

Tahoe Truckee USD

Board Policy

Environmental Education

BP 6142.5

Instruction

~~The~~**The** Governing Board recognizes that schools play a crucial role in educating students about the importance of **relationship between humans and the environment** ~~natural world~~ and in preparing them to be stewards of natural resources. ~~The Board believes that students should value~~**have** the environment, respect all life forms, understand the basic ecological **skills, knowledge, and principles** which support the planet, and live an ecologically responsible life-style.

~~(cf. 6000 – Concepts and Roles)~~

~~(cf. 6142.3 – Civic Education)~~

~~The Superintendent Chief Learning Officer or designee shall develop an~~**needed to solve** environmental education program that is aligned with state academic standards and curriculum frameworks.~~problems. The Board believes that all students should understand ecological systems and the impact of human action on such systems, including, but not limited to, climate change. The Superintendent Chief Learning Officer or designee shall determine how the district's environmental education program shall promote environmental literacy and shall prepare students to be stewards of natural resources and live an environmentally sustainable lifestyle.~~

The district's local control and accountability plan may include local goals and priorities for environmental literacy.

~~The~~ district's environmental education program ~~will~~**may** be integrated into ~~taught across the district's~~**district curriculum in** science curriculum and other subjects and courses in which the concepts may be explicitly and systematically taught.

~~(cf. 6011 – Academic Standards)~~

~~(cf. 6141 – Curriculum Development and Evaluation)~~

~~(cf. 6142.93 – Science Instruction)~~

~~(cf. 6143 – Courses of Study)~~

~~The goal of the district's environmental education program, history-social science, English language arts, health, and, to the extent practicable, mathematics. Such instruction shall be to provide students with an understanding of~~**aligned with state-adopted standards and curriculum frameworks and may include, but not be limited to,** the interactions and interdependence of human societies and natural systems, people's dependence and influence on natural systems, the ways that natural systems change and how people can benefit and influence that change, the fact that there are no boundaries to prevent matter

from flowing between systems, and the fact that decisions affecting resources and natural systems are complex and involve many factors.

The district's program ~~shall emphasize a coordination of instructional resources with~~ **may also provide for** active student participation in onsite resource conservation and management programs and the promotion of service learning partnerships.

~~(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)~~

~~(cf. 3511 – Energy and Water Management)~~

~~(cf. 3511.1 – Integrated Waste Management)~~

~~(cf. 3514 – Environmental Safety)~~

~~(cf. 5030 – Student Wellness)~~

~~(cf. 6142.4 – Service Learning/Community Service Classes)~~

~~(cf. 6153 – School Sponsored Trips)~~

The Superintendent Chief Learning Officer or designee may collaborate with other local educational agencies and/or community-based organizations to enhance the curriculum and learning experiences provided to students.

The Superintendent Chief Learning Officer or designee shall ensure that environment-based learning experiences are made available on an equitable basis and that the environmental literacy curriculum reflects the linguistic, ethnic, and socioeconomic diversity of California.

As appropriate, the Superintendent Chief Learning Officer or designee shall provide professional development for teachers in the development and effective implementation of curriculum and activities inside and outside of the classroom that promote environmental literacy.