

A close-up photograph of a person's hand holding a single green leaf. The hand is positioned in the lower-left corner, with fingers gently cupping the leaf. The leaf is bright green with visible veins and is held against a background of many other green leaves, which are out of focus, creating a bokeh effect. The overall color palette is various shades of green, with the hand providing a warm, skin-toned contrast.

# Sustainability in KLSD

Learning Café

April 19, 2023

# What is a Learning Café?



A community conversation on a complex issue



Structured to include many voices



Two way sharing of information and understanding



Provides District with feedback for further reflection

# Past Learning Cafes:

- **Spring 2016** Assessments in School
- **Fall 2016** Our Learning Commitment
- **Spring 2017** Our Learning Commitment
- **Fall 2017** When the News Enters the Classroom
- **Spring 2018** Intellectual Engagement in the Classroom
- **Fall 2018** Feedback: In School & At Home
- **Spring 2019** Diversity: In School, at Home, in our Community
- **Fall 2019** John Jay Mascot and Moving Forward Together
- *Spring 2020 – Spring 2021 COVID*
- **Fall 2021** Learning from the Pandemic Experience
- **Spring 2022:** Inclusion
- **Fall 2022:** Belonging

# Structure of Tonight's Cafe

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- 3 brief presentations
- 3 rounds of conversations
- Note takers at each table so District holds on to:
  - The conversations
  - The thinking
  - The feedback



# Inclusive Listening Practices

*Recognize that we likely all arrived with somewhat different hopes and expectations for tonight*

*Assume good intentions*

*Monitor your own expectations and your “air-time”*

*Remain mindful of body language and facial expressions, whole body listening*

*Expect and accept non-closure*

*Tonight is an effort to understand what is important to each person in this room, to think together, and to gather thoughts that help us consider next steps*





