

Policy Committee Meeting
Monday, January 4, 2021 4:00 PM

Virtual

Agenda

1. 4:00 pm - Introductions
2. 4:05 pm - Committee Discussion: 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property
3. 4:50 pm - Committee Discussion: 4.xx.xxx-P Anti-Racist Learning Communities
4. 5:20 pm - Discussion and Update: 5.10.064-P Professional Conduct Policy
5. 5:40 pm - Committee Discussion: 2.xx.xxx-P Climate Crisis Response
6. 6:40 pm - Policy in Public Comment Period: 4.30.050-P Student Suicide Prevention
7. 6:50 pm - Public Comment
5 Two-Minute slots
**To sign-up for public comment email*
PublicComment@pps.net or call
Kara Bradshaw at 503-916-3906.
8. 7:00 pm - Adjourn



Preservation, Maintenance, and Disposition of District Real Property

~~DEC 30~~OCT 18 2020 DRAFT

~~The Portland Public Schools Board of Education recognizes that the District's real property assets have been bequeathed entrusted to us by previous generations to serve the students of Portland. We, therefore, have a fiduciary responsibility to preserve and maintain them in a manner that will the District's real property assets to serve current students and to ensure that the District can is able to serve not only its current students, but also students of future generations for decades to come.~~

~~The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.~~

~~We acknowledge that federal, state and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning and planning that restricted or prevented set back the ability of Black, Indigenous and communities of color to participate economically and own from land ownership, and led to their disproportionate displacement through "urban renewal" or gentrification. real estate assets.~~

~~For that reason, transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own to serve students enrolled its schools and programs and educational services now and in the future and, eOnly on rare occasions, will the District sell a property without replacing that property with an equivalent or better property.~~

Duty to Maintain and Preserve Real Property

~~With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations.~~

~~Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.~~



Preservation, Maintenance, and Disposition of District Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

Sale or Long-Term Lease of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property lease or sale on fulfillment of the District's educational mission over the long term. ~~Selling Sale of a District property without replacing it with an equivalent or better property shall be a last resort be considered only in the absence of a viable alternative. — Whenever possible, Any long-term disposition of District property should take the form of a long-term lease- rather than a permanent sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use. Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale.~~

The Board of Education directs the following:



Preservation, Maintenance, and Disposition of District Real Property

~~1. Superintendent's Real Property Long-Term Lease or Sale Recommendation: The Superintendent shall ~~develop and adopt an administrative directive establishing a process for developing~~ make recommendations to the Board on the long-term lease or sale of any District property. ~~The process shall include at a minimum the following components:~~~~

~~a. Notification of the Board of Education.~~

~~b. A summary of the factors considered in the development of the recommendation, including an analysis of implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a market and needs analysis.~~

Sale of District Property Recommendation-Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof appropriate prudent and necessary for sale. In the unlikely event If the Board determines that it is prudent or necessary to sell a District property, ~~is appropriate for sale~~, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold. -

~~2.1. In the unlikely event that a sale is deemed necessary or prudent, every effort should be made to ensure that the property remain within the public domain in perpetuity in support of the public good as originally intended.~~

2. Sale process: Once ~~the property is~~ the Board declares ~~that it is prudent or necessary to sell a District property appropriate for sale by the Board~~, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

~~3. _____~~

Presumption of Market ~~Rate~~ Terms:

When selling, leasing, or otherwise entering into transactions involving real property, the District shall pursue maximum market value and other then-current market terms. ~~U~~ nless the Board adopts a resolution that makes an express finding that the disposition transaction involving of District property for less than market terms rate



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confers significant benefit to the District and the communities it serves, ~~the District shall pursue maximum market value for any sale, lease, or disposition under this policy.~~ Any express finding justifying less than market terms shall be under exceptional circumstances, consider the following factors or combination of factors, and be assessed through the PPS Racial Equity & Social Justice lens:

- a. Extraordinary ~~General~~ economic or other unusual ~~conditions~~ circumstances beyond the control of all parties (“Extraordinary Circumstances”). In this case, the other party must provide ~~documentation~~ evidence of the impact of these circumstances on ~~their~~ its financial status, ~~evidence of prior prudent efforts to manage risks and impacts, and of efforts made to explore options other than financial or other relief from PPS~~ the District, ~~such as recession or pandemic~~
 - b. The costs and/or benefits to PPS the District of offering below-market terms.
 - c. ;
 - a. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, ~~and/or~~ LGBTQ students; ~~and~~
 - d. Official ~~c~~Connection of the other party to the District or its students (e.g., PPS charter school, an organization providing direct services to PPS students); and
 - e. The party on the other side of the transaction is a public entity that intends to actively use the property for public purposes.
4. —

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which by PPS because of Extraordinary Circumstances, the below-market terms shall be limited to the period of time when the impacts from the Extraordinary Circumstances exist; after that, market terms shall be restored for any remainder of the lease. These factors shall ~~be applied more stringently~~ apply in the case of sale or other permanent disposition of any real property other than granting rights of way or easements that are a condition of development imposed by the authorizing governmental agency or utility. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.



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Notwithstanding any other part of this policy, if District property -in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in -the grant or by state or federal regulations.

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts), in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects, and-or in which the transaction can be terminated by the District within ~~3~~90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the ~~b~~Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.

Anti-Racist & Anti-Oppression Learning Communities 4.XX.XXX-P

12/30/20 Draft

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, **affirming and** free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is **affirming and** free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is **affirming and** free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

II. Definitions

1. “Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. “Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national

origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#), and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
- b. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school or program.

~~It is important for students and staff to understand the historical context of hate symbols. For example, the swastika was appropriated in the 1930s by Nazis in Germany where it became a symbol of terror for Jews, Romany, and other minorities.~~

3. “Hate Speech” means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin.

III. Expectations and Consequences

We will not tolerate in our schools or programs or activities or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult clothing, apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy.

~~The District prohibits the use or display of any symbols of hate on District grounds or in any District or school-sponsored program, service, school, or activity, except where used in teaching curriculum that is aligned to the Oregon State Standards. In addition, the District will incorporate learning opportunities to support the goals of this policy.~~

~~The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. The District has adopted restorative justice practices in the belief that they offer the best process for achieving positive outcomes in resolving conflicts. As part of this practice, the District will endeavor to address incidents of bias and hate speech using these practices when it is appropriate. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required pursuant to the Student Conduct and Discipline Policy [hyperlink] which will include appropriate consequences including discipline. Incidents involving adults may result in discipline and/or trespass.~~

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: ___/20



**Professional Conduct
Between Adults and
Students**

PURPOSE

District staff show extraordinary dedication and care in their daily work with students. A hallmark of this commitment is the development of strong relationships between adults and students. We believe that:

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
- B. Consistent relationship boundaries help children feel safe. Boundaries help them trust adults and help them know what is healthy behavior.
- C. Children need adults to be adults. Adults' behaviors set the conditions for healthy relationships.
- D. Adults are responsible for creating safe spaces.

The purpose of this policy is to establish common understanding and expectations for all adults in our District on setting consistent and safe boundaries with students. Those boundaries maintain the healthy relationships and safe spaces that students need to thrive.

GENERAL STANDARDS & DEFINITIONS

- A. For purposes of this policy, **except as specifically noted**, "adults" include any and all District employees, coaches, substitutes, contracted service providers, and volunteers in their interactions with students in District schools and programs.
- B. "Student" means any person: (1) Who is: (a) In any grade from pre-kindergarten through grade 12; or (b) Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or (2) Who was previously known to the adult covered under this policy as a



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student and who left school or graduated from high school within 90 days of any alleged conduct violating this policy.

- C. For purposes of this policy, the term “legitimate educational purpose” includes matters or communications related to teaching, counseling, athletics, extracurricular activities, social-emotional support that serves the interest of the student, treatment of a student’s physical injury or other medical needs, school administration, or other purposes within the scope of the adult’s employment or other District-related duties.
- D. A “boundary violation” is behavior or interaction by an adult with a student that has no legitimate educational purpose and has the potential to cause harm to the student.
- E. All adults should maintain the highest professional and ethical standards when interacting with students. These standards are defined by the Oregon Teacher Standards and Practices Commission and by District policy.
- F. Volunteers play unique and important roles in students’ lives, and many also have relationships outside the school setting. **This policy applies to volunteers in the context of their volunteer commitment with the District.** The District expects volunteers to maintain appropriate conduct with students when they are engaged in District-authorized activities as outlined in this and other policies.

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

The interactions and relationships between adults and students should be based upon respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of our schools. Adults may not intrude or appear to intrude on a student’s physical and



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emotional boundaries unless the purpose of the interaction is to serve a legitimate educational purpose.

Adults **with direct, unsupervised contact with students** are required to complete annual training provided by the District on sexual conduct prevention to provide guidance and establish appropriate professional boundaries for student-adult interactions.

We recognize that forming a relationship with students is an important aspect of teaching; however, adults should not engage in discussions with students when its purpose is to meet the adult's personal needs rather than the student's needs. If a student initiates a discussion about a significant personal or family problem, adults are encouraged to seek guidance from appropriate resources such as their principal or school counselors, as needed.

B. Conduct Outside a School Setting

Adults shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting. Informal and social involvements with individual students should be based on appropriate professional boundaries. Volunteers with community-based relationships with students are not subject to this provision in their relationships with those students in non-District settings. In addition to regular classroom instruction and extracurricular activities, staff members may also act in their professional capacity outside of the school day—for example, in providing before- and after-care, tutoring to improve students' academic skills, mentoring that provides students with positive role models, answering questions about school assignments, hosting school-sanctioned or school-sponsored activities and events. We recognize that adults will also encounter students out in our community in the normal course of their personal lives.

Even during non-school hours, when District employees and third-party contractors are acting in their professional capacity, they must maintain at all times ethical standards consistent with Teachers Standards and Practices



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Commission (TSPC) standards and District policies.

One-to-one tutoring and mentoring offered during school or non-school hours must take place at the school unless the principal or appropriate supervisor has received prior notification of an off-site location and written permission from the parent/guardian has been obtained. Unless otherwise approved by the principal or other District administrator, volunteers on District property must be under the supervision of a District staff member.

C. Appropriate Personal and Community Relationships

There may be circumstances where there is an appropriate personal relationship between staff and a student's family that exists independently of the staff member's position with the District (*e.g.*, when the families' children are friends). This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships.

The District understands that adults may be involved in other roles in the community through civic, religious, family, athletic, scouting, private tutoring, or other organizations and programs whose participants may include District students. This policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, staff members are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

D. Appropriate Use of Email, Websites & Social Media

The District allows and supports the use of technology to communicate transparently and for legitimate educational purposes. As with all forms of communication, adults are expected to maintain professional boundaries with students when communicating via electronic communications and social media.



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Staff or students may use approved educational websites if such sites are used solely for legitimate educational purposes.

1. Email Communication

All email communications from employees to students must be through a PPS-provided email address as described in the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.

2. Social Media

District employees who wish to use social media as a tool to assist them in their professional duties must maintain separate accounts for professional and personal social media use and may follow or accept requests to connect from students only through their professional social media presence established consistent with the requirements set forth in the Social Media Administrative Directive 8.60.045-AD. Staff should have no expectation of privacy when communicating to students, including on a social media platform (*e.g.* Facebook, Twitter). Staff should not promise students absolute confidentiality in their communications.

3. Group Text Messages

The use of group text messaging has become a convenient tool for coaches and other staff working with students to relay information. District employees and third-party contractors shall use this method of communication only with both District approval and parental knowledge. Text messages to individual students **through District-approved platforms** shall contain only information with a legitimate educational purpose.



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E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.

2. Personal communication with students

Connecting with students and building rapport is an important component to the staff-student relationship, and adults should promote healthy relationships with all students.

There are many times when a staff member's request for personal information is for a legitimate educational purpose. For example, personal reflection, relationships, or experiences are often part of a journaling exercise, and this policy is not intended to interfere with or impede this type of educational activity. It is appropriate for adults to check in with students about their well-being and/or whether they need any support with their school work. This policy does not prohibit that kind of healthy support of students.

If a student discloses information about the student's significant personal or family problems, adults are expected to seek guidance from appropriate resources such as their principal or school counselor, as needed.



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Adults are also expected to bring their concerns to their supervisor's attention when they have reason to believe a student is or may be becoming overly attached to or interested in them or other staff.

3. Traveling with or transporting students

When transporting students to athletic events and other extracurricular activities, adults need to notify the District and the student's parent/guardian of the travel itinerary and may not transport students in a personal vehicle in a non-emergency situation without advance authorization by the District or as defined by the Coaches Handbook (<https://www.pilathletics.com/page/show/5161432-hs-coach-s-handbook>).

If an emergency situation arises that requires a staff member to transport a student without prior approval, the staff member shall alert a direct supervisor and the parent of the situation as soon as practicable.

When traveling out of town, staff must follow the procedure outlined in the Field Trips Administrative Directive (6.50.011-AD). Adults are prohibited from entering a student's hotel room without another adult present, except in an emergency.

4. Physical contact with students

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a



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student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. Any physical redirection of students must be pursuant to the District's Physical Restraint and Seclusion Administrative Directive 4.50.060-AD.

5. Respecting student privacy

Adults must honor a student's physical and emotional boundaries unless the interaction serves a legitimate educational purpose or is in response to an emergency.

Examples:

Physical Surroundings: Adults should not invade a student's privacy by entering a restroom, locker room, or other space where a student may not be fully clothed unless it falls within a staff member's regular job duties under an established written protocol, an emergency, or the staff needs to use the facility for a legitimate and intended purpose (*e.g.*, if it is not practical due to distance and time constraints to use a staff-only restroom).

Personal Space: Adults should respect a student's private space and be conscious of a student's cultural and personal boundaries when communicating (*e.g.*, adults should be conscious of standing too close to students when interacting with them).



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6. Exceptions

An emergency or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. Adults shall be prepared to articulate the reason for any exception from the requirements of this policy and must demonstrate that an appropriate relationship was maintained with the student at all times. Adults must ensure that any exception is narrowly tailored to the circumstances and must report it to their supervisor within 24 hours.

BOUNDARY VIOLATIONS

A boundary violation is behavior or interaction by an adult in a position of power with a student that has no legitimate educational purpose, and has the potential to cause harm to the student.

A. Examples of boundary violations/prohibited conduct

Examples of conduct that violates professional adult/student boundaries in or outside of school hours include, but are not limited to, the following:

1. Any type of conduct, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;



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- a. Examples of this behavior include, but are not limited to, the following:
- 1) Engaging in a romantic or sexual relationship with a student;
 - 2) Dating, flirting with, or propositioning a student;
 - 3) Showing pornography to a student;
 - 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
 - 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
 - 6) Patting buttocks or touching other intimate parts of a student;
 - 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
 - 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
 - 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.
3. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.
 4. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
 5. Inviting individual students to the adult's home without parental



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notice and approval unless otherwise noted in “Exceptions” section of the policy;

6. Being in the company of students who are consuming alcohol, drugs, or tobacco without intervening and reporting the conduct to appropriate personnel;
7. Sending or accompanying a student on personal errands or travel unrelated to any legitimate educational purpose;
8. Telling a student to keep something secret from other adults;
9. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner that may cross appropriate professional boundaries;
10. Giving a student a ride alone in a vehicle in a non-emergency situation; except as permitted under this policy and Field Trips 6.50.011-AD;
11. Engaging in prohibited social media and electronic communications between adults and students as defined by the District’s Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.
 - a) Examples of this behavior include, but are not limited to, the following:
 - 1) District employees acting in their District capacity are prohibited from inappropriate online socializing with students, including phone calls, texting, skyping, instant messaging, or use of any other telecommunications method, or from engaging in any conduct that violates the law, District policies, or other generally recognized professional standards.



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- 2) Adults shall not communicate with students, for any reason, through use of a medium, blog, or app (software or phone application) that is designed to eliminate all traces or records of the communication (*e.g.*, Snapchat).
- 3) District employees and third-party contractors may not communicate with current students through social media directly or through private messaging tools without both written District approval and parental notice.

DUTY TO REPORT POSSIBLE VIOLATIONS

- A. Adults shall discuss with their building administrator or supervisor whenever they suspect or are unsure whether their conduct, or the conduct of other adults, is inappropriate or constitutes a violation of this policy. If the adult is dissatisfied with the response of the building administrator or supervisor, or does not feel comfortable discussing the situation with those individuals, they may bring it to the attention of the Chief of Human Resources. If the alleged behavior deals with harassment, intimidation, or bullying, the process in Policy 4.30.060-P should be followed. The District will investigate all complaints.

Any District employee who has reasonable cause to believe that another adult has engaged in sexual conduct as defined by Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD or sexual abuse as defined by statute shall immediately report this behavior to their school compliance officer and to the District Title IX Director. Additionally, any District employee or other mandatory reporter of abuse/neglect who has reasonable cause to believe that a child has been abused must promptly fulfill the mandatory reporting requirements to law enforcement and the Department of Human Services and report the allegation to their principal or supervisor.

District employees whose conduct violates this policy or who fail to



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report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

Violations of this policy by volunteers or contracted service providers may result in a prohibition from working or serving on District properties or with District students in school programs, or may result in contract cancellation. The District shall notify law enforcement of any potentially unlawful conduct, as appropriate.

B. Student/Parent and Guardian Reporting

Students and/or parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe an adult may be engaging in conduct that violates this policy.

CONFIDENTIALITY AND NON-RETALIATION

Staff members making a report of potential boundary violations or other prohibited conduct are specifically advised of the following:

1. They must directly notify a supervisor of the conduct;
2. They are required to maintain confidentiality; and
3. They are neither permitted to investigate nor responsible for investigating whether the conduct is inappropriate.

Confidentiality protects the student(s) as well as the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. False reports are regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.



Board Policy

**5.10.064
-P**

Professional Conduct Between Adults and Students

The District prohibits retaliation against anyone who makes a good-faith report under this policy. Any District employee who retaliates against any complainant, reporter, or other participant in an investigation may be subject to discipline, up to and including dismissal.

TRAINING

The Superintendent or his/her designee shall develop an annual training for all staff and ensure ongoing review of procedures to support this policy.

Adopted 10/15/2019; Amended 1/___/2020

PPS Climate Crisis Response Policy 3.30.080-P V.19

In response to the human-caused climate crisis currently underway and the direct harm being done to our district, society, and planet, [Portland Public Schools \(the district\)](#) is committed to immediately mobilizing resources and taking action to restore a safe climate. To this end, the district commits to reducing greenhouse gas (GHG) emissions and building a culture of learning, responsibility, and resilience around ~~climate~~-[racial equity and environmental](#) justice. Our two overarching goals are:

Emissions Reduction and Resilience: PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero [emissions](#) by 2050 while making PPS systems more resilient to ~~the~~ [environmental](#) impacts that are now unavoidable.

Engagement and Preparedness: All PPS staff and students will have opportunities to learn about and engage in climate solutions, climate change preparedness, and climate justice practices.

Emissions Reduction and Resilience Goals Operations, Maintenance, and Facilities

Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.
2. Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.
4. Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems.
5. In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).

New Construction and Renovations

Target: Design, construct and operate new schools and renovations that are energy-efficient and high-performance – conserving energy while reducing GHG emissions.

1. Avoid adding fossil fuel infrastructure/equipment to new buildings.
2. Achieve average district [source](#) Energy Use Intensity (EUI) goal of 30.
3. Meet at least LEED Gold and achieve Net-Zero ready standards for all new construction and major modernizations.
- ~~4. The district will limit the amount of refrigerants used. Exclude Variable Refrigerant Volume systems in all new construction.~~
4. Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).
- ~~6. Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space.~~
6. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.

Grounds and Gardens

Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes.

1. Increase shade trees, pollinator habitats, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered.
3. Phase out gas powered equipment for grounds maintenance.

4. Decrease water consumption and minimize the use of pesticides and herbicides.
5. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements.
6. Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.

Transportation

Target: Minimize greenhouse gas emissions from student and PPS transportation.

1. Evaluate bus routes annually to improve route efficiencies and capacities.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.
3. Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting.
4. Refine “no idle” policy for fleet vehicles, buses, and family cars at schools.
5. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

Contracting/Purchasing

Target: Reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Divest banking investments from fossil fuel industries.
2. Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.
3. Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic.
4. Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.
5. Transition from virgin paper to maximum post-consumer recycled content paper goods.
6. Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).

Food

Target: Create and implement a low-waste, low-carbon food and cafeteria system.

1. Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program.
2. Use bulk serving over single-use plastic packaging when possible.
3. Provide student opportunities to learn about food waste and carbon impacts of foods.
4. Donate excess food that would otherwise be collected as food waste.
5. Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.

Engagement and Preparedness Goals

Frontline Community Support

Target: ~~Protect~~ ~~Empower~~ frontline communities to build resiliency from climate change induced stresses and ~~help them support prepare~~ preparation for and recover from these events.

1. Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth.
- ~~1~~.2. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.
- ~~2~~.3. Develop and distribute accessible and culturally appropriate communications to help families understand, prepare for and respond to climate impacts such as heatwaves, smoke, heavy rain

and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources.

- ~~3.4. Host climate related emergency preparedness event(s) for students, staff, and teachers.~~
- ~~4. Build capacity within frontline communities by supporting community-specific student-led projects, initiatives, and events.~~
- ~~5. Support and advance climate justice and climate action initiatives led by the community, especially Black, Indigenous and other communities of color and youth.~~

Climate Justice and Climate Science Curriculum

Target: ~~Develop~~ **With the help of BIPOC students and communities, develop** curricular learning opportunities so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.

1. Consider climate science and anti-racist climate justice content (that includes representation of people with disabilities) before approving new curricula and/or teaching materials.
2. Offer climate justice learning opportunities that are culturally relevant, solutions focused, designed to build a sense of personal efficacy, focusing on individual behaviors and understanding ways to make changes in bigger systems.
3. Increase workforce training in living-wage green jobs, with special opportunities for students from frontline communities.
4. Develop and deliver content to help students understand, prepare for and respond to likely climate change impacts, with special support and resources available to schools serving the most vulnerable populations.

Campus Action

Target: Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth engagement opportunities around climate solutions.
2. Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.
3. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.
4. Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities.

Professional Development

Target: Empower all PPS teachers and staff as allies for a healthy climate.

1. Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.
2. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
3. Provide training so custodians, kitchen staff, teachers, and principals understand climate impacts and solutions relevant to their job and establish accountability.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Reporting and Communications

Target: Establish metrics to evaluate and communicate progress to stakeholders.

1. Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations.
2. Share climate justice awareness materials (i.e., video, website) with staff and families.
3. Continually revise the effectiveness of the district's Climate Crisis Response Policy Administrative Directive as needed to reflect changing realities and innovations.

4. Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff.

Climate Crisis Response Committee

To carry out this work, a Climate Crisis Response Committee (CCRC) will develop recommendations to meet the goals in the form of an Administrative Directive (AD). The AD will include strategies to achieve each goal, with targets. CCRC will include representatives from frontline communities, students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. CCRC will provide regular progress reports to the School Board. A PPS administrative position will be created to help with implementation, monitoring and reporting.

DRAFT

**Environmental
Sustainability Policy**

The Board has established this policy to enhance a Districtwide culture of sustainability. The purpose of this policy is to direct the District to further its effective environmental stewardship of resources through innovative, results-oriented, sustainability initiatives. "Sustainability" is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The Board recognizes the profound impact that District activities have on the natural environment and on the health and well-being of students, employees, and the community. The Board embraces a commitment:

- To the responsible stewardship of energy, water, and other natural resources;
- To create healthy environments for teaching and learning; and
- To support sustainability as an economic, environmental, and social priority to be taught and practiced throughout the District.

Goals

The District shall establish strategies and metrics to:

1. Encourage and support the efforts of students, teachers, and staff on individual campuses to implement environmental stewardship behaviors;
2. Further instruction of the environmental, social, and economic aspects of sustainability;
3. Design, construct, and operate high-performance schools and other facilities that are sensitive to natural resource use; conserve energy and water; reduce pollution and waste; promote responsible land development; and deliver a high-quality indoor environment ensuring access to fresh air and daylight;
4. Optimize use of energy and water in performance of facilities and to adopt energy- and water-efficient operations and maintenance protocols;
5. Procure materials, products, and services in a manner that integrates fiscal responsibility and community and environmental stewardship;
6. Reduce waste disposal in landfills by means of source reduction, reuse, recycling, and composting;
7. Increase efficiency and reduce the environmental burden of staff, faculty, and student transportation; and

8. Support the development of benchmarks, time lines, metrics, third-party verification, and the expectation of evaluation in each of the above areas.



| | |
|------------------|---------------------------------------|
| Book | BCPS Board Policies & Regulations |
| Section | A - Foundations and Basic Commitments |
| Title | Sustainability Policy |
| Code | ADG |
| Status | Active |
| Cross References | ADG-RA, ADG-RB, ADG-RC, DJA-RA |
| Adopted | June 14, 2016 |
| Last Revised | June 14, 2016 |
| Last Reviewed | June 14, 2016 |

POLICY

BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

Sustainability

I. Purpose

- A. The Baltimore City Board of School Commissioners ("Board") acknowledges the importance of the environment and natural resources to our collective economic and social well-being.
- B. The Board is committed to building and operating its facilities in an environmentally responsible manner to create healthy places to learn and work in order to improve student and staff opportunities for success.
- C. The Board aims to educate and empower students to be leaders in creating a sustainable city and society. The Board wants all students to be environmentally literate and to understand the connections between their daily actions and the environment by using the environment as a context for achieving academic goals and civic action.
- D. The Board is committed to creating an environmentally sustainable school district that will help preserve our environment, conserve our financial budget, and promote social well-being.

