



D65 Climate Action Community Meeting

January 23, 2024



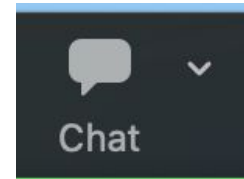
EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

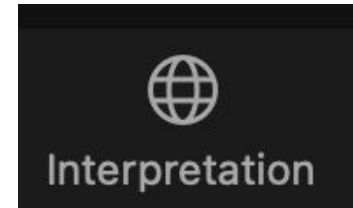


Do you need Spanish Translation?/ ¿Necesita interpretación al español?

Let us know by writing “Yes” or “Si.” in the ‘Chat’ section (see icon on the right)/ Déjenos saber escribiendo “Sí” en la sección de “Chat” (vea el icono/dibujo de la derecha)



If yes, click on Interpretation in Zoom and select Spanish. / Si necesita la interpretación en español, presione el icono que dice “Interpretation” (en la parte baja de su pantalla) y luego, elija la opción “Español”



Agenda



- ❑ Land Acknowledgement
- ❑ Welcome
- ❑ D65 Sustainability Update
- ❑ Questions? Wonderings?
- ❑ D65 Educator Share: Learning in Places
- ❑ Questions? Wonderings?
- ❑ School Sharing: Sustainability + Gardens

Jamboard for Questions?
Wonderings? (Scan QR Code)



Land Acknowledgement

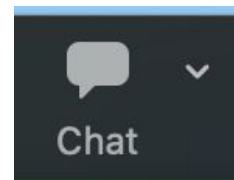
We now invite everyone to acknowledge and pay respect to the traditional custodians of the land on which we are meeting today. Recognizing that we are on stolen land is important because it acknowledges that the present United States is a collection of territories and land purchases accumulated by genocide. We are thankful to be able to be here and have this event. We ask that everyone be conscious of their place on the native lands of North America and our role in colonialism. Remembering the history, and honoring the contributions and traditions of indigenous peoples is one step towards fighting their erasure. We pay respect to the Elders past and present and extend our recognition to their descendants.



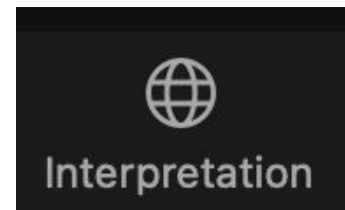


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Our Meeting Norms



- ★ Assume Positive Intent.
- ★ Listen for Understanding.
- ★ Have Grace with Ourselves. Grace with Others.
- ★ Be Solutioned Oriented.
- ★ Expect and accept non-closure.
- ★ Value all voices and make space to hear from everyone (chat, jamboard and/or unmute).
- ★ Sometimes we may not have an immediate answer and will need time to go back to D65 team(s) to better understand.

Additional meeting
norm suggestions?

Add to our Jamboard:
[click here](#) or scan QR
code



SCAN ME

Welcome!

Introduce yourself in the chat:

- your school(s)
- your connection to D65





EVANSTON/SKOKIE
SCHOOL DISTRICT 65

D65

Sustainability Update



2024 Earth Month Activities



School Climate Action Project

Encourage each school to do a [school-wide project](#). Check out our [climate action project ideas](#), a school can pick 1 to do during Earth Month (April).

Stipend available for D65 School Staff, [click here](#)



Classroom Learning

Eco Heroes and Eco Tips google slides will be shared. Encourage Educators to share with their classrooms daily during Earth Week (April 22-26)

Need Inspiration? Check Out our [2023 Earth Month Activities](#).



[REGISTER](#) or scan QR code



SCAN ME

2023 Blueberry Awards Announcement Party!

Meet the 35 Best Nature Books of the Year for Kids 3 - 10+!



Thursday, March 14

7:00pm - 8:30pm

[Add to Calendar](#)



Robert Crown Branch Library

Celebrate the best of children's nature literature from 2023! Hear from enthusiastic library staff, dedicated Ecology Center staff, and Evanston's Sustainability & Resilience Manager, Cara Pratt!

