

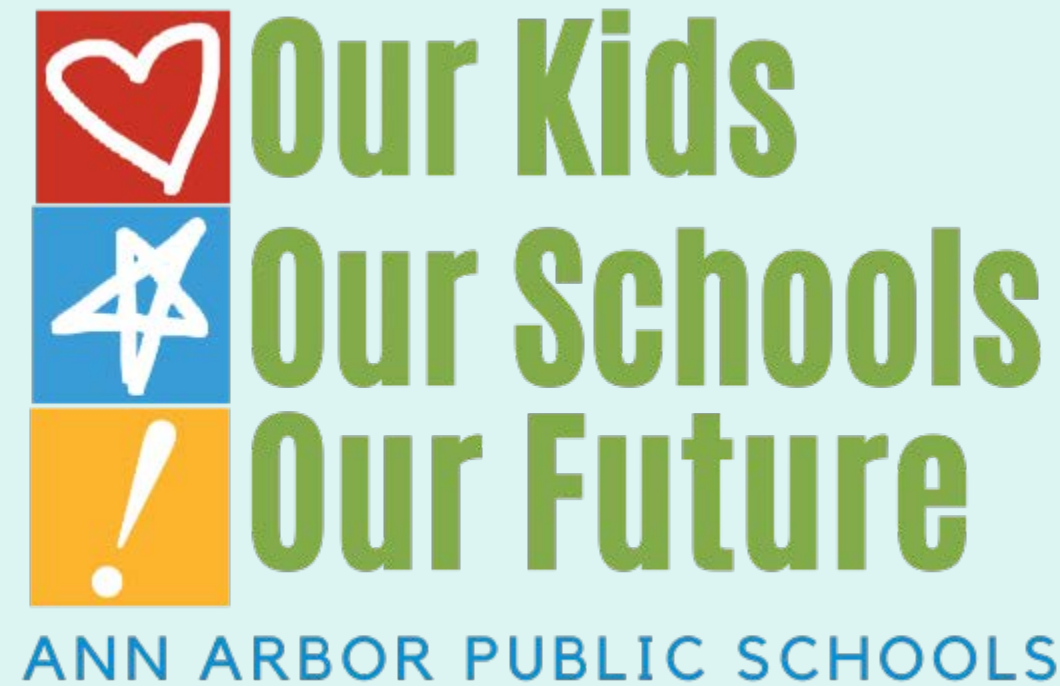


Capital Improvement Program Environmental Sustainability Update

Board of Education – April 27, 2022
Emile Lauzzana, Executive Director, Capital Projects

2019 BOND PREPARING FOR THE FUTURE

Review Bond Commitments



Thank You, Ann Arbor Community!



Human Centric Design

Connection Between Health and Performance



Forhealth.org

Human Centric Design

Environmental Factors Influencing Student Outcomes



AAPS Board Policy 8000: Environmental Sustainability

- Adopted 12/12/2018

The Ann Arbor Public Schools recognizes that:

- **Climate change is real, increasing, and caused by human activity**; and
- the Ann Arbor community is committed to practices that support a healthy environment for present and future generations; and
- the District has a responsibility to help prepare current and future generations to respond to climate change through the reduction of harmful human activities, the promotion of human activities that restore the environment, and the development of strategies to adapt to climate change.

The District will support the prioritization of:

- **Environmental sustainability education** that prepares present and future generations to become thoughtful stewards of the environment; and
- developing **student leaders** prepared to succeed in an uncertain climate change future; and
- maintaining and operating **district buildings and grounds** that reduce the environmental impact of human activities, promote the restoration of the environment, and adapt to climate change; and
- building and enhancing **partnerships** that support the Ann Arbor community's environmental principles.

The Superintendent and/or designee(s) will report annually to the Board of Education on activities related to this policy.

Recent and Ongoing Sustainability Efforts

Operation and Maintenance

- Optimized Filtration and Ventilation
- Continued water quality testing and remediation program
- New enhanced ventilation mode for the building automation system
- District-wide recycling infrastructure improvements – EGLE Grant
- Targeted no-mow areas – Freeman Environmental Education Center
- Updated building automation system; DTE rebate program*
- High performance lighting replacements; DTE rebate program*
- Retro-commissioning efforts; DTE rebate program*

****Over \$389,000 in rebates for energy efficiency efforts from DTE Energy***

Recent and Ongoing Sustainability Efforts

Project Highlight:

District-wide recycling infrastructure improvements – EGLE Grant

- 2,500 classroom recycling baskets
- 400 double recycling/trash containers
- 5,000 recycling education posters

Goals:

- 30% solid waste diversion rate
- Continue recycling education efforts
- Support increased residential recycling thru education efforts



Recent and Ongoing Sustainability Efforts

Electric Bus Pilot Program

Electric Bus Pilot Program:

- **All four electric buses in service**
 - ✓ Logged over 10,000 combined service miles
 - ✓ Tracking performance through software tool; reporting results to EGLE
 - ✓ Many lessons learned; **Thomas Built, Hoekstra, Proterra and DTE** all involved in corrective actions and issues
- DTE/Proterra working on deploying **Vehicle to Grid/Vehicle to Building capacity**



Proterra Charging Equipment



New Electric School Bus – fossil fuel free

Recent and Ongoing Sustainability Efforts

Additional Completed to date

- Synthetic Turf Fields – organic infill; enhanced recycling
 - Skyline, Huron, Pioneer
- Shade Tree planting program
 - Planted *over 500 native hardwood trees*
- Stormwater improvements / paving program
 - Pioneer HS
 - Scarlett MS
 - Mitchell Elementary
 - Carpenter Elementary
- Natural play area @ AA Open
- Freeman improvements
 - Demonstration floors and high efficiency LEDs
 - Summer 2022 – enhanced outdoor learning area