II. Definitions

A. *Baltimore Sustainability Plans* – Includes, but is not limited to:

1. Baltimore City Sustainability Plan – Adopted in 2009, it aims to reduce the City's energy and water use, reduce waste production, and maximize the reuse and recycling of materials, among other goals;
2. Baltimore City Climate Action Plan – Adopted in 2012, it aims to reduce the City's greenhouse gas emissions, water consumption, and vehicle usage, among other goals; and
3. Disaster Preparedness Project and Plan – Adopted in 2013, it aims to prepare the City's built environment, infrastructure, and energy sources for the impacts of climate change.

- B. *Benchmarking* – A system to understand and evaluate the current position of an organization in relation to best practices and to identify areas in need of improvement. For the purposes of this policy and its associated administrative regulations, benchmarking refers to the collection, monitoring and setting of goals about utility use and costs.

- C. *Board school facilities* – Buildings and grounds, parking lots, playing fields and fixed equipment located on real property and used to provide or support an educational program for students where the Board is responsible for maintenance, utilities (such as gas, fuel oil, steam, water, sewage, electricity and trash removal) or any additional operating cost.
- D. *Conservation* – The careful use, management, and protection of natural resources and the environment to prevent depletion, pollution, and waste.
- E. *Council of Great City Schools* – A nonprofit membership organization of large urban school districts, of which Baltimore City Public Schools is a member. The organization tracks Key Performance Indicators (KPIs) of its members.
- F. *Energy* – For the purposes of this policy and its associated administrative regulations, *energy* consists of electricity, fuel oil #2, natural gas, steam and renewable resources such as solar.
- G. *ENERGY STAR* – A program of the US Environmental Protection Agency that certifies products and buildings as being energy efficient and thereby helps save money and protect the climate through superior energy efficiency.
- H. *Energy Use Intensity (EUI)* – A measure of a facility's energy use per square foot per year, which allows facilities of different sizes using different energy types to be compared. It is calculated by dividing the total energy consumed by the facility in one year, measured in kBtus (British thermal units), by the total gross floor area of the building.
- I. *Environmental literacy* – An environmentally literate person is someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life, per the North American Association for Environmental Education.
- J. *Environmentally preferable purchasing and management practices* – An approach to using and reusing materials more productively over their entire life cycles, including raw material acquisition, production, use/reuse/maintenance, and end of life management. This approach seeks to use materials in the most productive way with an emphasis on using less, reusing items whenever possible, eliminating to the extent practicable the use of toxic chemicals and products, and reducing materials' environmental impact, including reduced packaging and buying locally, in an effort to ensure City Schools has sufficient resources to meet present and future needs.
- K. *Environmental product and service label standards* – Labels for products and services that were developed and awarded by an impartial third-party, were developed in a public and transparent process, and that use specific and meaningful criteria. These include, but are not limited to Design Lights Consortium (for LED light fixtures and replacement bulbs), ENERGY STAR (for appliances, HVAC equipment, light fixtures and bulbs, water heaters and coolers, food service equipment, and vending machines), and Electronic Product Environmental Assessment Tool (EPEAT, for computers, monitors, copiers, printers, and televisions).
- L. *Green* – A generic term that applies to products and practices that protect both the environment and human health.
- M. *Green school* – A school building or facility that provides a healthy environment conducive to learning while saving energy, water, resources and money, and promotes environmental literacy.
- N. *Green cleaning program* – The practice of using green cleaning supplies and practices that, at a minimum, comply with the Maryland Green Cleaning Law and that protect indoor air quality, human health and the environment.
- O. *Green cleaning supplies* – Products and equipment intended for routine cleaning and building maintenance that have reduced effects on human health and the environment compared to competing products that serve the same purpose. Many are certified to contain low-toxicity levels and be biodegradable, or have a low volatile organic compound (VOC) content, reduced packaging, and/or low lifecycle energy use as well as positive product performance. *Green cleaning supplies* include, but are not limited to:
1. Recycled-content or compostable bags and liners;
 2. Certified low-toxicity cleaning chemicals;
 3. Certified low-toxicity floor maintenance products;
 4. Certified low-toxicity hand soaps devoid of antibacterial ingredients;

5. High performance janitorial equipment (e.g. microfiber mops), and powered equipment (floor polishers);
 6. Recycled-content janitorial paper products and high-efficiency hand dryers;
 7. Non-toxic cleansing wipes; and
 8. Sanitizers and disinfectants – due to their ability to kill pathogens, these typically are not certified as green; however, less-toxic yet still effective products exist.
- P. *Green Seal* – A green product labeling program for cleaning products, hand soaps, floor maintenance chemicals, janitorial paper products and other items, operated by a non-profit organization. It is an acceptable standard under the Maryland Green Cleaning law.
- Q. *Key Performance Indicators (KPIs)* – A system for an organization to define and measure goals and achievements. The Council of Great City Schools establishes energy, water and waste KPIs for schools.
- R. *Leadership in Energy & Environmental Design (LEED)* – A green building certification program that recognizes building strategies and practices. Building projects must meet required and optional design, construction and operation items to earn points, thus achieving different levels of certification (Certified, Silver, Gold or Platinum).
- S. *Maryland Energy laws* – Includes, but is not limited to, EmPOWER Maryland Energy Efficiency Act of 2008, Greenhouse Gas Emissions Reduction Act of 2016, the Renewable Energy Portfolio Standards, , and the Maryland High Performance Building Act of 2008.
- T. *Maryland Environmental Literacy Standards* – A state law that requires local education authorities to incorporate eight environmental education standards into their curricula, and a related law that requires students graduating high school in 2015 or later to be environmentally literate. The standards are: Environmental Issues; Interactions of Earth's Systems; Flow of Matter and Energy; Populations, Communities and Ecosystems; Humans and Natural Resources; Environmental Health; Environment and Society; and Sustainability.
- U. *Maryland Green Cleaning law* – A state law that requires county boards of education to write policies and guidelines on the procurement of green cleaning supplies that: require the use of supplies that meet nationally-recognized environmental certification requirements; establish green cleaning practices (including storage, application, frequency of use, and disposal of supplies) to ensure that school building occupants do not suffer any adverse health effects as the result of these practices; and require staff training on implementing the policy.
- V. *Maryland Engine Idling law* – A state law that states a motor vehicle may not be allowed to idle for more than five consecutive minutes when the vehicle is not in motion, with the following exceptions: the vehicle is stopped due to traffic conditions or mechanical difficulties; the engine is operating heating, cooling or auxiliary equipment to bring the engine to the manufacturer's recommended operating temperature; or to accomplish the intended use of the vehicle.
- W. *Maryland High Performance Building Act* – A state law that requires capital projects involving the construction or major renovation of state buildings, including public schools, meet the criteria as a "high performance building," defined as buildings that achieve at least a Silver LEED rating, or the International Green Construction Code. "Major renovation" is any project with a scope of 7,500 square feet or greater; reuses the building shell for the new construction; and involves the replacement of the HVAC, electrical and plumbing systems.
- X. *Maryland Recycling law* – A state law that requires every county in the state, including the City of Baltimore, to develop a recycling strategy for its schools.
- Y. *Recycling* – Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. In Baltimore, many items may be co-mingled (paper, cardboard, glass, plastic, metal) and others should be separated (light bulbs, electronics).
- Z. *Renewable energy* – Energy which is regularly replenished, such as solar, wind, waves and geothermal heat, in contrast to non-renewable energy such as fossil fuels, which draw on finite resources that will eventually dwindle and become too expensive or too environmentally damaging to retrieve.
- A. *Safer Choice* – A green product labeling program for cleaning products, hand soaps and other items, operated by the US Environmental Protection Agency. It covers cleaning, floor maintenance products, hand soaps, and de-icing chemicals. It is an acceptable standard under the Maryland Green Cleaning law. Prior to 2015, the name was Design for the Environment.

- AB. *Sustainability* – An approach to living whereby the needs of the current generation are met without compromising the ability of future generations to meet their own needs, as defined by the Brundtland Commission of the United Nations in 1987.
- BC. *Sustainability captain* – A school-based staff person designated by each principal by September 30 of each school year to oversee sustainability efforts at the school.
- CD. *Toxic chemicals and products* –Substances that can cause adverse health effects such as asthma, cancer, reproductive harm in humans or other animals if they are inhaled, ingested, or absorbed through the skin.
- DE. *UL EcoLogo* – A green product labeling program for cleaning products, hand soaps, floor maintenance chemicals, and other items. It is an acceptable standard under the Maryland Green Cleaning Law.
- EF. *WaterSense* – A green product labeling program for water-using devices (faucets, toilets, etc.), operated by the US Environmental Protection Agency.

III. Policy Standards

A. City Schools shall develop a Sustainability Plan ("Plan") that establishes performance metrics and goals. The Plan shall be updated every three years. It shall include, but is not limited to:

1. Energy, water, and resource conservation management;
2. Environmentally preferable purchasing and management practices;
3. Exterior building maintenance, landscape management, and erosion control;
4. Green building design, new construction and renovation, and operations;
5. Green cleaning;
6. Healthy indoor air quality;
7. Healthy food and nutrition service and education;
8. Integrated pest management (IPM);
9. Maryland Environmental Literacy Standards compliance;
10. Partnership cultivation;
- and
11. Solid waste management, prioritizing waste reduction, the reuse and recycling of materials, and composting;
12. Student environmental leadership and service, including engagement with nature and the outdoors.

B. Applicability. This policy and its associated administrative regulations shall apply to every school including charter schools unless an exception is noted or an item is not required under city, state or federal law.

IV. Implementation Strategies

The CEO shall form a Sustainability Steering Committee to assist with the implementation of this policy.

V. Compliance

The CEO/designee shall submit an annual Sustainability Report to the Board by December 15 that shall include progress towards goals established in the Sustainability Plan and it shall be available to the public on the City Schools website.

VI. Legal and Policy References

A. Legal Authority

- §5-112(e), Md. Code Ann., Education (Green Cleaning Law)
- §5-301, 5-312, Md. Code Ann., Education (High Performance Building Act)
- §2-1201 through §2-1211, Md. Code Ann., Environment (Greenhouse Gas Emissions Reduction Act of 2016)
- §9-1703 Md. Code Ann., Environment (Maryland Recycling Law)
- §7-211, Md. Code Ann., Public Utilities (EmPOWER Maryland Energy Efficiency Act)
- §7-701(i), Md. Code Ann., Public Utilities (Renewable Energy Portfolio Standards)
- §3-602, §3-602.1, Md. Code Ann, State Finance and Procurement (High Performance Building Act of 2008)
- §22-402 Md. Code Ann., Transportation (Maryland Engine Idling Law)
- COMAR 13A.03.02 (Environmental Literacy Standards)
- COMAR 13A.04.17 (Environmental Literacy Standards)

Baltimore City Sustainability Plan of 2009
Baltimore City Climate Action Plan of 2012
Disaster Preparedness Project and Plan of 2013

B. Policy References

Related Board Policies: ADF, DJA, FKA, IHB

C. Administrative Regulation References

ADG-RA, ADG-RB, ADG-RC, DJA-RA

Sponsoring Officer: Chief Operating Officer

Policy History: New Policy adopted June 14, 2016

[ADG - Sustainability.pdf \(225 KB\)](#)



**Develop
environmentally
literate students**



**Create
healthy school
environments**



**Reduce and
conserve
natural
resources**



**Improve
school green
spaces**



**Engage
school
communities**



**Build
student
leadership**

DEVELOP ENVIRONMENTALLY LITERATE STUDENTS

Students will learn about the natural environment of which they are a part and their role within it, and will take action to preserve and protect that environment.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Provide standards-based curriculum with integrated environmental literacy in science, social studies, English Language Arts, and math

Connect students to internships, service learning hours, industry certifications, credit programs, and fellowships

Provide professional development to teachers and staff

Connect schools to partners providing engaging environmental literacy experiences

ACTIONS →

- Provide input during curriculum review processes
- Embed one Meaningful Watershed Educational Experience (MWEE) for elementary, middle, and high school ages.

- Share partner opportunities with counselors and teachers
- Compile job, internship, and service learning opportunities for students

- Include environmental literacy in systemic professional development days
- Share curricula with partners for aligned professional development

- Connect partners and schools via Sustainability Ambassadors, Green Schools Network, City Schools' Bulletin Board, and leadership events
- Reach partners and schools via the Engagement Office

METRICS →

- MWEEs in place
- Participation in curriculum reviews

- Service Learning guidelines shared with partners
- Students placed in environmental positions

- Teachers participating in systemic professional development
- Teachers participating in optional professional development

- Events and communications that include sustainability focus
- Updated Partner Resource Guide

PARTNERS

Baltimore Ecosystem Study, Blue Water Baltimore, Chesapeake Bay Foundation, Chesapeake Bay Trust, National Aquarium, Howard Hughes Medical Institute, & more

City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more

Baltimore Ecosystem Study, Chesapeake Bay Foundation, Towson University, Notre Dame of Maryland University, & more

Green Schools Network

HEALTHY SCHOOL ENVIRONMENTS

Schools will promote the well-being of students and staff and provide school spaces that are conducive to learning.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Improve Integrated Pest Management practices

Provide drinkable water at schools

Provide optimal learning environments for students

Use green cleaning products

ACTIONS →

- Track pest-related work orders
- Provide pest-control resources for schools

- Provide safe drinking fountains at schools
- Recyclable cups at water coolers

- Provide good light, comfortable temperatures, and good air quality in schools

- Expand green cleaning products and practices
- Train custodial and maintenance staff annually

METRICS →

- Pest-related work orders
- Educational materials created, shared, and used by schools

- Schools with safe water fountains
- Schools with coolers and recyclable cups

- Window replacement, heating/cooling, and roof projects completed

- Schools purchasing green cleaning products
- Charter schools and contract cleaners using green cleaning products

PARTNERS

City Health Department, Maryland Pesticide Education Network, Johns Hopkins School of Medicine

Responsible Purchasing Network

STRATEGY

Provide nutrition education and fresh fruits and vegetables (supports Wellness Policy)

Promote positive lunch-time climate (supports Wellness Policy)

Encourage daily physical activity by elementary and middle school students (supports Wellness Policy)

ACTIONS

- Increase volume of fresh and local produce served
- Maximize number of students who visit Great Kids Farm
- Incorporate nutrition education into curriculum

- Promote Smarter Lunchroom practices

- Implement FitnessGram assessment for grades 3-8

METRICS

- Pounds of fresh and/or local produce served
- Students visiting Great Kids Farm
- Teachers and staff trained on nutrition

- Schools participating in lunchtime climate programs

- Schools using FitnessGram

PARTNERS

Maryland Fresh Fruit and Vegetable Program, Johns Hopkins Center for a Livable Future

UMD Extension - Food Supplement Nutrition Education, MD State Department of Education

REDUCE AND CONSERVE NATURAL RESOURCES



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

City Schools will reduce its impact on the environment and save money by conserving energy and natural resources.

STRATEGY →

Monitor utility consumption

Conserve Energy

Purchase energy from renewable sources

ACTIONS →

- Maintain utility database
- Track utility use and billing

- Engage students through competitions
- Engage maintenance and custodial staff through annual training

- Retrofit high energy-use fixtures
- Include Building Automation Systems (BAS) at new schools and in heating/cooling retrofits

- Seek live energy data and access for every school
- Reduce energy use during high-cost times

- Research renewable energy technologies

METRICS →

- Energy Use Index for each school
- Dollar amount of corrected billing errors

- Schools in annual competition
- Staff trained

- Fixture retrofits completed
- Schools with BAS and central office controls

- Schools with live energy data
- Reduced electricity demand charges

- Amount and percent of total electricity purchased from renewable sources

PARTNERS

SchoolDude, City Department of Public Works

Baltimore Energy Challenge

Baltimore Gas & Electric, City of Baltimore, Maryland Energy Administration

Baltimore Gas & Electric

Baltimore Regional Cooperative Purchasing Committee, Maryland Energy Administration

STRATEGY →

Reduce solid waste

ACTIONS →

- Reduce volume of trash through education and diversion
- Improve efficiency of trash collection

- Align cafeteria orders with meal participation
- Use compostable lunch trays

Minimize fuel consumption in transportation

- Plan smart routes, minimize idling, and track buses using GPS
- Add alternative-fuel vehicles to the non-pupil transportation fleet

Reduce impact of construction and renovation projects

- Follow green building standards on all new and retrofit projects
- Promote net zero energy goals

Consider sustainability when awarding contracts

- Add sustainability questions to bid templates

METRICS →

- Schools recycling
- Cost of trash collection
- Volume of items reused/swapped

- Electronic inventory and accountability
- Schools using compostable trays
- Schools composting

- Staff trained about idling
- Alternative fuel vehicles

- Schools with LEED certification
- New schools planning and/or achieving net zero energy

- Bids and contracts with sustainability criteria

PARTNERS

City Department of Public Works, Johns Hopkins University, Baltimore Teacher Supply Swap, BMoreScrap

City Office of Sustainability, Institute for Local Self Reliance

Clean Air Partners, Maryland Transportation Authority

Lorax, Maryland Energy Administration, US Green Building Council, US Department of Energy

Responsible Purchasing Network

IMPROVE SCHOOL GREEN SPACES

Schools will encourage outdoor activity and learning, while also promoting good storm water management practices.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Add nature play spaces, outdoor classrooms, and gardens to schoolyards

Improve stormwater management

ACTIONS →

- Install and maintain outdoor learning and activity spaces each year
- Train teachers about benefits of outdoor learning spaces

- Complete stormwater improvement projects each year
- Train Ground Shop employees about stormwater and outdoor learning spaces

METRICS →

- Schools with outdoor learning spaces
- Teachers trained

- Stormwater management projects completed
- Staff trained

PARTNERS

Blue Water Baltimore, Baltimore City Recreation and Parks, National Wildlife Federation, Audubon, REAL School Gardens, Chesapeake Bay Trust, University of Maryland Extension, and more

City Department of Public Works, Maryland Association of Environmental and Outdoor Education

ENGAGE SCHOOL COMMUNITIES

Schools will engage their full community – including students, teachers, staff, families, and partners – to promote environmental education and reduce City Schools’ impact on the environment.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Maintain robust Green Schools Network of partners

Build network of staff leading school-based sustainability efforts

Connect partners, families, and communities for school greening activities (supports Engagement Policy)

Support schools to get green certifications

ACTIONS →

- Utilize partners to offer activities, advocacy, and resources to schools
- Promote connections between partners and schools

- Support Sustainability Ambassadors and their Sustainability Plans
- Communicate with all staff about greening opportunities and benefits

- Add greening information to training tools for school-based and district-wide activities

- Promote and support schools seeking third-party certifications
- Promote green schools at leadership and teacher gatherings

METRICS →

- Partners in Green Schools Network
- Communications with schools and partners

- School sustainability plans
- Annual survey of ambassadors

- Greening information included in training tools and events

- Schools with certifications

PARTNERS

Green Schools Network

City Office of Sustainability

City Office of Sustainability, Maryland Association for Environmental and Outdoor Education, National Wildlife Federation

BUILD STUDENT LEADERSHIP

Encourage and support youth to be leaders on environmental issues through in-school and out-of-school opportunities.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Assist schools to get grants for student-led green projects

Provide training and leadership opportunities

Connect students to internships, service learning hours, industry certifications, credit programs, & fellowships

ACTIONS →

- Share opportunities with schools
- Support schools submitting applications

- Connect students to trainings, speaking engagements, and advocacy efforts
- Encourage partners to hire students after school and during the summer

- Share partner opportunities with counselors and teachers
- Compile job, internship, and service learning opportunities for students

METRICS →

- Schools with grants from the Office of Sustainability
- Schools with other funding

- Students involved in environmental training and advocacy

- Service Learning guidelines shared with partners
- Students placed in environmental positions

PARTNERS

City Office of Sustainability, Baltimore Energy Challenge, Chesapeake Bay Trust, & more

City Office of Sustainability, National Aquarium, Civic Works, Recreation and Parks, Parks & People Foundation, Maryland Forestry Resource Board, & more

City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more

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Policy 6080 Implementation Procedures - Sustainability

[Policy Document](#)[Implementation Procedures](#)

I. Definitions

Within the context of these implementation procedures, the following definitions apply:

- A. Energy Star – U.S. Environmental Protection Agency (EPA) voluntary program that helps businesses and individuals save money and protect our climate through superior energy efficiency.
- B. Green Product Cleaning Supplies – Those products that have positive environmental attributes, including biodegradability, low toxicity, low volatile organic compound content, reduced packaging, and low life cycle energy use.
- C. Maryland Association for Environmental and Outdoor Education (MAEOE) Green Schools Award – Program that recognizes schools throughout Maryland for their efforts to integrate environmental education for students and staff with best practices and community stewardship.
- D. The Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42) – Environmental requirements for cleaning service providers, including in-house and external cleaning services, to create a green cleaning program that protects human health and the environment.
- E. U. S. Department of Education Green Ribbon Schools (ED-GRS) – A program that honors schools and districts that are exemplary in reducing environmental impact and costs; improving health and wellness of students and staff; and providing effective environmental and sustainability education.

II. Coordination of Systemwide Efforts

School and office staff members will consider sustainable practices as part of both administrative and curricular practices. A systematic approach to sustainability will be taken across the school system.

- A. Establish a central repository of information related to sustainability. The information will be accessible to both the public and internal users and will include, but not be limited to:
 - 1. Energy data by building.
 - 2. Recycling data by building.
 - 3. Best practice information, including Green School applications.
 - 4. Partnerships/local government connections.
 - 5. General procurement guidance.

6. Annual summary that includes the above items.

B. Ensure that procurement decisions reflect consideration of the Triple Bottom Line approach.

1. All procurement decisions that require Board approval will include a specification review of environmental impact.
2. All staff members will consider sustainability in purchases. Examples of sustainability standards that may be considered include but are not limited to:
 - a. Green cleaning supplies.
 - b. Energy Star rated appliances and devices.

C. Curricular Offices should encourage activities and instructional programs that promote sustainable practices and environmental literacy.

1. Encourage collaboration/communication of best practices including publicizing progress made in all schools achieving either:
 - a. Maryland Association of Environmental and Outdoor Education Green School.
 - b. US Department of Education Green Ribbon certification.
2. Offices will make connections among programs to promote sustainability education and practice when practicable.

D. Operations and Maintenance Practices

1. The HCPSS will comply with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
2. HCPSS will continue to expand GS-42 Green Cleaning practices throughout the school system.
3. Particular emphasis will be placed on operations and maintenance efforts that lead to an improvement in indoor environmental quality.
4. HCPSS will regularly evaluate all facilities as to the building systems, building exterior structures, building cleanliness and appearance, energy usage, and other aspects pertaining to the building. A walk-through of facilities will be conducted as part of this evaluation.
5. A walk-through of facilities by a representative team of stakeholders may include a:
 - a. School-based administrator
 - b. Teacher representative
 - c. School Health Assistant or Nurse
 - d. Custodian
 - e. Parent Teacher Association (PTA) representative
 - f. Heating, Ventilating, and Air Conditioning (HVAC) representative
 - g. Office of School Facilities representative(s)
 - h. Office of Safety, Environment and Risk Management representative
 - i. Food Service representative

E. Schools will:

1. Establish a culture of environmental stewardship carried out by staff, students, and community members.
2. Use the building and grounds as a teaching environment when appropriate.
3. Monitor and communicate progress in achieving sustainable outcomes, including but not limited to:
 - a. Reduction in energy usage and increased recycling streams.
 - b. Increase recycling streams.

III. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED: September 3, 2015

REVISED:

EFFECTIVE: September 3, 2015

Howard County Public School System

10910 Clarksville Pike
Ellicott City, MD 21042
Main Phone: (410) 313-6600

[Staff Directory](#) | [Inclusivity & Accessibility](#)



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Policy 6080 – Sustainability

The purpose of this policy is to ensure that the HCPSS is an environmentally, economically, and socially sustainable organization.

