



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 14, 2021  
**FROM:** Board Directors Lisa Rivera-Smith and Zachary DeWolf  
**For Introduction:** January 27, 2021  
**For Action:** February 10, 2021

## **1. TITLE**

Resolution 2020/21-18, Transitioning Seattle Public Schools to 100% Clean and Renewable Energy.

## **2. PURPOSE**

This Board Action Report presents a resolution committing Seattle Public Schools to transitioning the district to 100% clean, renewable energy with the goal of improving student health and the creation of more sustainable and equitable communities.

## **3. RECOMMENDED MOTION**

I move that the School Board approve Resolution 2020/21-18, committing Seattle Public Schools to transitioning the district to 100% clean, renewable energy, as attached to this Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background:**

As scientists from around the world and locally have declared that the climate crisis requires significant reductions of greenhouse gas emissions, Seattle Public Schools must position itself as a leader in this effort. We all agree that our students deserve to grow up in a livable, healthy and equitable 100% clean energy world – this resolution commits SPS to advancing that vision.

In early 2020, Directors Lisa Rivera-Smith and Zachary DeWolf came together through their shared interest in climate action and environmental justice. Director DeWolf was called to action after listening to Garfield High School’s graduating class of 2019 valedictorians, who demanded that all adults do everything in their power to address the climate crisis, which is barreling toward a point of no return by 2028-2030. Director Rivera-Smith is likewise dedicated to this cause, after her years spent leading students in climate actions and efforts, as Green Team Advisor at Hamilton International Middle School.

The message from all these students is the same – the time to act is now. Our students and their futures can no longer wait for us to take bold and systemic action.

Directors DeWolf and Rivera-Smith soon began meeting with representatives from Washington State’s Sierra Club chapter, utilizing the 100% Clean Energy School

Districts Organizing Handbook and Toolkit, produced by the *Climate Parents and Ready for 100* programs of Sierra Club.

After crafting an initial resolution, the two Directors and Sierra Club representatives hosted webinars to bring students, educators, families, and community into the work developing the resolution. The efforts to build community power culminated in weekly meetings between SPS students, educators, administrators, families, community and environmental organizations. Many of them met with SPS staff from various departments, organized meetings with all School Board Directors, and held community engagement opportunities for people to get involved. Throughout the summer and fall, the external group and Board Directors DeWolf and Rivera-Smith charted a path to bring the resolution forward in January 2021.

b. **Alternatives:** Not approve the resolution. This alternative is not recommended.

c. **Research:**

1. City of Seattle Office of Sustainability & Environment. Climate change. Accessed October 10, 2020. <https://www.seattle.gov/environment/environmental-progress/climate-change>
2. Revised Code of Washington 70A.45.020. Greenhouse gas emissions reductions-- Reporting requirements. <https://apps.leg.wa.gov/rcw/default.aspx?cite=70A.45.020>
3. Puget Sound Clean Air Agency. Air Pollution & Your Health. Accessed October 20, 2020. <https://www.pscleanair.gov/161/Air-Pollution-Your-Health>
4. Epidemiologic studies have reported associations between ambient levels of traffic-related pollutants and increased childhood hospitalizations, emergency room visits, and reports of asthma symptoms (Delfino et al. 2002; Gehring et al. 2002; Hirsch et al. 1999; Thompson et al. 2001)
5. Allen, J.G., MacNaughton, P., Satish, U., Santanam, S., Vallarino, J., & Spengler, J.D. (2015). Associations of cognitive function scores with carbon dioxide, ventilation, and volatile organic compound exposures in office workers: A controlled exposure study of green and conventional office environments. *Environmental Health Perspectives*. <https://ehp.niehs.nih.gov/15-10037/>
6. Solomon, G.M. et al. (January 2001). No Breathing in the Aisles: Diesel Exhaust in School Buses. National Resources Defense Council. <https://www.nrdc.org/sites/default/files/schoolbus.pdf>
7. Adar, SD, Davey, M, Sullivan, JR, Compher, M, Szpiro, A, Liu, Sally LJ (Oct. 2008) Predicting Airborne Particle Levels Aboard Washington State School Buses. <https://pubmed.ncbi.nlm.nih.gov/18985175>
8. Austina, W., Heutel, G., & Kreisman, D. (June 2019). School bus emissions, student health and academic performance. *Economics of Education Review*. 70: 109-126. <https://doi.org/10.1016/j.econedurev.2019.03.002>
9. Industrial Economics, Incorporated. An Assessment of the Health Burden of Ambient PM2.5 Concentrations in Virginia. 28 Oct. 2020, [https://cee8204b-70a4-447f-9567-a8b385f8bd93.filesusr.com/ugd/b42d13\\_16d1da1c63e84d328db4239aea371617.pdf](https://cee8204b-70a4-447f-9567-a8b385f8bd93.filesusr.com/ugd/b42d13_16d1da1c63e84d328db4239aea371617.pdf)
10. Wu, X. et al. (2020). Exposure to air pollution and COVID-19 mortality in the United States. medRxiv 2020.04.05.20054502, <https://doi.org/10.1101/2020.04.05.20054502>