Come to the Robert Crown Community Center lobby for a fun, fast paced introduction to the 2023 Blueberry Awards! Hear book talks of a selection of the books, hear from authors and illustrators, vote on your favorite, rub shoulders with **Evanston area children's literature and climate "celebrities"** and finally, enjoy a firepit, s'mores, and a bookwalk in the Reading Garden!

Please register every member of your party planning to attend! We are limited to 130 people.

The Evanston Ecology Center will be co-hosting this event; we are not at the Ecology Center this year because it will be under construction in March 2024.

Ideas Garden: Sustainability and School Gardens



We need your help to grow a digital garden of sustainability and school garden ideas for District 65. Your ideas will us develop future focus areas & initiatives for climate action in our schools.

Add your ideas! -
[click here](#) or scan
QR Code



Questions? Wonderings?



- Type into the Chat
- Unmute and share
- Add to our [Jamboard](#) (scan QR Code)





D65 Educator Share: Learning in Places

Dr. Alissa Berg, Director of Science

Evangelina Martin (Bessie Rhodes 1st Grade)

Ellen Urquiaga (Dawes 2nd Grade)

A Key Focus Area of the D65 Department of Science



Enhancing our teaching and learning around **equity**, **sustainability**, and **climate action**.

1. Climate Change Unit
2. Inquiry-to-Informed Action Unit Supplements
3. Learning in Places (Partnership with NU)
4. Science Minutes

1. Updated Scope and Sequence (Middle School)



Grade	Unit1	Unit 2	Unit 3
Grade 6	<u>6.1 Light & Matter</u> 5-6 Weeks OpenSciEd	<u>6.2 Thermal Energy</u> 10-11 Weeks OpenSciEd	<u>6.3 Weather, Climate and Water Cycling</u> 11-12 Weeks
Grade 7	<u>7.1 Chemical Reactions and Matter</u> 8-9 Weeks OpenSciEd	<u>7.3 Metabolic Reactions</u> 8-9 Weeks OpenSciEd	<u>7.6 Earth's Resources and Human Impact</u> 9-10 Weeks OpenSciEd
Grade 8	<u>8.1 Contact Forces</u> 9-10 Weeks OpenSciEd	<u>8.4 Earth in Space</u> 9-10 Weeks OpenSciEd	<u>8.5 Variation of Traits (Genetics/Environment)</u> 7-8 Weeks OpenSciEd

High-Quality Instructional Materials





OpenSciEd™

Publisher Response ▾

Home > Explore Reports > Science > OpenSciEd (2022)

edreports

2022

OpenSciEd

PUBLISHER
OpenSciEd

SUBJECT	GRADES	REPORT RELEASE
Science	6-8	02/07/2023

REVIEW TOOL VERSION
v1.5

FORMAT
Core: Comprehensive

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

USABILITY (GATEWAY 3) ⓘ

Meets Expectations



NGSS Design Badge

Awarded: Mar 23, 2022

Awarded To:

OpenSciEd Unit 7.6: How Do Changes in Earth's System Impact Our Communities and What Can We Do About It?

2. Inquiry-to-Informed-Action Unit Supplements



Summer Project Team Members		
Participant	School	Grade-Level Focus
1	King Arts	1st
2 (coach)	King Arts	1st
3	Dawes	3rd
4	Oakton	4th
5	Chute	7th
6	Haven	7th
7	King Arts	7th
8	Nichols	8th
9	Chute	8th

Criteria:

- ❑ Authentic experience for students
- ❑ Aligned to a D65 science unit
- ❑ Students apply and **deepen their standards-aligned learning** through this unit supplement
- ❑ Students research and take action on a meaningful issue that is:
 - ❑ **Justice and/or sustainability related**
 - ❑ Grounded in optimism, joy, and community and cultural assets*