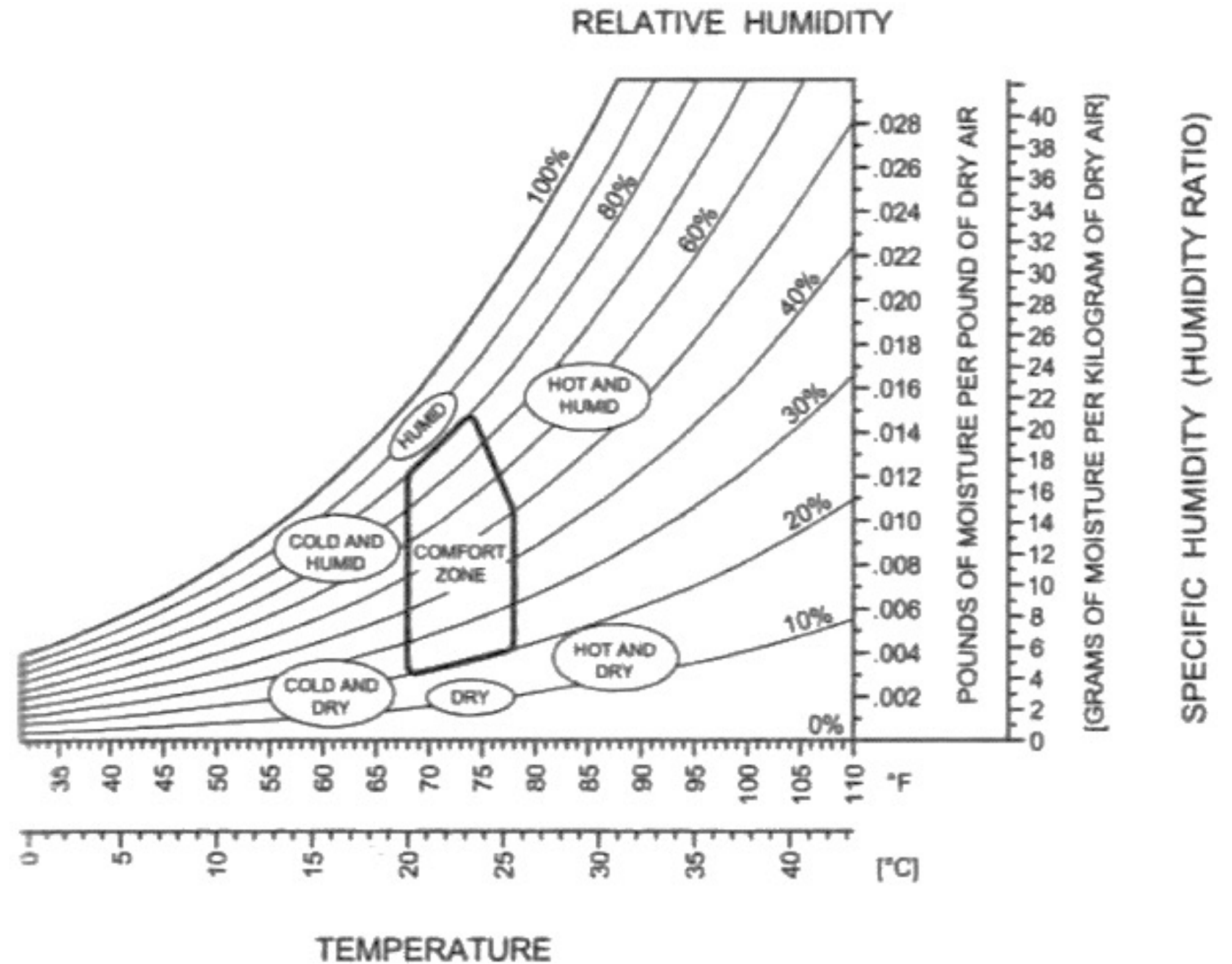
Pioneer High School public space



Pioneer High School stormwater feature

Benefits of Optimized Thermal Environments

- A reasonable and constant temperature and humidity has been shown to positively impact student health and learning and teacher wellbeing
- Research continues to emphasize linkages between thermal comfort and performance



Air Conditioning Update

Air Conditioning Program Schedule			
School Year	Square Footage with A/C *	Percentage of SF with A/C	Number of Schools with A/C
Fall 2020	1,579,990	45.7%	11
Fall 2021	1,813,035	52.4%	14
Fall 2022	2,464,615	71.3%	24
Fall 2023	3,156,987	91.3%	30
Fall 2024	3,457,874	100.0%	32
*Does not include miscellaneous spaces in buildings without classroom A/C			



Air Conditioning Update

School	Status	Completion Date
Angell Elementary	Awaiting Electrical Service Upgrade Conversion	Summer 2022
Burns Park Elementary	Awaiting Electrical Service Upgrade Conversion	Summer 2022
Carpenter Elementary	Awaiting Electrical Service Upgrade Conversion	Summer 2022
Dicken Elementary	Completed	Summer 2021
Lakewood Elementary	Completed	Summer 2021
Mitchell Elementary	Completed	Summer 2021
Community High School	Third Floor Completed	Fall 2022
Scarlett Middle School	In Process	Fall 2022
Tappan Middle School	In Process	Fall 2022
STARTING SUMMER 2022		
Bach Elementary		Summer 2023
Eberwhite Elementary		Summer 2023
Pittsfield Elementary		Summer 2023
Wines Elementary		Summer 2023
Clague Middle School		Fall 2024
Forsythe Middle School		Fall 2024

Classroom Window Shades Replacement – Old Shades



Classroom Window Shades Replacement – New Shades

Schools with window shade replacements completed:

- Angell Elementary
- Burns Park Elementary
- Carpenter Elementary
- Dicken Elementary
- Lakewood Elementary
- Mitchell Elementary

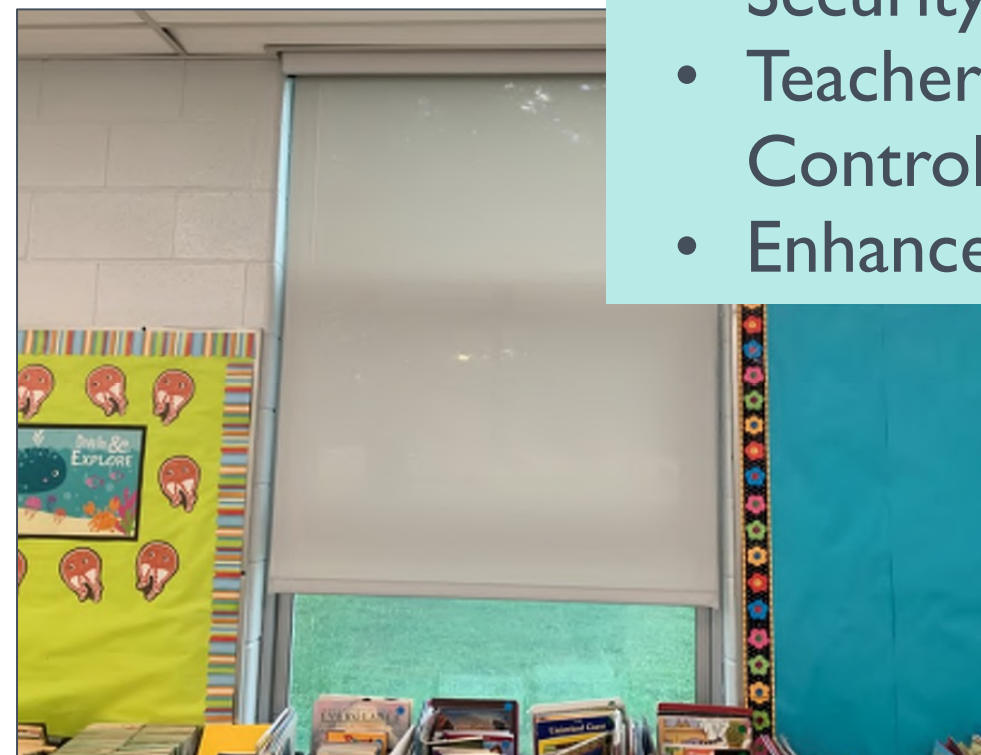
Schools in progress with window shade replacements:

- Community High School
- Scarlett Middle School
- Tappan Middle School



Benefits include:

- Energy Efficiency
- Security
- Teacher Environmental Control
- Enhance Appearance



Benefits of Enhanced Lighting Environments

- Recognized relationship between higher student performance and presence of daylight and views (Boyce et al., 2003)
- Optimized lighting environments led to as much as 21% increase in student learning rates (Gordon, 2010)

Classroom and Hallway Energy Efficient LED Lighting and Ceiling Replacements

Schools with lighting and ceiling upgrades completed:

- Angell Elementary
- Burns Park Elementary
- Carpenter Elementary
- Dicken Elementary
- Lakewood Elementary
- Mitchell Elementary

Schools in progress with lighting and ceiling upgrades:

- Community High School
- Scarlett Middle School
- Tappan Middle School



- Burns Park Elementary



- Tappan Middle School



- Lakewood Elementary



- Community High School

Rooftop Solar Arrays

Completed:

- Pattengill Elementary (100 kW) - 2020
- Haisley Elementary (133 kW) - 2021
- A2 STEAM @ Northside (150 kW) - 2021
- Forsythe Middle School (150 kW) - 2021
- Huron High School (133 kW) - 2021

Contracts Awarded:

- Bryant Elementary (150 kW) - 2022
- Pioneer HS (150 kW) - 2022
- Westerman Preschool (150 kW) - 2022

***1.12 MW (AC output) of
rooftop solar***

In 2022 will be equivalent to offsetting carbon of:

- *2,900,000 miles driven by cars; or*
- *1,280,000 pounds of coal burned; or*
- *212 homes annual electricity usage*