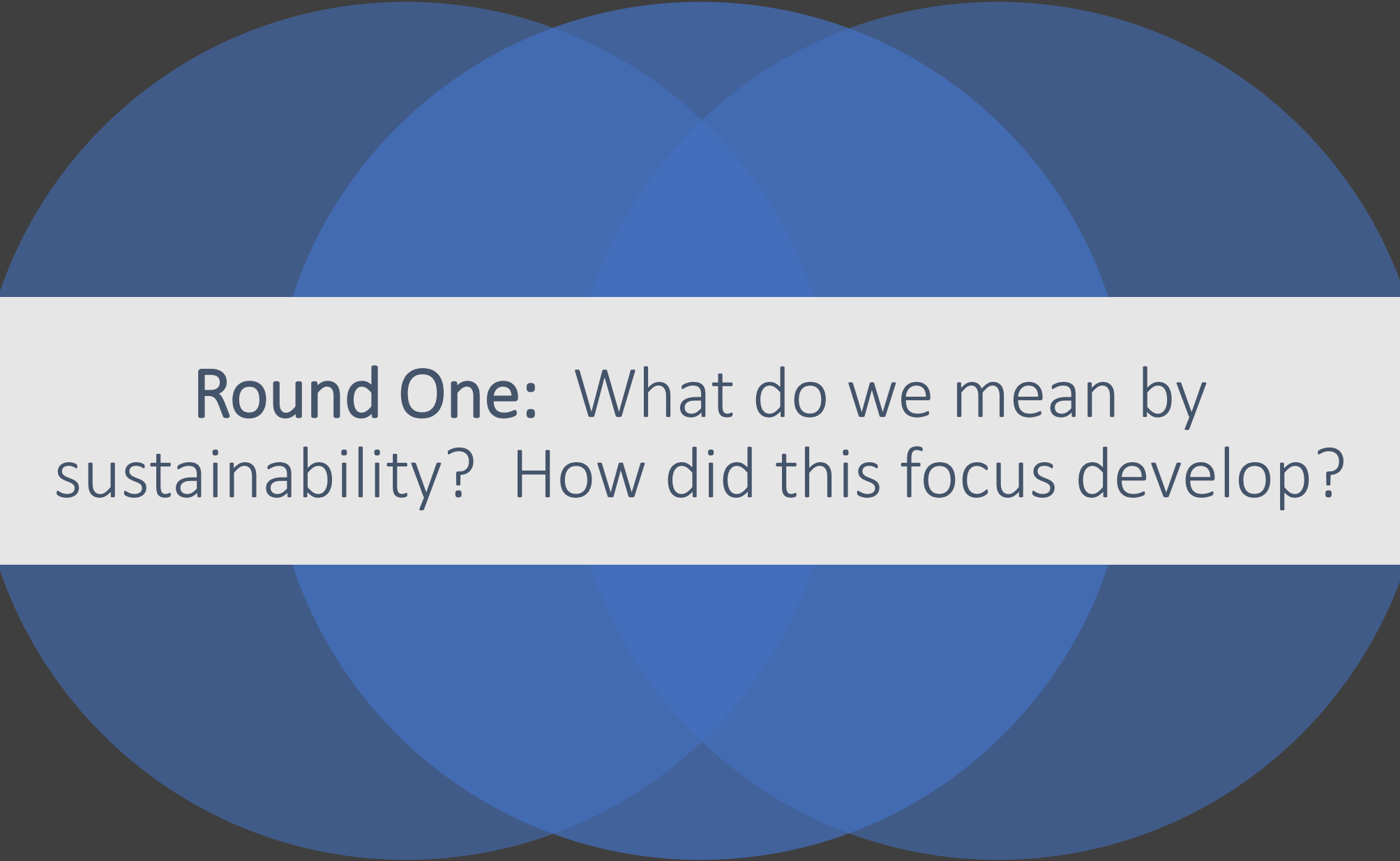
# Tonight's 3 Rounds

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- Round One: What do we mean by sustainability? How did this focus develop?
- Round Two: Listening to our students and teachers.
- Round Three: Learn about KLSD's leadership and responsibility regarding infrastructure and emissions.

Humility



The background features three overlapping circles in a horizontal row. The circles are a medium blue color and overlap significantly, creating a central area where all three circles intersect. The background is a dark gray color.

**Round One:** What do we mean by sustainability? How did this focus develop?



Turn and Talk

How would you define sustainability?





# Definitions of Sustainability

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In 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

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"Sustainability is a dynamic condition which requires a basic understanding of the interconnections and interdependency among ecological, economic and social systems. Sustainability means providing a rich quality of life for all and accomplishing this within the means of nature." - Jaimie P. Cloud, Cloud Institute

# United Nations Sustainable Development Goals



# History

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- **Board of Education Policy 5410 - Sustainability - Adopted 2009**

*The Board of Education recognizes the need to live sustainably and to meet the needs of the present without compromising the ability of future generations to meet their own needs*

- **Board of Education Policy 8920 – Campus Sustainability - Adopted 2012**

*Establish and maintain a Sustainability Committee to advise and assist the Board of Education in implementing and monitoring this Policy*

*Establish goals that include but are not limited to reductions in greenhouse gases, energy use, emissions of particulates and other pollutants, water use, and waste generated from District activities*





## The KLSD Learning Commitment:

In the KLSD, we strive to create learning experiences for all students that are *intellectually engaging, relevant*, and take place in *an active learning environment*.

## KLSD Focus Areas





Why sustainability  
became a focus area

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WORLD  
METEOROLOGICAL  
ORGANIZATION

Weather · Climate · Water

# Adapting to Climate Change: a Challenge and an Opportunity for Development



**HARVARD**  
**T.H. CHAN**

SCHOOL OF PUBLIC HEALTH

The case for climate optimism

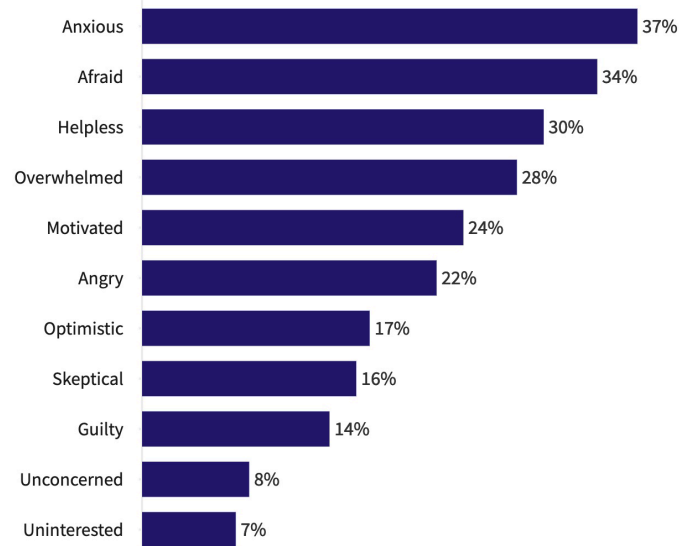
“... being hopeful about the work being done to address climate change can help further that work.”

“It’s important to acknowledge that climate change can make people feel overwhelmed and powerless ...”