D65 Inquiry-to-Informed-Action Framework
Developed based on CPS Curriculum

Part 1: Call to Action

Purpose & Brief Description
 Focuses and contextualizes the inquiry in a real-world problem that speaks to students' lived experience

Part 2: Investigate the Problem

Purpose & Brief Description
 The investigation of the problem is to fully understand, unpack, and narrow thinking on the problem as students build

Part 3: Culminating Action

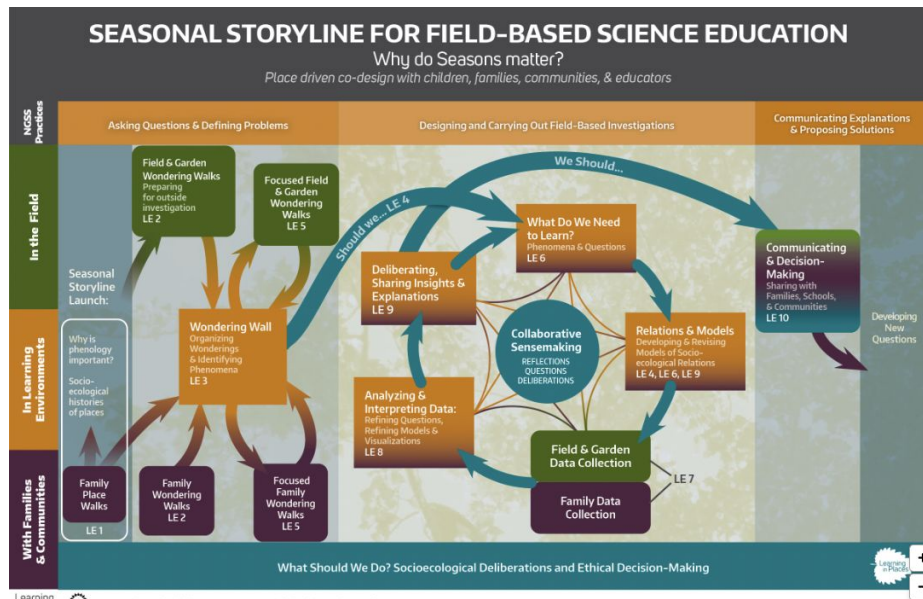
Purpose & Brief Description
 STEM family fun night (1 per trimester) at the end of a unit and the projects. Some groups can present findings and solutions and some groups can be Science Ambassadors, petition signing, etc. The event can host all three Culminating Action pathways. This is where families, community members, feedback partners, experts are invited where students would present their possible solution proposals. (Can also be done as a zoom classroom presentation)
 Can provide sample questions for community attendees to engage with students.
 • Reflection/feedback survey available for all attendees
 • Consider accessibility for all

Steps/Instructional Components	Resources
1. Set up community partners from the beginning of the process (Call to Action Questions)	
2. Set timeline and pacing for project deadlines. • Includes connection to unit and inquiry to action connection • Create intentional schedule for student project check ins	
3. Guide students to create a family/community action based on their investigations that can be facilitated at the STEM night • Inform or create awareness • Join, invite or organize others • Impact systems and policies Is it clear and specific, actionable, responsive, and measurable?	
4. Teach "Presentations 101" • Follow the design process ◦ Empathy stage (Art) ◦ Define the problem ◦ Iteration ◦ Prototype/ How to test • Assign group members roles and responsibilities	
5. Student Ambassador training: • Training on the family activity • Reinforcing concepts and understanding from the Unit	
5. Create feedback survey for families, partners and students	
Ideas for students to take action from Food Empowerment Project: • Boycott/organize a boycott • Sign or create a petition • Spread the word on social media • Create buttons/stickers to create awareness • Continue to educate and share knowledge via newsletter • Convince stores to stop carrying certain products • Contact companies	
Community Event organized to host/ facilitate culminating action (student group presentations, Science ambassadors, etc)	