11. Liang, D. et al. (2020). Urban Air Pollution May Enhance COVID-19 Case-Fatality and Mortality Rates in the United States. *The Innovation*. 1(3).  
<https://doi.org/10.1016/j.xinn.2020.10004>
12. Eitland et al. (2017). *Schools for Health: Foundations for Student Success*. Harvard T.H. Chan School of Public Health. Healthy Buildings Program.  
[http://schools.forhealth.org/Harvard.Schools\\_For\\_Health.Foundations\\_for\\_Student\\_Success.pdf](http://schools.forhealth.org/Harvard.Schools_For_Health.Foundations_for_Student_Success.pdf)
13. McLennan Design, (2019) “DRAFT Sustainability Vision, Goals and Strategy” for Seattle Public Schools  
[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/Capital%20Projects%20and%20Planning/BEX%20Oversight%20Committee/201113\\_SPS\\_SustReport\\_Summary.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Capital%20Projects%20and%20Planning/BEX%20Oversight%20Committee/201113_SPS_SustReport_Summary.pdf)

## **5. FISCAL IMPACT/REVENUE SOURCE**

Given the time horizon of this resolution, it is difficult to estimate the fiscal impacts in a manner that accurately accounts for advances in technology, changing infrastructure costs, escalating construction costs, changing energy costs, and an evolving regulatory and tax environment. The impacts outlined below have been developed based on current circumstances and cover capital investments for retrofitting buildings, facility utility costs, purchase costs for district-owned electric vehicles, operating costs for district-owned electric vehicles, and infrastructure costs for charging electric vehicles.

Capital investments required to convert buildings from fossil fuels to electricity are estimated to be approximately \$1.3 billion and include replacement of gas domestic water and boiler systems and upgrades to the building electrical services to meet increased electrical loads. The amount is projected based on district’s past conversion costs of \$120 per square foot (\$80 construction costs/\$40 soft costs) applied to 8 million square feet of unconverted facility space with an assumed annual inflation rate of 3% over 20 years. New construction is excluded from this estimate as building codes now require electric energy use.

Over 15 years, there is an estimated increase in facility energy costs of \$3.8 million. This estimate is based on a conversion from fossil fuels to electricity with a projected 3% annual increase in electricity rates, including demand charges. Possible future carbon tax offsets and state and federal underwriting is not included in estimates but may play a role in decreasing operational and infrastructure costs.

The current market does not offer electric vehicles that meet the district’s needs for light duty fleet vehicles. However, in 2022 several vehicles are expected to come to market that would meet the needs of 90% of the fleet profile. Prices for these new-to-market vehicles are not yet published but using market estimates for electric vehicle pricing over conventional, there is an expected price premium between 9% and 22%. A fleet replacement with electric vehicles would cost between \$9.6 million and \$11.3 million with a purchase premium of between \$870,000 and \$2.5 million over fossil fuel vehicles.

For fleet operations, the district can expect a total cost of ownership savings, over a 10-year replacement schedule with 10% fleet replacement per year, of \$1.1 in fuel, and \$3.4 million in maintenance costs.

Charging stations would need to be installed with the ability to have 50% of the fleet charging at a time. This requires the installation of 75 charging towers each with the ability to charge two vehicles at once. At a standard estimate of \$10,000 per charging tower, this cost is estimated to be \$750,000.

Overall, a fleet of electric light duty vehicles offer an estimated potential savings of \$1.3 million and \$2.9 million over an initial 10-year replacement cycle. It should be noted that historically the district has not been able to consistently fund fleet replacements on a regular schedule.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

## 6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The creation and development of this resolution has centered on community engagement and collaboration. Over ten months were spent with a diverse group of stakeholders, gathering feedback on community values, staff recommendations, potential alternatives and cultural responsiveness. Directors Rivera-Smith and DeWolf worked directly with stakeholders throughout the process of creating this resolution, while still allowing community to drive the effort.

This resolution was developed by a collaboration of community members, representing SPS students and educators, as well as local environmental activists and stewards. The following committee members are recognized for their contributions:

Lisa Hoyos, Climate Parents  
Ruth Sawyer, Sierra Club  
Jesse Piedfort, Sierra Club  
Kristianne Ayagan  
Robin Briggs  
Kaley Duong  
Sarah Egger  
Ikran Elmi  
Michael Foster

Tatum Hadley  
Cece Hoffman  
Christian Hogan  
Paisley Maschmeier  
Alexis Mburu  
Milad Mesbahi  
Morgan Michel  
Arvia Morris  
Lily Nguyen

Heather Price  
Matthew Remle  
Essence Roberson  
Gian Rosario  
Marielle Saums  
Zoe Schurman  
Leah Scott  
Deepa Sivarajan