6% of AAPS
annual electrical consumption

Annual Savings of \$180,000/year

Huron High School - Solar



Forsythe Middle School - Solar



A2 STEAM - Solar



Haisley Elementary - Solar

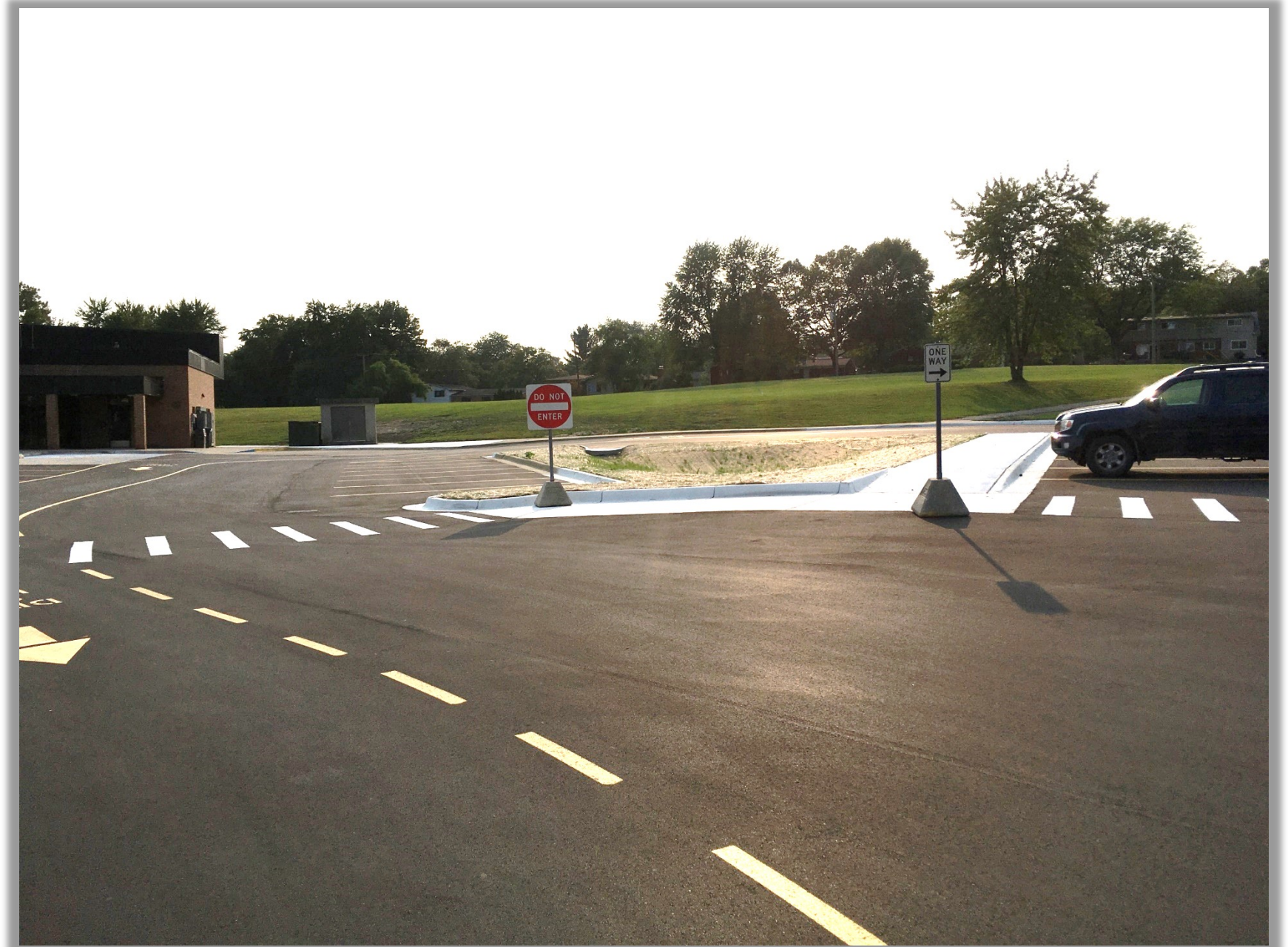


Recent and Ongoing Sustainability Efforts

Site Improvements – Low Embodied Carbon

Lower Carbon Impact Paving and Site Improvements Initiatives:

- **Recycled Asphalt Base Material**
 - ✓ Dicken ES and Allen ES sites
 - ✓ Increased recycled content in pavement; meets MDOT specification
- **Low Carbon Concrete Pilot**
 - ✓ Dicken ES and Allen ES sites
 - ✓ Reduces use of Portland Cement in sidewalks/concrete; meets MDOT specification
- **Low Embodied Materials Task Force**
 - ✓ Participation in local group of institutions, businesses, manufacturers, engineers



Allen ES site improvements

Recent and Ongoing Sustainability Efforts

A/C Lighting Projects – C&D Recycling

Material Recovery and Construction and Demolition Debris Recycling:

- **Over 110 tons of Steel recycled** at seven project locations
 - ✓ Recycling scrap steel uses 75% less energy than energy used to process iron ore (virgin steel)
- **Over 40 pallets (one semi trailer) or 160 cubic feet of acoustic ceiling tiles recycled**
 - ✓ Participated in a pilot effort to recover ceiling tiles through Armstrong Worldwide Industries



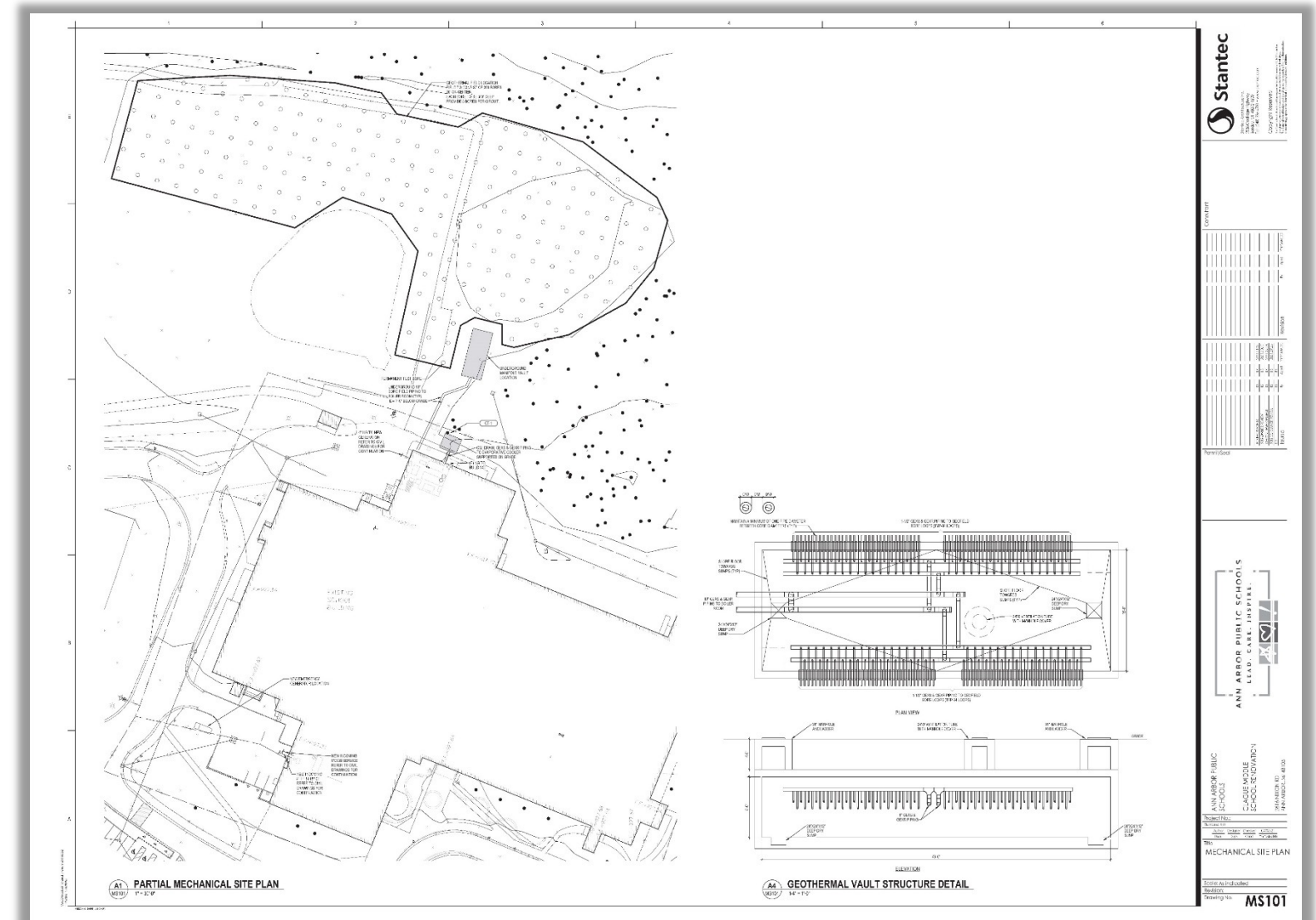
Palletized acoustic ceiling tiles – ready for processing