[Policy Document](#)

[Implementation Procedures](#)

I. Policy Statement

The Board of Education of the Howard County Public School System (HCPSS) believes that environmental, economic, and social sustainability within the school system is the responsibility of all individuals as well as the collective organization. Therefore, the Board supports sustainable practices that create a healthy environment, engage our staff and students in developing environmental literacy, and strengthen our operations.

II. Purpose

The purpose of this policy is to ensure that the HCPSS is an environmentally, economically, and socially sustainable organization.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Conservation – The careful utilization of resources in order to prevent depletion, injury, decay, waste, or loss.
- B. Environmental Literacy – Ability to implement the critical thinking, problem-solving, and decision-making skills to make informed and responsible decisions about resources.
- C. Resources – Any natural, human, or economic asset that can be drawn upon as needed.
- D. Sustainability – A systematic process for managing economic, social, and environmental resources in order to meet short and long term goals.
- E. Triple Bottom Line – Organizational process that balances social, environmental, and economic interests (goals, practices, and opportunities).

IV. Standards

- A. School and office staff will model conservation and sustainable practices in their operations.
- B. Sustainability will be an integral part of ongoing improvement efforts for schools and offices.
- C. Staff and students are encouraged to participate in sustainable practices.
- D. Instructional programs will include sustainable practices and environmental literacy.

- E. Sustainability efforts will be encouraged and enhanced through community partnerships and initiatives.
- F. HCPSS business and strategic planning decisions will consider the Triple Bottom Line.
- G. All procurement decisions that require Board approval will include a specification review of environmental impact.

V. Responsibilities

- A. The Chief Facilities Officer will be responsible for reviewing and ensuring that a systematic approach to sustainability is taken across the school system.
- B. The Chief Facilities Officer will ensure compliance with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
- C. The Chief Operating Officer will ensure that all procurement decisions that require Board approval include a specification review of the environmental impact.
- D. Curricular Office staff will encourage activities and instructional programs that promote sustainable practices and environmental literacy.
- E. School staff will strive to support sustainable practices and a culture of environmental stewardship.

VI. Delegation of Authority

The Superintendent is directed to develop appropriate procedures to implement this policy.

VII. References

A. Legal

- Education Article, Annotated Code of Maryland, Section 5-112
- Maryland State COMAR Regulation 13A.03.02

B. Other Board Policies

- Policy 4050 Procurement of Goods and/or Services
- Policy 6020 School Planning/School Construction Programs
- Policy 6060 Community Improvements to School Sites or School Facilities
- Policy 10020 Use of School Facilities

C. Relevant Data Sources

- Schools' energy use data
- Schools' waste generation and recycling rates
- Maryland Association for Environmental and Outdoor Educators Green School Certification
- U.S. Department of Education Green Ribbon Certification

D. Other

- Maryland State Department of Education Environmental Education Program

VIII. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED:

REVISED:

EFFECTIVE: July 1, 2014

Howard County Public School System

10910 Clarksville Pike
Ellicott City, MD 21042
Main Phone: (410) 313-6600

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SALT LAKE CITY SCHOOL DISTRICT BOARD OF EDUCATION

**RESOLUTION TO ESTABLISH GOALS FOR SUSTAINABILITY,
CLEAN ENERGY, AND CARBON NEUTRALITY**

RECITALS

WHEREAS, there is worldwide scientific consensus that the Earth's climate is warming, that climate-warming trends over the past century are very likely due to human activities, and that leading scientific organizations have publicly declared that action must be taken to significantly reduce greenhouse gas emissions by 2030 and reach net zero carbon emissions by 2050 to prevent irrevocable damage to the environment; and

WHEREAS, school districts throughout the United States are significant consumers of natural resources, including energy, water, food, and significant generators of waste materials, including garbage, runoff, and air emissions, all of which contribute to the world's larger environmental problems such as global warming, water and air pollution, and habitat destruction; and

WHEREAS, Salt Lake City is experiencing the detrimental effects of climate change through increased temperatures, poor air quality, changes in water systems, increased wildfires, extreme weather events, and other environmental disruptions; and

WHEREAS, Salt Lake City School District students and staff are entitled to safe and healthy working and learning environments that reflect recommendations of reliable scientific studies indicating that student achievement and attendance and teacher and staff retention are improved when their environment incorporates natural light, improved indoor air quality and acoustics, and is free of toxins, thermally comfortable, and well maintained; and

WHEREAS, the Board of Education of the Salt Lake City School District recognizes that achieving environmental sustainability will require a commitment from all sectors of society, and that school districts are in a unique position to make substantial contributions toward the goal of a sustainable world for future generations; and

WHEREAS, the Board is committed to making positive, tangible changes to mitigate climate change, and to ensure that every effort is made to conserve energy and natural resources while exercising sound financial management; and

WHEREAS, the Board finds that it has a considerable opportunity through the District's purchasing power to improve the environment and to lower financial outlay by providing guidance for district expenditures on energy, water, construction materials, pest control, office and school supplies, and cleaning supplies, and;

WHEREAS, the Board understands that many options exist for schools to use natural resources more efficiently; to promote opportunities to reduce, reuse, and recycle; to ban junk food and soda and to produce healthy lunches through local farm-to-school partnerships; to eliminate toxic chemicals; to

choose recycled paper products; and to purchase (or produce) clean energy to protect our global environment; and

WHEREAS, the Board embraces the tremendous opportunity to teach students about ecological sustainability, environmental health and nutrition; to meet math, science, and social studies standards by integrating environmental education; and to support students in becoming leaders as they make their own schools healthier and more ecologically friendly; and

WHEREAS, the Board also believes that responsible stewardship of public funds requires that new schools and district buildings be designed to provide the district with cost-saving, environmentally sustainable systems, flexible configurations that will enable future improvements, and efficient use of its land and resources; and

WHEREAS, the Board intends that this document create a long-term, inspiring vision that integrates and strengthens many efforts in our district, and further recognizes that fully implementing this resolution will take time and must be achieved in stages.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Salt Lake City School District recognizes the deliberate progress already made by district staff to reduce the district's energy consumption and lessen its carbon footprint through recycling programs, energy-smart programs, and environmentally-responsible and resource-efficient construction practices.

BE IT FURTHER RESOLVED, that as the Board seeks to expand upon those effects and to create healthier, more environmentally sustainable schools, the Board hereby establishes the following goals:

1. to use 100 percent clean, renewable energy in its electricity sector by 2030; and
2. to meet 50% of all district operations energy needs with carbon neutral energy by 2035, 75% by 2040, and 100% as soon as practicable thereafter but no later than 2050. Progress on this goal will be measured by tracking our carbon footprint.

BE IT FURTHER RESOLVED, that the Board commits to the formation of a Sustainability Leadership Task Force by October 1, 2020, that will include community members, students, energy experts, partners, and district staff, and will be chaired by the executive director of auxiliary services. The charge of the committee will be to develop a long-term plan of energy sustainability and clean energy to be presented to the Board.

BE IT FURTHER RESOLVED, that the task force shall report to the Board no later than October 1, 2021 on an action plan addressing the following areas:

1. proposed practices addressing areas such as sustainability education and professional development, green purchasing, waste reduction, energy-saving initiatives, and community partnerships;
2. a proposed program to ensure that new schools and district buildings are built and refurbished using environmentally sound building materials, efficient use of energy, water and other resources;
3. a proposal for applying sustainable building criteria when making improvements and addressing maintenance orders in existing buildings;

4. a district-wide proposal to improve the energy efficiency of schools, to increasingly rely on clean, renewable energy sources to power the district's facilities, and to ultimately transform schools into independent power producers by investing in clean renewable technologies such as solar and wind;
5. a proposed integrated pest management program to minimize or eliminate the use of hazardous pesticides and herbicides in schools;
6. a proposal for creating or expanding the district's recycling and composting programs, along with the procurement of recycled office and classroom supplies;
7. a proposed plan to purchase and use the least toxic cleaning materials;
8. the potential for developing a farm-to school program to bolster the nutritional value of the district's school lunch program; and
9. a proposal for pursuing outside funding partners and leveraging available incentive programs in the corporate community in order to offset the financial impacts of meeting.

The foregoing resolution is hereby approved and adopted by the Board of Education of the Salt Lake City School District at its regular public meeting held in Salt Lake City on this 2nd day of June 2020.

Melissa Ford, Board President

Nate Salazar, Board Vice President

Michael Nemelka, Board Member

Samuel Hanson, Board Member

Katherine Kennedy, Board Member

Kristi Swett, Board Member

Michelle Tuitupou, Board Member

Alexa Cunningham, Superintendent

GREEN SCHOOL OPERATIONS - SUSTAINABILITY

The Board of Education believes that all citizens have a responsibility to be stewards of the environment and desires to integrate environmental accountability into all district operations. The Superintendent or designee shall promote green school practices that conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and community.

The Superintendent or designee may involve district and site administrators and operations and maintenance staff; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; health professionals; and/or others as appropriate in the assessment of current district operations and the development of strategies to improve the environmental impact of district operations.

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 7131 - Relations with Local Agencies)

In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to the initial cost, long-term potential cost savings, quality and performance of the product or service, health impacts, and environmental considerations.

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Such strategies may include, but not be limited to:

1. Reducing energy and water consumption and exploring renewable and clean energy technologies, reducing electric and natural gas load
2. Zero net energy building design and construction where economical

(cf. 3511 - Energy and Water Management)

3. Establishing waste reduction, resource conservation, waste diversion and recycling programs in district facilities

(cf. 3511.1 - Integrated Waste Management)

4. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible
5. Purchasing and using environmentally preferable products and services including, but not limited to, products that:

GREEN SCHOOL OPERATIONS - SUSTAINABILITY (continued)

- a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
- b. Contain postconsumer recycled content
- c. Are durable and long-lasting
- d. Conserve energy and water
- e. Produce a low amount of waste

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 5141.23 - Asthma Management)

(cf. 6161.3 - Toxic Art Supplies)

6. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals
7. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

(cf. 4231 - Staff Development)

8. Focusing on green building standards, sustainability, and student and staff health in facilities construction and modernization projects, including decisions about site selection, building design, and landscaping and grounds

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

9. Reducing vehicle traffic by encouraging students to walk or bicycle to school or use district or public transportation

(cf. 3541 - Transportation Routes and Services)

(cf. 5142.2 - Safe Routes to School Program)

10. Providing fresh, unprocessed, organic food in the district's food services program

(cf. 3550 - Food Service/Child Nutrition Program)

GREEN SCHOOL OPERATIONS - SUSTAINABILITY (continued)

11. Providing instruction to students on the importance of the environment and involving students in the implementation and evaluation of green school activities and projects as appropriate

(cf. 6142.5 - Environmental Education)

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

32370-32376 Recycling paper

33541 Environmental education

101012 Kindergarten-University Public Education Facilities Bond Act of 2006, allocations

PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

40050-40063 Integrated waste management act

42630-42647 Schoolsite source reduction and recycling

CODE OF REGULATIONS, TITLE 2

1859.70.4 Funding for high performance incentive grants

1859.71.6 Additional grant for high performance incentive, new construction

1859.77.4 Additional grants for high performance incentive, site and modernization

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

Management Resources:

CSBA PUBLICATIONS

Green Schools: An Overview of Key Policy Issues, Policy Brief, August 2009

CALIFORNIA DEPARTMENT OF GENERAL SERVICES PUBLICATIONS

Environmentally Preferable Purchasing Best Practices Manual

COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS

CHPS Best Practices Manual, 2006

GLOBAL GREEN USA PUBLICATIONS

Healthier, Wealthier, Wiser: A Report on National Green Schools

GREEN SCHOOLS INITIATIVE PUBLICATIONS

Green Schools Buying Guide

HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS

The Quick and Easy Guide to Green Cleaning in Schools, 2nd ed., 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of General Services, Green California: <http://www.green.ca.gov>

California Energy Commission: <http://www.energy.ca.gov>

Collaborative for High Performance Schools: <http://www.chps.net>

Global Green USA: <http://www.globalgreen.org>

Green Schools Initiative: <http://www.greenschools.net>

Healthy Schools Campaign: <http://www.healthyschoolscampaign.org/programs/gcs>

U.S. Environmental Protection Agency: <http://www.epa.gov>

U.S. Green Building Council, LEED Green Building Rating System: <http://www.usgbc.org>

Policy
adopted: July 25, 2017
Effective October 1, 2017

SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California

Adopted, as amended, by the Board of Education at its Regular Meeting of February 9, 2010

**Subject: Resolution No. 910-27A1
In Support of Sustainability in the San Francisco Unified School District
- Commissioners Jane Kim and Hydra B. Mendoza**

WHEREAS: The San Francisco Unified School District recognizes that one of the great challenges of our time is to make decisions and investments that simultaneously advance health, economic vitality, and ecological integrity; and

WHEREAS: The greater San Francisco community has a far-reaching reputation for its innovative leadership in environmental stewardship; and

WHEREAS: Schools are important consumers of natural resources and generators of waste and contribute to the world's larger environmental problems of global warming, air and water pollution, and habitat destruction; and

WHEREAS: The exposure of children, teachers, and staff to toxic chemicals at schools can result in negative impacts on their health and their ability to teach and learn; and

WHEREAS: This District expends considerable financial resources on energy, water, refuse services, and custodial and office supplies; and

WHEREAS: Many options and choices exist for schools and their staff to use natural resources more efficiently; to reduce, reuse, and recycle; and to purchase clean energy and environmentally preferable products and supplies to protect our environment; and

WHEREAS: Schools have a tremendous opportunity to teach students about ecological sustainability, environmental health, and nutrition and to support students in becoming leaders that create healthier and more ecologically friendly communities; and

WHEREAS: Recognizing that the Board of Education of the San Francisco Unified School District has already passed resolutions in support of green school construction, improved indoor air quality, healthy school nutrition programs, alternative commutes, waste diversion, and Earth Hour; and

WHEREAS: Recognizing that teachers, parents, administrators, students, staff, and volunteers have already undertaken many initiatives to promote healthy and efficient buildings, conserve energy and water, procure recycled-content products and low-emissions school buses, divert waste from the landfill, create green schoolyards, and educate students about the natural world; and

WHEREAS: Recognizing SFUSD's history of collaboration with the SF Department of the Environment, SF Public Utilities Commission, SF Department of Public Health, Mayor's Office, SF Green Schoolyard Alliance, and numerous environmental education organizations, that have made these efforts a success;

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District hereby requests that the Superintendent develops policies, practices, and curricula that promote health, sustainability, and fiscal discipline through a long-term process that integrates the following strategies in stages:

- **BUILDING:** A program to ensure that new schools are built, and existing schools refurbished, according to the Collaborative for High Performance School (CHPS) and the EPA's Tools for Schools (TfS) Program. A plan to improve, monitor, and report the energy and water efficiency, as well as indoor air quality, of school buildings and grounds and to explore the application of renewable energy.
- **PROCUREMENT:** An environmentally preferable purchasing and donation policy for office and janitorial supplies, computers and equipment, cleaning chemicals, water fixtures, classroom materials, and fleet vehicles.
- **TRANSPORTATION:** Transportation programs that incorporate the traffic impact of school programs on the community into planning decisions and promote alternative transportation, fuels, and practices.
- **SCHOOLYARDS:** The development of school gardens as hands-on learning tools that promote good nutrition and stewardship of the land, stormwater management and capture, and trees to minimize heat islands. A commitment to sustainable landscaping practices that reduce water use and runoff, minimize chemical inputs, and provide habitat for native flora and fauna.
- **FOOD:** A system for providing healthy, local, and whenever possible, organic food for the school lunch program.
- **WASTE:** An effort to expand comprehensive waste reduction, recycling, and composting programs at all SFUSD schools and reduce hazardous waste from photography, labs, auto shops, printing, and eWaste.
- **EDUCATION:** Development of student ecoliteracy in all subjects and at all grade levels, ongoing staff training in efficient building construction and operation, and an emphasis on education and engagement of parents and the community about District sustainability efforts.
- **GREEN TEAMS:** The creation of site-based teams of students, parents, teachers, and staff to reduce utility use, minimize waste, and promote alternative transportation at each school.
- **GREEN SCHOOLS ADVISORY COMMITTEE:** Creation of a committee to coordinate sustainability projects across the District and develop a master plan and policies consistent with this resolution. Membership for this committee shall include, but need not be limited to:

Sustainability Director
Facilities
Purchasing
Transportation
Nutrition
Public Outreach
Certificated
Classified
Admin
Parents

Students
Policy
Curriculum/ROP
ESLI
SFGSA
SF Environment
SFPUC

BE IT FURTHER RESOLVED: That the Board of Education asks all schools and administrative departments to put the following into practice, in collaboration with the support of the Sustainability Department, by the end of 2010:

1. Turn off all lights in all areas that will be unoccupied for more than 15 minutes and when leaving work (except in corridors, stairwells, and exits as required by code).
2. Keep windows and doors closed during the heating season and report any thermal comfort issues that might make this impossible to Buildings & Grounds.
3. Keep ventilation and return ducts free from obstruction by books, charts, furniture, or plants.
4. Put computers to sleep after a certain amount of inactivity instead of running the screen saver.
5. Turn off computers, power strips, and other non-essential equipment upon leaving for the day.
6. Refrain from leaving the water running while washing dishes or classroom equipment and report indoor and outdoor leaks to Buildings & Grounds.
7. Adhere to the following Paper Policy to minimize the use of paper:
RETHINK - Send documents electronically or eliminate them altogether.
REDUCE - Print double-sided and reformat documents to fit on fewer pages.
REUSE - Reuse the back of old documents for non-presentation materials.
RECYCLE - Dispose of sensitive or double-sided paper in the recycling bin.
8. Phase out the purchase of water bottles except for field trips or offsite meetings.
9. Implement a school or building-wide recycling and composting program.
10. Allow staff to work from non-office locations to avoid unnecessary driving between meetings.

FURTHER BE IT RESOLVED: That the Board of Education encourages all employees to incorporate sustainability into their daily lives by:

1. Commuting to work by walking, biking, taking transit, or carpooling.
2. Opening blinds, turning off lights, and using task lighting whenever natural daylight allows.
3. Scheduling small-group meetings in small rooms instead of large rooms like libraries, gymnasiums, or auditoriums.
4. Dressing in a manner appropriate for the season and time of day.
5. Replacing individual refrigerators with central refrigerators where possible.
6. Eliminating the use of non-LED decorative lighting, halogen torchieres, and space heaters, all of which waste energy and pose fire hazards.
7. Using water sparingly in classrooms, lunchrooms, and restrooms.
8. Eliminating unnecessary purchases and buying reused, recycled and/or environmentally friendly products where possible.
9. Giving preference to reusable containers and utensils in the office and when organizing staff meetings and school events.
10. Incorporating environmental education into the classroom and getting involved in projects to green your school building and/or schoolyard.

10/27/09

2/9/10

Please Note:

- Referred to the Curriculum and Program and Budget and Business Services Committees by order of the Chair on 10/27/09.
- Taken up by the Curriculum and Program Committee on 11/2/09. Forwarded to the Board with a positive recommendation by general consent of the Committee.
- Announcement at the Budget & Business Services Committee on 11/23/09. **Please Note: At the request of staff and with the concurrence of the Authors, Resolution 910-27A1 is postponed for discussion and action to the January Augmented Budget and Business Services Committee meeting.*
- Taken up by the Budget and Business Services Committee (Augmented) on 1/19/10. Forwarded to the Board, as amended, with a positive recommendation by general consent of the Committee.
- Adopted, as amended, on 2/9/10.

**Seattle School District #1
Board Resolution**

Resolution No. 2012/13-12



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to optimize public dollars by applying passive design and sound environmental standards in the construction and renovation of buildings and campuses.

WHEREAS, students and staff are entitled to a safe and healthy school environment; and studies indicate that student achievement, attendance, teacher and staff retention are improved when the learning environment is naturally lit, free of toxins, comfortable and well maintained; and

WHEREAS, in 2005, the Governor signed the High-Performance Public Buildings bill into law requiring that state funded facilities, including K-12 schools, be designed and built to high-performance or “green” building standards with an emphasis on passive design; and

WHEREAS, the recent Green Ribbon Commission submitted their recommendations to the city of Seattle suggesting that the city work with the Seattle School District to create the greenest, healthiest, most energy efficient portfolio of schools in the United States; and

WHEREAS, the City of Seattle is in the process of updating its Climate Action Plan to reach the city's goal of becoming carbon neutral by 2050; and

WHEREAS, schools that employ passive design principles in siting and design inherently minimize operating costs without increasing construction costs. Results include long term savings of 40% or more in energy and water utilities, more comfortable interior environments and preservation of community resources; and

WHEREAS, the Washington Sustainable School Protocol (WSSP) has developed comprehensive design criteria based on the latest available information on sustainable school design, construction, and operation; and

WHEREAS, schools designed to meet the above criteria incorporate environmental features that provide a context for learning (“Designs that Teach”); and

WHEREAS, eliminating finishes and products that require continual maintenance reduces maintenance costs; and

WHEREAS, responsible stewardship of public funds requires that new schools be designed to serve the District well into the future with cost-saving, environmentally sustainable systems and flexible configurations that will enable future improvements; and

WHEREAS, the BEX oversight committee and SPS staff have the expertise and desire to develop SPS building criteria that will apply the highest possible environmental standards within budgetary restraints that yield maximum operational savings;

NOW THEREFORE, BE IT

RESOLVED, that the Seattle Public Schools Board recognizes the progress already made by the District's staff and design teams in applying sustainable design criteria to the District's school construction program; and be it further

RESOLVED, that the Board directs staff to expand this effort by developing SPS sustainable building criteria to ensure that every major capital project meets high environmental standards that reduce operating costs, without exceeding project budgets. The criteria should require application of passive design principles in the siting and interior configuration of new buildings. It should also include best practices such as low-footprint, flexible building systems, low-maintenance and non-toxic materials, water conservation and catchment; and be it further

RESOLVED, that staff identify a minimum of two elementary schools, one K-8 and one middle school in BEX IV that will strive to meet the Living Building Challenge standard by applying principles that can be implemented within the project budget and construction schedule; and be it further

RESOLVED, that one community campus in BEX IV will be designed for maximum operational and programmatic efficiency of shared core facilities, within budget and schedule constraints. Core facilities include but are not limited to libraries, gyms, science labs, music rooms, performance spaces, food service and administrative offices; and be it further

RESOLVED, that project teams initiate all major capital projects with a charrette to develop a range of sustainable building strategies in concert with the SPS building criteria. These charrettes will include District representatives for design, maintenance and operations, its design and construction consultants, and end users-- including site administration and community members. Designated site administrators will be integrally involved through out the design and construction timeline; and be it further

RESOLVED that educational opportunities around sustainable design, construction and efficient operational practices be emphasized and operating costs be minimized by creating visual teaching points in facilities to support green policies and practices; and be it further

RESOLVED that in the course of each project the District emphasize native and draught resistant plants and landscaping, and investigate cost-effective opportunities for day lighting streams, restoring predevelopment habitats and other natural resources that would promote environmental science studies; and be it further

RESOLVED that the District apply its sustainable building criteria when making improvements and addressing maintenance backlogs in existing buildings; and be it further

RESOLVED that in order to align Seattle Public Schools with State, local and regional environmental goals and mandates, the District will pursue outside funding partners and leverage available incentive programs in the greater Puget Sound corporate community when SPS funding is not available.

ADOPTED this 15th day of May, 2013

Kay Smith-Blum, President

Betty Patu, Vice-President

Sherry Carr, Member


Michael DeBell, Member

Harium Martin-Morris, Member

Martha McLaren, Member

Sharon Peaslee, Member

ATTEST: _____
José Banda, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

| | | |
|---|---|---|
|  | <p>NATURAL RESOURCES CONSERVATION</p> | <p>Policy No. 6810 September 20, 2017 Page 1 of 1</p> |
|---|---|---|

It is the policy of the Seattle School Board that the District wisely manage the use of natural resources and maintain programs that support conservation of energy and other natural resources. The goal of this policy is to create and maintain sustainable, healthy school environments through a long-term resource management plan.

Seattle Public Schools will model environmental stewardship by instituting a resource conservation management plan, to:

- Reduce the use of energy, water, and other natural resources and encourage recycling
- Educate students, teachers, and staff about the importance of conserving natural resources
- Lessen environmental damage attributable to natural resources consumption.