Megan Slade  
Jim Street  
Joseph Szwaja  
Holly Townes  
Martha Ukn  
Connie Voget  
Richard Voget  
Michiel Zuidweg

In addition to individual members of the Seattle Public Schools community working on this resolution, named above, the following organizations and individuals have formally endorsed the resolution before the Board:

South Seattle Climate Action Network  
350 Seattle  
Mazaska Talks  
Climate Justice for Black Lives  
United Indians of All Tribes Foundation  
Socialist Alternative  
Rainforest Action Network  
Sunrise Garfield  
Sierra Club  
Climate Solutions

Seattle Councilmember Teresa Mosqueda  
Seattle Councilmember Kshama Sawant  
Shift Zero  
43rd Legislative District Environmental Caucus  
Stand.earth  
Keystone United Church of Christ  
Saint Francis of Assisi Ministry at St. John  
the Evangelist Church  
Drawdown Seattle  
[Washington Environmental Council /](#)  
[Washington Conservation Voters](#)

Seattle Education Association

## 7. **EQUITY ANALYSIS**

The following is a summary of the equity analysis completed for this Resolution, using the district's Racial Equity Analysis Tool, as part of School Board Policy #0030.

### **Step 1: Set Outcomes, Identify and Engage Stakeholders**

At its core, the Clean Energy Resolution centers students most impacted by climate change, which are overwhelmingly students of color whose populations have been intentionally and systemically located in high-impact areas. When fully implemented, the reductions called for in this resolution will result in tangible improvements in student health and academic performance, particularly among our youngest and most vulnerable children, thereby reducing SPS's contributions to environmental racism.

The implementation task force called for in this Resolution will include diverse stakeholders, such as those who helped create the Resolution, so as to ensure open lines of communications with our target communities. Updates from the task force will come before the Operations Committee and quarterly updates will be expected in Friday Memos to the Board.

### **Step 2: Engage Stakeholders in Analyzing Data**

Using available data, including the recently completed *Sustainability Vision, Goals and Strategy for Seattle Public Schools* report from McLennan Design, we can see that the steps called for in this Resolution will only decrease inequities for all demographic groups; and potential areas of where inequities could increase will be considered by the implementation task force as it does its work.

### **Step. 3: Ensuring Educational and Racial Equity / Determine Benefit or Burden**

In calling for integrating climate science and climate justice into curriculum, and in exploring ways each Seattle school can develop yearly Continuous School Improvement Plan goals related to resource conservation targets, the benefits of this Resolution will be felt long before the 2040 deadline for SPS to transition off fossil fuels in all of its operations, including heating, cooking, and transportation. Ultimately, we will improve air quality, reduce our carbon footprint, decrease long-term costs, invest in new technologies, and create sustainable operations systems-wide. We will also increase trust and transparency in our district by including new voices in how to we address the climate emergency.

The potential unintended consequences of this Resolution are the same as would be for any initiative SPS undertakes, in that, by focusing resources on the commitments made in this Resolution, adequate resources to meet the needs of all SPS initiatives may be unavailable. However, we believe, long-term, this would be off-set by the cost-savings associated with transitioning to clean renewable energy. Aside from that, no negative impacts on students could be identified.

### **Step 4: Evaluate Success Indicators and/or Mitigation Plans**

Timely updates from the implementation task force and staff will ensure that the Board can evaluate if educational equity targets are being met, and via assessments of targets, task force members can help us course correct as needed.

## **8. STUDENT BENEFIT**

School districts are at the heart of our communities and ample research has demonstrated a link between student academic performance and building conditions and facilities management. Mitigation is not enough. By switching 100% of our fossil fuel heating systems to high-efficiency electric systems, we can increase student achievement and provide healthier environments for our students, both inside and outside of school. This resolution will also foster student climate leadership and STEM opportunities focused on clean energy, climate justice, and hands-on projects. This can help lay a path for post-secondary students to secure green jobs in the rapidly growing clean energy sector.

## **9. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: Board action is required to approve a resolution

**10. POLICY IMPLICATION**

This resolution aligns with Board Policy 6810: Natural Resources Conservation and its accompanying Superintendent Procedure 6810; and with Board Resolutions 2006/2007-18 and 2012/2013-12, which includes commitments to long range reductions in greenhouse gas emissions, management of our natural resources and energy conservation efforts, and sustainability standards and goals.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the January Operations Committee meeting on January 14, 2021. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

The resolution will go into effect upon approval of the full Board.

**13. ATTACHMENTS**

- Clean Energy Resolution 2020/2021-18 (for approval)
- Board Policy No. 6810: Natural Resources Conservation (for reference)
- Superintendent Procedure No. 6810: Natural Resources Conservation (for reference)
- Resolution 2006/2007-18 (Climate Change Resolution) (for reference)
- Resolution 2012/13-12 (Green Resolution) (for reference)

**Seattle School District No. 1  
Board Resolution**

**Resolution No. 2020/21-18**



**A RESOLUTION** of the Board of Directors of Seattle School District No.1, King County, Seattle, Washington to commit to transitioning the District to 100% clean, renewable energy with the goal of improving student health and the creation of more sustainable and equitable communities.

**WHEREAS**, the Intergovernmental Panel on Climate Change Report of 2018, the Fourth National Climate Assessment, climate scientists from around the world, Washington State Governor Jay Inslee, and Seattle Mayor Jenny Durkan have all declared the climate crisis requires a significant reduction of greenhouse gas emissions resulting from the burning of fossil fuels by 2030 and full decarbonization by 2050 in order to mitigate the most catastrophic consequences of climate change; and

**WHEREAS**, the City of Seattle’s climate goals require an intermediate target of reducing total core greenhouse gas emissions 58% below 2008 levels by 2030 and carbon neutrality by 2050, which Seattle is currently not on track to meet,<sup>1</sup> while Washington State’s clean energy and climate goals require reducing greenhouse gas emissions 45% below 1990 levels by 2030 and 95% below 1990 levels by 2050 and net zero by 2050;<sup>2</sup> and

**WHEREAS**, impacts of climate change will continue to be felt in Washington State in the form of increased temperature extremes, record droughts, ocean acidification, and more volatile wildfire seasons, leading to health impacts from heat and smoke and these impacts will accelerate and intensify the longer we add greenhouse gases to the atmosphere; and

**WHEREAS**, the use of fossil fuels to power buildings and transportation not only increase greenhouse gas emissions, but also contribute to indoor and outdoor air pollution, such that the Puget Sound Clean Air Agency estimates that 1,100 Washingtonians die each year from outdoor air pollution;<sup>3</sup> and

**WHEREAS**, the impacts of air pollution are disproportionately experienced by Black, Indigenous, and People of Color (BIPOC) communities, such that the 2013 Duwamish Valley Cumulative Health Impacts Analysis found that residents of South Park and Georgetown have an expected lifespan that is eight years shorter than the average Seattle resident and 13 years shorter than the wealthiest neighborhoods in the city, and that 58 percent of the population living within one mile of the Lower Duwamish Superfund boundary are people of color; and

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<sup>1</sup> City of Seattle Office of Sustainability & Environment. Climate change. Accessed October 10, 2020. <https://www.seattle.gov/environment/environmental-progress/climate-change>

<sup>2</sup> Revised Code of Washington 70A.45.020. Greenhouse gas emissions reductions-- Reporting requirements. <https://apps.leg.wa.gov/rcw/default.aspx?cite=70A.45.020>

<sup>3</sup> Puget Sound Clean Air Agency. Air Pollution & Your Health. Accessed October 20, 2020. <https://www.pscleanair.gov/161/Air-Pollution-Your-Health>



**WHEREAS**, school districts, cities, and states around the country are making commitments to run on 100 percent clean, renewable energy to improve public health, help address climate change, and capture key co-benefits, such as improved indoor and outdoor air quality; and

**WHEREAS**, K-12 schools in the United States have an important role to play in reducing carbon and other greenhouse gas emissions given that they are major energy consumers; and

**WHEREAS**, reductions in emissions from toxic energy sources that cause climate change and contribute to cardiovascular, respiratory,<sup>4</sup> neurological, and other illnesses and health impacts result in tangible improvements in student health and performance,<sup>5</sup> particularly among our youngest and most vulnerable children; and

**WHEREAS**, students riding in diesel school buses breathe in four times as much diesel exhaust as the passengers in a car driving in front of the bus, which leads to an exposure 23-46 times the cancer risk level considered significant under federal law,<sup>6</sup> <sup>7</sup> and that learning outcomes are improved in school districts with reduced diesel exhaust exposure;<sup>8</sup> <sup>9</sup> and

**WHEREAS**, the risks of COVID-19 mortality are increased by exposure to air pollution, including exposure to the particulate matter<sup>10</sup> and nitrogen oxide<sup>11</sup> found in vehicle exhaust and natural gas combustion; and

**WHEREAS**, investments in energy efficiency and HVAC systems resulting in better indoor air quality and lighting in schools have been documented to improve both academic performance and student health,<sup>12</sup> which is particularly important in the COVID-19 era; and

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<sup>4</sup> Epidemiologic studies have reported associations between ambient levels of traffic-related pollutants and increased childhood hospitalizations, emergency room visits, and reports of asthma symptoms (Delfino et al. 2002; Gehring et al. 2002; Hirsch et al. 1999; Thompson et al. 2001)

<sup>5</sup> Allen, J.G., MacNaughton, P., Satish, U., Santanam, S., Vallarino, J., & Spengler, J.D. (2015). Associations of cognitive function scores with carbon dioxide, ventilation, and volatile organic compound exposures in office workers: A controlled exposure study of green and conventional office environments. *Environmental Health Perspectives*. <https://ehp.niehs.nih.gov/15-10037/>

<sup>6</sup> Solomon, G.M. et al. (January 2001). No Breathing in the Aisles: Diesel Exhaust in School Buses. National Resources Defense Council. <https://www.nrdc.org/sites/default/files/schoolbus.pdf>

<sup>7</sup> Adar, SD, Davey, M, Sullivan, JR, Compher, M, Szpiro, A, Liu, Sally LJ (Oct. 2008) Predicting Airborne Particle Levels Aboard Washington State School Buses. <https://pubmed.ncbi.nlm.nih.gov/18985175>

<sup>8</sup> Austina, W., Heutel, G., & Kreisman, D. (June 2019). School bus emissions, student health and academic performance. *Economics of Education Review*. 70: 109-126. <https://doi.org/10.1016/j.econedurev.2019.03.002>

<sup>9</sup> Industrial Economics, Incorporated. *An Assessment of the Health Burden of Ambient PM2.5 Concentrations in Virginia*. 28 Oct. 2020, [https://cee8204b-70a4-447f-9567-a8b385f8bd93.filesusr.com/ugd/b42d13\\_16d1da1c63e84d328db4239aea371617.pdf](https://cee8204b-70a4-447f-9567-a8b385f8bd93.filesusr.com/ugd/b42d13_16d1da1c63e84d328db4239aea371617.pdf)

<sup>10</sup> Wu, X. et al. (2020). Exposure to air pollution and COVID-19 mortality in the United States. medRxiv 2020.04.05.20054502, <https://doi.org/10.1101/2020.04.05.20054502>

<sup>11</sup> Liang, D. et al. (2020). Urban Air Pollution May Enhance COVID-19 Case-Fatality and Mortality Rates in the United States. *The Innovation*. 1(3). <https://doi.org/10.1016/j.xinn.2020.10004>

<sup>12</sup> Eitland et al. (2017). Schools for Health: Foundations for Student Success. Harvard T.H. Chan School of Public Health. Healthy Buildings Program. [http://schools.forhealth.org/Harvard.Schools\\_For\\_Health.Foundations\\_for\\_Student\\_Success.pdf](http://schools.forhealth.org/Harvard.Schools_For_Health.Foundations_for_Student_Success.pdf)

**WHEREAS**, according to the U.S. Environmental Protection Agency (EPA), energy-related expenses are only second to personnel as the largest expenditure in school district budgets, and savings from conservation efforts can be redirected into classrooms and student learning; and

**WHEREAS**, energy improvements can make schools and communities more resilient in the face of climate and natural disasters by serving as emergency hubs that ensure community members have access to heat, light, and clean air when grid power fails or outdoor air quality is unsafe; and

**WHEREAS**, Seattle Public Schools' 105 school sites and other facilities contribute to climate change from their transportation-related activities and on-site energy needs, which include space heating and cooling, water heating, ventilation, cooking, and equipment; and

**WHEREAS**, the electricity currently powering Seattle Public Schools is from Seattle City Light and comes from at least 91% renewable sources, with the remaining 9% of its production managed by a carbon offset program; and

**WHEREAS**, all new buildings constructed by the District beginning with BEX V shall be all-electric and therefore not include fossil fuel infrastructure; and

**WHEREAS**, the District has already taken actions to address the climate emergency through sustainability and resource conservation efforts as governed by policy (BP6810), procedure (SP6810), and resolutions (No. 2006/2007-18, and No. 2012/13-12), which includes commitments to long-range reductions in greenhouse gas emissions, management of our natural resources and energy conservation efforts, and sustainability standards and goals; and

**WHEREAS**, the District is dedicated to supporting programs and strategies which aim to make schools more climate-aware, climate-resilient, and safe, and that school buildings, transportation, and facilities can serve as energy-efficient living laboratories that teach children to understand STEM concepts through clean, renewable energy applications; and

**WHEREAS**, the District is committed to principles of racial, economic and environmental justice, and transitioning to 100 percent clean, renewable energy can help advance these goals by helping to address climate and air pollution, which disproportionately impact low-income communities and communities of color, and by creating STEM and vocational learning opportunities geared toward training and preparing students, especially in underserved, frontline communities, for the impending green jobs economy; and

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Directors of Seattle School District No. 1 hereby commits to transitioning the District off fossil fuels for all of its operations including heating, cooking, and transportation no later than 2040 and sooner if the Board deems it possible; and

**BE IT FURTHER RESOLVED**, that the District shall run on 100% zero-carbon electricity, with the combined use of energy from Seattle City Light and renewable energy sources installed on District property, no later than 2027; and

**BE IT FURTHER RESOLVED**, that the Board directs the Superintendent to oversee and assemble a task force no later than March 31, 2021 to develop an implementation plan and accountability process to meet the goals of this resolution which shall be presented to the Board no later than September 30, 2022. In September 2021 or earlier, the task force shall present to the Board and the public a preliminary scope of implementation for feedback and refinement and provide subsequent quarterly updates to the Board until the final implementation plan is presented for approval. The task force shall be in place until the resolution is fully implemented; and

**BE IT FURTHER RESOLVED**, the task force shall include District resource conservation, budget, facilities, transportation, custodial, and equity professionals; student, teacher, and parent representatives; community stakeholders, clean energy experts, labor partners, tribal nation representatives, and others deemed helpful to realizing the long-term goals of the resolution, including members of the BEX and BTA oversight committees involved with forward-looking master planning for the District. The task force shall meet at least six times per year and present updates to the Board in public meetings at least two times per academic year, over the life of the resolution; and

**BE IT FURTHER RESOLVED**, that the implementation plan shall consider finance options, including third-party finance, aimed at minimizing costs and maximizing long-term benefits to the District; and

**BE IT FURTHER RESOLVED**, that the implementation plan shall also include measures that advance racial, environmental, and economic justice by prioritizing infrastructure investments in the highest-needs students and schools, and by supporting strong labor and community workforce agreements that create employment opportunities in frontline and underserved communities; and

**BE IT FURTHER RESOLVED**, that the implementation plan shall explore ways to make neighborhoods and communities more resilient by considering solar-plus battery storage options, which can keep schools running during power outages, and turning schools into community hubs, especially in areas that don't already have emergency shelters; and

**BE IT FURTHER RESOLVED**, that the implementation plan shall include recommendations for integrating climate science and climate justice into curriculum, incorporating school facilities resource conservation efforts into project- and place-based learning, professional development

opportunities for teachers, and student learning opportunities in STEM that leverage Career and Technical Education career pathways; and

**BE IT FURTHER RESOLVED**, that the implementation plan shall explore ways each District school can meaningfully participate in the process by developing yearly Continuous School Improvement Plan goals related to resource conservation targets; and

**BE IT FURTHER RESOLVED**, that the task force may also explore additional aspects of climate sustainability, including carbon-intensive food and materials consumption, waste, embodied carbon emissions of buildings and renovations, and water use; and

**BE IT FURTHER RESOLVED**, that the facilities staff will provide updated benchmarking of progress in implementing the resolution every three years, including an emissions inventory and an assessment of whether the 2040 deadline for ending fossil fuel use can be achieved faster; and

**BE IT FURTHER RESOLVED**, that any fossil fuel-powered equipment identified for replacement from the date of April 10, 2021 shall be replaced with equipment powered by clean electricity, recommendations for which may be further informed by the task force's implementation plan; and

**BE IT FURTHER RESOLVED**, that any new District buildings or renovations that commence planning after April 10, 2021 shall prohibit fossil fuel infrastructure and prioritize zero carbon energy sources; and

**BE IT FURTHER RESOLVED**, that any new vehicles purchased by the District beginning April 10, 2021 will prioritize the selection of zero-emission vehicles wherever: (a) a suitable zero-emission vehicle exists for the District need, (b) life-cycle cost analysis shows the premium at less than 10%, and (c) suitable EV-charging infrastructure to recharge the vehicle(s) is in place, or anticipated to be, preferably at the vehicle's assigned stationary location. The District will select vehicles with the lowest-possible emissions if these conditions are not met; and

**BE IT FURTHER RESOLVED**, that Seattle Public Schools will leverage buying power when negotiating and renegotiating contracts with all vendors to encourage that they employ clean energy; and

**BE IT FURTHER RESOLVED**, that the Board supports a statewide legislative agenda that improves the District's ability to advance decarbonization through increased electrification of energy use, including authority to facilitate Seattle City Light's ability to work on building decarbonization and electrification; and

**BE IT FURTHER RESOLVED**, that the Board calls on city, state, and federal officials and agencies to work alongside the District in taking swift, effective action on the climate emergency to protect current and future students, their families, and the communities in which they live.

ADOPTED this 10th day of February, 2021

\_\_\_\_\_  
Chandra N. Hampson, President

\_\_\_\_\_  
Brandon K. Hersey, Vice President


\_\_\_\_\_  
Lisa Rivera-Smith, Member-at-Large

\_\_\_\_\_  
Zachary DeWolf

\_\_\_\_\_  
Leslie S. Harris

\_\_\_\_\_  
Liza Rankin

ATTEST: \_\_\_\_\_  
Denise Juneau, Superintendent  
Secretary, Board of Directors  
Seattle School District No. 1  
King County, WA

	<p>NATURAL RESOURCES CONSERVATION</p>	<p>Policy No. 6810 September 20, 2017 Page 1 of 1</p>
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It is the policy of the Seattle School Board that the District wisely manage the use of natural resources and maintain programs that support conservation of energy and other natural resources. The goal of this policy is to create and maintain sustainable, healthy school environments through a long-term resource management plan.

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

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

Adopted: September 2017

Revised:

Cross Reference:

Related Superintendent Procedure: 6810SP

Previous Policies: H25.00; H25.01

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

Management Resources:

# Superintendent Procedure 6810SP Natural Resources Conservation



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

Dr. Larry Nyland, Superintendent

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

## Introduction

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

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

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

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

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

## **2) Lighting**

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



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

### **3) Composting, Recycling, Waste Reduction and Waste Disposal**

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

### **4) New construction and remodels**

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

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

## **5) Ongoing Maintenance Operations and Procurement**

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

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

## **6) Conservation outreach and training**

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

## **7) Occupants of offices and classrooms equipment-operating responsibilities**

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

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

## **8) School Grounds and Gardens**

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

## **9) Transportation and Anti-idling**

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

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

Approved: September 2017

Revised:

Cross Reference: School Board Policy No.6810

**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 be considered in the siting and interior configuration of new buildings, in alignment with educational needs and goals. 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 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

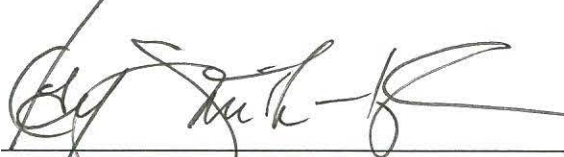
**RESOLVED** that in the course of each project the District emphasize native and drought tolerant plants and landscaping, and investigate cost-effective opportunities for day lighting streams, restoring predevelopment habitats and other natural resources that would promote environmental science studies;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

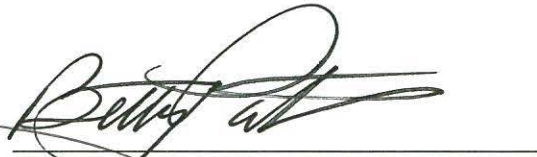
**RESOLVED** that any additional costs as a result of this resolution shall be paid from non-SPS funds and will not be paid from reductions in construction scope or educational programs; and be it further

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

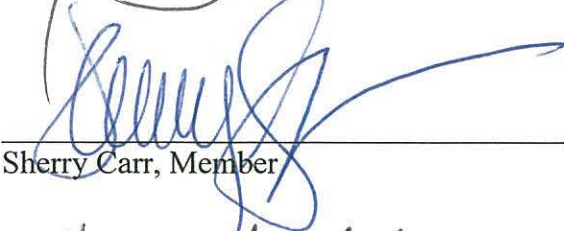
ADOPTED this 15th day of May, 2013



Kay Smith-Blum, President



Betty Patu, Vice-President



Sherry Carr, Member



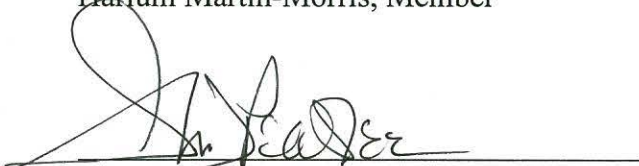
Michael DeBell, Member



Harium Martin-Morris, Member



Martha McLaren, Member



Sharon Peaslee, Member

ATTEST:



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





# Seattle School District No. 1 Resolution 2007/2007-18

A Resolution of the Board of Directors of Seattle School District No. 1 expressing the District's commitment to take action to reduce natural resource consumption and greenhouse gases generated by the District; and authorizing the Superintendent to join the Seattle Climate Partnership.

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While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Ellie Wilson-Jones  
Director of Board Relations and Policy

[eswilsonjone@seattleschools.org](mailto:eswilsonjone@seattleschools.org)

This document is a Board Resolution from 2007. It references the negative impacts of global warming and the relationship between Greenhouse Gas (GHG) and global warming. It indicates the categories of change required to reduce the emission of GHG. The resolution concludes by outlining the work the district will perform to reduce its emissions of GHG.

**SEATTLE SCHOOL DISTRICT NO. 1  
RESOLUTION 2006/2007-18**



**A RESOLUTION of the Board of Directors of Seattle School District No. 1 ("District") expressing the District's commitment to take action to reduce natural resource consumption and greenhouse gases generated by the District; and authorizing the Superintendent to join the Seattle Climate Partnership.**

**WHEREAS**, scientists around the world, including those at the University of Washington's Joint Institute for the Study of Atmosphere and Oceans, and the Intergovernmental Panel on Climate Change, have demonstrated a trend of increasing temperatures (global warming) with significant impacts to the earth and human way of life;

**WHEREAS**, the predicted effects of global warming will have costly and harmful results on anthropogenic and natural systems;

**WHEREAS**, the potential damage to the Pacific Northwest from global warming includes lower air quality, forest decline, rise in sea level, and disruptions in the water cycle leading to adverse affects on the region's water, hydroelectric, and agriculture systems;

**WHEREAS**, significant greenhouse gas (GHG) emission reductions are required to curb global warming;

**WHEREAS**, the responsibility to achieve a GHG reduction lies with every individual, community and organization, including the Seattle-area which has a close relationship and dependence on a stable climate;

**WHEREAS**, King County, the Puget Sound Clean Air Agency, and the City of Seattle are developing or implementing climate protection plans;

**WHEREAS**, GHG reduction involves many of the activities important to the Seattle-community such as, energy security and cost avoidance, traffic congestion and commuting options, solid waste reduction and recycling, salmon recovery and habitat, and, urban forest and green space renewal;

**WHEREAS**, a reduction in GHG emissions from the District will move toward achieving global climate stability, while realizing tangible local economic and environmental benefits;

including, recycling, composting, the Green Team, and energy and water conservation programs;

**WHEREAS**, implementation of the District's Natural Resource Conservation Policy and Procedures are expected to reduce GHG emissions District-wide and provide additional opportunities to save operational money;

**WHEREAS**, RCW 39.35 mandates compliance with LEED silver standard or the Washington sustainable school design protocol on new building construction and energy conservation measures in existing buildings, this resolution will support building to these standards.

**WHEREAS**, the Seattle Climate Partnership is a partnership of Seattle-area organizations that have committed to take actions to reduce their GHG emissions and help support efforts in the community to reduce emissions;

**WHEREAS**, Seattle Climate Partners receive technical assistance, networking workshop opportunities, access to best practice studies, and public recognition for their effort to reduce GHGs;

**WHEREAS**, in becoming a member of the Seattle Climate Partnership the District would be making a commitment to take new and continued efforts to reduce GHGs, which would:

- (1) Demonstrate the District's public commitment to the environment and the health of our community;
- (2) Show leadership in environmental stewardship; and;
- (3) As the first school district in the state to become a member of the partnership, the District would act as a model for other K-12 school districts in GHG reduction;
- (4) Continue and elevate GHG emission reduction and natural resource conservation.


**WHEREAS**, as the largest school district in the state, with over one hundred (100) facilities, eight thousand (8,000) employees, and forty six thousand (46,000) students, the District has a significant impact on GHG emissions and responsibility to commit to GHG reduction;

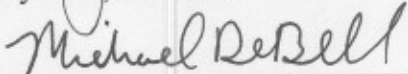
**WHEREAS**, in becoming a member of the Seattle Climate Partnership the District's GHG emission reduction would have a cumulative effect with other partners' efforts, therefore having a greater positive impact on the reduction of GHGs and joining a community of organizations committed to making a difference;

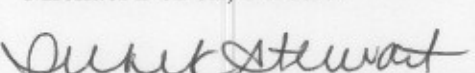
**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors of Seattle School District No. 1:

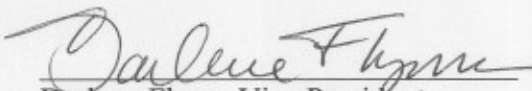
- (1) Commits to a long range plan to take actions that will further reduce greenhouse gas emissions and natural resource consumption;
- (2) As part of visibly demonstrating the District's commitment to GHG reduction, the District is fully committed to becoming a member of the Seattle Climate Partnership;
- (3) Authorizes the Superintendent to take appropriate administrative action in support of this resolution, which includes authorization for the District to join The Seattle Climate Partnership;
- (4) The Facilities/Utilities/Resource Conservation Group is authorized to facilitate and coordinate the planning and reporting of GHG reductions;
- (5) The District will model leadership throughout the community and within the schools through a reduction in natural resource consumption and greenhouse gas (GHG) emissions strategies and actions whereby;
  - A. Each department will develop an action plan, with measurable goals and identified action items to work toward a reduction in GHGs, including a cost/benefit analysis adequate to assure that these plans will be implemented in a manner that does not reduce resources available for learning and teaching or district operations;
  - B. Departments and organizations within the District that are responsible for large GHG emissions are to make no fewer than one (1) annual report to the School Board Operations Committee on GHG reduction progress. Such large GHG emitters include: school bus transportation, building utility use, building construction, transportation of goods and services, District motor pool and other District vehicles.
- (6) The District will take actions resulting in GHG reduction and natural resource conservation in the areas of behavioral changes, such as educating students and staff on the importance of turning off lights and equipment when not in use; operating standards, such as efficient building operation; and infrastructure strategies, such as instituting double pane windows in all buildings.

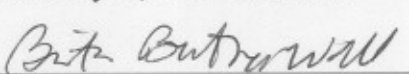
  
Cheryl Chow, President

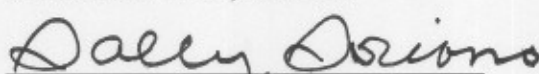
  
Mary Bass, Director

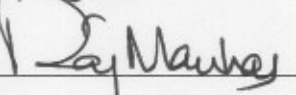
  
Michael DeBell, Director

  
Irene Stewart, Director

  
Darlene Flynn, Vice President

  
Brita Butler-Wall, Director

  
Sally Soriano, Director

ATTEST:   
Raj Manhas  
Secretary, Board of Directors  
Seattle School District No. 1  
King County, Washington