

D65 Candidate Survey

Thanks so much for taking a few minutes to complete the survey! Our goal is to help voters make informed decisions.

Email address *

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1. Implementation of a formal environmental literacy and climate justice curriculum would empower our future generations to be knowledgeable, environmentally aware global citizens. Do you support the development of a Climate Justice curriculum and a general adoption of Environmental Science lessons for kindergarten through eighth grade? (for an example of such a curriculum see: <https://www.zinnedproject.org/campaigns/teach-climate-justice>) *

Yes

No

2. Energy consumption in buildings is the greatest source of greenhouse gas emissions in Evanston.

a. Would you support electrifying buildings?

Yes

No

b. Would you endorse development of a long-term infrastructure planning process to incorporate facility upgrades and replacements, such as HVAC and lighting systems, that incorporate climate change-conscious approaches? *

Yes

No

c. How can long-term Buildings and Grounds Planning be advocated on schools' short-term budgets? *

The district is planning to do a facilities audit as part of its long-term planning and addressing of the structural deficit, and part of that audit should be the costs and benefits of sustainable and greener repairs to buildings and whether buildings can/should be retrofitted and upgraded appropriately. If we're going to spend money on repairs to extend the life of buildings, we should do it in an environmentally as well as fiscally responsible way.

3. Would you support events such as a D65 Green Team end-of-year locker & classroom cleanout? *

Yes

No

4. Would you support an official D65 Earth Week to be held every April? *

Yes

No

a. Would you support (D65 Green Team-established) Earth Week programs such as the "10 Second Film Festival" for students to express their environmental ideas and creative solutions?

Yes

No

6. The USDA estimates that 30 to 40 percent of food is wasted in the U.S. Large amounts of food are wasted across the district even though as many as 14 percent of Evanston residents may be food insecure. What are your top 2-3 ideas to help ensure that the school community understands how to implement Evanston's zero food waste goals? *

Food waste in lunchrooms is related to a number of structural issues. What I observed the few times I volunteered at my children's lunchroom is that students don't have enough time to eat. By the time they get through the lunch line with their food and get help opening packages and so forth, they have just a few minutes to eat, esp if they don't want to miss out on recess. Lack of choice may also contribute to waste. Shortness of lunch period is a much bigger issue not easily addressed in the short term, but the "offer" rather than automatically "serve" approach may mitigate waste. In addition to hot lunch, a "grab-n-go" option (sack lunch) may help students have more time to eat and perhaps even save a snack or fruit for later. Figuring out a way to divert uneaten/unopened foods out of the landfill/compost may have the biggest impact. This will require partnerships with local food banks/soup kitchens and an operational infrastructure that may have to rely largely on volunteer labor initially. We can also assess what we've learned about food distribution during the pandemic. Could some of the uneaten foods be redistributed directly to families in a way that does not stigmatize? I'm thinking, too, about the mutual aid efforts that sprang up with give & take bins and even refrigerators for perishables like milk. Part of thinking about sustainability through an equity lens will require an assessment of what barriers to access currently exist and how we can minimize or eliminate such barriers.

If you have other thoughts/ details to share, please do so below.

I think there are many opportunities to creatively integrate environmental justice and climate issues, which are inherently interdisciplinary, into the curriculum and extracurricular activities. It's usually easier as a start (from a human resources perspective) to hook onto existing efforts. For example, how can environmental justice issues be integrated into Black Lives Matter curricula? Or, how might a science lesson help students visualize greenhouse gases and how they warm the earth? I would very much like to see field trips and other outdoor experiences that explicitly reinforce the connectedness of natural systems right in our back yard, not so much through didactic lessons, but through experiential encounters and observations that are tactile and sensory. Individual efforts (recycling, composting, etc.) are important, but if there were to be a formal curriculum, I would want it to ensure that students (even as young as K) understand the systemic nature of the problem (human activities dependent on fossil fuels contributing to rise in global temperatures and the cascading effects) and then by middle school, understand the policy changes that need to happen and the coordinated efforts required to address it. Featuring young activists and organizations would be inspiring. Like all justice movements, there needs to be an emphasis on collectivity, solidarity, and organizing across diverse groups, not on individual good deeds.

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