Adopted: September 2017

Revised:

Cross Reference:

Related Superintendent Procedure: 6810SP

Previous Policies: H25.00; H25.01

Legal References: City of Seattle Energy Benchmarking Ordinance #125000, City of Seattle Building Tune-Up Ordinance #125002, City of Seattle Waste Management Recycling Ordinance #124313, and City of Seattle Waste Management Composting Ordinance #124582

Management Resources:

Superintendent Procedure 6810SP Natural Resources Conservation



Approved by: s/Larry Nyland Date: 9/20/17

Dr. Larry Nyland, Superintendent

This procedure implements School Board Policy 6810 and is the long-term resource conservation management plan for the District.

Introduction

The Seattle School Board strives to create healthy and comfortable learning and working environments for students, staff, and the Seattle community. The focus of the natural resources conservation program is long-term, sustainable measures and practices that reduce consumption of natural resources and seek out alternative energy and green technologies. By reducing the District's use of natural resources, a greater amount of the District funds can be spent for supporting student learning and excellence. Additionally, conservation lessens negative impacts on our environment. Wasting resources contributes to many environmental problems such as global warming, water pollution, acid rain, etc. When we conserve energy and water, reduce solid waste, and utilize green alternatives, we help reduce and prevent environmental damage.

A successful natural resources conservation program welcomes and relies upon active participation by all members of the school community. Responsibility and authority for implementing the natural resources conservation management plan lie at all levels of the District. Resource conservation begins with the design of the buildings and landscaping, and continues through the daily operation and maintenance of the schools. Seattle Public Schools seeks to model environmental stewardship to the staff, students, and the Seattle community, linking conservation, the environment, and our role in determining the future health and well-being of people, the environment, and the planet.

1) Heating, Cooling, and Ventilation (HVAC) & Mechanical Equipment

- a) Normal operating schedule for mechanical heating, cooling and ventilation (HVAC)
 - i) Monday – Friday HVAC schedules are based on staff contract work times and school start/end times.
 - ii) After school, HVAC is provided for academic and District scheduled events only.
 - iii) HVAC systems shall not heat or cool during non-school hours, during school breaks and holidays, and in unoccupied areas unless it is necessary for freeze or equipment protection.
 - iv) Exceptions to the HVAC operating schedule may be made for events outside of the normal operating hours through the District building rentals system. Rental fees may apply. See Superintendent Procedure 4260SP: Use of School Facilities.
 - v) Fan cooling is allowed during occupied times.

- vi) For heating, cooling or fans after hours, a building use permit is required.
- b) HVAC set points during scheduled occupied periods – these set points mean that actual temperatures may be within +/- 2 degrees
 - i) Classroom and office area set points are 68 degrees heating. Where available, 76 degrees mechanical cooling, 74 degrees economizer cooling.
 - ii) Lunchroom and auditorium set points are 65 degrees heating. Where available, 76 degrees mechanical cooling, 74 degrees economizer cooling.
 - iii) Gym and hallway set points are 62 degrees heating. Cooling is not commonly provided.
 - iv) Temperature settings in classrooms with motion sensor integrated HVAC should have heating set points reduced by 3 degrees and cooling set points increased 3 degrees during the normal operating schedule when the room becomes unoccupied. The motion sensor will turn the system back to occupied temperatures when a person enters the room.
 - v) Exceptions to the HVAC set points are made for those with special needs as noted in their 504 documents.
- c) Portable space heaters are a potential fire hazard, can trip our breakers, and use a significant amount of energy. Only spaces that do not meet District standard HVAC set points, during the normal operating schedule, from the building's HVAC systems may be permitted to have a space heater. All heaters must meet District safety requirements. Approved space heaters shall be shut off during unoccupied hours and while unattended. Please note: space heaters are not rated to be used with extension cords and should be directly plugged into the wall.
- d) Thermostats, radiators, unit ventilators, supply and return air vents and other HVAC equipment shall not be tampered with and shall have a minimum of three feet of unobstructed space around them to ensure adequate airflow and temperatures.
- e) All school activities, including summer school and before and after school activities, should minimize resource use by consolidating activities into the fewest possible number of buildings, building areas, and rooms. Consolidation will allow for the fewest number of rooms to be conditioned which will reduce cost and resource use.
- f) Circulating pumps, fans, boilers, etc. shall be turned off during unoccupied periods of evenings and weekends except as needed for freeze protection.
- g) Water heaters shall be turned off during extended school breaks, where feasible.
- h) Staff should properly shut down and unplug smaller District refrigeration units such as milk coolers, reach-ins, ice chests and ice machines during breaks of four consecutive weeks or more. Food from these units should be consolidated and placed into walk-in units, where available.

2) Lighting

- a) Indoor lighting
 - i) Everyone is responsible for turning off lights in unoccupied areas. Lighting should not be left on overnight. Emergency lighting will remain on automatically per building code.
 - ii) String lights, lamps, and other decorative illumination not integral to the school building shall only use energy efficient bulbs (LED or compact fluorescent). Always follow best practices for fire safety.
 - iii) Photo cells, lighting controls and occupancy sensors should remain clear and unobstructed.

- b) Outdoor lighting
 - i) Outside lights shall be off during daylight hours.
 - ii) Plan after school and weekend events that require lighting to be located together on the main floor and close to the outside doors, to minimize the need for communal lighting (hallway, stairwell, exterior.)
 - iii) For lighting after hours, a building use permit is required.
- c) Photocells and lighting control requirements are found in the District Technical Standards.
- d) Interior walls and ceilings should be of a light color to improve the light quality of the teaching and learning environment.

3) Composting, Recycling, Waste Reduction and Waste Disposal

- a) Everyone using District buildings shall minimize use of natural resources with the goal to reduce waste generation and encourage reuse and shared use of resources.
- b) Everyone shall make sure that all materials discarded are sorted into the correct container or dumpster.
- c) Everyone shall sort waste into three types, as required by the City of Seattle.
 - i) Compost goes in the green containers labeled “compost” (e.g. food waste, food soiled paper, and yard waste).
 - ii) Recycling goes in the blue container labeled “recycling” (e.g. clean paper, bottles, cups, milk cartons).
 - iii) Garbage goes into the grey/black/white container labeled “landfill” (e.g. plastic wrappers and dirty containers).
- d) New composting programs must be pre-approved by Facilities Operation and be developed using the Resource Conservation Guidelines. No new program may be started before all planning aspects are complete and the impacted parties are provided an opportunity to participate in program design.
- e) Materials that meet the legal definition of “confidential records” shall be destroyed in accordance with Washington State RCW 40.14.
- f) All hazardous materials and waste shall be handled in a safe and lawful manner. No hazardous materials or wastes shall be poured down drains, onto the ground, or into waterways.
- g) Printing and copying
 - i) All District staff should minimize paper and copier use.
 - ii) All staff shall be able to scan and send documents electronically instead of printing hard copies, and print and copy on double-sided paper to reduce paper waste. Training videos are available to staff.
 - iii) Double-sided and black-and-white printing should be set as the default for copiers and printers whenever possible to avoid wasting ink and paper.
- h) Toner cartridges for networked printers/copiers/scanners should be recycled.

4) New construction and remodels

- a) Buildings and grounds shall be designed and constructed to minimize the use of resources in accordance with Seattle School District Board Resolution No. 2012/13-12.
- b) Building design choices shall be made to recognize the life cycle cost. This analysis shall include identifying the operations and maintenance budget prior to construction.

- c) All new construction and major remodels shall follow state and City building codes and Washington Sustainable Schools Protocol.
- d) The Capital Department shall follow their technical design standards and provide annual reports to the School Board on natural resource conservation measures employed in capital projects.
- e) All Capital projects shall have a corresponding Owners Project Requirements document, such as those identified by the U.S. General Services Administration.
- f) District Technical Standards shall be followed for all new construction and major remodels.
- g) Prior to construction, Design teams shall provide operations and maintenance staff model resource usage, including energy use index (EUI) and construction and operations solid waste analysis. Presentations shall be reviewed by the Facilities Department at schematic design, design development, and construction document stages.
- h) The District shall follow the guidelines of the City of Seattle's most current energy code, where applicable.
- i) Design teams shall collaborate with the local electricity, natural gas, water/sewer, solid waste and storm water utility companies, the City of Seattle, and other agencies to reduce the use of resources in construction, operation, and maintenance of schools.
- j) Design teams shall assist the District in maximizing grants and rebates for conservation. The District shall include in the bid documents a requirement to provide all necessary conservation –related data to utility partners prior to and post construction.
- k) Capital projects shall utilize third party commissioning of building systems in accordance with technical specifications. Systems shall operate at, or exceed, design specification objectives.
- l) All contracts, RFPs, bid documents, etc. that involve the building envelope, HVAC system, lighting system, or irrigation system shall be reviewed by the Mechanical/Electrical Coordinator to assess resource conservation measures.
- m) Design teams shall review and analyze actual utility use compared to expected utility use one year, two years, and five years after construction is complete and the building has been accepted by the District. Design teams shall document finding, present them to the Facilities Department and include lessons learned in future project planning.

5) Ongoing Maintenance Operations and Procurement

- a) When maintenance is required to fix broken equipment, the repair shall maintain the functionality of the systems and/or equipment as they were designed unless the design is found to be faulty. The District Computerized Maintenance Management System (CMMS) shall be utilized to optimize the efficiency and life of mechanical systems operating in the buildings.
- b) The District shall tune-up buildings at least once every 5-years in accordance with City of Seattle Ordinance #124927. The tune-up shall optimize energy and water performance by identifying no- or low- cost actions related to building operations and maintenance, including but not limited to major building systems for mechanical, electrical, lighting, and water.
- c) District Technical Standards shall be followed for all maintenance, operations, and procurement.

- d) The District should evaluate the cost effectiveness of procuring high efficient and green products and equipment.
- e) Maintenance and operations staff shall partner with the local electricity, natural gas, water/sewer, solid waste and storm water utility companies, the City of Seattle, and other agencies to reduce the use of resources in the operation and maintenance of schools, and to maximize utility grants and rebates and incentives.
- f) The District should purchase recycled content and environmentally preferable supplies when the cost and functionality is equivalent to other supplies.
- g) All vending machines shall operate with the non-essential and advertising lighting disabled.
- h) All vending machines shall be put into low power mode when not in use.
- i) Handwashing faucets should be set to run for ten seconds (see also WAC 246-366-060).

6) Conservation outreach and training

- a) Annual training opportunities should be provided for District staff members with responsibilities over the utility resources, including Senior Leadership, Custodial and Nutrition Services staff, Principals, and Maintenance staff.
- b) The District shall set five-year conservation goals for energy, water, and solid waste. Progress shall be reported on annually by the Facilities Department. District goals shall be based on local, state-wide, and national conservation benchmarks whenever possible.
- c) The District shall calculate annual and long-term avoided utility costs. As we continue to minimize our use of resources, we shall continue to reinvest in conservation to take advantage of opportunities to build additional conservation capacity.
- d) The District shall benchmark energy use annually through ENERGY STAR® Portfolio Manager for all buildings 20,000 square feet and larger. This data is publically available through the City of Seattle Energy Benchmarking Ordinance #125000.
- e) The District agrees to pass along part of the utility savings to the schools in a shared savings program intended to allow schools to invest in resource conservation to achieve additional and continued savings.
- f) Annual utility data shall be provided to principals, building custodians, and other senior staff.
- g) Principals are responsible for sharing these data and reminding occupants about the Natural Resources Conservation Procedures.

7) Occupants of offices and classrooms equipment-operating responsibilities

- a) Everything plugged into a school or office outlet draws power and therefore uses public resources.
- b) All office and classroom electrical equipment (sound systems, speakers, computer *monitors*, fans, phone chargers, etc.) shall be turned off each night and during all weekend and extended non-occupied times.
- c) Networked devices such as District printers/scanners, computers and projectors shall stay on but should be switched into low power mode when not in use.

- d) The District may provide pre-approved appliances in shared areas for the use of staff, these appliances may include communal refrigerators, microwaves and coffee makers.
- e) All appliances used in the District must be located in communal spaces and available for shared use. Individual appliances may not be installed unless they are providing ADA accommodation or have been preapproved by Facilities Operations.
- f) All items plugged into outlets shall be National Underwriters Laboratories tested and labeled and all label instructions shall be followed by the user.
- g) Everyone is responsible for turning off lights and closing windows, doors, blinds, and drapes at the end of the day.
- h) All staff are responsible for taking action to shut down their rooms before extended breaks. A shutdown checklist will be provided.

8) School Grounds and Gardens

- a) School gardens
 - i) All proposed gardens or any sort must be preapproved for Facilities Operations and follow operational guidelines.
- b) Landscaped areas and lawns
 - i) Shall be irrigated only during the first two year planting establishment periods.
 - ii) Shall not have automatic timers on irrigation systems unless the area is being established.
 - iii) Shall be planted with native plants appropriate for specific site conditions, preferentially use drought tolerant species in drier areas.
 - iv) Shall evaluate soils and location to select the appropriate planting material for each space.
- c) Athletic and play fields
 - i) Natural turf (grass) fields shall only be irrigated if they are part of the Seattle Parks – Seattle School District Joint Use Agreement and they have a functioning mechanical irrigation system. Irrigation schedules shall be calculated based on the need of the soil and vegetation.
 - ii) Fields that are not part of the Seattle Parks – Seattle School District Joint Use Agreement shall not be irrigated unless the area is being established for the first two years after planting.
- d) All irrigation shall be scheduled for cooler times of the day to avoid evaporation, unless extreme weather conditions require additional irrigation.
- e) Leaf fall from trees shall be left to compost in place or is mulched on-site whenever possible.
- f) Integrated Pest Management shall be used to manage all school grounds in accordance with Superintendent Procedure 6895SP: Integrated Pest Management.

9) Transportation and Anti-idling

- a) All vehicles on and adjacent to school property should be operated to minimize idling to reduce fuel use and air pollution.
- b) Vehicles shall not be warmed up by idling and engines shall not be left running when not on the road.
- c) All operators of District contracted busses shall receive training to minimize fuel use and reduce pollution.

- d) When purchasing vehicles the District shall give preferential consideration to vehicles with the most fuel efficacy considering a life-cycle cost analysis of every purchase.

Approved: September 2017

Revised:

Cross Reference: School Board Policy No.6810



Climate Justice - Sustainability

Dr. Tania McKey
Sr. Director of Humanities



WHERE WE LEARN MATTERS

School facilities have a direct impact on:



Student and staff health



Academic achievement



Environmental resources



Property values

\$8 billion spent by U.S. schools on energy

wastes natural resources and taxpayer money and takes away from what should be invested in instruction. The EPA estimates that 25% of energy used in K-12 schools could be cut with basic energy efficiency measures.

Schools throw away a half pound of waste per person,
most of which is paper and organics, like food.
A school district can be one of the largest
sources of landfill waste in a community.

CO₂ & poor ventilation

Students who breathe increased levels of carbon dioxide find it more challenging to learn, perform simple and complex tasks, and make decisions.

Allergens and respiratory irritants

can cause asthma, headaches, nausea, weight gain, general irritation and cognitive impairment.

Poor lighting and noise

have impacts on student health and learning through altered hormonal cycles and impaired cognitive processing.

Warmer classroom temperatures

contribute to stuffiness, headache, fatigue, reduced academic achievement, difficulty breathing and even increased influenza transmission.

By 2038, the U.S. will generate 4.2 M new green jobs,

and the young people coming into the workforce are looking for them. Nearly 80% of college students say they would like to work in a green job, and almost 60% are willing to take a job that pays less to do so.



Conceptual/Theoretical Framework

United States Department of Education Green
Ribbon Schools Award (ED-GRS) Framework,
(2011)

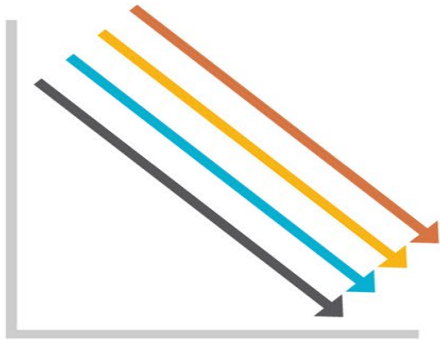
Whole School Sustainability (WSS) Framework
(Barr, Cross & Dunbar, 2014)

Ecological Democracy Whole School
Sustainability (Kensler, 2012)

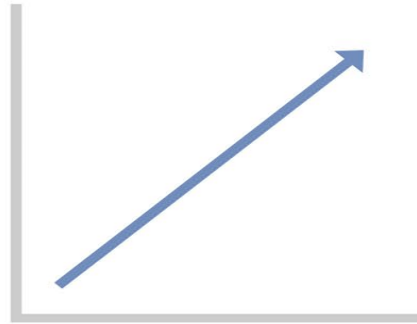




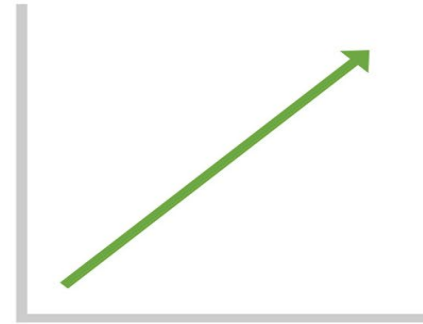
Three Pillars of ED-GRS



Net impact
(waste, water, energy, CO₂)



Health & performance



Environmental literacy



USDOE, Green Ribbon Award (ED-GRS) Framework

- Pillar 1: Reducing environmental impact and costs;
- Pillar 2: Improving health and wellness; and
- Pillar 3: Providing effective environmental and sustainability education.





ED-GRS 2012 - 2020

| Year | Schools | District | Post-Sec | Total |
|--------|---------|----------|----------|-------|
| 2012 | 78 | N/A | N/A | 78 |
| 2013 | 64 | 14 | N/A | 78 |
| 2014 | 48 | 9 | N/A | 57 |
| 2015 | 58 | 9 | 14 | 81 |
| 2016 | 47 | 15 | 11 | 73 |
| 2017 | 45 | 9 | 9 | 63 |
| 2018 | 45 | 6 | 6 | 57 |
| 2019 | 35 | 14 | 4 | 53 |
| 2020 | 39 | 11 | 5 | 55 |
| Totals | 459 | 87 | 49 | 595 |





Whole School Sustainability (WSS)

- ❖ **Organizational Culture**
Vision and Mission Alignment
Interdepartmental Learning
Catalytic Communication
- ❖ **Physical Place**
Engaging & Active3 Design
Progressive Efficiency
Healthy Systems
- ❖ **Educational Program**
Charismatic Leadership
Connection to Place
Student Powered



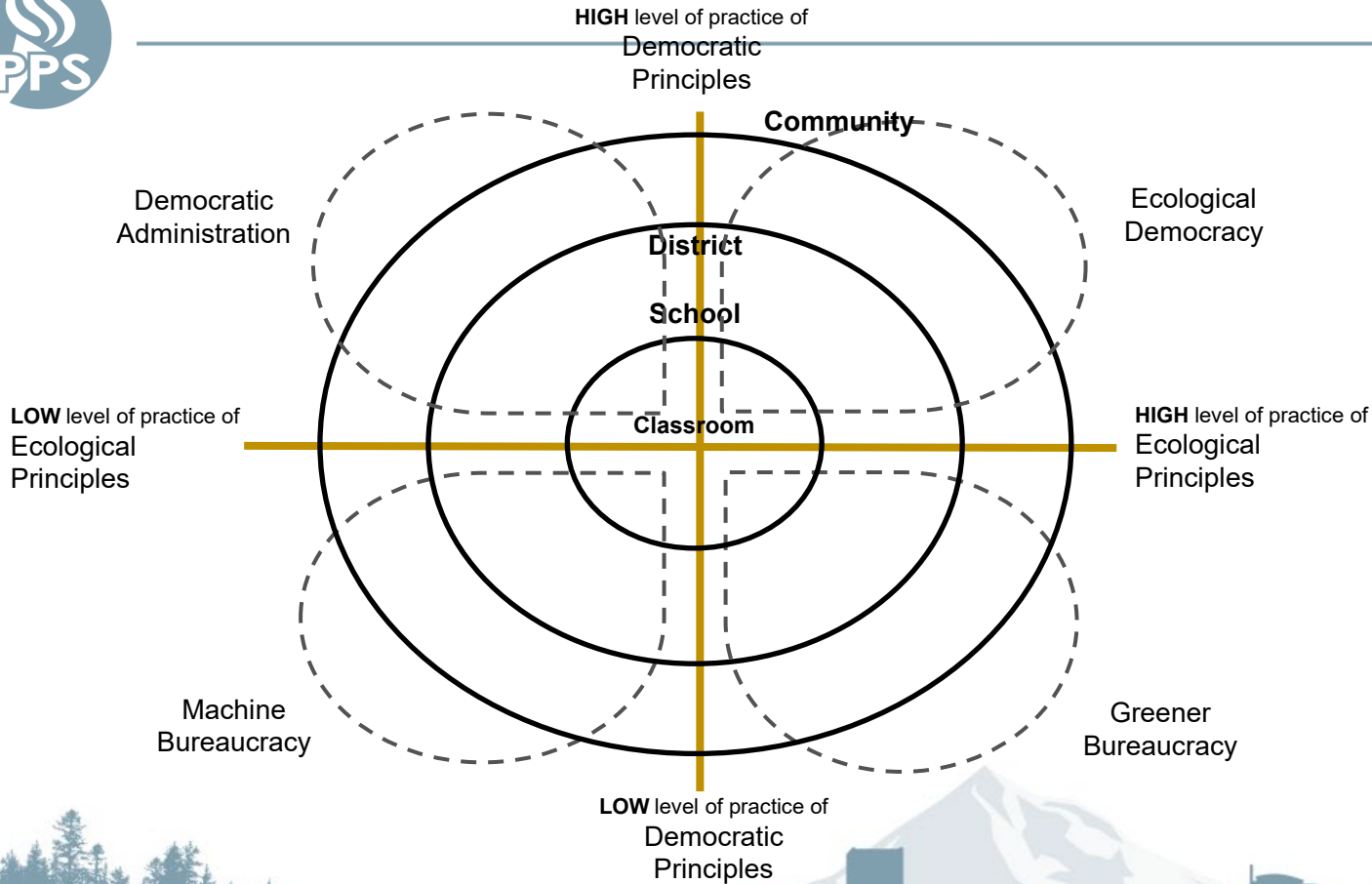


Figure 2. Theoretical framework integrating ecology and democracy. The dotted lines emphasize the indistinct nature of the four categories of schools: Machine Bureaucracy, Democratic Administration, Green Bureaucracy, and Ecological Democracy.