Recent and Ongoing Sustainability Efforts

Geothermal System Planning

High Efficiency Systems:

- **Geothermal**
 - ✓ Clague MS (Phase I – 2022)
 - ✓ Forsythe MS (Phase I – 2022)
 - ✓ Provides significant energy and efficiency to HVAC and hot water systems
 - ✓ All electric heating and cooling systems with supplemental peak load natural gas backup
- **Electrification**
 - ✓ Substantial transition of HVAC system to electric
 - ✓ Step forward in advancing longer term carbon neutrality goals



Clague MS – Preliminary Geothermal Site Diagram

Environmental Sustainability in AAPS - Upcoming Outdoor Learning Environments (OLE)

GOAL: Provide exterior capital improvements to support outdoor academic opportunities for students across all elementary/K-8 school campuses with direct ties to instruction

Materials and strategies designed to:

- *Support and enhance existing outdoor learning initiatives;*
- *Create new opportunities for outdoor academic activities;*
- *Increase access to nature and the connection to the environment;*
- *Promote health and wellness;*
- *Utilize local, natural, and low carbon materials; and*
- *Add color and moments of joy to outdoor environments.*

The tentative schedule for these projects is as follows:

Summer 2022: A2 STEAM, Abbott, Haisley, Lawton, Thurston and Preschool

Summer 2023: Allen, Bryant, King, Logan, and Pittsfield

Summer 2024: A2 Open, Bach, Eberwhite, Pattengill, and Wines

The following schools will receive OLE enhancements as part of a Major Project in the bond program over the next 5 years: Angell, Burns Park, Carpenter, Lakewood, Mitchell



Environmental Sustainability in AAPS - Upcoming

Environmental Sustainability Task Force

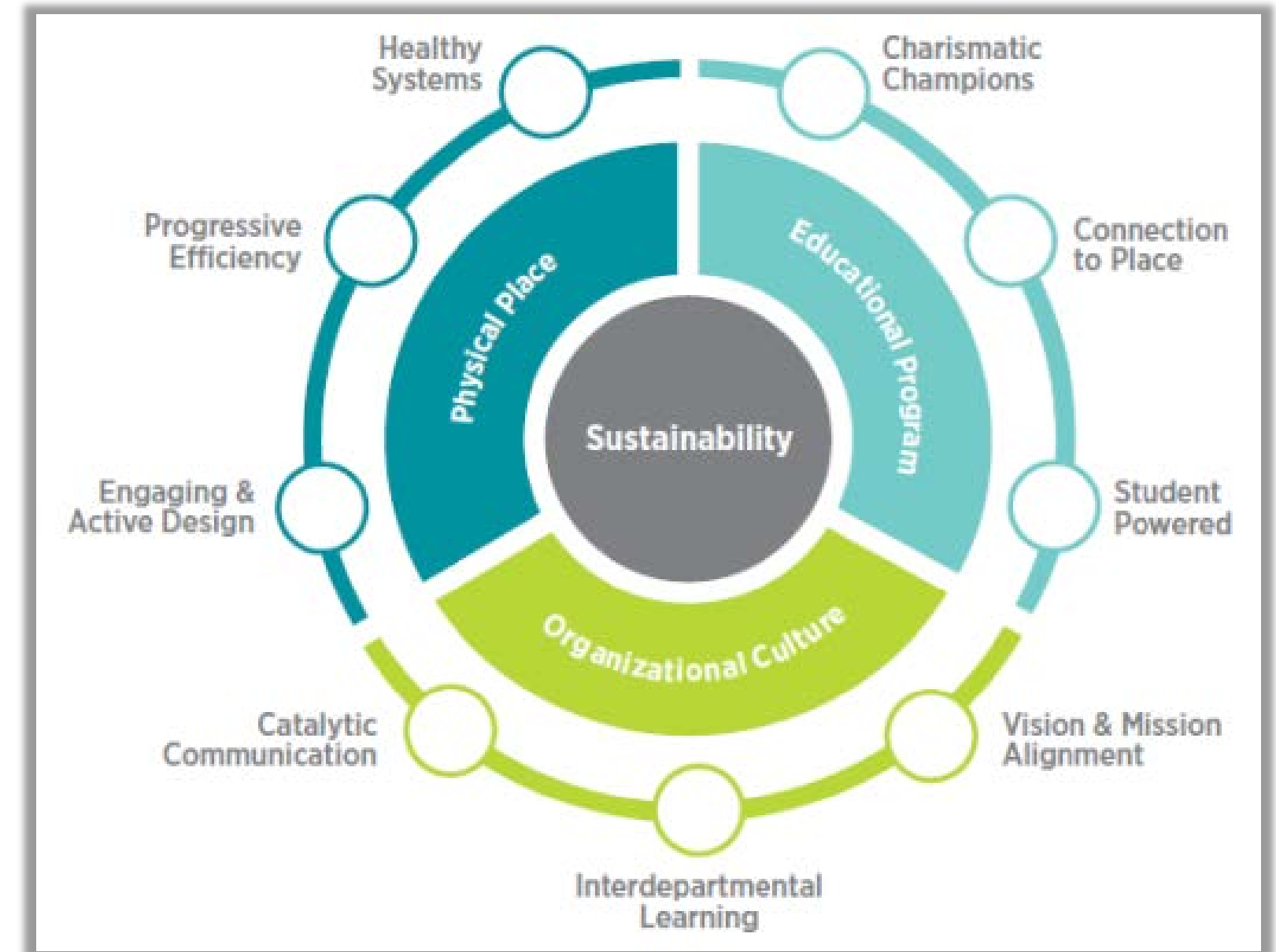
Launched 2021

- **Focus**

- ✓ Advise the AAPS BOE on a formal sustainability plan that will support achieving the goal of sustainability, guide adjustments in operations, and advise on AAPS capital improvement planning, and other district endeavors related to sustainability

- **Process**

- ✓ Monthly meetings
- ✓ Five groups/teams preparing case study presentations to share out with the group; will identify best-practice K-12 examples to draw from in developing an AAPS Sustainability Management Plan