3. Learning in Places (PreK-4)



- Instructional materials (NGSS aligned) and frameworks
- Outdoor learning
- Ecological caring
- Ethical decision making (wondering walks, civic engagement and action)
- Family involvement



Learning in Places D65 Cohort		
Participant	School	Grade
1	JEH	PreK
2	JEH	PreK
3	Rhodes	K
4	Rhodes	K
5	Rhodes	1
6	Dawes	2
7	Rhodes	2
8	Dawes	3
9	Rhodes	3
10	Lincoln	4
11	D65	Sustainability Coordinator
12	D65	Director of Science

Learning in Places (PreK-4)



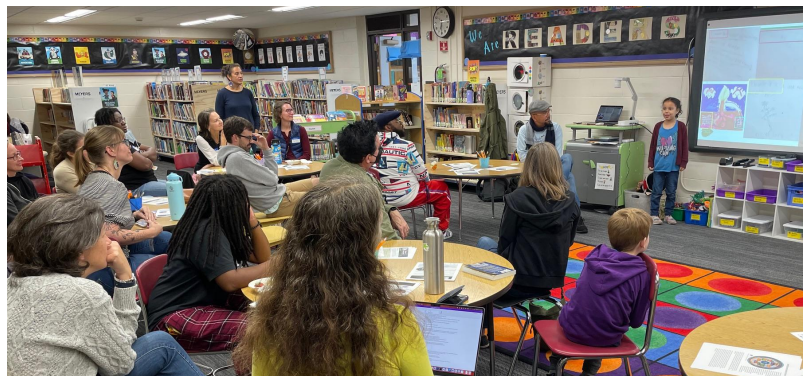
JEH

(Wondering about the nest)



Rhodes

(Wondering about a tomato in
their school garden)



Dawes
Family
Night

10/27/23

Next Family
Night is 2/28/24
@ Rhodes

Part 1: Core Cognitive Models of Human Relationships with the Natural World



Diagram 'Ego-Eco'-Humankind is part of the ecosystem, not apart from or above it. This diagram depicts this simple fact clearly (diagram: S. Lehmann, 2010).

Apart from

A part of

4. Science Minutes

Middle School Redesign:
Proposed Schedules all have increased science minutes.



SY22-23

Guidelines (Monolingual) SY 2022-23	K-2				3-5		
	Typical	Range (Min - Max)			Typical	Range (Min - Max)	
Reading/ELA	140	125	155		135	120	150
Math	60	60	75		60	60	75
Acceleration Block (ELA / Math)	30	20	40		30	20	40
Science / Social Studies	30	30	45		35	30	60
SEL / Morning Meetings / Closing Meeting	20	15	30		20	15	30
<i>TOTAL Classroom Teacher Minutes</i>	<i>280</i>	<i>250</i>	<i>345</i>		<i>280</i>	<i>245</i>	<i>355</i>
Physical Education	20	20	20		20	20	20
Fine Arts/Specials	40	40	40		40	40	40
Lunch/Recess	50	50	50		50	50	50
<i>TOTAL Other Minutes</i>	<i>110</i>	<i>110</i>	<i>110</i>		<i>110</i>	<i>110</i>	<i>110</i>
Total Minutes	390	360	460		390	355	470

SY23-24

Guidelines (Monolingual) SY 2023-24	K-2				3-5		
	Typical	Range (Min - Max)			Typical	Range (Min - Max)	
Reading/ELA	140	130	150		120	110	130
Math	60	60	75		60	60	75
Acceleration/WIN Block (ELA / Math)	30	20	40		30	20	40
Science / Social Studies	30	30	45		50	40	60
SEL / Morning Meetings / Closing Meeting	20	15	30		20	15	30
<i>TOTAL Classroom Teacher Minutes</i>	<i>280</i>	<i>255</i>	<i>340</i>		<i>280</i>	<i>245</i>	<i>335</i>
Physical Education	20	20	20		20	20	20
Fine Arts/Specials	40	40	40		40	40	40
Lunch/Recess	50	50	50		50	50	50
<i>TOTAL Other Minutes</i>	<i>110</i>	<i>110</i>	<i>110</i>		<i>110</i>	<i>110</i>	<i>110</i>
Total Minutes	390	365	450		390	355	445