Ecological Democracy for Whole School Sustainability (ED-WSS) (Kensler, 2012)

- Six Ecological Principles
 - Development
 - Network, Partnerships and Diversity
 - Dynamic Balance
 - Nested Systems
 - Cycles
 - Solar Energy and Flows





ED-WSS

10 Democratic Principles

- Fairness and Dignity
- Purpose and Vision
- Integrity
- Reflection and Evaluation
- Accountability
- Individual and Collective
- Dialogue and Listening
- Decentralization
- Transparency
- Choice





National Examples of Sustainability Policies

Baltimore Public Schools, MD

Howard County Public Schools, MD

Seattle Public Schools, WA

Austin Independent School, TX

San Francisco Unified School District, CA

San Diego Unified School District, CA

(All are uploaded in the Google Folder)





Baltimore Public Schools – Sustainability Plan

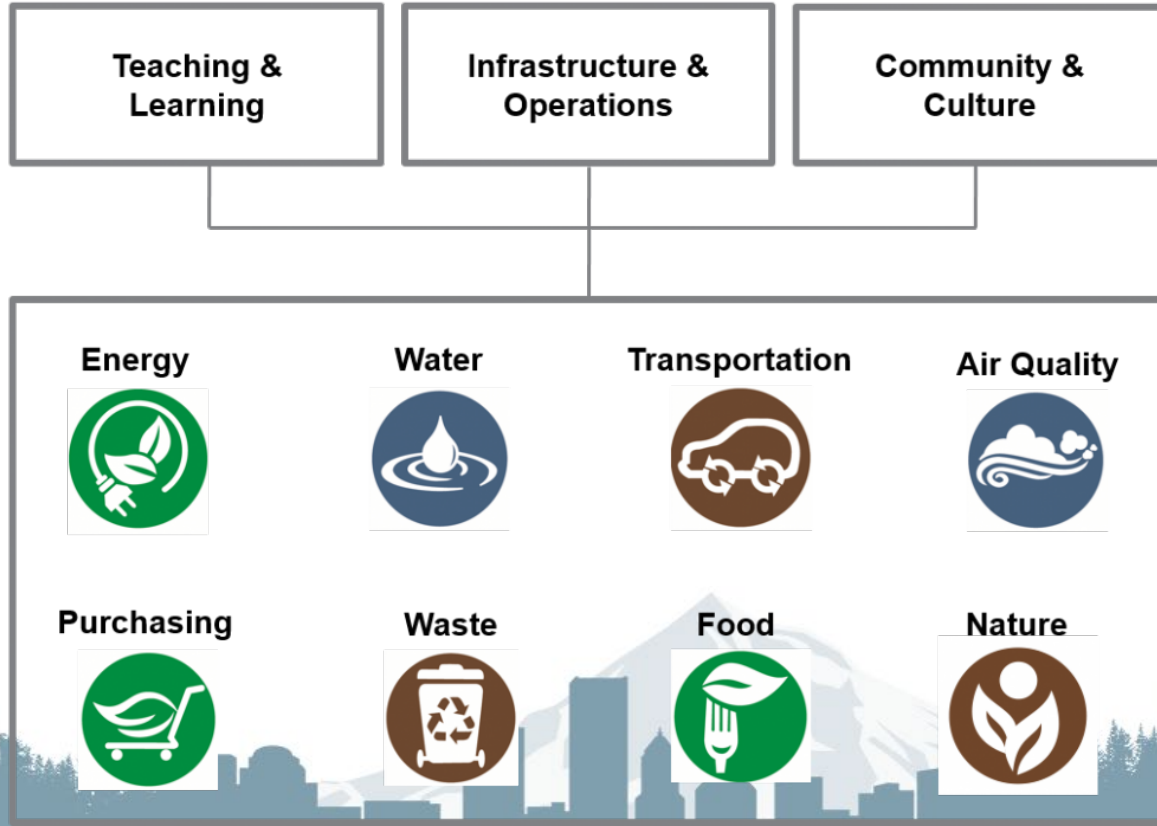


- **Develop environmental literate students**
- **Create healthy school environments**
- **Reduce and conserve natural resources**
- **Improve school green spaces**
- **Engage school communities**
- **Build student leadership**





AUSTIN ISD SUSTAINABILITY FRAMEWORK





SFUSD Sustainability Pillars

Carbon Neutrality

Water Resilience

Zero Waste

Sustainable Transportation

Connection to Nature





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Questions



| Operations, Maintenance, and Facilities | | | | | | | |
|--|--|---|----------------------------|---------------|---|--|-----------------|
| Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management. | | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | Check-In Comments | Comments/Notes | What is Needed? |
| 1 | Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals. | In progress/not yet implemented | High | Medium | As a part of the 2020 bond effort and Aaron's EUI targets. Update language that 'projects must work toward current energy efficiency goals' to keep numbers and potential revisions to a minimum. | | |
| 2 | Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses | can be implemented/needs leadership support | Medium | Medium | Composting/food waste would need staff support to help monitor. District-wide standardization may be a capital size project. | | Funding. |
| 3 | Minimize disposable materials and fully utilize all materials before disposal. | In place/implemented | Medium | Medium | | Implemented in OSM projects. A little unclear on this suggestion as it specifically relates to operations and maintenance. | |
| 4 | Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems. | can be implemented/needs leadership support | No Direct Carbon Reduction | Low | | | |
| 5 | In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution). | can be implemented/needs leadership support | No Direct Carbon Reduction | Low | Unsure on who's responsibility this would be. Need feedback from Risk Management | | |

| New Construction and Renovations | | | | | | | |
|--|---|--|----------------------------|---------------|---|--|---|
| Target: Design, construct, and operate new schools and renovations that are energy efficient and high-performance -- conserving energy while reducing GHG emissions. | | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | Check-in Comments | Comments/Notes | What is Needed? |
| 1 | Avoid adding fossil fuel infrastructure/equipment to new buildings. | can be implemented/needs leadership support | High | High | Update language for just new buildings. Life Cycle Carbon Analysis, operational and embodied carbon. This will be a recommendation and guideline for decision makers. | Seems like it could be combined with #1. We are already looking into this for new construction/complete rebuilds. | |
| 2 | Achieve average district source Energy Use Intensity (EUI) goal of 30. | In progress/not yet implemented | High | Medium | | Plan is to be implemented for 2020 bond projects and beyond. | |
| 3 | Meet at least LEED Gold and Net-Zero ready standards for all new construction and major renovations. | can be implemented/needs leadership support | Medium | High | Path to Net Zero program with Energy Trust. Bond budget constraints to complete net zero system requirements (solar). | LEED Silver is already our baseline target for modernizations (Gold for rebuilds/new construction). Net-zero READY is doable, but just needs leadership commitment. | Leadership commitment. Changed from Silver to Gold |
| 4 | The district will limit the amount of refrigerants used. | can easily be implemented with current resources | High | Medium | Update language to exclude VRF systems in future projects. | Currently no commitment to limit refrigerants (Madison is installing VRF system). However, if we have carbon reduction goals and do carbon life cycle analysis for all bond projects, we could easily advocate for this. | Leadership support for carbon reduction goals and/or low carbon construction and operations |
| 5 | Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat). | can be implemented/needs leadership support | No Direct Carbon Reduction | High | | This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations). | Better building envelope standards (in progress). |
| 6 | Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space. | not likely to be implemented | Medium | High | Think further up the chain, buying/sourcing different products. This could be done as we modernize schools, but not likely to be district-wide all at once. Employee safety concern with bulk milk dispensers due to weight of lifting. | Upgraded electrical capacity in kitchens (for dishwashers and milk dispensers). | |
| 7 | Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies. | can be implemented/needs leadership support | No Direct Carbon Reduction | High | | This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations). | Funding |

| Grounds and Gardens | | | | | | | |
|--|--|---|----------------------------|---------------|--|---|--|
| Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. | | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | | Comments/Notes | What is Needed? |
| 1 | Increase shade trees, pollinator habitats, and depave projects, with highest priority in low-canopy neighborhoods. | can be implemented/needs dedicated staff | Medium | Low | | Approved species list (not fruiting, low maintenance, evergreens). Maybe use language about pollinator planting vs native to avoid overgrowth. | Focus on lower canopy school neighborhoods. |
| 2 | Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered. | In place/implemented | Medium | Medium | | | PPS does not have staff that would oversee these projects. Currently, handled on a grant availability basis and partnership availability between Depave and planting organizations. PPS pays to haul away asphalt from projects. To increase depaves on a wide scale at the same tie would be a huge cost. |
| 3 | Phase out gas powered equipment for grounds maintenance. | can be implemented/needs leadership support | Medium | Low | | Phase out situation of old, gas powered equipment. Leaf blowers may be purchased/replaced, but mowers are likely to be phased out. | |
| 4 | Decrease water consumption and minimize the use of pesticides and herbicides. | can be implemented/needs dedicated staff | Low | Low | | Irrigation is currently minimal except for newer schools and turf fields. Steward 'Adopt a Spot' idea to have more community care of green spaces and lessen need for herbicides/pesticides. Model: West Lynn/Wilsonville district has school-specific family sign-up days. | Grounds teams use EPA approved list of products, but are unlikely to fully eliminate due to high work load and small team. Irrigation is a small use and cost. |
| 5 | Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements | In place/implemented | No Direct Carbon Reduction | Low | | | Could be expanded if integrated into curriculum, however, water sources are unlikely to be changed. |
| 6 | Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly. | In progress/not yet implemented | No Direct Carbon Reduction | Medium | | Using survey data to analyze which school grounds are most in need of improvements. Also building more ADA accessible playgrounds. | |

| Transportation | | | | | | |
|--|---|--|-------------------------|---------------|---|--------------------------------------|
| Target: Minimize greenhouse gas emissions from student and PPS transportation. | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | Comments/Notes | What is Needed? |
| 1 | Evaluate routes annually to improve route efficiencies and capacities. | In place/implemented | Medium | Low | | |
| 2 | Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels. | In progress/not yet implemented | High | High | Student Transportation is already beginning the early stages of transition to EV buses (it will be a slow phase out deisel/propane). There are not good EV alternatives for many maintenance vehicles, but we are looking into alternatives for any passengaer sedans in our fleet as well as charging infrastructure. | Funding for incremental cost of EVs. |
| 3 | Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting. | can be implemented/needs leadership support | Medium | Medium | Transit incentives already in the works, but not for bike/walk/carpool to work. Compressed work week might be impossible for some since we have a lot of site work, but could be possible for some staff (will need leadership suport and I'm not optimistic that will happen). Reduction in single-car trips will be difficult given everyone has different meetings and schedules, etc. | |
| 4 | Refine "no idle" policy for fleet vehicles, buses, and family cars at schools. | can easily be implemented with current resources | Medium | Low | Not sure what would need to be "revisited and refined." Student bus drivers have policy in place to not idle more than 5 minutes (need Teri/Brandon to confirm). Signs exist at some sites. We would encourage this to be a student engagement activity to make signs. | |
| 5 | Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property. | can be implemented/needs leadership support | Medium | Medium | I believe this has and is already being done through the district partnering with PBOT Safe Routes to School measures. There is probably room for improvement. | Funding. |

| Contracting/Purchasing | | | | | | |
|---|--|---|--------------------------------|----------------------|--|--|
| Target: Reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | Comments/Notes | What is Needed? |
| 1 | Divest banking investments from fossil fuel industries. | not likely to be implemented | High | High | Not sure what this entails exactly. Change who we use for banking? P&C is not involved in investment choices. This requires CFO input. Also, changing our utility providers is not possible. | |
| 2 | Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions. | not likely to be implemented | Medium | High | Currently not likely since each department controls their own budget and will look for cheaper options. Will need to be a district-wide mandate. Might not make sense for smaller items, such as bins, furniture, and school supplies. See above re: decentralized purchasing decisions. Not sure that P&C would/could have any role in operationalizing other than possibly including environmental impacts and costs as a scoring category in RFPs for certain goods or services. | District-wide requirement |
| 3 | Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic. | can be implemented/needs dedicated staff | Medium | High | Might be possible to include in formal solicitations (RFPs) for certain goods - e.g., nutritional products. Outside of the formal solicitation scenario, most purchases are determined by each budget-holder/department/school, so this would be extremely hard to implement and enforce across all schools and departments - most of which would be unsophisticated in this type of analysis. Might be more successful if limited to a few specific departments or product categories. | Also needs leadership support (and funding since this will likely result in departments/schools spending more money that they currently don't have) |
| 4 | Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. | can be implemented/needs leadership support | Low | Medium | "green standards" is vague and this will not be applicable to all contracts. EC: Agree that this is vague and not sure what it entails. Would need very detailed specifications to include and score in solicitations, and well as clarity re what kinds of goods and services to which it applies. Construction? Personal services? Maintenance? Is this meant to apply to RFPs only? (ITBs - low bids - are typically used in construction and maintenance services. Also, RFPs and ITBs only apply above 150k. What about lower value solicitations (quotes) or direct appointments?) | District-wide mandate/policy (similar to Equity in Public Purchasing & Contracting policy and administrative directives) |
| 5 | Transition from virgin paper to maximum post-consumer recycled content paper goods. | can be implemented/needs leadership support | Low | Medium | Paper expenditures are a large part of schools' consolidated budgets. Increasing price would negatively impact schools - especially low SES schools - unless more money was allocated to schools for paper. May be a hard sell in challenging budget times and with paper prices on the rise across the board. Note also that some schools ask parents to bring in paper reams. Easier to implement for central departments/BESC. Another option would be requiring schools and departments to come up with plans for reducing paper use. Given that we have all gone paperless recently, this might be a good time to start that process. | Funding (incremental cost of recycled content paper products). District-wide mandate/policy would be required. Currently, each school gets to choose which paper to order off of one of our approved nationwide cooperative contracts. They tend to choose one of the cheapest varieties, which is nonrecycled. Removing choice would require a Board mandate. |
| 6 | Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas). | can be implemented/needs leadership support | Medium | Low | This is currently on an individual basis as some employees/teachers prefer hard copies and other prefer electronic copies. We would need leadership support to push everyone towards 100% digital. | |

| Food | | | | | | |
|---|---|---------------------------------|----------------------------|---------------|---|--|
| Target: Create and implement a low-waste, low-carbon food and cafeteria system. | | | | | | |
| | | Current Status | Carbon Reduction Impact | Budget Impact | Comments/Notes | What is Needed? |
| 1 | Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program | In place/implemented | Medium | High | Already being done in large part, but District still has to meet federal USDA National School Lunch requirements for servings and maintain breakeven operation; cost may prohibit. USDA Foods (commodities) must also be utilized which will take precedence or be the priority for use in the program over this initiative. | |
| 2 | Use bulk serving over single-use plastic packaging when possible. | In progress/not yet implemented | Medium | Low | I would need to check with Whitney, but there are stats around breakfast offerings that are NS's most single-use packaged items. Already reducing at lunch, FFVP, supper. Breakfast where we have most single use items; but due to service style and time required to serve hundreds of kids in less than 10 minutes. Also need to utilize USDA Foods which may come in individual packages and do not allow for control over packaging. | Need to see what COVID-19 impact will be on service style and foods offered in large group setting moving forward. |
| 3 | Provide student opportunities to learn about food waste and carbon impacts of foods. | not likely to be implemented | No Direct Carbon Reduction | Low | Huge implications for food bullying and shaming. All foods offered should be seen as healthy and not compared to one another. | Education on food systems. |
| 4 | Donate excess food that would otherwise be collected as food waste. | In place/implemented | Medium | Low | NS internal system is in place to reuse 'share table' items after rinsing or using items that were not sold later in the week. For the past 10 years, NS has regularly donated unused, perishable foods before long breaks in service (i.e. Thanksgiving, Winter, Spring, Summer) to nonprofits. | |
| 5 | Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities. | In place/implemented | No Direct Carbon Reduction | Low | NS provides annual and ongoing training for staff to cover all areas of the job but also as required by USDA. Each new hire/employee is provided with orientation within the first 30 days of hire per law. | |

| Frontline Community Support | | | |
|--|---|--|---|
| Target: Empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. | | | |
| | Current Status | Comments/Notes | What is Needed? |
| 1 | Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth. | can easily be implemented with current resources | Additional student feedback on district efforts to support frontlines students, especially feedback from students of BIPOC |
| 2 | Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. | not likely to be implemented | Not sure if this is in the District's purview to identify and monitor climate impacts and trends. We could perhaps provide external resources and refer families to local partners and experts. |
| 3 | Develop and distribute accessible and culturally appropriate communications to help families understand, prepare for and respond to climate impacts such as heatwaves, smoke, heavy rain and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources. | can be implemented/needs dedicated staff | Not sure if this is in the District's purview to develop these resources, but we should be able to distribute these resources to families. |
| 4 | Host climate related emergency preparedness event(s) for students, staff, and teachers. | can easily be implemented with current resources | Youth Disaster Academy is hosted each October at Benson. Could expand to other schools and to include climate related emergency preparedness |

| Climate Justice & Climate Science Curriculum | | | |
|--|---------------------------------|---|---|
| Target: With the help of BIPOC students and communities, develop curricular learning opportunities so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. | | | |
| | Current Status | Comments/Notes | What is Needed? |
| 1 | In progress/not yet implemented | | Create a systemic approach to reviewing curriculum and instructional materials that is universal across all content areas and includes clearly defined metrics. Need to decide team members need to be involved in this conversation for it to reach across the system. |
| 2 | In progress/not yet implemented | High school Climate Justice elective aims to teach climate justice and help students design hands-on projects that connect to real community needs. | |
| 3 | In progress/not yet implemented | Intersections with CTE - this is outside the parameters of the CJ Programs Manager role as currently defined. CTE is working on a Sustainability related pathway to emphasize green jobs. | |
| 4 | In progress/not yet implemented | | |

| Campus Action | | | | |
|--|---|---------------------------------|---|--|
| Target: Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. | | | | |
| | | Current Status | Comments/Notes | What is Needed? |
| 1 | Support development of youth engagement opportunities around climate solutions. | In progress/not yet implemented | Create an advisory that is embedded into the system and figure out how to support; credit-bearing? Supported with District resources? | |
| 2 | Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs. | In progress/not yet implemented | | Discuss the current understanding of the relationships that need to be build. Discuss, study, and share how current practices and historical relationships have contributed to weakened relationships between PPS and frontline, marginalized communities. |
| 3 | Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies. | In place/implemented | | |
| 4 | Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities. | can be implemented/needs lead | | |

| Professional Development | | | | |
|---|---|---|--|---|
| Target: Empower all PPS teachers and staff as allies for a healthy climate. | | | | |
| | | Current Status | Comments/Notes | What is Needed? |
| 1 | Identify climate considerations of various roles and add climate justice responsibilities to job descriptions. | not likely to be implemented | | However, with leadership support we could include sustainability in job descriptions. |
| 2 | Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond. | can be implemented/needs leadership support | Would need to hire HR staff to manage this program | |
| 3 | Provide training so custodians, kitchen staff, teachers, and principals to understand climate impacts and solutions relevant to their job and establish accountability. | can be implemented/needs leadership support | Custodial and cafeteria staff have annual trainings in the summer. HR would need to help. Would need buy-in and time from orientations for new staff, etc. May be more successful as a 'lens' and framework, like RESJ, than a training. | Also needs dedicated staff. |
| 4 | Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts. | not likely to be implemented | Unsure. At this time, it would likely need to be on a voluntary basis. | |
| 5 | Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.. | can be implemented/needs leadership support | This could be accomplished under #2; could possibly be added to staff job descriptions. Would require additional training. | |

| Reporting & Communications | | | |
|--|--|---|--|
| Target: Establish metrics to evaluate and communicate progress to stakeholders. | | | |
| | Current Status | Comments/Notes | What is Needed? |
| 1 | Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations. | can be implemented/needs dedicated staff | District would also need to hire a consulting firm to help benchmark and track carbon emissions data |
| 2 | Share climate justice awareness materials (i.e., video, website) with staff and families. | In progress/not yet implemented | Nichole Berg is working towards this as part of her climate justice/curriculum effort. PPS Climate Justice blog with program updates and curriculum development. |
| 3 | Continually revise the effectiveness of the district's Climate Crisis Response Plan as needed to reflect changing realities and innovations. | can be implemented/needs dedicated staff | Need staff or consultant to help manage this |
| 4 | Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff. | can be implemented/needs leadership support | |

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|----|---|--|--|--|--|
| 5 | Purchase greener concrete for new construction. | can be implemented/needs leadership supp | Update lanuage to: limit amount of concrete, use greener concrete when it makes sense, reduce embodied carbon. | Low-carbon concrete is not used often for OSM projects, but it is starting to become more popular in the industry. | OSM and leadership support for lower-carbon building materials beyond LEED requirements. Unsure if funding is needed or could help. |
| 7 | Reduce and reuse demolition materials. | In place/implemented | | All bond projects do a cost and impact analysis to decide whether we rebuild or modernize a school. Either way, all building materials are reused and/or recycled close to 100%. | |
| 9 | Train teachers and staff to properly use energy-saving systems like passive heating, etc. | can be implemented/needs dedicated staff | Kellogg will be a type of pilot for this. All new schools have a teacher training day. Barrier is staff turnover and site-specific training. | We currently do not have the staff or the leadership support for this. Kellogg team is working on a building occupant training manual so that could get us halfway there. | Leadership support and dedicated staff. |
| 1 | When existing mechanical systems reach end-of-life, replace them with all-electric or renewable systems. | can be implemented/needs leadership supp | Is happening when we do rebuilds (i.e. Kellogg). Money allocated for repairs, not replacements outside of bond projects. Planned for MPG building. SB 1149 incentive for energy projects vs. capital funds for system replacements. | Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-cycle cost and carbon anlysis in OSM projects. Not sure it is feasible for FAM projects. | Funding (OSM) and leadership committment |
| | | | | | |
| 7 | Involve students in meaningful ways when emissions-reducing activities take place on school grounds (such as tree plantings, etc.). | In place/implemented | | Could be expanded, but can't add work for Grounds crew. Limited space on school grounds that can be approved for additional plantings. | Leadership support. Expand partnerships and recruit help to maintain grounds. |
| 3 | Include convenient bike parking at all schools. | can be implemented/needs leadership supp | Minimum requirement. // Implemented at a good amount of schools, but survey of schools in needs would be great. Within this document, ask for a funds for schools to enhance grounds in how they choose. | Currently, PDRs would need to be submitted for each bike parking installation. Schools that do not have safe routes for to schools are not likely to participate or would rather have a grounds enhancement their students would want/use. | More carpooling, or 'TriMet Trekkers' who meet together before taking transit. |
| | | | | | |
| 10 | Collaborate with the City of Portland and Safe Routes to Schools for safe route improvements beyond school property, and invest in safe walk and bike infrastructure on school property (bike parking, crosswalks, signage, preferred parking spots for carpools), etc. | can be implemented/needs leadership supp | This can be combined with #9. Schools for the most part already have bike parking for participating schools and crosswalks | Staff time. | |
| | | | | | |
| 2 | Hire additional cafeteria staff to dish out foods (rather than serving items in disposable serving boats), and to wash durable trays and utensils. | not likely to be implemented | Already hiring for washing trays and utensils; not logical to hire specifically for service due to minimal hours unless paired with another part time FTE district staff. AD already exists for student volunteers and helpers which also can assist with service and less need for single use if supported across the district. | Funding/dedicated staff. | This got taken out, probably because it was too detailed. But that doesn't mean it wouldn't still be necessary to accomplish related goals |

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| 4 | Vendors will be required to provide an environmental impact statement. | In progress/not yet implemented | What District staff would be responsible for verifying these and rating their performance? Maybe we could provide a template, but unsure if this would hinder minority owned or small businesses to win contracts. Already included in some RFPs (most recent supply RFP); how company will support districts initiatives; in some RFPs when possible, conduct onsite inspections and discuss sustainability practices. | | I don't see this explicitly | |
| 6 | Establish and implement a plan to begin collecting all back of kitchen and cafeteria organic material. | In place/implemented | BOH District-wide. FOH on school-by-school basis, currently monitored by volunteers. Standardized bins/waste stations in cafeterias may make this easier to roll out district-wide. | Dedicated staff, Custodial support. Monitoring FOH could be adopted by teachers on a rotating basis or built into curriculum and have students 'trained' to facilitate program. Need more education on how to sort before starting more programs. | | |
| 7 | Include reuse, recycling, and composting procedures in custodial job descriptions, and provide training annually and for new hires. | In place/implemented | Engage staff at annual custodial training in the summer for all custodians. Develop new hire engagement strategy. | Leadership support to include in all job descriptions. | | |
| 8 | Provide infrastructure, maintenance, and support for cafeteria food scrap collection and recycling at each school; durable, standardized recycling and composting receptacles, and standardized lunch waste sorting lines in each cafeteria. | can be implemented/needs leadership supp | Would be a huge cost in bins and sorting stations. An average of about \$1,000/station. | Funding, leadership support & dedicated staff (for monitoring FOH), unless we can involve students on a regular basis (could be spun as a learning opportunity) | | |
| 9 | Develop and implement annual student, staff, and teacher training on proper composting, recycling, and waste prevention and handling. Involve students in monitoring waste systems. | can be implemented/needs dedicated staff | | Leadership support to embed changes in cultural shift. | | |
| 10 | Switch more menu items from poultry, fish, and meat to plant-based foods, while meeting requirements of the National School Lunch Program. | In progress/not yet implemented | To meet the same protein requirements as a meat product, plant-based options have to increase their serving size and thus increase their purchasing cost. If students are unfamiliar with a food offering, they are much less likely to choose it resulting in additional food waste. | Science-based nutrition education need to happen first. Even then, there are high concerns about who is vetting the education and making sure students are receiving information that is evidence and science-based that does not lead to food bullying or food shaming. | | |
| 4 | Motivate all students and staff to change their behavior in ways that reduce carbon emissions. | In progress/not yet implemented | | Apply RESJ lens and take steps to prevent bullying related to a student's ability to contribute. | | |

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| 5 | PPS commits itself to provide teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor field studies that explore the breadth of cause and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment. | can be implemented/needs leadership support | Field studies not likely to be implemented. Professional Development, new employee orientation, employee training modules, etc. may be achievable as a collaboration between departments. | Need to define parameters for 'participatory, imaginative, and respectful.' | This got toned down a bit, but is essentially still in there. |
| 6 | PPS commits itself to draw on local resources to build the climate justice curriculum—especially inviting the participation of people from "frontline" communities, which have been first and hardest hit by climate change—and people who are here, in part, as climate refugees. | In progress/not yet implemented | | Need to identify who has relationships with these community resources and how we might work together to support bridging those relationships. | |
| 8 | On a regular basis PPS will sponsor activities that bring together teachers, students and members of the community who are working for a future free of fossil fuels and just solutions to the climate crisis, sharing knowledge, resources, curriculum, and opportunities for students to become active in responding positively to the climate crisis. | In progress/not yet implemented | Repeating efforts of the Climate Justice Committee? CJ Programs Manager is working towards the Student Advisory Board for Climate Justice. School Sustainability Coordinators (SSC) are staff members interested in engaging students at their schools in sustainability and climate justice. SSC will meet quarterly to start in fall 2020. | | |
| 9 | PPS recognizes the Climate Justice Committee is an equal partner in the above decision making. | not likely to be implemented | | The Racial Equity & Social Justice (RESJ) lens needs to be applied in every situation/consideration. Students, particularly students of color, bilingual students, and students with special education needs, will be at the center of all discussions. Group facilitation by an external party or by a member of Central Office. Decision-making protocols/processes need to be defined, agendas need to be co-created between Central Office staff and CJC, norms need to be adhered to, and there needs to be a demonstrated commitment to engage in cognitive conflict/productive struggle around issues of equity in PPS. | |

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| | Ensure that school grounds and gardens at each school provide opportunities for student learning, nature restoration, and where possible, caring for a garden, habitat, or nature play area. Ensure that school gardens are productive and thriving, with adequate support for garden education and paid garden educators. | can be implemented/needs leadership supp | All maintenance of gardens and greenspaces, beyond lawns, is the responsibility of school groups or volunteers. | Needs leadership support to fund nonprofit garden educators/organizations that provide robust service. Needs engagement of school staff to utilize these spaces and integrate into curriculum to fully establish and recognize significance. | | |
| | Establish durable party supplies for each school that classrooms can borrow (plates, cups, bowls, utensils). | can be implemented/needs leadership supp | | Funding and buy-in from school leadership and system accountability. Need to identify who would be responsible for management and washing. For example, if the group using the party supplies is responsible, how do we hold them accountable for thorough sanitizing? If kitchen staff is responsible, do they have capacity or equipment to do so? | | |
| | For student transportation, support the organization of bike trains, walking school busses, parent-chaperoned Trimet groups, carpools, and rideshare programs. Safe Routes maps to be provided to every school and family electronically. | can be implemented/needs dedicated staff | | | Watered down some | |
| | Hire district sustainability coordinators to support school-based initiatives. | can be implemented/needs leadership supp | Incentivize current staff taking on this role instead of hiring new staff. | Funding/dedicated staff | Not in there, but might be necessary | |
| | | | | | | |
| | Principals will receive specific training, with the expectation that they will help elevate climate learning and lead action in their schools. | can be implemented/needs leadership supp | | Interdepartment collaboration is needed to define the training and who creates it. Align training to District improvement efforts. Also needs dedicated staff. | | |
| | Support widespread education for all staff on key aspects and developments in climate science, and the emergency mobilization needed in response to climate change and climate resiliency. Including making resources that will enhance the teaching of climate change and climate justice available to teachers. | can be implemented/needs leadership supp | Nichole's work addresses resources. | Also needs dedicated staff. | | |
| | Increase workforce training and advancement opportunities in green jobs for students from frontline communities. | In progress/not yet implemented | CTE Sustainability Pathway in first stages of development. Student Engagement and Strategic Partnerships are involved. | | | |
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| <p>Implement incentives for climate-friendly choices for staff and teachers through financial and social rewards and recognition. Work with third parties to create incentives, discounts, and friendly competition for active transportation, public transportation, energy conservation, continuing education, and participation in efforts like the Drawdown Eco-Challenge.</p> | <p>can be implemented/needs dedicated staff</p> | <p>Oregon Green Schools certifications are an option. Having a point person in each school would help connect these dots and generate a sustainability culture.</p> | | <p>Commute incentives still there, but the rest got taken out</p> |
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3.30.084-AD Elimination of Mercury

ORS326.051(1)(g) requires the establishment of a mercury elimination program.

