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.

BALTIMORE CITY
PUBLIC SCHOOLS

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;
11. Solid waste management, prioritizing waste reduction, the reuse and recycling of materials, and composting; and
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)

BALTIMORE CITY
PUBLIC SCHOOLS

Sustainability Plan

Develop environmentally literate students

Create healthy school environments

Reduce and conserve natural resources

Improve school green spaces

Engage school communities

Build student leadership

For more information, visit:
www.baltimorecityschools.org/sustainability

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.

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Provide standards-based curriculum with integrated environmental literacy in science, social studies, English Language Arts, and math	• Provide input during curriculum review processes • Embed one Meaningful Watershed Educational Experience (MWEE) for elementary, middle, and high school ages.	• MWEEs in place • Participation in curriculum reviews	Baltimore Ecosystem Study, Blue Water Baltimore, Chesapeake Bay Foundation, Chesapeake Bay Trust, National Aquarium, Howard Hughes Medical Institute, & more
Connect students to internships, service learning hours, industry certifications, credit programs, and fellowships	• Share partner opportunities with counselors and teachers • Compile job, internship, and service learning opportunities for students	• Service Learning guidelines shared with partners • Students placed in environmental positions	City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more
Provide professional development to teachers and staff	• Include environmental literacy in systemic professional development days • Share curricula with partners for aligned professional development	• Teachers participating in systemic professional development • Teachers participating in optional professional development	Baltimore Ecosystem Study, Chesapeake Bay Foundation, Towson University, Notre Dame of Maryland University, & more
Connect schools to partners providing engaging environmental literacy experiences	• 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	• Events and communications that include sustainability focus • Updated Partner Resource Guide	Green Schools Network

BALTIMORE CITY PUBLIC SCHOOLS

HEALTHY SCHOOL ENVIRONMENTS

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

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Improve Integrated Pest Management practices	• Track pest-related work orders • Provide pest-control resources for schools	• Pest-related work orders • Educational materials created, shared, and used by schools	City Health Department, Maryland Pesticide Education Network, Johns Hopkins School of Medicine
Provide drinkable water at schools	• Provide safe drinking fountains at schools • Recyclable cups at water coolers	• Schools with safe water fountains • Schools with coolers and recyclable cups	
Provide optimal learning environments for students	• Provide good light, comfortable temperatures, and good air quality in schools	• Window replacement, heating/cooling, and roof projects completed	
Use green cleaning products	• Expand green cleaning products and practices • Train custodial and maintenance staff annually	• Schools purchasing green cleaning products • Charter schools and contract cleaners using green cleaning products	Responsible Purchasing Network

BALTIMORE CITY PUBLIC SCHOOLS

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Provide nutrition education and fresh fruits and vegetables (supports Wellness Policy)	• Increase volume of fresh and local produce served • Maximize number of students who visit Great Kids Farm • Incorporate nutrition education into curriculum	• Pounds of fresh and/or local produce served • Students visiting Great Kids Farm • Teachers and staff trained on nutrition	Maryland Fresh Fruit and Vegetable Program, Johns Hopkins Center for a Livable Future
Promote positive lunch-time climate (supports Wellness Policy)	• Promote Smarter Lunchroom practices	• Schools participating in lunchtime climate programs	UMD Extension - Food Supplement Nutrition Education, MD State Department of Education
Encourage daily physical activity by elementary and middle school students (supports Wellness Policy)	• Implement FittnessGram assessment for grades 3-8	• Schools using FitnessGram	

REDUCE AND CONSERVE NATURAL RESOURCES

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

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Monitor utility consumption	• Maintain utility database • Track utility use and billing	• Energy Use Index for each school • Dollar amount of corrected billing errors	SchoolDude, City Department of Public Works
Conserve Energy	• Engage students through competitions • Engage maintenance and custodial staff through annual training	• Schools in annual competition • Staff trained	Baltimore Energy Challenge
	• Retrofit high energy-use fixtures • Include Building Automation Systems (BAS) at new schools and in heating/ cooling retrofits	• Fixture retrofits completed • Schools with BAS and central office controls	Baltimore Gas & Electric, City of Baltimore, Maryland Energy Administration
	• Seek live energy data and access for every school • Reduce energy use during high-cost times	• Schools with live energy data • Reduced electricty demand charges	Baltimore Gas & Electric
Purchase energy from renewable sources	• Research renewable energy technologies	• Amount and percent of total electricity purchased from renewable sources	Baltimore Regional Cooperative Purchasing Committee, Maryland Energy Administration