Sustainability

- **Learning in Places:**
 - Bi-weekly partnership meetings with NU
 - Spring family & community-based organization co-design
 - Family Nights: Fall, Winter, Spring
 - 2024 Summer Summit for D65 Educators (PreK-8)
 - Year 2 Cohort for D65 Educators (PreK-8)
 - Year 3: integrated into D65 Curriculum
- **Climate Action Unit:**
 - Complete the 7th Grade inquiry to informed action supplement and incorporate it into our science curriculum (Summer 2024)
 - Plan student Climate Action showcase (SY24-25)
- **Science Minutes:**
 - K-2: During the instructional materials adoption process we will know how many minutes to include in the district's guidance.
 - K-5: Work with cross-content directors to develop realistic sample schedules with school leader, coach, and educator input.

Educator and Student Experience



Ms. Martin (Rhodes)

**Etapas tempranas de nuestra
jornada en Aprendiendo en
Lugares**

**Early Stages of Our Learning
Journey In Learning in Places**



**Registrando
nuestras
observaciones
Recording our
observations**



**A través de nuestros recorridos, nos dimos cuenta que
necesitamos ser mejores observadores.**

**Through our wondering talks we realized we needed to
become better observers of our place. The whole class
set the goal of learning to observe “really observe”**

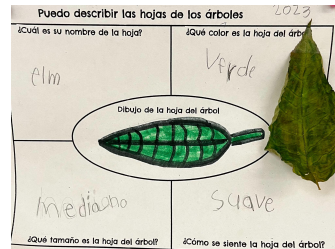
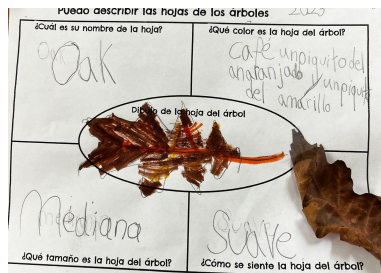
Nuestros recorridos por la escuela

Our Schoolyard Wondering Walks



Nuestras observaciones se están volviendo más detalladas

Our observations are becoming increasingly detailed



Nuestras representaciones incluyen, rotulos, color y dibujos.

Our representations include labels, coloring, and drawings.

Las plantas en nuestro salón

Plants growing in our classroom

Nuestras representaciones son más claras y directas sobre lo que observamos

We are more intentional in the representations about what we observe



¡Esto nos será muy útil para nuestros próximos recorridos e investigaciones!



This will be helpful in our future wondering walks and investigations!

Educator and Student Experience: Dawes, Ms Urquiaga

Milkweed and other questions:(Why? What? How?)





I wonder how long does it take for a tree to grow and plants?
how many butterflies have colors?

I wonder why the balls are there's

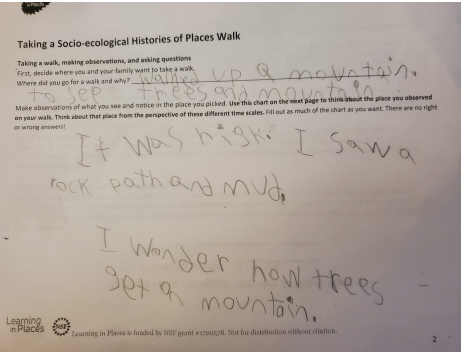
Bees & butterflies
how does milk weed grow?
what the heck is this?
shed with corn
new plants called chest



think it is a oak tree
new tree!
new Grass!