I. Purpose

The Purpose of this administrative directive is to:

- (1) Provide direction to those responsible for implementation of the mercury elimination program
- (2) Ensure the program's compliance with state and federal law.
- (3) Provide a link between 3.30.082-P and the procedures for eliminating mercury from classrooms and school buildings.

II. Definitions

For purposes of this directive and all practices that carry out the provisions of this directive, the following definitions apply:

- (1) "Elemental mercury" means the silvery-white liquid metal with atomic number of 80 and an atomic mass of 200.57 represented by chemical symbol Hg.
- (2) "Mercury compound" means a substance consisting mercury chemically combined with another element or combinations of elements, e.g. mercury oxide (HgO).
- (3) "Elemental mercury" means the silvery-white liquid metal with atomic number of 80 and an atomic mass of 200.57 represented by chemical symbol Hg.

III. Mercury Elimination Program

- (1) To remove the chance of exposure to mercury, the District shall:
 - (a) Prohibit the purchase of elemental mercury, mercury compounds and mercury-added instructional materials;
 - (b) Eliminate all elemental mercury and mercury compounds that are maintained for education purposes, including but not limited to, liquid mercury and samples of mercury compounds contained in science classes;
 - (c) Eliminate the use of mercury-added instructional materials; and

- (d) Eliminate the use of items and products containing elemental mercury or mercury compounds, as those items and products are replaced at the end of their normal useful lives with cost-effective mercury-free alternatives.
- (2) As instructional materials, items and products containing elemental mercury and mercury compounds are replaced; the District shall work with the Oregon Department of Environmental Quality in the proper disposal of materials, items and products.
- (3) In compliance with Board Policy 3.30.082, the District shall recycle mercury and mercury-containing products where feasible.

Policy Implemented: 3.30.082-P Environmentally Sustainable Business Practices

History:

| | |
|---|------------------|
| For official use only | |
| Approved: | |
|  | <u>5-26-2004</u> |
| _____ Superintendent | Date |

3.30.082-P Environmentally Sustainable Business Practices

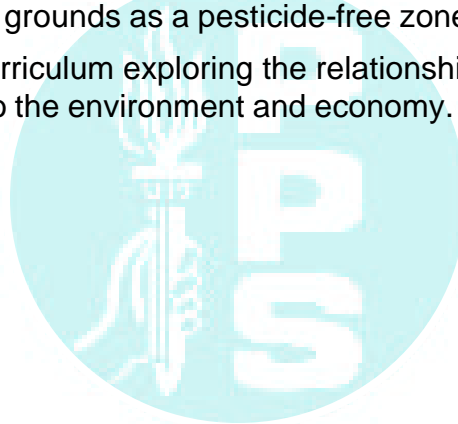
- (1) To contribute to a clean environment and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices. The district will attain this goal by:
 - (a) Minimizing its impact on the use of finite natural resources and the environment as a whole;
 - (b) Promoting an understanding of the importance of environmentally appropriate practices; and
 - (c) Using best practices in the purchase, use and disposal of materials.
- (2) District staff will implement the following strategies where feasible:
 - (a) Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;
 - (b) Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;
 - (c) Consider environmental impact and societal costs in decision-making;
 - (d) Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;
 - (e) Purchase products that are durable, reusable, made of recycled materials and non-toxic;
 - (f) Plan preventive measures to avoid detrimental impacts on the environment;
 - (g) Enlist schools, the community and business partners to develop preventive strategies and measures;
 - (h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;
 - (i) Implement an integrated pest management program that includes the following practices:
 - (A) Reduce and eliminate where feasible, the use of chemical pesticides. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited. Any pesticide used by the district must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

3.30.082-P Environmentally Sustainable Business Practices

- (B) Seek practical alternatives to the use of pesticides;
- (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff, so that the principal shall notify the school community by notice and posting both before and for a reasonable period after application;
- (D) Report annually on practices.
- (E) It is not district policy to apply herbicides for aesthetic purposes but to prevent damage to grounds and buildings. Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, the district will honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (j) Promote curriculum exploring the relationship of sustainable principles to the environment and economy.

Legal References:

History: Adpt 5/21/01, BA 1874



8.80.010-P High Performance Facility Design

The Board seeks to emphasize the need for continuing investment in the district's facility infrastructure to support future generations of Portland students. Future planning should focus on an investment in high performance school design to support academic achievement. The Board recognizes that continued high quality maintenance and reinvestment will be needed to ensure that the district's capital investment in its infrastructure is not diminished.

The district has preserved a huge investment in its buildings for decades for each taxpayer and to the benefit of all Portland. These efforts should continue with selective replacement or renovation of buildings that have reached the end of their life cycle, or whose utility for twenty-first-century educational programs is declining.

"High Performance Schools" are schools that have the following characteristics:

- (1) Provide a healthy and productive environment
 - (a) High levels of acoustic, thermal, and visual comfort
 - (b) Superior indoor environmental quality (air and natural daylight)
- (2) Cost-effective to operate
 - (a) Optimized energy performance and life-cycle cost approach
 - (b) Building commissioning
- (3) Conforms to sustainable design and operation
 - (a) Efficient use of resources (energy, water, materials)
 - (b) Environmentally responsive site activities

It is the policy of the Portland Public School Board that:

- (1) The district shall plan for and seek additional sources of funds to support the future need for ongoing preservation, high quality maintenance, renovation, or replacement of its exiting investment in its capital stock.
- (2) The district shall place a priority on the replacement of or renovation of schools to extend their life cycle and provide for the needs of a "high performance school" design when planning for the use of capital funds.

Legal References: ORS Chapter 280; ORS 328.205; ORS 328.295; ORS 332.155

History: Adpt. 6/71; Amd. 5/11/81; Amd. 11/83; Amd. 9/95; Amd 8/12/02, BA 2388

**Environmental
Sustainability Policy**

The Board has established this policy to enhance a Districtwide culture of sustainability. The purpose of this policy is to direct the District to further its effective environmental stewardship of resources through innovative, results-oriented, sustainability initiatives. "Sustainability" is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The Board recognizes the profound impact that District activities have on the natural environment and on the health and well-being of students, employees, and the community. The Board embraces a commitment:

- To the responsible stewardship of energy, water, and other natural resources;
- To create healthy environments for teaching and learning; and
- To support sustainability as an economic, environmental, and social priority to be taught and practiced throughout the District.

Goals

The District shall establish strategies and metrics to:

1. Encourage and support the efforts of students, teachers, and staff on individual campuses to implement environmental stewardship behaviors;
2. Further instruction of the environmental, social, and economic aspects of sustainability;
3. Design, construct, and operate high-performance schools and other facilities that are sensitive to natural resource use; conserve energy and water; reduce pollution and waste; promote responsible land development; and deliver a high-quality indoor environment ensuring access to fresh air and daylight;
4. Optimize use of energy and water in performance of facilities and to adopt energy- and water-efficient operations and maintenance protocols;
5. Procure materials, products, and services in a manner that integrates fiscal responsibility and community and environmental stewardship;
6. Reduce waste disposal in landfills by means of source reduction, reuse, recycling, and composting;
7. Increase efficiency and reduce the environmental burden of staff, faculty, and student transportation; and

8. Support the development of benchmarks, time lines, metrics, third-party verification, and the expectation of evaluation in each of the above areas.



**Develop
environmentally
literate students**



**Create
healthy school
environments**



**Reduce and
conserve
natural
resources**



**Improve
school green
spaces**



**Engage
school
communities**



**Build
student
leadership**

DEVELOP ENVIRONMENTALLY LITERATE STUDENTS

Students will learn about the natural environment of which they are a part and their role within it, and will take action to preserve and protect that environment.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Provide standards-based curriculum with integrated environmental literacy in science, social studies, English Language Arts, and math

Connect students to internships, service learning hours, industry certifications, credit programs, and fellowships

Provide professional development to teachers and staff

Connect schools to partners providing engaging environmental literacy experiences

ACTIONS →

- Provide input during curriculum review processes
- Embed one Meaningful Watershed Educational Experience (MWEE) for elementary, middle, and high school ages.

- Share partner opportunities with counselors and teachers
- Compile job, internship, and service learning opportunities for students

- Include environmental literacy in systemic professional development days
- Share curricula with partners for aligned professional development

- Connect partners and schools via Sustainability Ambassadors, Green Schools Network, City Schools' Bulletin Board, and leadership events
- Reach partners and schools via the Engagement Office

METRICS →

- MWEEs in place
- Participation in curriculum reviews

- Service Learning guidelines shared with partners
- Students placed in environmental positions

- Teachers participating in systemic professional development
- Teachers participating in optional professional development

- Events and communications that include sustainability focus
- Updated Partner Resource Guide

PARTNERS

Baltimore Ecosystem Study, Blue Water Baltimore, Chesapeake Bay Foundation, Chesapeake Bay Trust, National Aquarium, Howard Hughes Medical Institute, & more

City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more

Baltimore Ecosystem Study, Chesapeake Bay Foundation, Towson University, Notre Dame of Maryland University, & more

Green Schools Network

HEALTHY SCHOOL ENVIRONMENTS

Schools will promote the well-being of students and staff and provide school spaces that are conducive to learning.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Improve Integrated Pest Management practices

Provide drinkable water at schools

Provide optimal learning environments for students

Use green cleaning products

ACTIONS →

- Track pest-related work orders
- Provide pest-control resources for schools

- Provide safe drinking fountains at schools
- Recyclable cups at water coolers

- Provide good light, comfortable temperatures, and good air quality in schools

- Expand green cleaning products and practices
- Train custodial and maintenance staff annually

METRICS →

- Pest-related work orders
- Educational materials created, shared, and used by schools

- Schools with safe water fountains
- Schools with coolers and recyclable cups

- Window replacement, heating/cooling, and roof projects completed

- Schools purchasing green cleaning products
- Charter schools and contract cleaners using green cleaning products

PARTNERS

City Health Department, Maryland Pesticide Education Network, Johns Hopkins School of Medicine

Responsible Purchasing Network

STRATEGY

Provide nutrition education and fresh fruits and vegetables (supports Wellness Policy)

Promote positive lunch-time climate (supports Wellness Policy)

Encourage daily physical activity by elementary and middle school students (supports Wellness Policy)

ACTIONS

- Increase volume of fresh and local produce served
- Maximize number of students who visit Great Kids Farm
- Incorporate nutrition education into curriculum

- Promote Smarter Lunchroom practices

- Implement FitnessGram assessment for grades 3-8

METRICS

- Pounds of fresh and/or local produce served
- Students visiting Great Kids Farm
- Teachers and staff trained on nutrition

- Schools participating in lunchtime climate programs

- Schools using FitnessGram

PARTNERS

Maryland Fresh Fruit and Vegetable Program, Johns Hopkins Center for a Livable Future

UMD Extension - Food Supplement Nutrition Education, MD State Department of Education

REDUCE AND CONSERVE NATURAL RESOURCES



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

City Schools will reduce its impact on the environment and save money by conserving energy and natural resources.

STRATEGY →

Monitor utility consumption

Conserve Energy

Purchase energy from renewable sources

ACTIONS →

- Maintain utility database
- Track utility use and billing

- Engage students through competitions
- Engage maintenance and custodial staff through annual training

- Retrofit high energy-use fixtures
- Include Building Automation Systems (BAS) at new schools and in heating/cooling retrofits

- Seek live energy data and access for every school
- Reduce energy use during high-cost times

- Research renewable energy technologies

METRICS →

- Energy Use Index for each school
- Dollar amount of corrected billing errors

- Schools in annual competition
- Staff trained

- Fixture retrofits completed
- Schools with BAS and central office controls

- Schools with live energy data
- Reduced electricity demand charges

- Amount and percent of total electricity purchased from renewable sources

PARTNERS

SchoolDude, City Department of Public Works

Baltimore Energy Challenge

Baltimore Gas & Electric, City of Baltimore, Maryland Energy Administration

Baltimore Gas & Electric

Baltimore Regional Cooperative Purchasing Committee, Maryland Energy Administration

STRATEGY →

Reduce solid waste

ACTIONS →

- Reduce volume of trash through education and diversion
- Improve efficiency of trash collection

- Align cafeteria orders with meal participation
- Use compostable lunch trays

Minimize fuel consumption in transportation

- Plan smart routes, minimize idling, and track buses using GPS
- Add alternative-fuel vehicles to the non-pupil transportation fleet

Reduce impact of construction and renovation projects

- Follow green building standards on all new and retrofit projects
- Promote net zero energy goals

Consider sustainability when awarding contracts

- Add sustainability questions to bid templates

METRICS →

- Schools recycling
- Cost of trash collection
- Volume of items reused/swapped

- Electronic inventory and accountability
- Schools using compostable trays
- Schools composting

- Staff trained about idling
- Alternative fuel vehicles

- Schools with LEED certification
- New schools planning and/or achieving net zero energy

- Bids and contracts with sustainability criteria

PARTNERS

City Department of Public Works, Johns Hopkins University, Baltimore Teacher Supply Swap, BMoreScrap

City Office of Sustainability, Institute for Local Self Reliance

Clean Air Partners, Maryland Transportation Authority

Lorax, Maryland Energy Administration, US Green Building Council, US Department of Energy

Responsible Purchasing Network

IMPROVE SCHOOL GREEN SPACES

Schools will encourage outdoor activity and learning, while also promoting good storm water management practices.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Add nature play spaces, outdoor classrooms, and gardens to schoolyards

Improve stormwater management

ACTIONS →

- Install and maintain outdoor learning and activity spaces each year
- Train teachers about benefits of outdoor learning spaces

- Complete stormwater improvement projects each year
- Train Ground Shop employees about stormwater and outdoor learning spaces

METRICS →

- Schools with outdoor learning spaces
- Teachers trained

- Stormwater management projects completed
- Staff trained

PARTNERS

Blue Water Baltimore, Baltimore City Recreation and Parks, National Wildlife Federation, Audubon, REAL School Gardens, Chesapeake Bay Trust, University of Maryland Extension, and more

City Department of Public Works, Maryland Association of Environmental and Outdoor Education

ENGAGE SCHOOL COMMUNITIES

Schools will engage their full community – including students, teachers, staff, families, and partners – to promote environmental education and reduce City Schools’ impact on the environment.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Maintain robust Green Schools Network of partners

Build network of staff leading school-based sustainability efforts

Connect partners, families, and communities for school greening activities (supports Engagement Policy)

Support schools to get green certifications

ACTIONS →

- Utilize partners to offer activities, advocacy, and resources to schools
- Promote connections between partners and schools

- Support Sustainability Ambassadors and their Sustainability Plans
- Communicate with all staff about greening opportunities and benefits

- Add greening information to training tools for school-based and district-wide activities

- Promote and support schools seeking third-party certifications
- Promote green schools at leadership and teacher gatherings

METRICS →

- Partners in Green Schools Network
- Communications with schools and partners

- School sustainability plans
- Annual survey of ambassadors

- Greening information included in training tools and events

- Schools with certifications

PARTNERS

Green Schools Network

City Office of Sustainability

City Office of Sustainability, Maryland Association for Environmental and Outdoor Education, National Wildlife Federation

BUILD STUDENT LEADERSHIP

Encourage and support youth to be leaders on environmental issues through in-school and out-of-school opportunities.



Environmentally Literate Students



Healthy School Environments



Reduce & Conserve



School Green Spaces



Engagement



Student Leaders

STRATEGY →

Assist schools to get grants for student-led green projects

Provide training and leadership opportunities

Connect students to internships, service learning hours, industry certifications, credit programs, & fellowships

ACTIONS →

- Share opportunities with schools
- Support schools submitting applications

- Connect students to trainings, speaking engagements, and advocacy efforts
- Encourage partners to hire students after school and during the summer

- Share partner opportunities with counselors and teachers
- Compile job, internship, and service learning opportunities for students

METRICS →

- Schools with grants from the Office of Sustainability
- Schools with other funding

- Students involved in environmental training and advocacy

- Service Learning guidelines shared with partners
- Students placed in environmental positions

PARTNERS

City Office of Sustainability, Baltimore Energy Challenge, Chesapeake Bay Trust, & more

City Office of Sustainability, National Aquarium, Civic Works, Recreation and Parks, Parks & People Foundation, Maryland Forestry Resource Board, & more

City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more



| | |
|------------------|---------------------------------------|
| Book | BCPS Board Policies & Regulations |
| Section | A - Foundations and Basic Commitments |
| Title | Sustainability Policy |
| Code | ADG |
| Status | Active |
| Cross References | ADG-RA, ADG-RB, ADG-RC, DJA-RA |
| Adopted | June 14, 2016 |
| Last Revised | June 14, 2016 |
| Last Reviewed | June 14, 2016 |

POLICY

BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

Sustainability

I. Purpose

- A. The Baltimore City Board of School Commissioners ("Board") acknowledges the importance of the environment and natural resources to our collective economic and social well-being.
- B. The Board is committed to building and operating its facilities in an environmentally responsible manner to create healthy places to learn and work in order to improve student and staff opportunities for success.
- C. The Board aims to educate and empower students to be leaders in creating a sustainable city and society. The Board wants all students to be environmentally literate and to understand the connections between their daily actions and the environment by using the environment as a context for achieving academic goals and civic action.
- D. The Board is committed to creating an environmentally sustainable school district that will help preserve our environment, conserve our financial budget, and promote social well-being.

II. Definitions

A. *Baltimore Sustainability Plans* – Includes, but is not limited to:

1. Baltimore City Sustainability Plan – Adopted in 2009, it aims to reduce the City's energy and water use, reduce waste production, and maximize the reuse and recycling of materials, among other goals;
2. Baltimore City Climate Action Plan – Adopted in 2012, it aims to reduce the City's greenhouse gas emissions, water consumption, and vehicle usage, among other goals; and
3. Disaster Preparedness Project and Plan – Adopted in 2013, it aims to prepare the City's built environment, infrastructure, and energy sources for the impacts of climate change.

- B. *Benchmarking* – A system to understand and evaluate the current position of an organization in relation to best practices and to identify areas in need of improvement. For the purposes of this policy and its associated administrative regulations, benchmarking refers to the collection, monitoring and setting of goals about utility use and costs.