# Climate anxiety for students

**When I think about climate change and its effects, I feel: (Select all that apply.)**



SOURCE: EdWeek Research Center survey of young adults age 14 to 18, October 2022

**From: Teens Are Struggling With Climate Anxiety. Schools Haven't Caught Up Yet (Education Week, December 7, 2022)**

**Climate anxiety can be incorporated into districts' SEL work, experts say**

Experts say that teachers should foster a sense of agency and self-efficacy among students when they discuss climate change. While climate change is largely driven by corporations, individuals can still take action—and more than half of the teenagers who responded to the EdWeek survey said they wanted to learn in school what they could personally do to lessen the effects of climate change. About a quarter said when they think of climate change, they feel motivated.

Link to article: <https://www.edweek.org/leadership/teens-are-struggling-with-climate-anxiety-schools-havent-caught-up-yet/2022/12>

## KLSD Focus Areas



# Round One Discussion Questions

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- Introduce yourselves
- What brought you to tonight's Café?
- What is your reaction to the idea that sustainability is a focus area for learning in the district?



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**LET'S**  
**MOVE!**®



Round 2: What does this work look like in our schools?



# New Structures to Support Sustainability Work

## **Sustainability Curriculum Integration Leaders:**

- Jim Panzer, JJHS Science Teacher
- Melissa Brady, JJMS Family and Consumer Science Teacher

## **Staff Developer focused on STEAM and Sustainability:**

- Steve Zoeller, K-12 Staff Developer

## **Sustainability in Our Schools Committee:**

- Originally for teachers and administrators, evolved to include students this year
- Focus on school routines, events and curriculum integration

## **K-12 Green Team:**

- Student Clubs with advisors at each building, focused on sustainability
- Collaborative experiences at district-wide events
  - Trip to Recycling Center, March 2022
  - Student presentation to teachers at Superintendent's Conference Day, February 2023
  - Student presentations to High School students at Workshop Wednesday, March 2023







## District-wide Green Team

- Students and teacher advisors from all five schools
- Focus on student voice and action



# Professional Learning Opportunities

- Work with consultant, Cheney Munson, in 21-22 and 22-23 school years
  - Work with teachers
  - Work with student leaders
  - Keynote and small groups at Superintendent's Conference Day in November 2022
  - Access to resources from The Climascope Project
- Workshops on United Nations Sustainable Development Goals
- Book study on *The World Becomes What We Teach* by Zoe Weil
- Climate Summit at Vassar College on April 25th





# Examples from our classrooms

High school students visited elementary students to teach about sustainability through the Passive House Project.





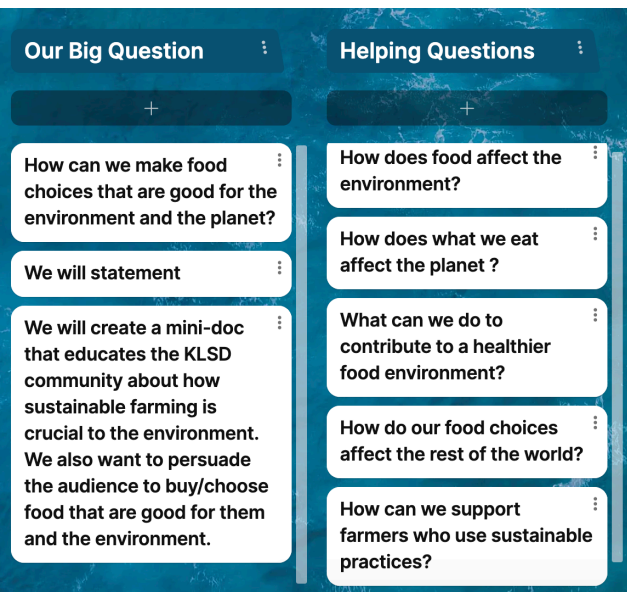


# Examples from our classrooms

Middle School students are creating educational media and action projects to answer the question:

***How can we make food choices that are good for the environment and the planet?***

Connection with **Hilltop Hanover Farm and Environmental Center**



# Let's hear from our students!

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## **High School:**

Ariel Barniv, Senna Levy and Aya Schwartz

## **Middle School:**

Reilly Squadron and Lola DelPino

## **KES:**

Chloe Outman and Eliza Isaacson

## **IMES:**

Drew Vacarro and Lael Williams

## **MPES:**

Avery Purnick and Alexa Roberts



# Round Two

## Discussion Questions

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- What does what you've heard from our teachers and students make you think about?
- What are your wishes and worries for our students and/or for this work?