BALTIMORE CITY PUBLIC SCHOOLS

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Reduce solid waste	• Reduce volume of trash through education and diversion • Improve efficiency of trash collection	• Schools recycling • Cost of trash collection • Volume of items reused/swapped	City Department of Public Works, Johns Hopkins University, Baltimore Teacher Supply Swap, BMoreScrap
	• Align cafeteria orders with meal participation • Use compostable lunch trays	• Electronic inventory and accountability • Schools using compostable trays • Schools composting	City Office of Sustainability, Institute for Local Self Reliance
Minimize fuel consumpton in transportation	• Plan smart routes, minimize idling, and track buses using GPS • Add alternative-fuel vehicles to the non-pupil transportation fleet	• Staff trained about idling • Alternative fuel vehicles	Clean Air Partners, Maryland Transportation Authority
Reduce impact of construction and renovation projects	• Follow green building standards on all new and retrofit projects • Promote net zero energy goals	• Schools with LEED certification • New schools planning and/or achieving net zero energy	Lorax, Maryland Energy Administration, US Green Building Council, US Department of Energy
Consider sustainability when awarding contracts	• Add sustainability questions to bid templates	• Bids and contracts with sustainability criteria	Responsible Purchasing Network

IMPROVE SCHOOL GREEN SPACES

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

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Add nature play spaces, outdoor classrooms, and gardens to schoolyards	• Install and maintain outdoor learning and activity spaces each year • Train teachers about benefits of outdoor learning spaces	• Schools with outdoor learning spaces • Teachers trained	Blue Water Baltimore, Baltimore City Recreation and Parks, National Wildlife Federation, Audubon, REAL School Gardens, Chesapeake Bay Trust, University of Maryland Extension, and more
Improve stormwater management	• Complete stormwater improvement projects each year • Train Ground Shop employees about stormwater and outdoor learning spaces	• Stormwater management projects completed • Staff trained	City Department of Public Works, Maryland Association of Environmental and Outdoor Education

BALTIMORE CITY PUBLIC SCHOOLS

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.

STRATEGY →	ACTIONS →	METRICS →	PARTNERS
Maintain robust Green Schools Network of partners	• Utilize partners to offer activities, advocacy, and resources to schools • Promote connections between partners and schools	• Partners in Green Schools Network • Communications with schools and partners	Green Schools Network
Build network of staff leading school-based sustainability efforts	• Support Sustainability Ambassadors and their Sustainability Plans • Communicate with all staff about greening opportunities and benefits	• School sustainabililty plans • Annual survey of ambassadors	
Connect partners, families, and communities for school greening activities (supports Engagement Policy)	• Add greening information to training tools for school-based and district-wide activities	• Greening information included in training tools and events	City Office of Sustainability
Support schools to get green certifications	• Promote and support schools seeking third-party certifications • Promote green schools at leadership and teacher gatherings	• Schools with certifications	City Office of Sustainability, Maryland Association for Environmental and Outdoor Education, National Wildlife Federation

BALTIMORE CITY PUBLIC SCHOOLS

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 →	ACTIONS →	METRICS →	PARTNERS
Assist schools to get grants for student-led green projects	• Share opportunities with schools • Support schools submitting applications	• Schools with grants from the Office of Sustainability • Schools with other funding	City Office of Sustainability, Baltimore Energy Challenge, Chesapeake Bay Trust, & more
Provide training and leadership opportunities	• Connect students to trainings, speaking engagements, and advocacy efforts • Encourage partners to hire students after school and during the summer	• Students involved in environmental training and advocacy	City Office of Sustainability, National Aquarium, Civic Works, Recreation and Parks, Parks & People Foundation, Maryland Forestry Resource Board, & more
Connect students to internships, service learning hours, industry certifications, credit programs, & fellowships	• Share partner opportunities with counselors and teachers • Compile job, internship, and service learning opportunities for students	• Service Learning guidelines shared with partners • Students placed in environmental positions	City Recreation & Parks, Civic Works, Forest Conservancy District Board, Mayor's Office of Employment and Development, NOAA, National Aquarium, Parks & People Foundation, & more

BALTIMORE CITY PUBLIC SCHOOLS

Policy 6080 Implementation Procedures - Sustainability

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

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

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

SEATTLE PUBLIC SCHOOLS	NATURAL RESOURCES CONSERVATION	Policy No. 6810 September 20, 2017 Page 1 of 1

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 appliciable.
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.

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