- C. *Board school facilities* – Buildings and grounds, parking lots, playing fields and fixed equipment located on real property and used to provide or support an educational program for students where the Board is responsible for maintenance, utilities (such as gas, fuel oil, steam, water, sewage, electricity and trash removal) or any additional operating cost.
- D. *Conservation* – The careful use, management, and protection of natural resources and the environment to prevent depletion, pollution, and waste.
- E. *Council of Great City Schools* – A nonprofit membership organization of large urban school districts, of which Baltimore City Public Schools is a member. The organization tracks Key Performance Indicators (KPIs) of its members.
- F. *Energy* – For the purposes of this policy and its associated administrative regulations, *energy* consists of electricity, fuel oil #2, natural gas, steam and renewable resources such as solar.
- G. *ENERGY STAR* – A program of the US Environmental Protection Agency that certifies products and buildings as being energy efficient and thereby helps save money and protect the climate through superior energy efficiency.
- H. *Energy Use Intensity (EUI)* – A measure of a facility's energy use per square foot per year, which allows facilities of different sizes using different energy types to be compared. It is calculated by dividing the total energy consumed by the facility in one year, measured in kBtus (British thermal units), by the total gross floor area of the building.
- I. *Environmental literacy* – An environmentally literate person is someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life, per the North American Association for Environmental Education.
- J. *Environmentally preferable purchasing and management practices* – An approach to using and reusing materials more productively over their entire life cycles, including raw material acquisition, production, use/reuse/maintenance, and end of life management. This approach seeks to use materials in the most productive way with an emphasis on using less, reusing items whenever possible, eliminating to the extent practicable the use of toxic chemicals and products, and reducing materials' environmental impact, including reduced packaging and buying locally, in an effort to ensure City Schools has sufficient resources to meet present and future needs.
- K. *Environmental product and service label standards* – Labels for products and services that were developed and awarded by an impartial third-party, were developed in a public and transparent process, and that use specific and meaningful criteria. These include, but are not limited to Design Lights Consortium (for LED light fixtures and replacement bulbs), ENERGY STAR (for appliances, HVAC equipment, light fixtures and bulbs, water heaters and coolers, food service equipment, and vending machines), and Electronic Product Environmental Assessment Tool (EPEAT, for computers, monitors, copiers, printers, and televisions).
- L. *Green* – A generic term that applies to products and practices that protect both the environment and human health.
- M. *Green school* – A school building or facility that provides a healthy environment conducive to learning while saving energy, water, resources and money, and promotes environmental literacy.
- N. *Green cleaning program* – The practice of using green cleaning supplies and practices that, at a minimum, comply with the Maryland Green Cleaning Law and that protect indoor air quality, human health and the environment.
- O. *Green cleaning supplies* – Products and equipment intended for routine cleaning and building maintenance that have reduced effects on human health and the environment compared to competing products that serve the same purpose. Many are certified to contain low-toxicity levels and be biodegradable, or have a low volatile organic compound (VOC) content, reduced packaging, and/or low lifecycle energy use as well as positive product performance. *Green cleaning supplies* include, but are not limited to:
1. Recycled-content or compostable bags and liners;
 2. Certified low-toxicity cleaning chemicals;
 3. Certified low-toxicity floor maintenance products;
 4. Certified low-toxicity hand soaps devoid of antibacterial ingredients;

5. High performance janitorial equipment (e.g. microfiber mops), and powered equipment (floor polishers);
 6. Recycled-content janitorial paper products and high-efficiency hand dryers;
 7. Non-toxic cleansing wipes; and
 8. Sanitizers and disinfectants – due to their ability to kill pathogens, these typically are not certified as green; however, less-toxic yet still effective products exist.
- P. *Green Seal* – A green product labeling program for cleaning products, hand soaps, floor maintenance chemicals, janitorial paper products and other items, operated by a non-profit organization. It is an acceptable standard under the Maryland Green Cleaning law.
- Q. *Key Performance Indicators (KPIs)* – A system for an organization to define and measure goals and achievements. The Council of Great City Schools establishes energy, water and waste KPIs for schools.
- R. *Leadership in Energy & Environmental Design (LEED)* – A green building certification program that recognizes building strategies and practices. Building projects must meet required and optional design, construction and operation items to earn points, thus achieving different levels of certification (Certified, Silver, Gold or Platinum).
- S. *Maryland Energy laws* – Includes, but is not limited to, EmPOWER Maryland Energy Efficiency Act of 2008, Greenhouse Gas Emissions Reduction Act of 2016, the Renewable Energy Portfolio Standards, , and the Maryland High Performance Building Act of 2008.
- T. *Maryland Environmental Literacy Standards* – A state law that requires local education authorities to incorporate eight environmental education standards into their curricula, and a related law that requires students graduating high school in 2015 or later to be environmentally literate. The standards are: Environmental Issues; Interactions of Earth's Systems; Flow of Matter and Energy; Populations, Communities and Ecosystems; Humans and Natural Resources; Environmental Health; Environment and Society; and Sustainability.
- U. *Maryland Green Cleaning law* – A state law that requires county boards of education to write policies and guidelines on the procurement of green cleaning supplies that: require the use of supplies that meet nationally-recognized environmental certification requirements; establish green cleaning practices (including storage, application, frequency of use, and disposal of supplies) to ensure that school building occupants do not suffer any adverse health effects as the result of these practices; and require staff training on implementing the policy.
- V. *Maryland Engine Idling law* – A state law that states a motor vehicle may not be allowed to idle for more than five consecutive minutes when the vehicle is not in motion, with the following exceptions: the vehicle is stopped due to traffic conditions or mechanical difficulties; the engine is operating heating, cooling or auxiliary equipment to bring the engine to the manufacturer's recommended operating temperature; or to accomplish the intended use of the vehicle.
- W. *Maryland High Performance Building Act* – A state law that requires capital projects involving the construction or major renovation of state buildings, including public schools, meet the criteria as a "high performance building," defined as buildings that achieve at least a Silver LEED rating, or the International Green Construction Code. "Major renovation" is any project with a scope of 7,500 square feet or greater; reuses the building shell for the new construction; and involves the replacement of the HVAC, electrical and plumbing systems.
- X. *Maryland Recycling law* – A state law that requires every county in the state, including the City of Baltimore, to develop a recycling strategy for its schools.
- Y. *Recycling* – Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. In Baltimore, many items may be co-mingled (paper, cardboard, glass, plastic, metal) and others should be separated (light bulbs, electronics).
- Z. *Renewable energy* – Energy which is regularly replenished, such as solar, wind, waves and geothermal heat, in contrast to non-renewable energy such as fossil fuels, which draw on finite resources that will eventually dwindle and become too expensive or too environmentally damaging to retrieve.
- A. *Safer Choice* – A green product labeling program for cleaning products, hand soaps and other items, operated by the US Environmental Protection Agency. It covers cleaning, floor maintenance products, hand soaps, and de-icing chemicals. It is an acceptable standard under the Maryland Green Cleaning law. Prior to 2015, the name was Design for the Environment.

- AB. *Sustainability* – An approach to living whereby the needs of the current generation are met without compromising the ability of future generations to meet their own needs, as defined by the Brundtland Commission of the United Nations in 1987.
- BC. *Sustainability captain* – A school-based staff person designated by each principal by September 30 of each school year to oversee sustainability efforts at the school.
- CD. *Toxic chemicals and products* –Substances that can cause adverse health effects such as asthma, cancer, reproductive harm in humans or other animals if they are inhaled, ingested, or absorbed through the skin.
- DE. *UL EcoLogo* – A green product labeling program for cleaning products, hand soaps, floor maintenance chemicals, and other items. It is an acceptable standard under the Maryland Green Cleaning Law.
- EF. *WaterSense* – A green product labeling program for water-using devices (faucets, toilets, etc.), operated by the US Environmental Protection Agency.

III. Policy Standards

A. City Schools shall develop a Sustainability Plan ("Plan") that establishes performance metrics and goals. The Plan shall be updated every three years. It shall include, but is not limited to:

1. Energy, water, and resource conservation management;
2. Environmentally preferable purchasing and management practices;
3. Exterior building maintenance, landscape management, and erosion control;
4. Green building design, new construction and renovation, and operations;
5. Green cleaning;
6. Healthy indoor air quality;
7. Healthy food and nutrition service and education;
8. Integrated pest management (IPM);
9. Maryland Environmental Literacy Standards compliance;
10. Partnership cultivation;
- and
11. Solid waste management, prioritizing waste reduction, the reuse and recycling of materials, and composting;
12. Student environmental leadership and service, including engagement with nature and the outdoors.

B. Applicability. This policy and its associated administrative regulations shall apply to every school including charter schools unless an exception is noted or an item is not required under city, state or federal law.

IV. Implementation Strategies

The CEO shall form a Sustainability Steering Committee to assist with the implementation of this policy.

V. Compliance

The CEO/designee shall submit an annual Sustainability Report to the Board by December 15 that shall include progress towards goals established in the Sustainability Plan and it shall be available to the public on the City Schools website.

VI. Legal and Policy References

A. Legal Authority

- §5-112(e), Md. Code Ann., Education (Green Cleaning Law)
- §5-301, 5-312, Md. Code Ann., Education (High Performance Building Act)
- §2-1201 through §2-1211, Md. Code Ann., Environment (Greenhouse Gas Emissions Reduction Act of 2016)
- §9-1703 Md. Code Ann., Environment (Maryland Recycling Law)
- §7-211, Md. Code Ann., Public Utilities (EmPOWER Maryland Energy Efficiency Act)
- §7-701(i), Md. Code Ann., Public Utilities (Renewable Energy Portfolio Standards)
- §3-602, §3-602.1, Md. Code Ann, State Finance and Procurement (High Performance Building Act of 2008)
- §22-402 Md. Code Ann., Transportation (Maryland Engine Idling Law)
- COMAR 13A.03.02 (Environmental Literacy Standards)
- COMAR 13A.04.17 (Environmental Literacy Standards)

Baltimore City Sustainability Plan of 2009
Baltimore City Climate Action Plan of 2012
Disaster Preparedness Project and Plan of 2013

B. Policy References

Related Board Policies: ADF, DJA, FKA, IHB

C. Administrative Regulation References

ADG-RA, ADG-RB, ADG-RC, DJA-RA

Sponsoring Officer: Chief Operating Officer

Policy History: New Policy adopted June 14, 2016

[ADG - Sustainability.pdf \(225 KB\)](#)

Home / Series 6000

Policy 6080 – Sustainability

The purpose of this policy is to ensure that the HCPSS is an environmentally, economically, and socially sustainable organization.

Policy Document

Implementation Procedures

I. Policy Statement

The Board of Education of the Howard County Public School System (HCPSS) believes that environmental, economic, and social sustainability within the school system is the responsibility of all individuals as well as the collective organization. Therefore, the Board supports sustainable practices that create a healthy environment, engage our staff and students in developing environmental literacy, and strengthen our operations.

II. Purpose

The purpose of this policy is to ensure that the HCPSS is an environmentally, economically, and socially sustainable organization.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Conservation – The careful utilization of resources in order to prevent depletion, injury, decay, waste, or loss.
- B. Environmental Literacy – Ability to implement the critical thinking, problem-solving, and decision-making skills to make informed and responsible decisions about resources.
- C. Resources – Any natural, human, or economic asset that can be drawn upon as needed.
- D. Sustainability – A systematic process for managing economic, social, and environmental resources in order to meet short and long term goals.
- E. Triple Bottom Line – Organizational process that balances social, environmental, and economic interests (goals, practices, and opportunities).

IV. Standards

- A. School and office staff will model conservation and sustainable practices in their operations.
- B. Sustainability will be an integral part of ongoing improvement efforts for schools and offices.
- C. Staff and students are encouraged to participate in sustainable practices.
- D. Instructional programs will include sustainable practices and environmental literacy.

- E. Sustainability efforts will be encouraged and enhanced through community partnerships and initiatives.
- F. HCPSS business and strategic planning decisions will consider the Triple Bottom Line.
- G. All procurement decisions that require Board approval will include a specification review of environmental impact.

V. Responsibilities

- A. The Chief Facilities Officer will be responsible for reviewing and ensuring that a systematic approach to sustainability is taken across the school system.
- B. The Chief Facilities Officer will ensure compliance with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
- C. The Chief Operating Officer will ensure that all procurement decisions that require Board approval include a specification review of the environmental impact.
- D. Curricular Office staff will encourage activities and instructional programs that promote sustainable practices and environmental literacy.
- E. School staff will strive to support sustainable practices and a culture of environmental stewardship.

VI. Delegation of Authority

The Superintendent is directed to develop appropriate procedures to implement this policy.

VII. References

A. Legal

- Education Article, Annotated Code of Maryland, Section 5-112
- Maryland State COMAR Regulation 13A.03.02

B. Other Board Policies

- Policy 4050 Procurement of Goods and/or Services
- Policy 6020 School Planning/School Construction Programs
- Policy 6060 Community Improvements to School Sites or School Facilities
- Policy 10020 Use of School Facilities

C. Relevant Data Sources

- Schools' energy use data
- Schools' waste generation and recycling rates
- Maryland Association for Environmental and Outdoor Educators Green School Certification
- U.S. Department of Education Green Ribbon Certification

D. Other

- Maryland State Department of Education Environmental Education Program

VIII. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED:

REVISED:

EFFECTIVE: July 1, 2014

Howard County Public School System

10910 Clarksville Pike
Ellicott City, MD 21042
Main Phone: (410) 313-6600

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Policy 6080 Implementation Procedures - Sustainability

[Policy Document](#)[Implementation Procedures](#)

I. Definitions

Within the context of these implementation procedures, the following definitions apply:

- A. Energy Star – U.S. Environmental Protection Agency (EPA) voluntary program that helps businesses and individuals save money and protect our climate through superior energy efficiency.
- B. Green Product Cleaning Supplies – Those products that have positive environmental attributes, including biodegradability, low toxicity, low volatile organic compound content, reduced packaging, and low life cycle energy use.
- C. Maryland Association for Environmental and Outdoor Education (MAEOE) Green Schools Award – Program that recognizes schools throughout Maryland for their efforts to integrate environmental education for students and staff with best practices and community stewardship.
- D. The Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42) – Environmental requirements for cleaning service providers, including in-house and external cleaning services, to create a green cleaning program that protects human health and the environment.
- E. U. S. Department of Education Green Ribbon Schools (ED-GRS) – A program that honors schools and districts that are exemplary in reducing environmental impact and costs; improving health and wellness of students and staff; and providing effective environmental and sustainability education.

II. Coordination of Systemwide Efforts

School and office staff members will consider sustainable practices as part of both administrative and curricular practices. A systematic approach to sustainability will be taken across the school system.

- A. Establish a central repository of information related to sustainability. The information will be accessible to both the public and internal users and will include, but not be limited to:
 - 1. Energy data by building.
 - 2. Recycling data by building.
 - 3. Best practice information, including Green School applications.
 - 4. Partnerships/local government connections.
 - 5. General procurement guidance.

6. Annual summary that includes the above items.

B. Ensure that procurement decisions reflect consideration of the Triple Bottom Line approach.

1. All procurement decisions that require Board approval will include a specification review of environmental impact.
2. All staff members will consider sustainability in purchases. Examples of sustainability standards that may be considered include but are not limited to:
 - a. Green cleaning supplies.
 - b. Energy Star rated appliances and devices.

C. Curricular Offices should encourage activities and instructional programs that promote sustainable practices and environmental literacy.

1. Encourage collaboration/communication of best practices including publicizing progress made in all schools achieving either:
 - a. Maryland Association of Environmental and Outdoor Education Green School.
 - b. US Department of Education Green Ribbon certification.
2. Offices will make connections among programs to promote sustainability education and practice when practicable.

D. Operations and Maintenance Practices

1. The HCPSS will comply with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
2. HCPSS will continue to expand GS-42 Green Cleaning practices throughout the school system.
3. Particular emphasis will be placed on operations and maintenance efforts that lead to an improvement in indoor environmental quality.
4. HCPSS will regularly evaluate all facilities as to the building systems, building exterior structures, building cleanliness and appearance, energy usage, and other aspects pertaining to the building. A walk-through of facilities will be conducted as part of this evaluation.
5. A walk-through of facilities by a representative team of stakeholders may include a:
 - a. School-based administrator
 - b. Teacher representative
 - c. School Health Assistant or Nurse
 - d. Custodian
 - e. Parent Teacher Association (PTA) representative
 - f. Heating, Ventilating, and Air Conditioning (HVAC) representative
 - g. Office of School Facilities representative(s)
 - h. Office of Safety, Environment and Risk Management representative
 - i. Food Service representative

E. Schools will:

1. Establish a culture of environmental stewardship carried out by staff, students, and community members.
2. Use the building and grounds as a teaching environment when appropriate.
3. Monitor and communicate progress in achieving sustainable outcomes, including but not limited to:
 - a. Reduction in energy usage and increased recycling streams.
 - b. Increase recycling streams.

III. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED: September 3, 2015

REVISED:

EFFECTIVE: September 3, 2015

Howard County Public School System

10910 Clarksville Pike
Ellicott City, MD 21042
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SALT LAKE CITY SCHOOL DISTRICT BOARD OF EDUCATION

**RESOLUTION TO ESTABLISH GOALS FOR SUSTAINABILITY,
CLEAN ENERGY, AND CARBON NEUTRALITY**

RECITALS

WHEREAS, there is worldwide scientific consensus that the Earth's climate is warming, that climate-warming trends over the past century are very likely due to human activities, and that leading scientific organizations have publicly declared that action must be taken to significantly reduce greenhouse gas emissions by 2030 and reach net zero carbon emissions by 2050 to prevent irrevocable damage to the environment; and

WHEREAS, school districts throughout the United States are significant consumers of natural resources, including energy, water, food, and significant generators of waste materials, including garbage, runoff, and air emissions, all of which contribute to the world's larger environmental problems such as global warming, water and air pollution, and habitat destruction; and

WHEREAS, Salt Lake City is experiencing the detrimental effects of climate change through increased temperatures, poor air quality, changes in water systems, increased wildfires, extreme weather events, and other environmental disruptions; and

WHEREAS, Salt Lake City School District students and staff are entitled to safe and healthy working and learning environments that reflect recommendations of reliable scientific studies indicating that student achievement and attendance and teacher and staff retention are improved when their environment incorporates natural light, improved indoor air quality and acoustics, and is free of toxins, thermally comfortable, and well maintained; and

WHEREAS, the Board of Education of the Salt Lake City School District recognizes that achieving environmental sustainability will require a commitment from all sectors of society, and that school districts are in a unique position to make substantial contributions toward the goal of a sustainable world for future generations; and

WHEREAS, the Board is committed to making positive, tangible changes to mitigate climate change, and to ensure that every effort is made to conserve energy and natural resources while exercising sound financial management; and

WHEREAS, the Board finds that it has a considerable opportunity through the District's purchasing power to improve the environment and to lower financial outlay by providing guidance for district expenditures on energy, water, construction materials, pest control, office and school supplies, and cleaning supplies, and;

WHEREAS, the Board understands that many options exist for schools to use natural resources more efficiently; to promote opportunities to reduce, reuse, and recycle; to ban junk food and soda and to produce healthy lunches through local farm-to-school partnerships; to eliminate toxic chemicals; to

choose recycled paper products; and to purchase (or produce) clean energy to protect our global environment; and

WHEREAS, the Board embraces the tremendous opportunity to teach students about ecological sustainability, environmental health and nutrition; to meet math, science, and social studies standards by integrating environmental education; and to support students in becoming leaders as they make their own schools healthier and more ecologically friendly; and

WHEREAS, the Board also believes that responsible stewardship of public funds requires that new schools and district buildings be designed to provide the district with cost-saving, environmentally sustainable systems, flexible configurations that will enable future improvements, and efficient use of its land and resources; and

WHEREAS, the Board intends that this document create a long-term, inspiring vision that integrates and strengthens many efforts in our district, and further recognizes that fully implementing this resolution will take time and must be achieved in stages.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Salt Lake City School District recognizes the deliberate progress already made by district staff to reduce the district's energy consumption and lessen its carbon footprint through recycling programs, energy-smart programs, and environmentally-responsible and resource-efficient construction practices.

BE IT FURTHER RESOLVED, that as the Board seeks to expand upon those effects and to create healthier, more environmentally sustainable schools, the Board hereby establishes the following goals:

1. to use 100 percent clean, renewable energy in its electricity sector by 2030; and
2. to meet 50% of all district operations energy needs with carbon neutral energy by 2035, 75% by 2040, and 100% as soon as practicable thereafter but no later than 2050. Progress on this goal will be measured by tracking our carbon footprint.

BE IT FURTHER RESOLVED, that the Board commits to the formation of a Sustainability Leadership Task Force by October 1, 2020, that will include community members, students, energy experts, partners, and district staff, and will be chaired by the executive director of auxiliary services. The charge of the committee will be to develop a long-term plan of energy sustainability and clean energy to be presented to the Board.

BE IT FURTHER RESOLVED, that the task force shall report to the Board no later than October 1, 2021 on an action plan addressing the following areas:

1. proposed practices addressing areas such as sustainability education and professional development, green purchasing, waste reduction, energy-saving initiatives, and community partnerships;
2. a proposed program to ensure that new schools and district buildings are built and refurbished using environmentally sound building materials, efficient use of energy, water and other resources;
3. a proposal for applying sustainable building criteria when making improvements and addressing maintenance orders in existing buildings;

4. a district-wide proposal to improve the energy efficiency of schools, to increasingly rely on clean, renewable energy sources to power the district's facilities, and to ultimately transform schools into independent power producers by investing in clean renewable technologies such as solar and wind;
5. a proposed integrated pest management program to minimize or eliminate the use of hazardous pesticides and herbicides in schools;
6. a proposal for creating or expanding the district's recycling and composting programs, along with the procurement of recycled office and classroom supplies;
7. a proposed plan to purchase and use the least toxic cleaning materials;
8. the potential for developing a farm-to school program to bolster the nutritional value of the district's school lunch program; and
9. a proposal for pursuing outside funding partners and leveraging available incentive programs in the corporate community in order to offset the financial impacts of meeting.

The foregoing resolution is hereby approved and adopted by the Board of Education of the Salt Lake City School District at its regular public meeting held in Salt Lake City on this 2nd day of June 2020.

Melissa Ford, Board President

Nate Salazar, Board Vice President

Michael Nemelka, Board Member

Samuel Hanson, Board Member

Katherine Kennedy, Board Member

Kristi Swett, Board Member

Michelle Tuitupou, Board Member

Alexa Cunningham, Superintendent

GREEN SCHOOL OPERATIONS - SUSTAINABILITY

The Board of Education believes that all citizens have a responsibility to be stewards of the environment and desires to integrate environmental accountability into all district operations. The Superintendent or designee shall promote green school practices that conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and community.

The Superintendent or designee may involve district and site administrators and operations and maintenance staff; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; health professionals; and/or others as appropriate in the assessment of current district operations and the development of strategies to improve the environmental impact of district operations.

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 7131 - Relations with Local Agencies)

In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to the initial cost, long-term potential cost savings, quality and performance of the product or service, health impacts, and environmental considerations.

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Such strategies may include, but not be limited to:

1. Reducing energy and water consumption and exploring renewable and clean energy technologies, reducing electric and natural gas load
2. Zero net energy building design and construction where economical

(cf. 3511 - Energy and Water Management)

3. Establishing waste reduction, resource conservation, waste diversion and recycling programs in district facilities

(cf. 3511.1 - Integrated Waste Management)

4. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible
5. Purchasing and using environmentally preferable products and services including, but not limited to, products that:

GREEN SCHOOL OPERATIONS - SUSTAINABILITY (continued)

- a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
- b. Contain postconsumer recycled content
- c. Are durable and long-lasting
- d. Conserve energy and water
- e. Produce a low amount of waste

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 5141.23 - Asthma Management)

(cf. 6161.3 - Toxic Art Supplies)

6. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals
7. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

(cf. 4231 - Staff Development)

8. Focusing on green building standards, sustainability, and student and staff health in facilities construction and modernization projects, including decisions about site selection, building design, and landscaping and grounds

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

9. Reducing vehicle traffic by encouraging students to walk or bicycle to school or use district or public transportation

(cf. 3541 - Transportation Routes and Services)

(cf. 5142.2 - Safe Routes to School Program)

10. Providing fresh, unprocessed, organic food in the district's food services program

(cf. 3550 - Food Service/Child Nutrition Program)

GREEN SCHOOL OPERATIONS - SUSTAINABILITY (continued)

11. Providing instruction to students on the importance of the environment and involving students in the implementation and evaluation of green school activities and projects as appropriate

(cf. 6142.5 - Environmental Education)

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

32370-32376 Recycling paper

33541 Environmental education

101012 Kindergarten-University Public Education Facilities Bond Act of 2006, allocations

PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

40050-40063 Integrated waste management act

42630-42647 Schoolsite source reduction and recycling

CODE OF REGULATIONS, TITLE 2

1859.70.4 Funding for high performance incentive grants

1859.71.6 Additional grant for high performance incentive, new construction

1859.77.4 Additional grants for high performance incentive, site and modernization

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

Management Resources:

CSBA PUBLICATIONS

Green Schools: An Overview of Key Policy Issues, Policy Brief, August 2009

CALIFORNIA DEPARTMENT OF GENERAL SERVICES PUBLICATIONS

Environmentally Preferable Purchasing Best Practices Manual

COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS

CHPS Best Practices Manual, 2006

GLOBAL GREEN USA PUBLICATIONS

Healthier, Wealthier, Wiser: A Report on National Green Schools

GREEN SCHOOLS INITIATIVE PUBLICATIONS

Green Schools Buying Guide

HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS

The Quick and Easy Guide to Green Cleaning in Schools, 2nd ed., 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of General Services, Green California: <http://www.green.ca.gov>

California Energy Commission: <http://www.energy.ca.gov>

Collaborative for High Performance Schools: <http://www.chps.net>

Global Green USA: <http://www.globalgreen.org>

Green Schools Initiative: <http://www.greenschools.net>

Healthy Schools Campaign: <http://www.healthyschoolscampaign.org/programs/gcs>

U.S. Environmental Protection Agency: <http://www.epa.gov>

U.S. Green Building Council, LEED Green Building Rating System: <http://www.usgbc.org>

Policy
adopted: July 25, 2017
Effective October 1, 2017

SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California

Adopted, as amended, by the Board of Education at its Regular Meeting of February 9, 2010

**Subject: Resolution No. 910-27A1
In Support of Sustainability in the San Francisco Unified School District
- Commissioners Jane Kim and Hydra B. Mendoza**

WHEREAS: The San Francisco Unified School District recognizes that one of the great challenges of our time is to make decisions and investments that simultaneously advance health, economic vitality, and ecological integrity; and

WHEREAS: The greater San Francisco community has a far-reaching reputation for its innovative leadership in environmental stewardship; and

WHEREAS: Schools are important consumers of natural resources and generators of waste and contribute to the world's larger environmental problems of global warming, air and water pollution, and habitat destruction; and

WHEREAS: The exposure of children, teachers, and staff to toxic chemicals at schools can result in negative impacts on their health and their ability to teach and learn; and

WHEREAS: This District expends considerable financial resources on energy, water, refuse services, and custodial and office supplies; and

WHEREAS: Many options and choices exist for schools and their staff to use natural resources more efficiently; to reduce, reuse, and recycle; and to purchase clean energy and environmentally preferable products and supplies to protect our environment; and

WHEREAS: Schools have a tremendous opportunity to teach students about ecological sustainability, environmental health, and nutrition and to support students in becoming leaders that create healthier and more ecologically friendly communities; and

