

Climate Literacy Resolution, First Reading

October 20, 2021

Presented by

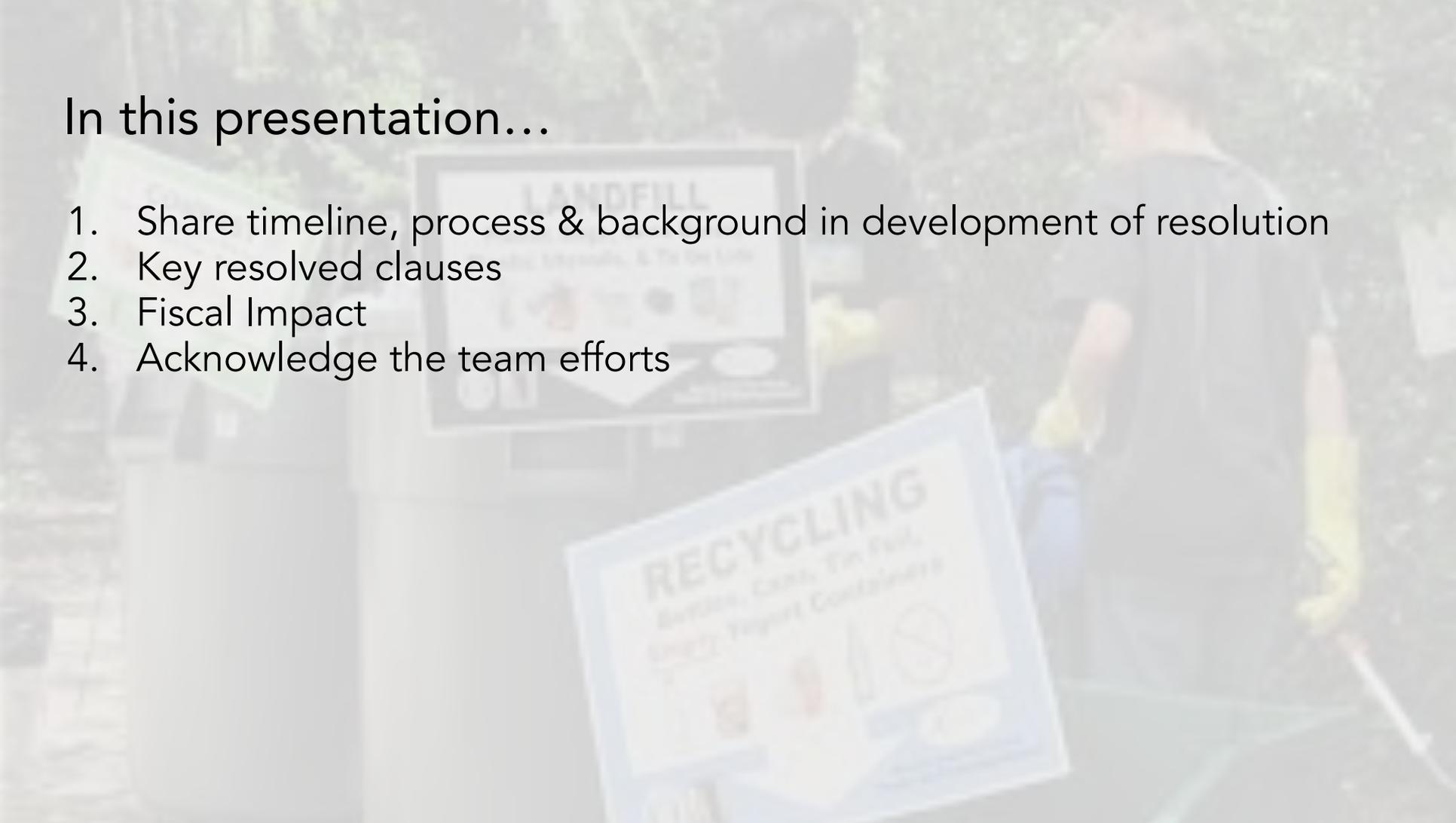
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Berkeley Unified School District

In this presentation...