SAMPLE - Whole School Sustainability Framework

Environmental Sustainability in AAPS - Upcoming

Director of Environmental Sustainability

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



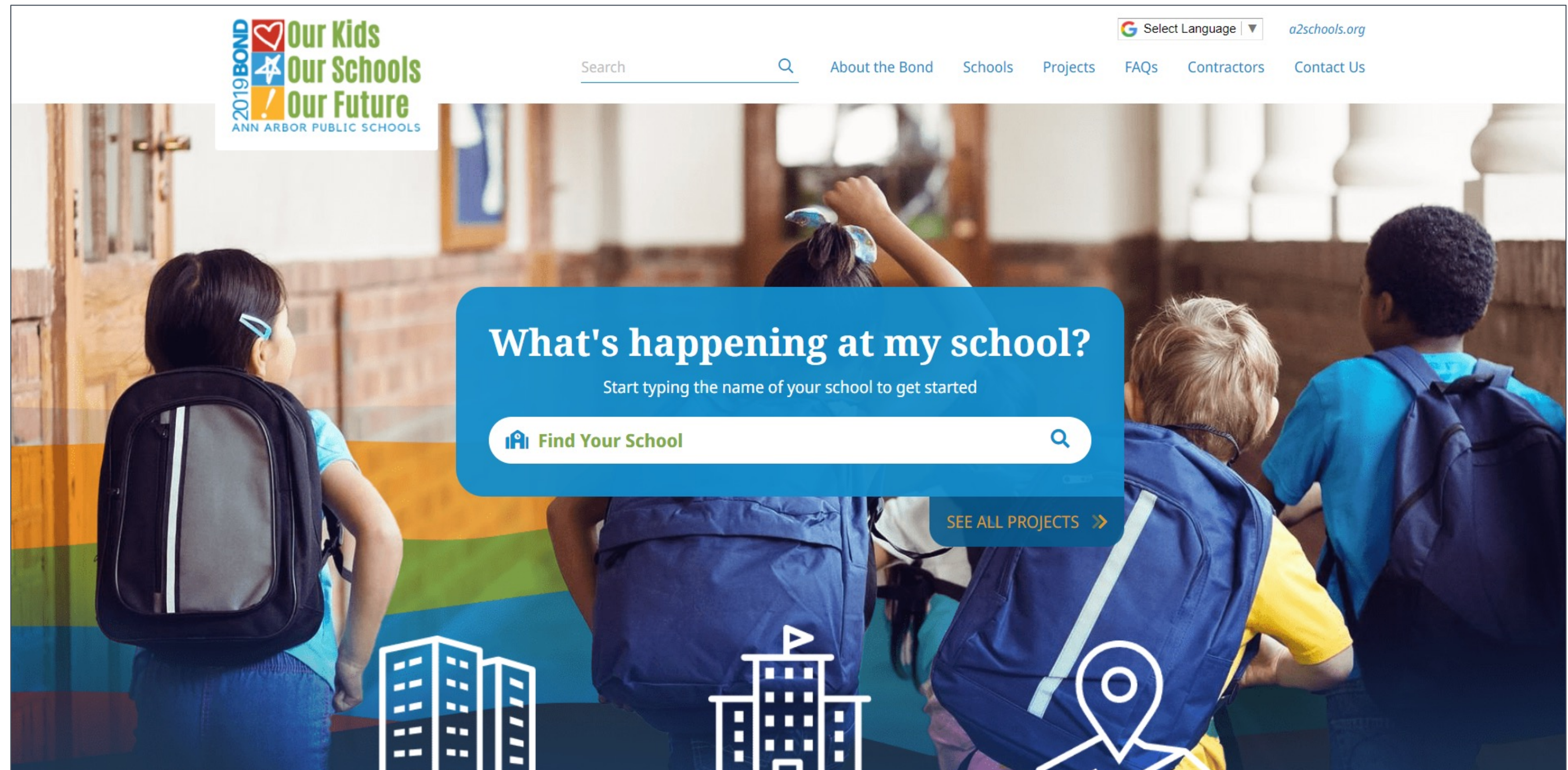
POSITION TITLE: Director - Environmental Sustainability
FTE: 1.00
POSITION LOCATION: Balas Administrative Building

POSITION SUMMARY:

Under the direction of Assistant Superintendent, Finance and Operations, directs the development and implementation of a new Ann Arbor Public Schools Environmental Sustainability Management Plan (ESMP) in coordination with the district's Environmental Sustainability Taskforce and in alignment with Board of Education Policy 8000: Environmental Sustainability. Achieves fulfillment and ongoing compliance of the ESMP with aligned implementation and evaluation of sustainability initiatives, education, programs, operations and capital improvements.



Capital Improvement Program - Website Home Page



<https://a2schoolsbond.org/>



*Thank You,
Ann Arbor Community!*





Environmental Sustainability Task Force Update

Board of Education – April 27, 2022

Emile Lauzzana, Executive Director, Capital Projects

Environmental Sustainability Task Force

Purpose

The focus of the AAPS Environmental Sustainability Task Force is to advise the AAPS Board of Education on a formal sustainability plan that will support achieving the goal of environmental sustainability, guide adjustments in operations, and advise on AAPS capital improvement planning, and other district endeavors related to sustainability.

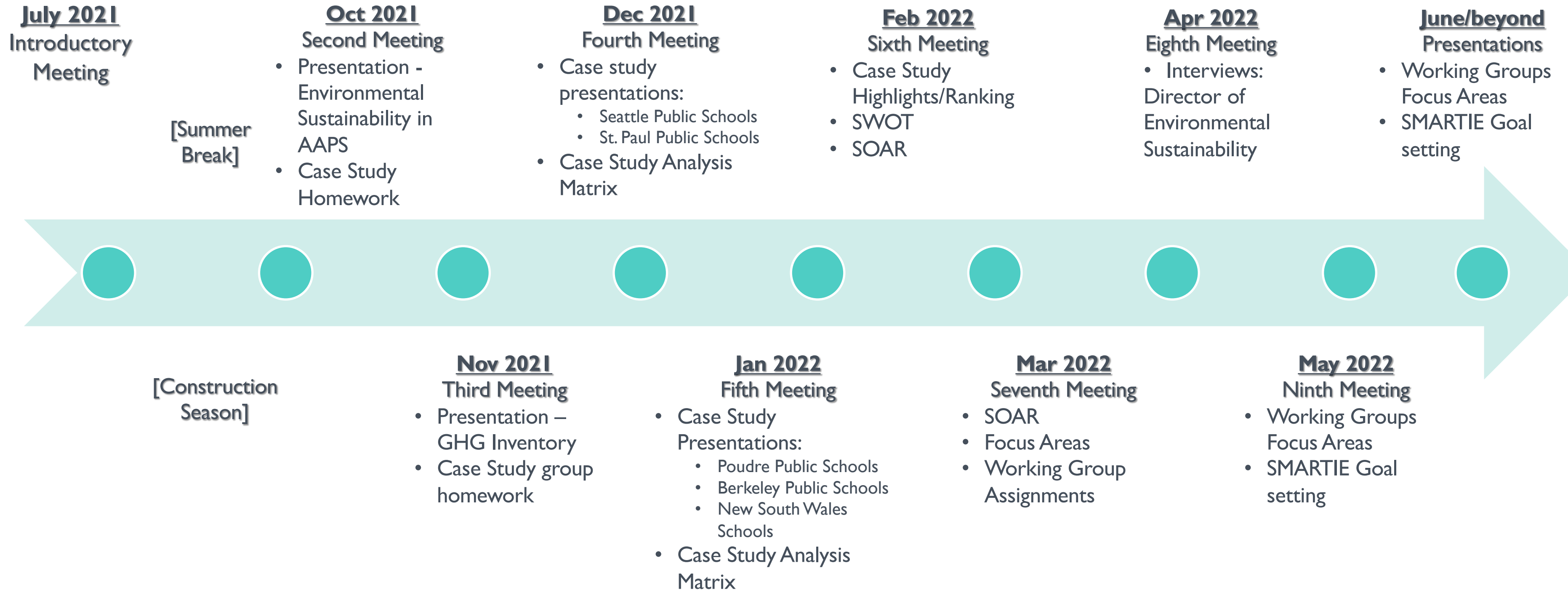
Environmental Sustainability Task Force

Roster

Name	Contact
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Michael Mychaliska	409705@aaps.k12.mi.us
Steven Giardini	stevegiardini@hotmail.com
Virginia He	306749@aaps.k12.mi.us

Environmental Sustainability Task Force

Timeline

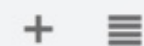


Environmental Sustainability Task Force

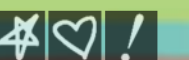
ESMP Case Study Analysis Matrix (outline)

INPUTS	ACTIVITIES	OUTPUTS	GOALS	VISION
Resources	Ongoing	Annual	Short/Mid Term	Long Term