Time to move again ...



A collection of incandescent light bulbs is arranged on a vibrant green background. Most of the bulbs are unlit, showing their internal filaments. One bulb, located in the upper right quadrant, is illuminated, casting a bright white glow. The text 'Round 3: Leadership of Our BOE Sustainability Committee' is overlaid in white on the lower left side of the image. An orange horizontal bar is positioned at the bottom of the frame.

# Round 3: Leadership of Our BOE Sustainability Committee

# Committee Objectives



## Curriculum

Per the student presentation



## Community

Engagement through students  
This event!

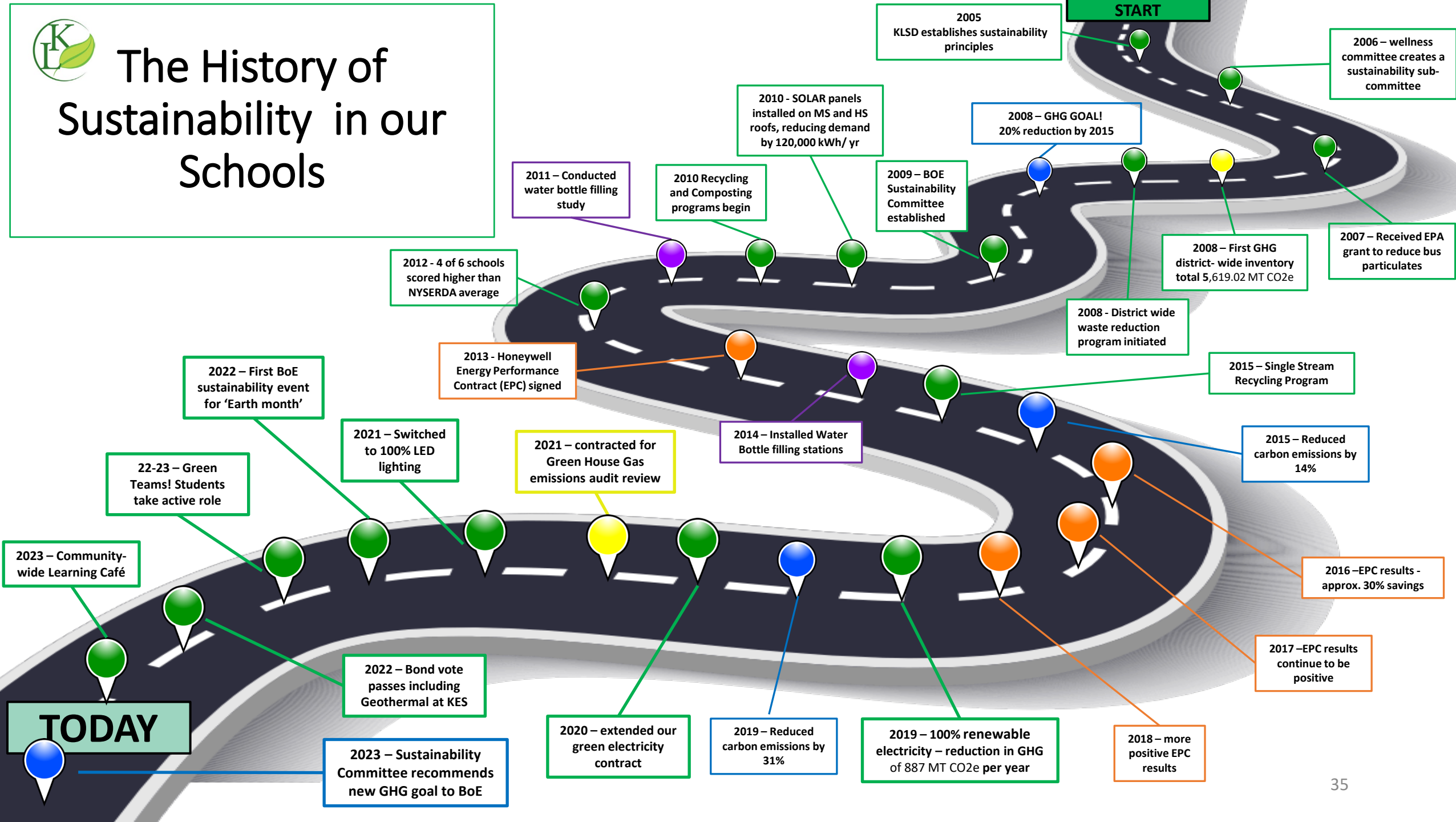


## Infrastructure

What we have already accomplished  
New GHG Goals



# The History of Sustainability in our Schools





New NYS  
Legislation:  
Climate  
Leadership and  
Community  
Protection Act  
(CLCPA)