Taking a Socio-ecological Histories of Places Walk
Taking a walk, making observations, and asking questions
First, decide where you and your family want to take a walk.
Where did you go for a walk and why? walked up a mountain to see trees and mountain.
Make observations of what you see and notice in the place you picked. Use this chart on the next page to think about the place you observed on your walk. Think about that place from the perspective of these different time scales. Fill out as much of the chart as you want. There are no right or wrong answers!
It was high. I saw a rock path and mud.
I wonder how trees got a mountain.

Language Work: Family Learning across subject areas



Azi and Baba Wondering Walk 10/4/23

We went for a walk at Gillsom Park, a place where we recently saw a Cooper's Hawk catch a Yellow-rumped Warbler. Today we were going to look for birds and whatever else we might see. It was a blustery day and at first we didn't see many birds as we made our way down to the beach. We talked about why it seemed so quiet and wondered if it had to do with the wind or the lack of sunshine. Azi thought that perhaps they preferred the sun.

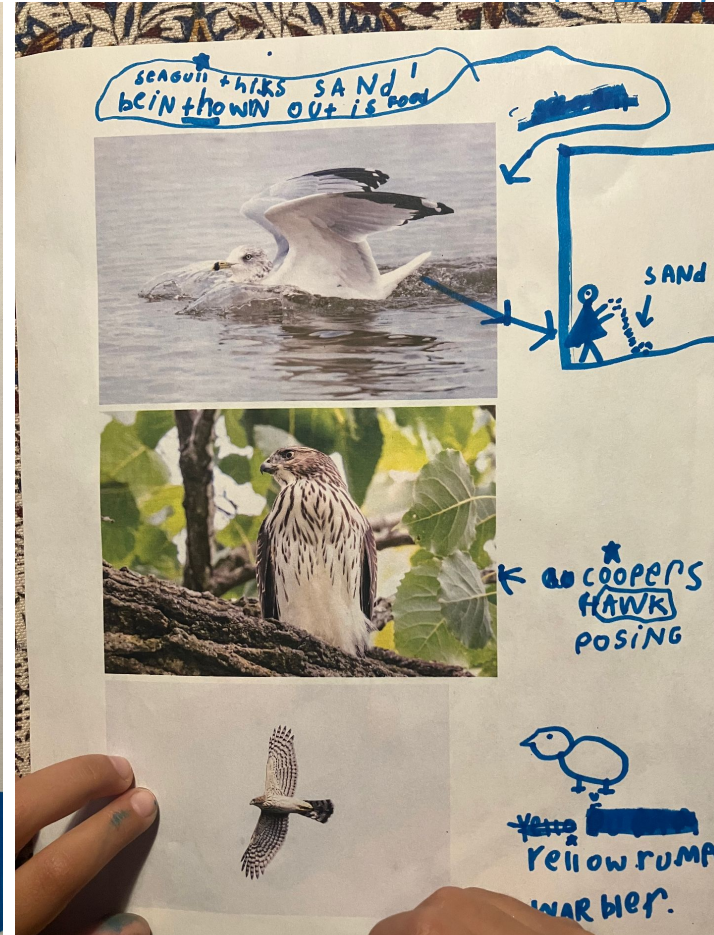
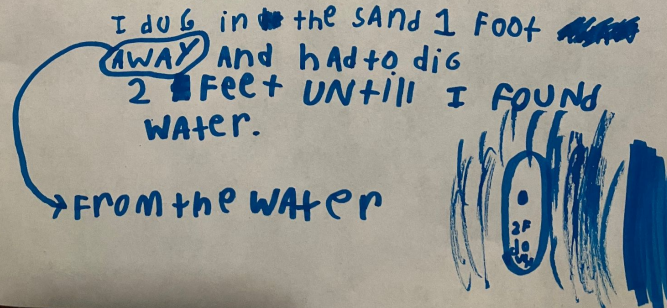
Once at the beach We saw a cormorant and some gulls (pictured). Azi played in the sand for a long while, digging a few feet away from the lake and hoping to find water. She kept going and then found sand that acted like water but no real water. We talked about how she was just getting down to the level of the lake. She kept digging and suddenly a small pool appeared at the bottom of the hole and she was triumphant.