1	fx															
	Environmental Sustainability Management Plan - Case Study Review															
	MODEL		INPUTS / Resources to support plan development and implementation							ACTIVITIES					MODEL	
		Approximate Scale Compared to AAPS														
Group	School/District		Staffing	Student	Consultant(s)	Financial	Governing Board	Non-Profit / Institutional	Other Resources	Categories - Areas of Focus	Curriculum Integration	Operations	School Level Integration	Other Activities	School/District	Energy
4	Seattle Public Schools (WA)	Three times larger (3x)	Resource Conservation team currently in place; staff has recommended the addition of a Chief Sustainability Director and Chief Environmental Justice Director	Create network of Green Teams; encourage team communication across schools; program as possible academic credit	Contracted McLennan Group to catalog current/past sustainability efforts, and to develop/capture aspirations and goals for the future	Capital program commitments - BEX	Resolution 2006/2007 - 18 The Climate Change resolution; Resolution 2012/2013 - 12 The Green Resolution; Policy No 6896 - 2012 Drinking Water Quality and Access; Policy No 6810 - 2017 Natural Resource Conservation; Superintendent Procedure 6810 SP - Natural Resource Conservation		2019-24 Seattle Public Schools Strategic Plan	Policy; Staffing; Education; Equity; Measurement; Buildings + Site	Efforts to integrate sustainability into curriculum; provide ongoing sustainability training; draft a comprehensive sustainability plan notes this resource https://www.energizeschools.org/	Efforts in energy, water and waste reduction on an ongoing basis	Green Teams, operations programs	Green schoolyard program	Seattle Public Schools (WA)	Carbon footprint 2040
2	St. Paul Public Schools (MN)	Two times larger (2x)	No full-time employees hired to implement the work; Building operation and maintenance crew also conduct energy efficiency improvements with the support from local utilities.		A consulting firm was hired to develop the implementation plan to reach zero hunger and zero waste by 2029.	Revolving Energy Efficiency Fund	1 district COO, 1 principal, 1 teacher, 5 facilities members, 1 parent, 1 MN Green Corps members. Xcel energy and 2 Community Facilitators	Xcel Energy		Waste Recycling and Organics: trash, recyclables and food waste. Energy action plan: energy conservation, efficiency, and education.	Lesson plans for 5th graders and a Club Kit for Environmental Clubs		Energy audits, student competitions with results on district website		St. Paul Public Schools (MN)	Reduce emissions by 2030
		.5x in terms of enrollment	Full-time Sustainability Program Coordinator; Maintenance Manager heavily involved; Sustainability Teacher Leaders at each site (Small group of teachers)	2018 Summer internship program for HS students to research aspects of SMP; School-based "Green Teams" (parent led)	A consultant was hired to lead the Sustainability Plan working group, conduct stakeholder meetings and focus groups.	"Shared Savings" program (Savings from energy and waste reduction go back to sustainability programs after paying back the General Fund)	Board resolutions pertaining		Waste reduction grants; Funding for garden programming through city "Soda Tax"; "Parcel Tax" provides ongoing funding for	Green Buildings & Materials;	Every student gets gardening and cooking instruction. District passed a Climate Literacy Resolution in November to develop a climate change curriculum for the district over the next 18 months. Also have	Highly advanced nutrition services throughout district--all meals are made from scratch with no pre-packaged meals (local & organic as possible). Have dedicated maintenance on staff. Note: City has no chemicals in the ground policy.	Focus has been on waste reduction, particularly in the cafeteria. For example, starting reusable pilot program with stainless steel. Networks of teachers & students at every site to help implement, including Green Teams, Environmental Leaders	A lot of coordination with local environmental non-profits that share similar goals. Are		Achieve



SMP_Case_Study_Analysis_Matrix ▾




ES TF – Assessment Exercise

Case Study Review – Highlighted Items

Meeting #6 – MIRO board in review

CASE STUDY ANALYSIS MATRIX - HIGHLIGHTS
 Which Items identified in our breakouts should be elevated?
 Which of these items are gaps needing to be addressed at AAPS?
 Please take a colored "Dot" or star from below and highlight those items



Place stars on ideas of others that resonate with you!


INPUTS/RESOURCES

- School Green Teams ★ ★ ★ ★ ★
- Sustainability Director and Environmental Justice Director ★ ★ ★
- Utilizing consultants to support plan development
- Community Involvement ★ ★ ★
- Green Revolving Fund/Designated ES Funds ★ ★ ★
- Teacher compensation/support for ES initiatives
- City/External Funding – diversity of funding sources
- Use of State/Federal (centralized) resources

ACTIVITIES

- Robust Curriculum integration ★ ★ ★ ★ ★
- Environmental Justice Initiatives ★ ★
- Transportation/multi-modal plan ★
- School/District based Competitions
- Eat Local; Nutrition connections to ES ★ ★
- Students take lessons home ★ ★
- Annual instruction on recycling/composting ★ ★ ★
- Electrification of Grounds/Maintenance
- Water conservation initiatives
- Support Next Gen science standards
- Outdoor Learning Environments – campus as living learning lab ★ ★ ★ ★ ★
- Building on Strengths, Focus on low-hanging fruit ★
- CTE Connections ★ ★
- Communicating Success
- Solar My Schools

CASE STUDY ANALYSIS MATRIX - HIGHLIGHTS
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ACTIVITIES

- Robust Curriculum integration ★ ★ ★ ★ ★
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- Water conservation initiatives
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- Outdoor Learning Environments – campus as living learning lab ★ ★ ★ ★ ★
- Building on Strengths, Focus on low-hanging fruit ★
- CTE Connections ★ ★
- Communicating Success
- Solar My Schools

OUTPUTS/REPORTING

- High performance building standards ★ ★
- Visibility of Key Projects
- Frequent/Regular Reporting requirements - accountability ★ ★ ★ ★ ★
- Clear Metrics and Monitoring/Measurement ★ ★ ★ ★
- Clear Roadmap
- Benchmarking/Monitoring Tools for curriculum integration
- Use web sites for tracking, resources, reporting ★

RESULTS/GOALS

- "Backcasting" to develop carbon goals ★ ★
- Environmental Sustainability Management Plan Adoption (becomes policy) ★ ★
- Modest Goals into Ambitious Goals
- Local Alignment – City, County, State GOALS ★ ★ ★ ★
- No Kid Hungry ★ ★

ASPIRATIONS/RESULTS

- Local Alignment – City, County, State
- Focus on Institutional Change

ES TF – Assessment Exercise

Case Study Review – Highlighted Items

Items receiving more than 2 dots include:

Inputs/Resources

- **School Green Teams (5)**
- Sustainability Director and Environmental Justice Director (3)
- Community Involvement (3)
- Green Revolving Fund/Designated ES Funds (3)

Activities

- **Robust Curriculum Integration (11)**
- **Outdoor Learning Environments – campus as living learning lab (5)**
- Annual instruction on recycling/composting (4)
- Environmental Justice Initiatives (2)
- Transportation/multi-modal plan (2)
- Eat Local; Nutrition connections to ES (2)
- Students take lessons home (2)
- CTE connections (2)

Outputs/Reporting

- **Frequent/Regular Reporting requirements – accountability (5)**
- Clear Metrics and Monitoring/Measurement (4)
- High performance building standards (2)

Results/Goals

- Local Alignment – City, County, State Goals (4)
- Environmental Sustainability Management Plan Adoption (becomes policy) (3)
- No Kid Hungry (2)
- “Backcasting to develop carbon goals” (2)

ES TF – Assessment Exercise

Strengths, Weaknesses, Opportunities, Threats (SWOT) - Outputs

What is a SWOT?