40% reduction in Greenhouse Gas emissions  
by 2030

70% renewable energy by 2030

100% fossil free electricity by 2040

85% reduction in Greenhouse Gas emissions  
and a carbon neutral economy by 2050

# Electric School Buses



- New York State's fiscal year 2022-2023 budget established a nation-leading commitment for all new school buses purchased to be zero emission by 2027 and all school buses in operation to be electric by 2035.
- In 2022 the KLSD community approved the purchase of a new electric school bus and vans. In future budgets we anticipate purchasing additional buses and electric charging infrastructure.

# Types of Emissions

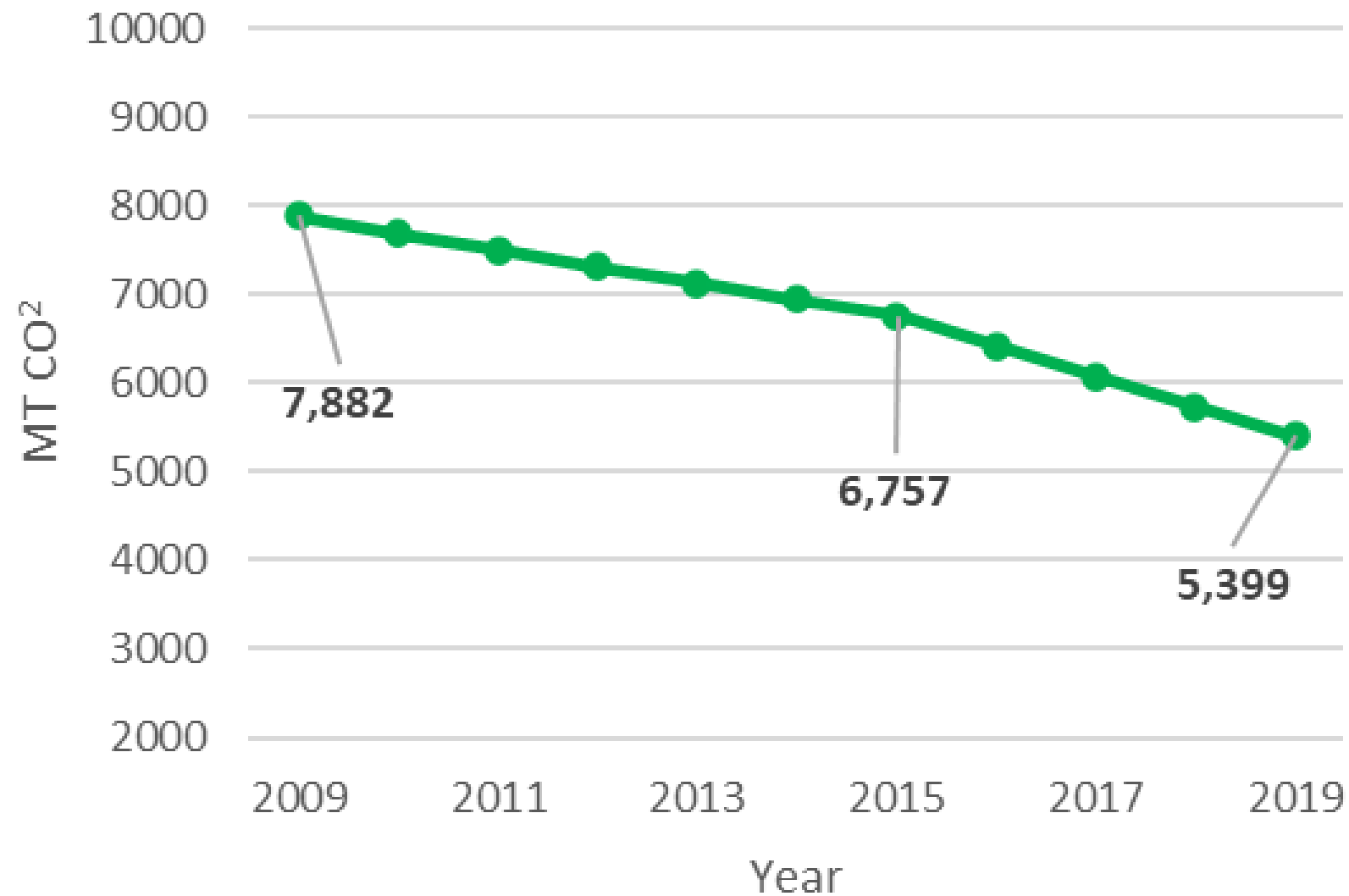
The Greenhouse Gas Protocol recognizes three distinct categories of emissions as follows:

- **Scope 1** emissions are defined as emissions generated onsite from the activities an organization owns or controls.
- **Scope 2** category includes indirect emissions generated from purchased energy.
- **Scope 3** emissions are all those emissions an organizations responsible for, but which happen outside of its walls and are controlled by other parties up and down the value chain.

**KLSD Reported Emission Types**

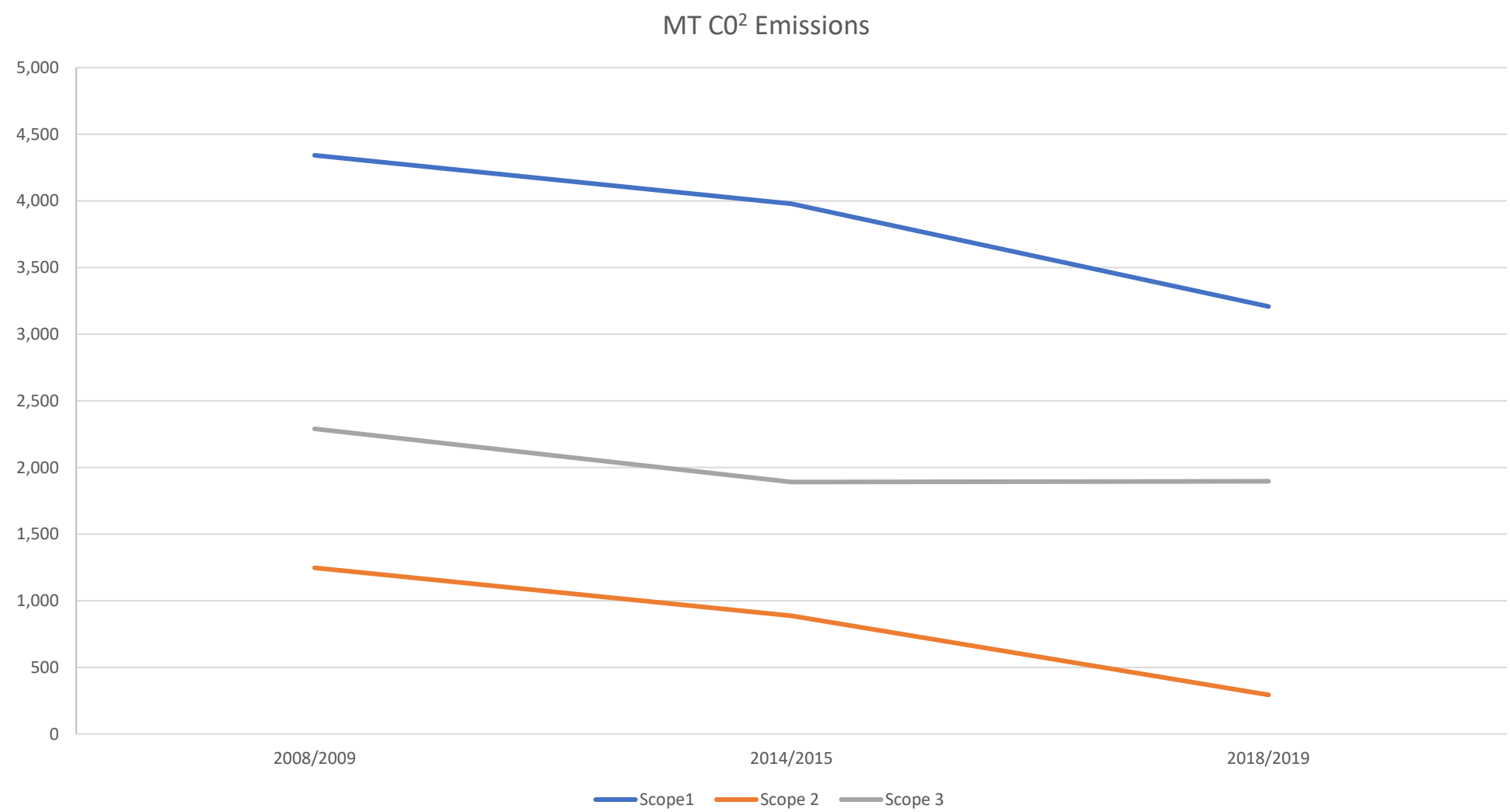
Scope 1	Scope 2	Scope 3
Stationary Combustion (Heating)	Purchased Electricity	Teacher / Employee Commuting
School Buses		Parent / Student Commuting
Maintenance Fleet (trucks, equipment)		Waste Disposal - Landfill
Building and Mobile Refrigerants		Purchased Paper (Supply Chain)