WHEREAS: Recognizing that the Board of Education of the San Francisco Unified School District has already passed resolutions in support of green school construction, improved indoor air quality, healthy school nutrition programs, alternative commutes, waste diversion, and Earth Hour; and

WHEREAS: Recognizing that teachers, parents, administrators, students, staff, and volunteers have already undertaken many initiatives to promote healthy and efficient buildings, conserve energy and water, procure recycled-content products and low-emissions school buses, divert waste from the landfill, create green schoolyards, and educate students about the natural world; and

WHEREAS: Recognizing SFUSD's history of collaboration with the SF Department of the Environment, SF Public Utilities Commission, SF Department of Public Health, Mayor's Office, SF Green Schoolyard Alliance, and numerous environmental education organizations, that have made these efforts a success;

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District hereby requests that the Superintendent develops policies, practices, and curricula that promote health, sustainability, and fiscal discipline through a long-term process that integrates the following strategies in stages:

- **BUILDING:** A program to ensure that new schools are built, and existing schools refurbished, according to the Collaborative for High Performance School (CHPS) and the EPA's Tools for Schools (TfS) Program. A plan to improve, monitor, and report the energy and water efficiency, as well as indoor air quality, of school buildings and grounds and to explore the application of renewable energy.
- **PROCUREMENT:** An environmentally preferable purchasing and donation policy for office and janitorial supplies, computers and equipment, cleaning chemicals, water fixtures, classroom materials, and fleet vehicles.
- **TRANSPORTATION:** Transportation programs that incorporate the traffic impact of school programs on the community into planning decisions and promote alternative transportation, fuels, and practices.
- **SCHOOLYARDS:** The development of school gardens as hands-on learning tools that promote good nutrition and stewardship of the land, stormwater management and capture, and trees to minimize heat islands. A commitment to sustainable landscaping practices that reduce water use and runoff, minimize chemical inputs, and provide habitat for native flora and fauna.
- **FOOD:** A system for providing healthy, local, and whenever possible, organic food for the school lunch program.
- **WASTE:** An effort to expand comprehensive waste reduction, recycling, and composting programs at all SFUSD schools and reduce hazardous waste from photography, labs, auto shops, printing, and eWaste.
- **EDUCATION:** Development of student ecoliteracy in all subjects and at all grade levels, ongoing staff training in efficient building construction and operation, and an emphasis on education and engagement of parents and the community about District sustainability efforts.
- **GREEN TEAMS:** The creation of site-based teams of students, parents, teachers, and staff to reduce utility use, minimize waste, and promote alternative transportation at each school.
- **GREEN SCHOOLS ADVISORY COMMITTEE:** Creation of a committee to coordinate sustainability projects across the District and develop a master plan and policies consistent with this resolution. Membership for this committee shall include, but need not be limited to:

Sustainability Director
Facilities
Purchasing
Transportation
Nutrition
Public Outreach
Certificated
Classified
Admin
Parents

Students
Policy
Curriculum/ROP
ESLI
SFGSA
SF Environment
SFPUC

BE IT FURTHER RESOLVED: That the Board of Education asks all schools and administrative departments to put the following into practice, in collaboration with the support of the Sustainability Department, by the end of 2010:

1. Turn off all lights in all areas that will be unoccupied for more than 15 minutes and when leaving work (except in corridors, stairwells, and exits as required by code).
2. Keep windows and doors closed during the heating season and report any thermal comfort issues that might make this impossible to Buildings & Grounds.
3. Keep ventilation and return ducts free from obstruction by books, charts, furniture, or plants.
4. Put computers to sleep after a certain amount of inactivity instead of running the screen saver.
5. Turn off computers, power strips, and other non-essential equipment upon leaving for the day.
6. Refrain from leaving the water running while washing dishes or classroom equipment and report indoor and outdoor leaks to Buildings & Grounds.
7. Adhere to the following Paper Policy to minimize the use of paper:
RETHINK - Send documents electronically or eliminate them altogether.
REDUCE - Print double-sided and reformat documents to fit on fewer pages.
REUSE - Reuse the back of old documents for non-presentation materials.
RECYCLE - Dispose of sensitive or double-sided paper in the recycling bin.
8. Phase out the purchase of water bottles except for field trips or offsite meetings.
9. Implement a school or building-wide recycling and composting program.
10. Allow staff to work from non-office locations to avoid unnecessary driving between meetings.

FURTHER BE IT RESOLVED: That the Board of Education encourages all employees to incorporate sustainability into their daily lives by:

1. Commuting to work by walking, biking, taking transit, or carpooling.
2. Opening blinds, turning off lights, and using task lighting whenever natural daylight allows.
3. Scheduling small-group meetings in small rooms instead of large rooms like libraries, gymnasiums, or auditoriums.
4. Dressing in a manner appropriate for the season and time of day.
5. Replacing individual refrigerators with central refrigerators where possible.
6. Eliminating the use of non-LED decorative lighting, halogen torchieres, and space heaters, all of which waste energy and pose fire hazards.
7. Using water sparingly in classrooms, lunchrooms, and restrooms.
8. Eliminating unnecessary purchases and buying reused, recycled and/or environmentally friendly products where possible.
9. Giving preference to reusable containers and utensils in the office and when organizing staff meetings and school events.
10. Incorporating environmental education into the classroom and getting involved in projects to green your school building and/or schoolyard.

10/27/09

2/9/10

Please Note:

- Referred to the Curriculum and Program and Budget and Business Services Committees by order of the Chair on 10/27/09.
- Taken up by the Curriculum and Program Committee on 11/2/09. Forwarded to the Board with a positive recommendation by general consent of the Committee.
- Announcement at the Budget & Business Services Committee on 11/23/09. **Please Note: At the request of staff and with the concurrence of the Authors, Resolution 910-27A1 is postponed for discussion and action to the January Augmented Budget and Business Services Committee meeting.*
- Taken up by the Budget and Business Services Committee (Augmented) on 1/19/10. Forwarded to the Board, as amended, with a positive recommendation by general consent of the Committee.
- Adopted, as amended, on 2/9/10.

**Seattle School District #1
Board Resolution**

Resolution No. 2012/13-12



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to optimize public dollars by applying passive design and sound environmental standards in the construction and renovation of buildings and campuses.

WHEREAS, students and staff are entitled to a safe and healthy school environment; and studies indicate that student achievement, attendance, teacher and staff retention are improved when the learning environment is naturally lit, free of toxins, comfortable and well maintained; and

WHEREAS, in 2005, the Governor signed the High-Performance Public Buildings bill into law requiring that state funded facilities, including K-12 schools, be designed and built to high-performance or “green” building standards with an emphasis on passive design; and

WHEREAS, the recent Green Ribbon Commission submitted their recommendations to the city of Seattle suggesting that the city work with the Seattle School District to create the greenest, healthiest, most energy efficient portfolio of schools in the United States; and

WHEREAS, the City of Seattle is in the process of updating its Climate Action Plan to reach the city's goal of becoming carbon neutral by 2050; and

WHEREAS, schools that employ passive design principles in siting and design inherently minimize operating costs without increasing construction costs. Results include long term savings of 40% or more in energy and water utilities, more comfortable interior environments and preservation of community resources; and

WHEREAS, the Washington Sustainable School Protocol (WSSP) has developed comprehensive design criteria based on the latest available information on sustainable school design, construction, and operation; and

WHEREAS, schools designed to meet the above criteria incorporate environmental features that provide a context for learning (“Designs that Teach”); and

WHEREAS, eliminating finishes and products that require continual maintenance reduces maintenance costs; and

WHEREAS, responsible stewardship of public funds requires that new schools be designed to serve the District well into the future with cost-saving, environmentally sustainable systems and flexible configurations that will enable future improvements; and

WHEREAS, the BEX oversight committee and SPS staff have the expertise and desire to develop SPS building criteria that will apply the highest possible environmental standards within budgetary restraints that yield maximum operational savings;

NOW THEREFORE, BE IT

RESOLVED, that the Seattle Public Schools Board recognizes the progress already made by the District's staff and design teams in applying sustainable design criteria to the District's school construction program; and be it further

RESOLVED, that the Board directs staff to expand this effort by developing SPS sustainable building criteria to ensure that every major capital project meets high environmental standards that reduce operating costs, without exceeding project budgets. The criteria should require application of passive design principles in the siting and interior configuration of new buildings. It should also include best practices such as low-footprint, flexible building systems, low-maintenance and non-toxic materials, water conservation and catchment; and be it further

RESOLVED, that staff identify a minimum of two elementary schools, one K-8 and one middle school in BEX IV that will strive to meet the Living Building Challenge standard by applying principles that can be implemented within the project budget and construction schedule; and be it further

RESOLVED, that one community campus in BEX IV will be designed for maximum operational and programmatic efficiency of shared core facilities, within budget and schedule constraints. Core facilities include but are not limited to libraries, gyms, science labs, music rooms, performance spaces, food service and administrative offices; and be it further

RESOLVED, that project teams initiate all major capital projects with a charrette to develop a range of sustainable building strategies in concert with the SPS building criteria. These charrettes will include District representatives for design, maintenance and operations, its design and construction consultants, and end users-- including site administration and community members. Designated site administrators will be integrally involved through out the design and construction timeline; and be it further

RESOLVED that educational opportunities around sustainable design, construction and efficient operational practices be emphasized and operating costs be minimized by creating visual teaching points in facilities to support green policies and practices; and be it further

RESOLVED that in the course of each project the District emphasize native and draught resistant plants and landscaping, and investigate cost-effective opportunities for day lighting streams, restoring predevelopment habitats and other natural resources that would promote environmental science studies; and be it further

RESOLVED that the District apply its sustainable building criteria when making improvements and addressing maintenance backlogs in existing buildings; and be it further

RESOLVED that in order to align Seattle Public Schools with State, local and regional environmental goals and mandates, the District will pursue outside funding partners and leverage available incentive programs in the greater Puget Sound corporate community when SPS funding is not available.

ADOPTED this 15th day of May, 2013

Kay Smith-Blum, President

Betty Patu, Vice-President

Sherry Carr, Member

Michael DeBell, Member

Harium Martin-Morris, Member

Martha McLaren, Member

Sharon Peaslee, Member

ATTEST: _____
José Banda, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Superintendent Procedure 6810SP Natural Resources Conservation



Approved by: s/Larry Nyland Date: 9/20/17

Dr. Larry Nyland, Superintendent

This procedure implements School Board Policy 6810 and is the long-term resource conservation management plan for the District.

Introduction

The Seattle School Board strives to create healthy and comfortable learning and working environments for students, staff, and the Seattle community. The focus of the natural resources conservation program is long-term, sustainable measures and practices that reduce consumption of natural resources and seek out alternative energy and green technologies. By reducing the District's use of natural resources, a greater amount of the District funds can be spent for supporting student learning and excellence. Additionally, conservation lessens negative impacts on our environment. Wasting resources contributes to many environmental problems such as global warming, water pollution, acid rain, etc. When we conserve energy and water, reduce solid waste, and utilize green alternatives, we help reduce and prevent environmental damage.

A successful natural resources conservation program welcomes and relies upon active participation by all members of the school community. Responsibility and authority for implementing the natural resources conservation management plan lie at all levels of the District. Resource conservation begins with the design of the buildings and landscaping, and continues through the daily operation and maintenance of the schools. Seattle Public Schools seeks to model environmental stewardship to the staff, students, and the Seattle community, linking conservation, the environment, and our role in determining the future health and well-being of people, the environment, and the planet.

1) Heating, Cooling, and Ventilation (HVAC) & Mechanical Equipment

- a) Normal operating schedule for mechanical heating, cooling and ventilation (HVAC)
 - i) Monday – Friday HVAC schedules are based on staff contract work times and school start/end times.
 - ii) After school, HVAC is provided for academic and District scheduled events only.
 - iii) HVAC systems shall not heat or cool during non-school hours, during school breaks and holidays, and in unoccupied areas unless it is necessary for freeze or equipment protection.
 - iv) Exceptions to the HVAC operating schedule may be made for events outside of the normal operating hours through the District building rentals system. Rental fees may apply. See Superintendent Procedure 4260SP: Use of School Facilities.
 - v) Fan cooling is allowed during occupied times.

- vi) For heating, cooling or fans after hours, a building use permit is required.
- b) HVAC set points during scheduled occupied periods – these set points mean that actual temperatures may be within +/- 2 degrees
 - i) Classroom and office area set points are 68 degrees heating. Where available, 76 degrees mechanical cooling, 74 degrees economizer cooling.
 - ii) Lunchroom and auditorium set points are 65 degrees heating. Where available, 76 degrees mechanical cooling, 74 degrees economizer cooling.
 - iii) Gym and hallway set points are 62 degrees heating. Cooling is not commonly provided.
 - iv) Temperature settings in classrooms with motion sensor integrated HVAC should have heating set points reduced by 3 degrees and cooling set points increased 3 degrees during the normal operating schedule when the room becomes unoccupied. The motion sensor will turn the system back to occupied temperatures when a person enters the room.
 - v) Exceptions to the HVAC set points are made for those with special needs as noted in their 504 documents.
- c) Portable space heaters are a potential fire hazard, can trip our breakers, and use a significant amount of energy. Only spaces that do not meet District standard HVAC set points, during the normal operating schedule, from the building's HVAC systems may be permitted to have a space heater. All heaters must meet District safety requirements. Approved space heaters shall be shut off during unoccupied hours and while unattended. Please note: space heaters are not rated to be used with extension cords and should be directly plugged into the wall.
- d) Thermostats, radiators, unit ventilators, supply and return air vents and other HVAC equipment shall not be tampered with and shall have a minimum of three feet of unobstructed space around them to ensure adequate airflow and temperatures.
- e) All school activities, including summer school and before and after school activities, should minimize resource use by consolidating activities into the fewest possible number of buildings, building areas, and rooms. Consolidation will allow for the fewest number of rooms to be conditioned which will reduce cost and resource use.
- f) Circulating pumps, fans, boilers, etc. shall be turned off during unoccupied periods of evenings and weekends except as needed for freeze protection.
- g) Water heaters shall be turned off during extended school breaks, where feasible.
- h) Staff should properly shut down and unplug smaller District refrigeration units such as milk coolers, reach-ins, ice chests and ice machines during breaks of four consecutive weeks or more. Food from these units should be consolidated and placed into walk-in units, where available.

2) Lighting

- a) Indoor lighting
 - i) Everyone is responsible for turning off lights in unoccupied areas. Lighting should not be left on overnight. Emergency lighting will remain on automatically per building code.
 - ii) String lights, lamps, and other decorative illumination not integral to the school building shall only use energy efficient bulbs (LED or compact fluorescent). Always follow best practices for fire safety.
 - iii) Photo cells, lighting controls and occupancy sensors should remain clear and unobstructed.

- b) Outdoor lighting
 - i) Outside lights shall be off during daylight hours.
 - ii) Plan after school and weekend events that require lighting to be located together on the main floor and close to the outside doors, to minimize the need for communal lighting (hallway, stairwell, exterior.)
 - iii) For lighting after hours, a building use permit is required.
- c) Photocells and lighting control requirements are found in the District Technical Standards.
- d) Interior walls and ceilings should be of a light color to improve the light quality of the teaching and learning environment.

3) Composting, Recycling, Waste Reduction and Waste Disposal

- a) Everyone using District buildings shall minimize use of natural resources with the goal to reduce waste generation and encourage reuse and shared use of resources.
- b) Everyone shall make sure that all materials discarded are sorted into the correct container or dumpster.
- c) Everyone shall sort waste into three types, as required by the City of Seattle.
 - i) Compost goes in the green containers labeled “compost” (e.g. food waste, food soiled paper, and yard waste).
 - ii) Recycling goes in the blue container labeled “recycling” (e.g. clean paper, bottles, cups, milk cartons).
 - iii) Garbage goes into the grey/black/white container labeled “landfill” (e.g. plastic wrappers and dirty containers).
- d) New composting programs must be pre-approved by Facilities Operation and be developed using the Resource Conservation Guidelines. No new program may be started before all planning aspects are complete and the impacted parties are provided an opportunity to participate in program design.
- e) Materials that meet the legal definition of “confidential records” shall be destroyed in accordance with Washington State RCW 40.14.
- f) All hazardous materials and waste shall be handled in a safe and lawful manner. No hazardous materials or wastes shall be poured down drains, onto the ground, or into waterways.
- g) Printing and copying
 - i) All District staff should minimize paper and copier use.
 - ii) All staff shall be able to scan and send documents electronically instead of printing hard copies, and print and copy on double-sided paper to reduce paper waste. Training videos are available to staff.
 - iii) Double-sided and black-and-white printing should be set as the default for copiers and printers whenever possible to avoid wasting ink and paper.
- h) Toner cartridges for networked printers/copiers/scanners should be recycled.

4) New construction and remodels

- a) Buildings and grounds shall be designed and constructed to minimize the use of resources in accordance with Seattle School District Board Resolution No. 2012/13-12.
- b) Building design choices shall be made to recognize the life cycle cost. This analysis shall include identifying the operations and maintenance budget prior to construction.

- c) All new construction and major remodels shall follow state and City building codes and Washington Sustainable Schools Protocol.
- d) The Capital Department shall follow their technical design standards and provide annual reports to the School Board on natural resource conservation measures employed in capital projects.
- e) All Capital projects shall have a corresponding Owners Project Requirements document, such as those identified by the U.S. General Services Administration.
- f) District Technical Standards shall be followed for all new construction and major remodels.
- g) Prior to construction, Design teams shall provide operations and maintenance staff model resource usage, including energy use index (EUI) and construction and operations solid waste analysis. Presentations shall be reviewed by the Facilities Department at schematic design, design development, and construction document stages.
- h) The District shall follow the guidelines of the City of Seattle's most current energy code, where applicable.
- i) Design teams shall collaborate with the local electricity, natural gas, water/sewer, solid waste and storm water utility companies, the City of Seattle, and other agencies to reduce the use of resources in construction, operation, and maintenance of schools.
- j) Design teams shall assist the District in maximizing grants and rebates for conservation. The District shall include in the bid documents a requirement to provide all necessary conservation –related data to utility partners prior to and post construction.
- k) Capital projects shall utilize third party commissioning of building systems in accordance with technical specifications. Systems shall operate at, or exceed, design specification objectives.
- l) All contracts, RFPs, bid documents, etc. that involve the building envelope, HVAC system, lighting system, or irrigation system shall be reviewed by the Mechanical/Electrical Coordinator to assess resource conservation measures.
- m) Design teams shall review and analyze actual utility use compared to expected utility use one year, two years, and five years after construction is complete and the building has been accepted by the District. Design teams shall document finding, present them to the Facilities Department and include lessons learned in future project planning.

5) Ongoing Maintenance Operations and Procurement

- a) When maintenance is required to fix broken equipment, the repair shall maintain the functionality of the systems and/or equipment as they were designed unless the design is found to be faulty. The District Computerized Maintenance Management System (CMMS) shall be utilized to optimize the efficiency and life of mechanical systems operating in the buildings.
- b) The District shall tune-up buildings at least once every 5-years in accordance with City of Seattle Ordinance #124927. The tune-up shall optimize energy and water performance by identifying no- or low- cost actions related to building operations and maintenance, including but not limited to major building systems for mechanical, electrical, lighting, and water.
- c) District Technical Standards shall be followed for all maintenance, operations, and procurement.

- d) The District should evaluate the cost effectiveness of procuring high efficient and green products and equipment.
- e) Maintenance and operations staff shall partner with the local electricity, natural gas, water/sewer, solid waste and storm water utility companies, the City of Seattle, and other agencies to reduce the use of resources in the operation and maintenance of schools, and to maximize utility grants and rebates and incentives.
- f) The District should purchase recycled content and environmentally preferable supplies when the cost and functionality is equivalent to other supplies.
- g) All vending machines shall operate with the non-essential and advertising lighting disabled.
- h) All vending machines shall be put into low power mode when not in use.
- i) Handwashing faucets should be set to run for ten seconds (see also WAC 246-366-060).

6) Conservation outreach and training

- a) Annual training opportunities should be provided for District staff members with responsibilities over the utility resources, including Senior Leadership, Custodial and Nutrition Services staff, Principals, and Maintenance staff.
- b) The District shall set five-year conservation goals for energy, water, and solid waste. Progress shall be reported on annually by the Facilities Department. District goals shall be based on local, state-wide, and national conservation benchmarks whenever possible.
- c) The District shall calculate annual and long-term avoided utility costs. As we continue to minimize our use of resources, we shall continue to reinvest in conservation to take advantage of opportunities to build additional conservation capacity.
- d) The District shall benchmark energy use annually through ENERGY STAR® Portfolio Manager for all buildings 20,000 square feet and larger. This data is publically available through the City of Seattle Energy Benchmarking Ordinance #125000.
- e) The District agrees to pass along part of the utility savings to the schools in a shared savings program intended to allow schools to invest in resource conservation to achieve additional and continued savings.
- f) Annual utility data shall be provided to principals, building custodians, and other senior staff.
- g) Principals are responsible for sharing these data and reminding occupants about the Natural Resources Conservation Procedures.

7) Occupants of offices and classrooms equipment-operating responsibilities

- a) Everything plugged into a school or office outlet draws power and therefore uses public resources.
- b) All office and classroom electrical equipment (sound systems, speakers, computer *monitors*, fans, phone chargers, etc.) shall be turned off each night and during all weekend and extended non-occupied times.
- c) Networked devices such as District printers/scanners, computers and projectors shall stay on but should be switched into low power mode when not in use.

- d) The District may provide pre-approved appliances in shared areas for the use of staff, these appliances may include communal refrigerators, microwaves and coffee makers.
- e) All appliances used in the District must be located in communal spaces and available for shared use. Individual appliances may not be installed unless they are providing ADA accommodation or have been preapproved by Facilities Operations.
- f) All items plugged into outlets shall be National Underwriters Laboratories tested and labeled and all label instructions shall be followed by the user.
- g) Everyone is responsible for turning off lights and closing windows, doors, blinds, and drapes at the end of the day.
- h) All staff are responsible for taking action to shut down their rooms before extended breaks. A shutdown checklist will be provided.

8) School Grounds and Gardens

- a) School gardens
 - i) All proposed gardens or any sort must be preapproved for Facilities Operations and follow operational guidelines.
- b) Landscaped areas and lawns
 - i) Shall be irrigated only during the first two year planting establishment periods.
 - ii) Shall not have automatic timers on irrigation systems unless the area is being established.
 - iii) Shall be planted with native plants appropriate for specific site conditions, preferentially use drought tolerant species in drier areas.
 - iv) Shall evaluate soils and location to select the appropriate planting material for each space.
- c) Athletic and play fields
 - i) Natural turf (grass) fields shall only be irrigated if they are part of the Seattle Parks – Seattle School District Joint Use Agreement and they have a functioning mechanical irrigation system. Irrigation schedules shall be calculated based on the need of the soil and vegetation.
 - ii) Fields that are not part of the Seattle Parks – Seattle School District Joint Use Agreement shall not be irrigated unless the area is being established for the first two years after planting.
- d) All irrigation shall be scheduled for cooler times of the day to avoid evaporation, unless extreme weather conditions require additional irrigation.
- e) Leaf fall from trees shall be left to compost in place or is mulched on-site whenever possible.
- f) Integrated Pest Management shall be used to manage all school grounds in accordance with Superintendent Procedure 6895SP: Integrated Pest Management.

9) Transportation and Anti-idling


- a) All vehicles on and adjacent to school property should be operated to minimize idling to reduce fuel use and air pollution.
- b) Vehicles shall not be warmed up by idling and engines shall not be left running when not on the road.
- c) All operators of District contracted busses shall receive training to minimize fuel use and reduce pollution.

- d) When purchasing vehicles the District shall give preferential consideration to vehicles with the most fuel efficacy considering a life-cycle cost analysis of every purchase.

Approved: September 2017

Revised:

Cross Reference: School Board Policy No.6810

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It is the policy of the Seattle School Board that the District wisely manage the use of natural resources and maintain programs that support conservation of energy and other natural resources. The goal of this policy is to create and maintain sustainable, healthy school environments through a long-term resource management plan.

Seattle Public Schools will model environmental stewardship by instituting a resource conservation management plan, to:

- Reduce the use of energy, water, and other natural resources and encourage recycling
- Educate students, teachers, and staff about the importance of conserving natural resources
- Lessen environmental damage attributable to natural resources consumption.

Adopted: September 2017

Revised:

Cross Reference:

Related Superintendent Procedure: 6810SP

Previous Policies: H25.00; H25.01

Legal References: City of Seattle Energy Benchmarking Ordinance #125000, City of Seattle Building Tune-Up Ordinance #125002, City of Seattle Waste Management Recycling Ordinance #124313, and City of Seattle Waste Management Composting Ordinance #124582

Management Resources: