



GOAL AREA	RESOURCES
STRATEGY	Identify and capitalize on cost-saving opportunities and additional revenue streams to maximize district resources Maintain responsible financial stewardship of the district's resources and financial transparency through planning and forecasting
RATIONALE	Reductions in ongoing operational spending through one-time investments provide for the reallocation of existing operational resources to better meet other program needs. Sustainable efforts reduce costs over time through renewable energy, set an exemplary model for the community, support student and staff learning, and support a positive future for families and students.
ACTION PLAN TITLE	From Foundation to Action: Standardizing and Scaling a Culture of Sustainability
ACTION PLAN STEPS	<u>Focus Area 1: Environmental Impact & Cost Reduction (Energy, Water, and Waste)</u> ● District-wide scaling of May Whitney Recycling & Refresh model ○ Create standardized posters for all schools using standard sustainability branding ○ Maintain standardized bin infrastructure across all buildings ○ Communicate expectations to all buildings ○ Monitor and gather data on recycling volume increases while auditing and addressing contamination occurrences ● Operationalizing shredding workflows at each building ○ Transition schools away from standard recycling bins for shredded paper (which enters the waste stream) toward secure, consolidated shredding services like <i>Paper Tiger</i> currently used at the high school and Administrative Building ● Phased composting operations and district-wide expansion framework ○ Phase 1: Expand May Whitney's pilot to include 4th and 5th grade student monitors and rollout to all middle school and high school students; partner with Quest's food service to launch kitchen scrap composting at the high school using Waste Management (WM) guidelines and rented toters ○ Phase 2: Evaluate the data, contamination rates, and operational feasibility of both pilots; once deemed an educated, successful, and scalable model, establish a rollout plan to translate these composting frameworks across all remaining district facilities

- Energy and water data benchmarking
 - Partner with waste haulers (WM) to secure monthly tonnage reports for both standard waste and rented composting totes to calculate a verified baseline diversion rate
- Energy optimization
 - Conduct comprehensive night/weekend setbacks audit; optimize building automation system (BAS) schedules to reduce idle energy draw

Focus Area 2: Improved Health & Wellness (Indoor Environments & Student Well-being)

- Standardized green procurement
 - Audit and transition remaining traditional custodial cleaning supplies to third-party certified green alternatives (Green Seal/EcoLogo)
- Indoor Air Quality (IAQ) and wellness audit
 - Expand MERV 13 tracking protocols to incorporate active CO2 and indoor humidity monitoring checks in high-occupancy zones

Focus Area 3: Effective Environmental & Sustainability Education

- Student-lead building waste expectations
 - Utilize prepared instructional slide decks to systematically reteach recycling, contamination boundaries, and composting expectations to students
- Renewable energy curricular alignment
 - Develop middle and high school STEM learning opportunities aligned to NGSS renewable energy standards using local solar array and geothermal field data

Focus Area 4: Communication & Community Engagement

- Brand Launch: Unified sustainability logos and expectations
 - Formally launch the district's unified sustainability branding and logos
 - Ensure all buildings deploy matching graphics on signage, educational materials, and communications to cement behavioral expectations and create a recognizable identity
- Monthly Sustainability Award implementation
 - Launch and execute the monthly district sustainability recognition program
 - Communicate the selection criteria clearly to all campuses; request monthly building nominations spotlighting classroom initiatives, exceptional green practices by staff, student-lead environmental leadership, or community partnerships that have enhanced district sustainability efforts
- Website sustainability progress dashboard
 - Launch a dedicated, public-facing sustainability webpage on the district site to share key messaging regarding sustainability (i.e., "We are good stewards, of dollars and of the earth"); this would include high level "wins" and celebrations of accomplishments to date such as:
 - What the district is doing now, how to help
 - Short format videos, including student highlights

	■ Metrics on dollars/resourced saved ■ Metrics relating to individual behaviors (i.e., water fill station data, Annual District-Wide Reuse-a-Shoe Event) ■ Metrics on dollars returned to District for technology buy backs and recycling ● Communications and community outreach ○ Telling the district’s Sustainability story through principal newsletters, superintendent newsletter, and the community newsletter ■ Principal newsletters will feature articles about school specific sustainability initiatives ■ Superintendent newsletters will summarize initiatives across the system periodically – for example, the Annual District-Wide Reuse-A-Shoe collection ■ At any level, incorporate education or home tips periodically ■ Community print newsletter will include sustainability efforts especially focusing on savings and good stewardship of dollars and earth <u>Focus Area 5: Procurement Standards and Sustainable Criteria for Vendors</u> ● Develop Environmental Purchasing Policy (EPP) ○ Identify team to create EPP and identify key stakeholders for engagement ● Establish product and services criteria for the (3) total categories of equipment, supplies or vendors identified for inclusion in EPP in Year (Supplies, Vendors, Technology) ● Establish measurable goals for tracking progress of the EPP ● Document supplier and equipment/supplies sustainable criteria checklist for use by purchasing staff ○ Include list of preferred suppliers for each category of equipment/supplies in EPP when possible ● Document sustainable criteria for vendors to be included in future RFPs and contracts ● Prepare to implement EPP for fiscal year (FY) 2027 ○ Integrate sustainable criteria for purchasing technology and supplies ○ Integrate sustainable criteria for vendors into future RFP’s and contracts ○ Establish documentation for evaluating progress/success of EPP ● Communicate EPP policy internally and externally
TIMELINE	The anticipated date of completion is scheduled for Summer 2027.
PROGRESS MONITORING STEPS	<u>Focus Area 1</u> ● The Sustainability Team will collect and review monthly tonnage logs provided by Waste Management and billing metrics synced to the Energy Star Portfolio Manager dashboard <u>Focus Area 2</u> ● Facilities directors will present purchasing supply receipts and HVAC filter performance reports to the committee twice a year (January and June)

Focus Area 3

- Curriculum directors will review lesson implementation and gather feedback from participating buildings each semester and after each lesson is delivered

Focus Area 4

- The Communications Department will audit quarterly web traffic, newsletter sustainability articles, award submission logs, and visual branding alignment across buildings

Focus Area 5

- Assistant Superintendent of Business and Operations and Executive Director of Technology will present a draft of the proposed EPP to the Sustainability Committee by October 2026 and provide updates on steps toward implementation in January, March and May of 2027

INDICATORS OF SUCCESS

Focus Area 1

- A sustainability dashboard will be deployed
- Baseline waste diversion rate calculated for the district
- Composting successfully expanded to 100% of target student groups
- Complete eradication of shredded paper inside single-stream recycling bins

Focus Area 2

- Identify opportunities to achieve the Green Seal/EcoLogo purchasing across all building custodial divisions
- Verification and logging of indoor air quality benchmarks in high-density school areas

Focus Area 3

- Documentation of student teaching related to recycling/composting
- Middle and high school science courses with applicable NGSS renewable energy standards have at least two local-data-based STEM learning opportunities developed and available for implementation

Focus Area 4

- *100% building participation in the Monthly Sustainability Award nomination process*
- Newsletter sustainability articles featured on a quarterly basis (Expected to create 4 articles)
- Public-facing web dashboard generating measurable district engagement (this will support further data reporting in the area of sustainability)

Focus Area 5

- An EPP will be developed and presented to the Sustainability Committee
- Measurable goals for tracking success of EPP will be established and benchmarks

	established • Sustainable criteria for supplies, vendors, and equipment will be created
POTENTIAL RESOURCES	• Executive Director of Facilities • Executive Director of Technology • Executive Director of Communications & Department Staff • Building Administration • Superintendent • Custodial partners • Food Service partners • Student-lead organizations and sponsors • Waste Management • Specialized Service Vendors (i.e., Paper Tiger) • Energy Star Portfolio Manager • Qualtrics licensing • Instructional slide decks and training manuals
POTENTIAL COSTS	The projected costs for implementation of this action plan are outlined below: Communication & Branding: Approximately \$2,000 earmarked for launching the unified sustainability logos and building materials Signage & Bin Inventory: Approximately \$3,000 dedicated to reinforcing school-wide recycling and sorting setups Waste Management Enhancements: \$2,500 allocated for cafeteria signage, specialized recycling tools, and waste-station infrastructure Sustainability Awards Program: Approximately \$2,500 allocated for incentives, recognition, and monthly program costs Dashboard & Metrics Platform: Up to \$3,000 allocated for public-facing progress monitoring tools Student Internship Stipends: Approximately \$5,000 to fund 1–2 paid student interns to drive student-lead monitoring teams and design efforts Professional Development: Approximately \$5,000 (calculated at roughly \$75 per teacher) to support <i>Green Classroom Certification</i> and related training