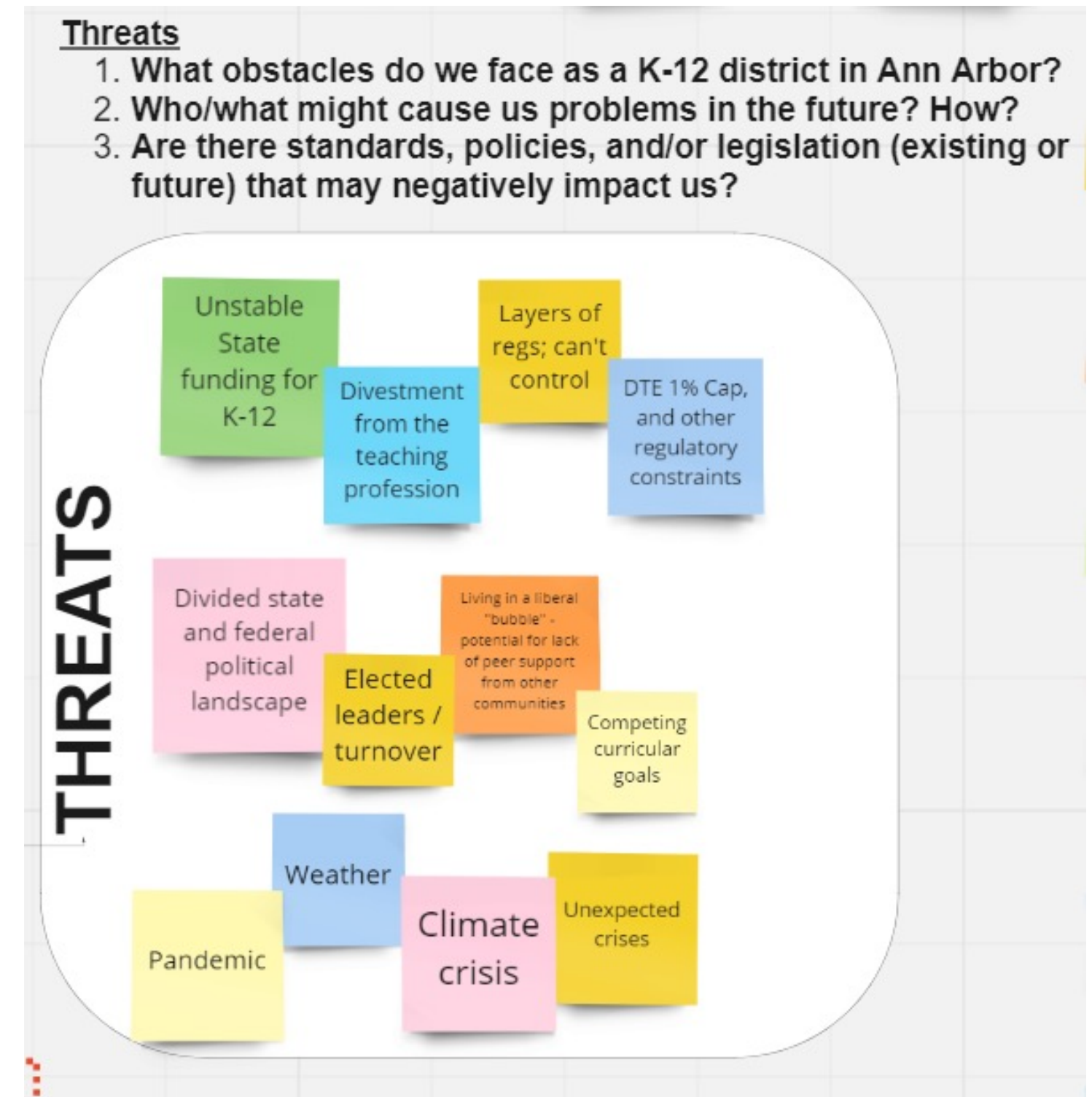
A tool used in strategic planning, a SWOT analysis is **a method used for gaining an overview of an institution by assessing internal and external factors that affect the institution** and identify its strengths and weaknesses in relation to the opportunities and the threats existing in the K-12 institutional, local and regional landscape - in the AAPS pursuit of Environmental Sustainability.

- Internal Factors – Strengths and Weaknesses
- External Factors – Opportunities and Threats



ES TF – Assessment Exercise

Strengths, Weaknesses, Opportunities, Threats (SWOT) - Outputs



ES TF – Assessment Exercise

Strengths, Weaknesses, Opportunities, Threats (SWOT) - Outputs

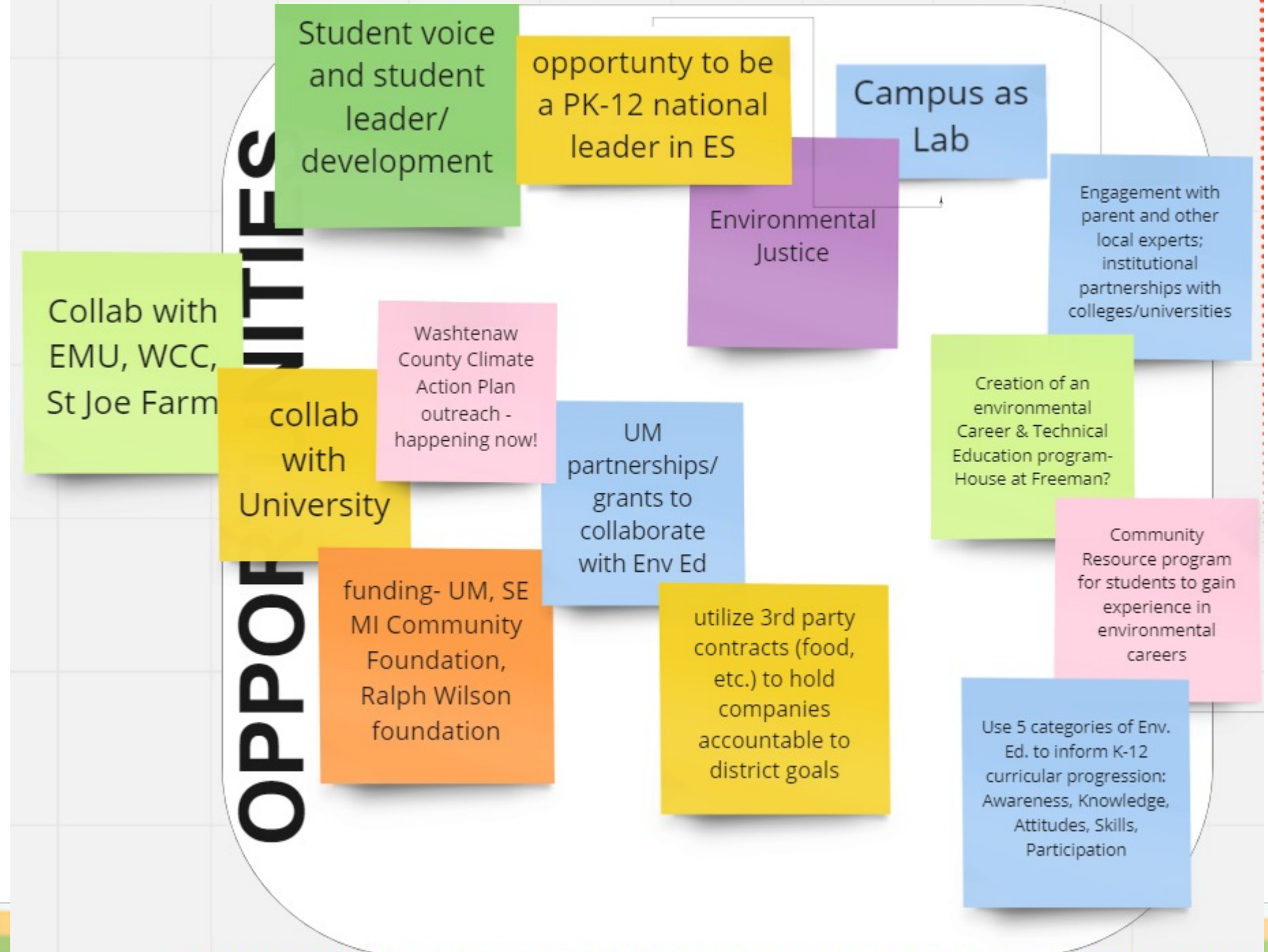
Strengths

1. What unique knowledge, talent or resources do we have?
2. What do we do best?
3. What strengths can we build on?



Threats

1. What obstacles do we face as a K-12 district in Ann Arbor?
2. Who/what might cause us problems in the future? How?
3. Are there standards, policies, and/or legislation (existing or future) that may negatively impact us?