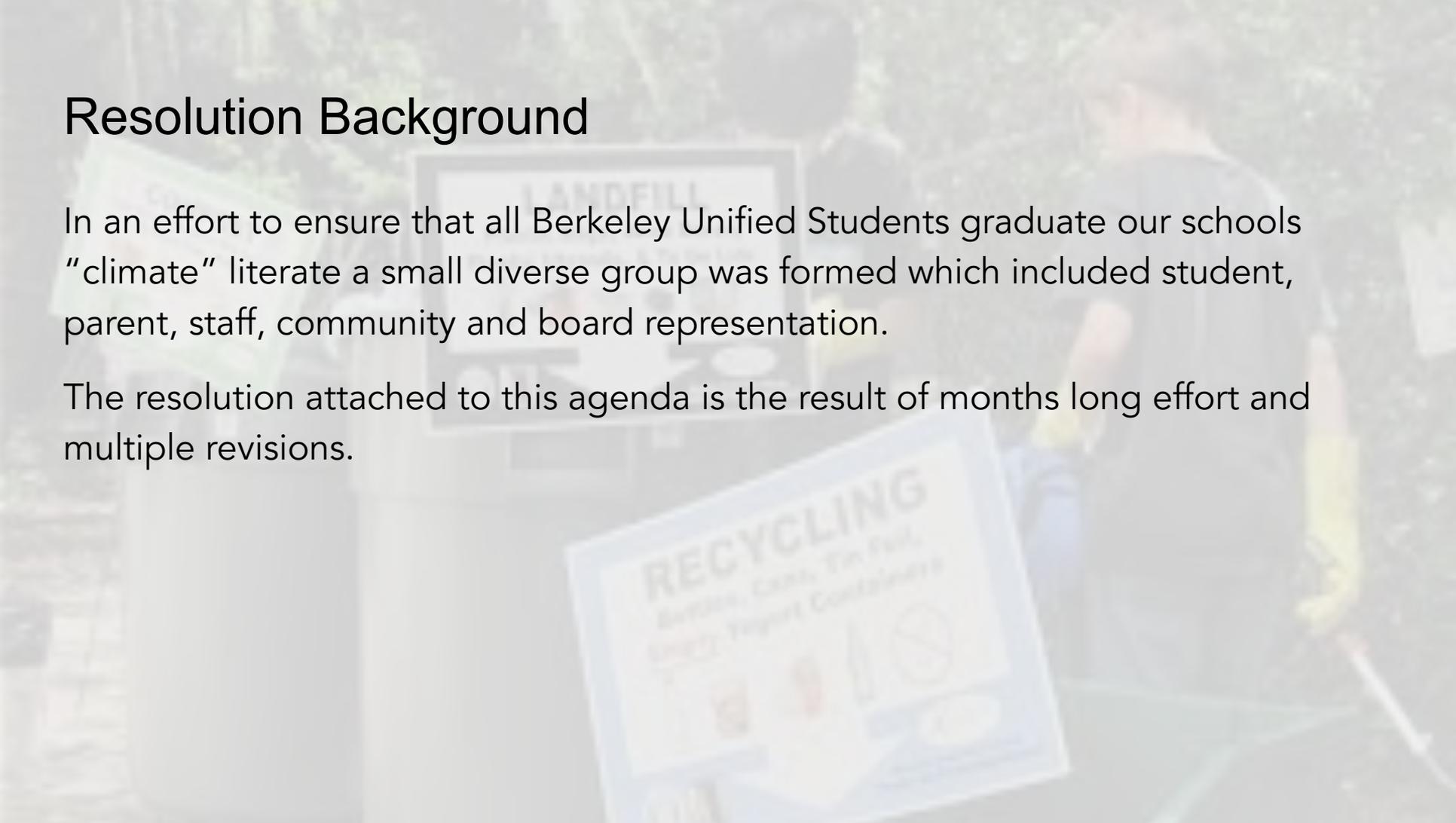
1. Share timeline, process & background in development of resolution
2. Key resolved clauses
3. Fiscal Impact
4. Acknowledge the team efforts



Resolution Background

In an effort to ensure that all Berkeley Unified Students graduate our schools “climate” literate a small diverse group was formed which included student, parent, staff, community and board representation.

