school and classroom activities that encourage students to recycle, conserve water and energy, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.~~

~~The Board encourages staff to provide students with opportunities to increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.~~

The Board acknowledges the complexity of this problem, and the multi-disciplinary approach required to achieve the necessary changes to foster Environmental and Climate Change Literacy (ECCL) and avert or reduce the severe and irreversible harmful effects of climate change. A climate literate citizen understands their influence on the climate and the climate's influence on themselves and society. Components of the District's Climate Change Literacy curriculum shall include:

- Understanding the essential principles of Earth's climate system
- Knowing how to assess scientifically credible information about climate
- Communicating about climate and climate change in a meaningful way, and
- Understanding how humans have responded to environmental challenges in the past in

order to make informed and responsible decisions about the present climate crisis<sup>1</sup>

- Integrating a project based approach that incorporates the scientific causes and effects of climate change and economic, political, social, and cultural factors
- Social emotional learning components that provide positive, action-oriented projects to create schools that are sustainability hubs that can radiate out to our community

### **District Sustainability Projects**

The District has an ongoing commitment to environmentally sustainable construction and other initiatives that shall be incorporated into the Environmental and Climate Change Literacy curriculum. Examples of such programs include:

- Living Schoolyards Initiative
- Green Gloves Program (waste reduction, waste sorting, food share, and food donation)
- Nutrition Services California Thursday Menu
- Nutrition Services Farm to School Program
- The Center - Central Kitchen, Instructional Farm and Education Center
- emPower Energy Program
- CHPS schools
- Solar Power Installations
- Wellness Program

The Superintendent or designee shall develop an environmental education program that is aligned with state academic standards and curriculum frameworks. The Board directs the Superintendent or designee to provide regulations that will includes the following components: research, review, and recommendation of curriculum for adoption by the Board and best practices for instruction; ensure the articulation of science and history curricula; assign and schedule teachers to provide instruction; create a resource document for teachers to use in teaching climate literacy and develop integrated, action-based projects; provide ongoing professional development; and find/pursue/develop financial resources necessary to fully implement these goals.

*(cf. BP 1330- Use of School Facilities)*

*(cf. BP 3511 Environmental and Water Conservation)*

*(cf. BP 3511.1 Integrated Waste Management)*

*(cf. BP 5030 Wellness)*

*(cf. BP 7110.1 Development of Living Schoolyards)*

*(cf. Resolution 0607-0159 Energy plan)*

*(cf. Resolution 0708-0133 Establishing the Oakland Schoolyards Initiative)*

*(cf. Resolution 1718-0203 Joining the We Are Still In Coalition and Developing Policies and Administrative Regulation on Living Schoolyards and Climate Literacy)*

#### **Legal Reference:**

##### **EDUCATION CODE**

8700-8707 Environmental education

8720-8723 Conservation education service

8760—~~Authorization of outdoor~~-8773 Outdoor science and conservation program, and forestry

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<sup>1</sup> <https://www.climate.gov/teaching/essential-principles-climate-literacy/what-climate-science-literacy>

~~37222 John Muir; recognition of his contributions~~

33541 Science requirements

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51795-51797 School instructional gardens

60041 Ecological systems and their protection

PUBLIC RESOURCES CODE

71300-71305 Statewide environmental education

RELEVANT LEGISLATION:

Senate Bill No. 720, California State Legislature; approved by the Governor on September 13, 2018.

7/14/04; 2/13/19A (if adopted)

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 51220 Areas of study, grades 7-12  
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**RELEVANT LEGISLATION;**

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7/14/04; 2/13/19A (if adopted)



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 Aimee Eng  
 President, Board of Education

2/14/2019

**Enactment Number: 19-0251**



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 Kyla Johnson Trammell  
 Secretary, Board of Education

2/14/2019