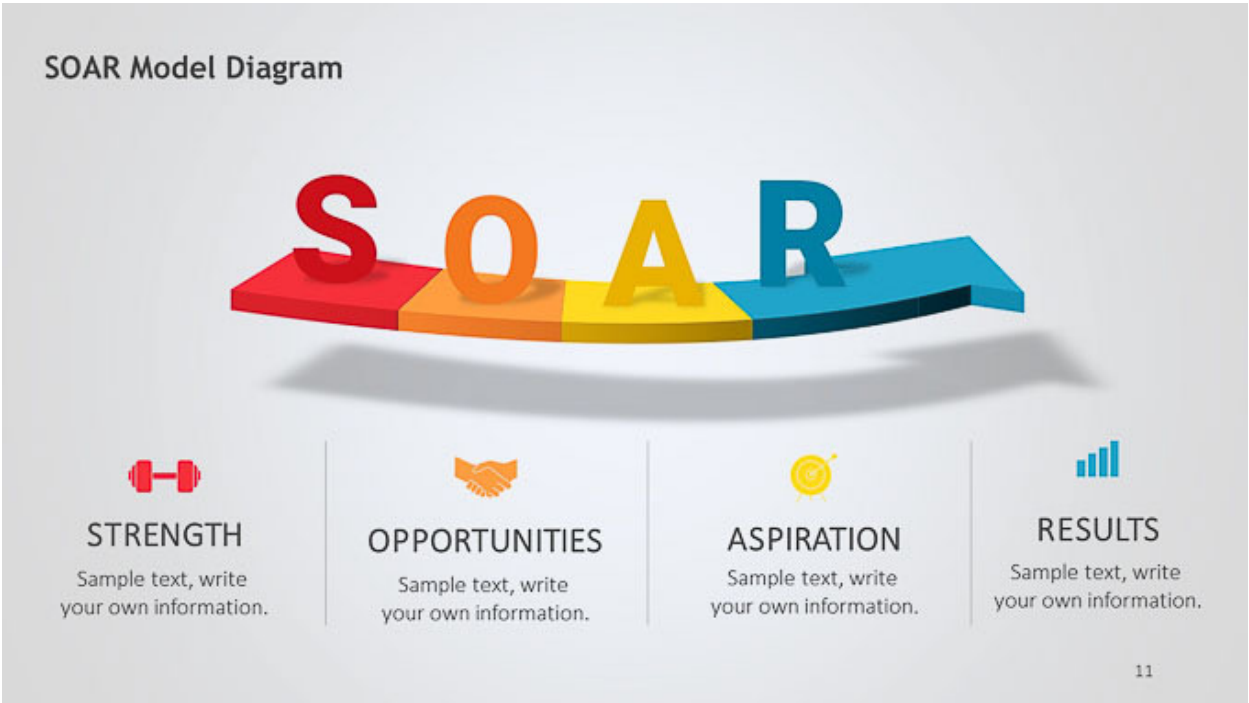
ES TF – Visioning Exercise

Strengths, Opportunities, Aspirations, Results (SOAR)

What is a SOAR?

Another strategic planning tool, a SOAR analysis is a **technique that is used to consider the current Strengths and Opportunities of an organization to create a vision of future Aspirations and the Result they will bring**. The SOAR analysis encourages an organization to focus on what is known to work to strive for shared aspirations and measurable results.

A SOAR is **action oriented and focused on outcomes**.



Exercise – Brainstorm Vision for Environmental Sustainability in AAPS





ES TF – Working Group Exercise

BOE Policy 8000: Guiding Four Focus Areas / Working Groups

Considering BOE Policy 8000
as the ES roadmap to identify:

Four organizing FOCUS AREAS

1. Teaching and Learning
2. Health and Wellness
3. Climate Resilience
4. Community Partnerships

Book	AAPS Policies & Regulations
Section	8000: Environmental Sustainability
Title	Environmental Sustainability
Number	8000
Status	12/12/18

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- District has a responsibility to help prepare current and future generations to respond to climate change through the reduction of harmful human activities, the promotion of human activities that restore the environment, and the development of strategies to adapt to climate change.

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- Building and enhancing partnerships that support the Ann Arbor community's environmental principles.

The Superintendent and/or designee(s) will report annually to the Board of Education on activities related to this policy.

TEACHING AND
LEARNING

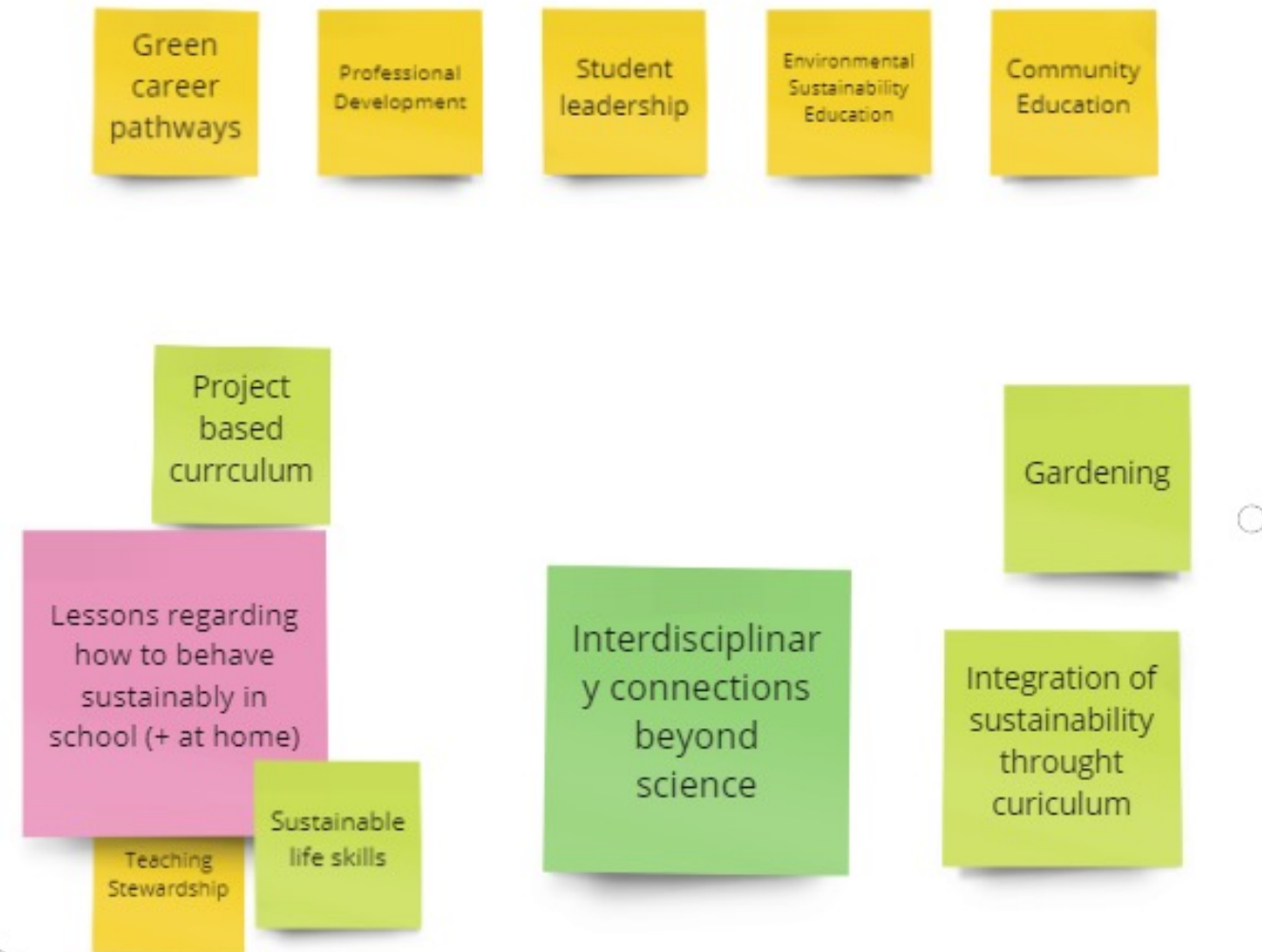
HEALTH AND
WELLNESS

CLIMATE
RESILIENCE

COMMUNITY
PARTNERSHIPS

ES TF – Working Groups – Preliminary Areas of Work

TEACHING AND LEARNING



CLIMATE RESILIENCE



ES TF – Working Groups – Preliminary Areas of Work

HEALTH AND WELLNESS



COMMUNITY PARTNERSHIPS



SMARTIE Goals/Targets - Introduction

Specific

- Can we identify a single or concise factor on which the AAPS team will focus?

Measurable

- Do we have quantitative (or qualitative) measurable outcomes?

Attainable

- Do we have the resources (inputs including dollars, staffing, etc) required?

Relevant

- Does this in any way contradict our values, mission, or strategy?
- Is the goal aligned internally and externally (city, county, university)?

Time Based

- Have we considered typical academic cycles and internal and external supply chain/factors?

Inclusive

- Could any stakeholders be excluded with this proposed Goal? How can this goal create better access and participation?

Equitable

- Have we considered how to mitigate unintended biases and how we can support our most vulnerable stakeholders in AAPS?



Thank You!