## KLSD CO<sup>2</sup> Emissions Trend

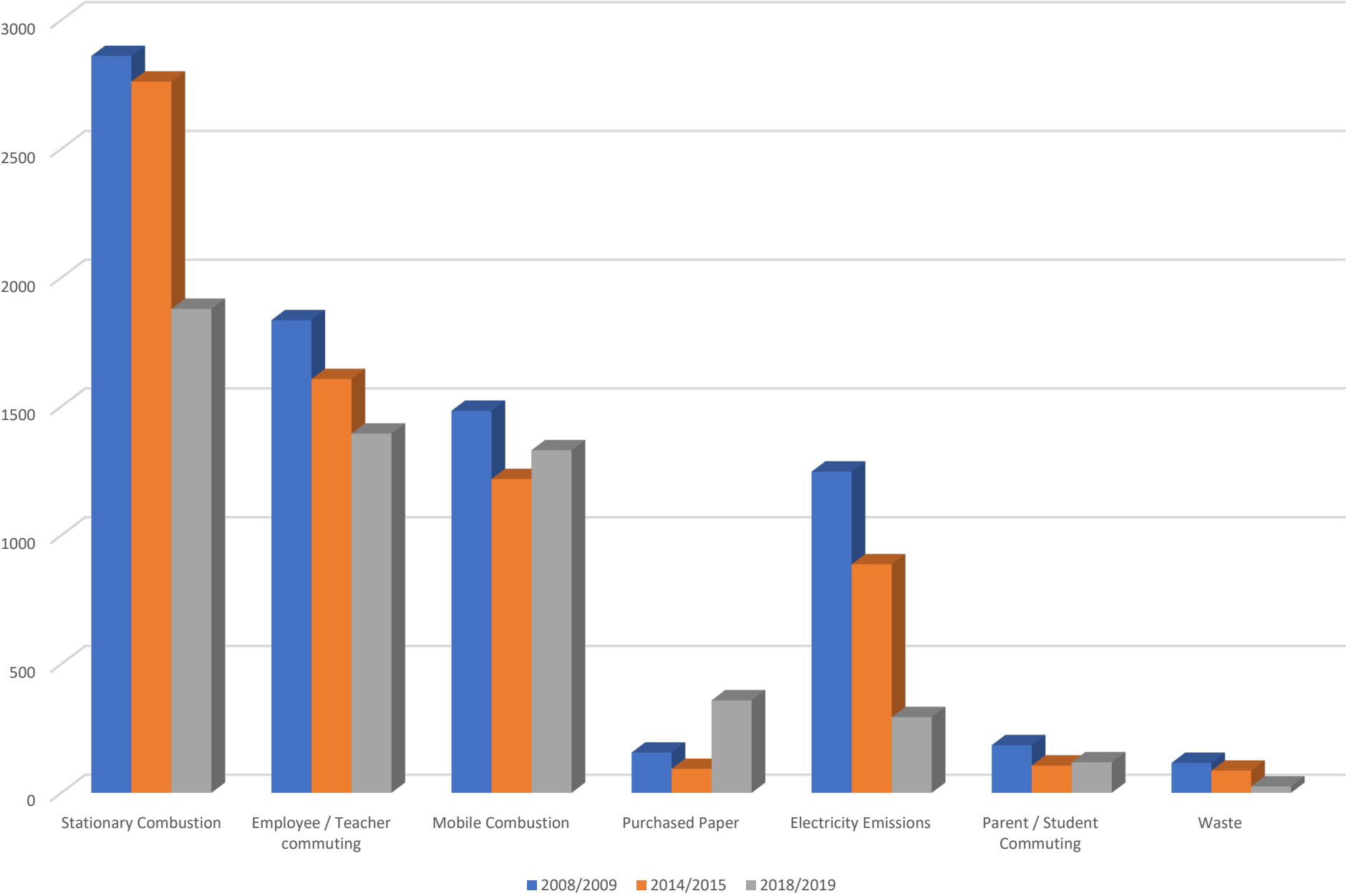




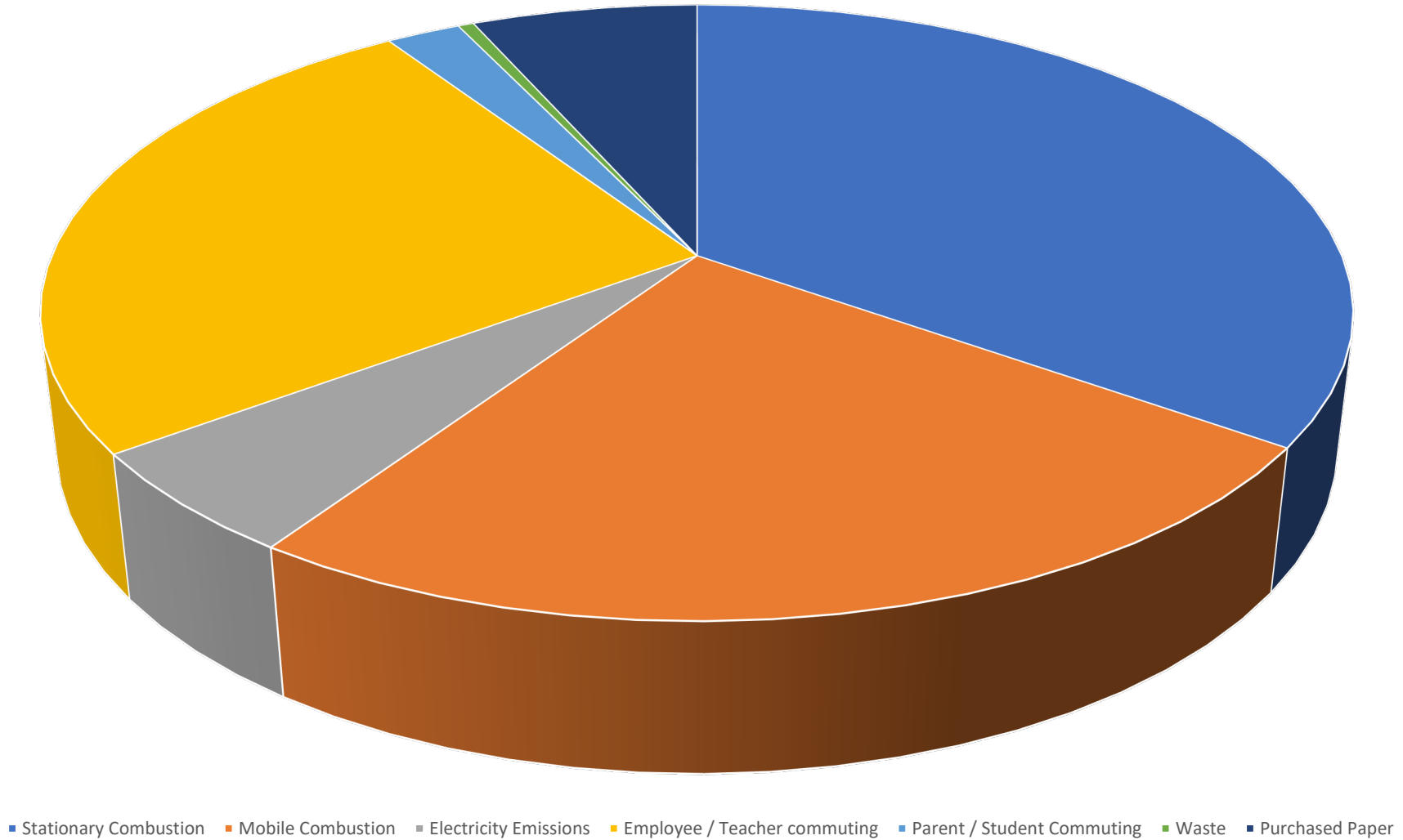
# Measuring our Emissions



Decrease in Emissions by Type



2019 Emissions by Category





# Round Three Discussion Questions

- What did you learn about KLSD's efforts around sustainability tonight?
- What actions will you take to support these efforts?
- Do you have feedback you'd like to provide us?



# Thank you for being a part of our Learning Café!

Join us at our 2nd Annual  
Sustainability Celebration  
on **April 25th from 6:00 to  
7:30** outside the JJHS  
Library!

Sustainability Presentation  
to the Board of Education at  
7:30 meeting.