As we left the beach, we sat for a snack and I asked Azi what she thought the area looked like a hundred years ago. She said there probably weren't any trees because it takes them a long time to grow, assuming the trees present were all planted at some point. I offered that perhaps the forest went all the way to the water and had been cut back to make the park. She felt that was just as ~~likely~~ **Agreeable**.

We wondered what the place would look like in winter "snow everywhere" - Azi
We talked about which birds stay here and which ones are passing through.

Then we saw a juvenile Cooper's Hawk (pictured) fly across the field and land in a distant tree. We followed and took some photos from below while keeping an eye out for bees flying around us in the grass. After a short while the hawk flew away and we spent the rest of the time at the playground before leaving. I call Azi my "Cooper's Hawk good luck charm" and she says it's because of her hawk vision and that they recognize her. We have been out 3 times together in the last 2 weeks and seen the hawks every time.

We wonder what will turn up next week.



Join Us: D65 Parent University and Learning in Places



— EVANSTON/SKOKIE SCHOOL DISTRICT 65 —
PARENT UNIVERSITY



LEARNING IN PLACES EVENT

FEBRUARY 28 2024

5:30 pm – 7:30 p.m.

Dr. Bessie Rhodes School
of Global Studies
3701 Davis Street
Skokie, IL 60076



REGISTER HERE



Guest Speakers

**Dr. Megan Bang and
Dr. Shirin Vossoughi**

Join us for a family friendly
event to learn about outdoor
place based learning !
Bring warm clothing for an
outdoor walk!

Light snacks 5:30pm – 6:00pm
Program 6:00–7:00pm

ALL ARE WELCOME!

Questions? Wonderings?



- Type into the Chat
- Unmute and share
- Add to our [Jamboard](#) (scan QR Code)



School Sharing: Sustainability + Gardens



D65 Sustainability Resources



Check out the following resources!

- ★ [D65 Sustainability Focus: 23-24 School Year](#)
- ★ [D65 Guidance for Climate Action and Gardens at Schools: 23-24 School Year](#)
- ★ Karen Bireta, Sustainability Coordinator biretak@district65.net

Growing our D65 Climate Action Community at every D65 school!

Please update or add contacts to this school year's [contact list!](#)

- ★ Climate Action Team chairs / committee members
- ★ Garden Team leads
- ★ Climate Clubs
- ★ Educators / Staff passionate about sustainability
- ★ PTA emails
- ★ School PTA emails to Families

D65 Sustainability & Garden Resources



Check out our library of D65 resources for sustainability and school gardens!

★ [Click Here](#)

★ Scan QR Code —>



Growing our Community: Stay in Touch

[Click here](#) or Scan QR Code to join one (or more) of our google groups: stay in touch and receive periodic updates.



D65 School Garden Google Group

Open to all D65 Staff, caregivers, community members involved in our D65 school gardens

d65-school-garden-community-user-created@district65.net

D65 Climate Action Google Group

Open to all caregivers, community members

d65climateactionteams@googlegroups.com

D65 Staff Climate Action Google Group

Open to all D65 Staff

climate-action-d65-staff-user-created@district65.net

D65 Climate Action Community Meetings



SAVE THE DATE

September 19 at 4-5pm, zoom

January 23 at 4-5pm, zoom

April 16 at 4-5pm, zoom

23-24
School
Year



D65 Reunión de la comunidad de acción por el clima



RESERVA LA FECHA

19 de septiembre a las 4-5pm, zoom

23 de enero a las 4-5pm, zoom

16 de abril a las 4-5pm, zoom

23-24
curso
escolar





Thank You!
Gracias!