The resolution attached to this agenda is the result of months long effort and multiple revisions.



Resolution Background- Why is this important:

WHEREAS, Berkeley Unified School District seeks to educate and empower BUSD students to be current and future leaders within the United States and Abroad; as well as the current and future caretakers of planet earth

WHEREAS, time is of the essence and the actions taken from now to 2030 will have profound repercussions for today's children as adults and future generations

WHEREAS climate change, pollution, and environmental destruction have exacerbated systemic racial, regional, social, environmental, and economic injustices by disproportionately affecting indigenous peoples, communities of color, migrant communities, deindustrialized communities, depopulated rural communities, the poor, low-income workers, women, the elderly, the unhoused, people with disabilities, and youth

WHEREAS life expectancy is declining while basic needs, such as clean air, clean water, healthy food, and adequate health care, housing, transportation, are inaccessible to a significant portion of the United States population;

Resolution Background- Why is this important:

WHEREAS,

- (1) human activity is the dominant cause of observed climate change over the past century;
- (2) a changing climate is causing sea levels to rise and an increase in wildfires, severe storms, droughts, and other extreme weather events that threaten human life, healthy communities, and critical infrastructure;
- (3) global warming at or above 2 degrees Celsius beyond pre-industrialized levels will cause—
 - (A) mass migration from the regions most affected by climate change;
 - (B) more than \$500,000,000,000 in lost annual economic output in the US by the year 2100;
 - (C) wildfires that, by 2050, will annually burn at least twice as much forest area in the western US than was typically burned by wildfires in the years preceding 2019;
 - (D) a risk of damage to \$1,000,000,000,000 of public infrastructure and coastal real estate in the United States; and

Key elements of the resolution

2. Commits to graduating students who are well versed in climate change science, issues, and solutions, (i.e. Climate Literate) defined by the Sierra Club of California as understanding:

- A. the causes of climate change
- B. its potential for harm
- C. what is required to avoid significant climate destabilization
- D. actions needed to ensure a livable future
- E. the key people and institutions involved in implementing those actions

Key elements of the resolution

3. Commits to graduating students who are well versed in environmental and climate justice as a civil rights issue; students should:
 - a. understand that the impact of the main drivers of climate change do not impact all people equally. For example, race — even more than class — is the number one indicator for the placement of toxic facilities in this country
 - b. understand which local, national, and global policies need to be rectified and/or created to advance a society that fosters a sustainable, cooperative, and regenerative community
 - c. learn how to advance a society that fosters sustainable, cooperative, regenerative communities that uphold all rights for all people in harmony with the earth.

Key elements of the resolution

4. a.i

Develop a comprehensive Eco-literacy curriculum plan that outlines goals for student learning by grade level bands in targeted areas such as science, history, and literacy. The Environmental Literacy working group will further define those targeted subject areas and identify or create curricular resources to achieve these learning goals. Generally, these eco-literacy resources will look like week-long units that supplement topics in the existing curriculum. The group will identify creative, engaging ways to involve students in this learning, such as a district-wide eco-literacy event, festival, or showcase.

4.b.ii

By June 15th, 2023), create a professional development plan for the implementation of this curriculum.

Fiscal Impact

The projected cost to implement the educational plan includes the following major functions:

2021-June, 2023: Convene a curriculum working group	\$65,000
2023-2024: Implementation of the curriculum	\$112,200
ONGOING: Annual cost to sustain the program	\$44,400
Total	\$221,600 over three years

Acknowledgement

Laura Babitt - School Board Director

Ella Suring - Berkeley High student

Sarah Ranney - Malcolm X parent

Martha Cain - retired BUSD teacher

Susan Silber - co-author of 2018 BUSD Sustainability Plan

Jackie Omana - Oxford teacher

Ellen McClure - Willard Teacher

Stephen Collins - Facilities Maintenance Manager

Sofia Peltz - Sustainability Program Coordinator

