

PIEDMONT UNIFIED SCHOOL DISTRICT

GREEN INITIATIVE

ACTION PLAN



JULY 1, 2009 – JUNE 30, 2012

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GREEN INITIATIVE ACTION PLAN OVERVIEW

MISSION STATEMENT

The Piedmont Unified School District is dedicated to providing students with a comprehensive educational program that includes a broad-based curriculum, exemplary staff, and an environment that fosters respect for oneself, for others, and, with respect to the Green Initiative Action Plan, a respect for the environment. It is the ultimate aim of the District that the educational program will provide students with the foundation for meaningful lives and the resources to become responsible citizens in the community-at-large.

Specifically our role is to:

- Orchestrate the implementation of the Green Initiative Action Plan components with stakeholders.
- Coordinate with the City of Piedmont and non-profit organizations in supporting their Green efforts
- Implement Green Initiative solutions that will make accountable differences in instruction, resource management, waste reduction, and energy conservation.

This Green Initiative plan is the result of several hours of discussion, learning, and collaboration among students, classified staff, parents, teachers, community members and administrators.

Plan Duration

This plan guides the implementation of "PUSD Board Policy 3510: Green Initiative." The Piedmont Unified School District Green Initiative Action plan covers three years, from July 1, 2009 through June 30, 2012. It will serve as the primary tool to guide the district's goals and activities. This plan will be monitored by members of the Green Initiative Committee during quarterly education support meetings and reviewed and revised annually by stakeholders. Any modifications required through such review will be communicated to both the District Superintendent and School Board.

Stakeholders

Piedmont Unified School District recognizes that sustainability will continue to be of critical importance in our society.

In 2008-09, the Green Initiative committee met four times to begin formulating this plan. Individuals from groups representing teachers, parent clubs, community members, Board members, administrators, classified employees, and students participated in this voluntary program.

Stakeholder Groups

District Administrative Personnel – the Superintendent or designee

District Green Initiative Steering Committee – PUSD Staff, Parents, and Student Representatives

Design & Implementation Roles: Provides overall coordination of the goals and objectives set forth in the Green Initiative policy. Establishes meeting agendas; prepares minutes; reports to the PUSD Board

District Financial Personnel – Assistant Superintendent for Business Services

Design & Implementation Roles: Provides coordination of funds and budget issues

Site Administration – Site Principals and Assistant Principals

Design & Implementation Roles: Provide site-based updates on Green Initiative Action Plan implementation and needs; monitor staff, teacher and student efforts; make adjustments based on teacher, staff, parent and student input; ensure the use of best practices and instructional programs; provide input on how activities can support the teaching of standards-aligned academic objectives.

Site Teachers –Teacher representatives from Elementary, Middle, High School, and Alternative Schools

Design & Implementation Roles: Provides input on efforts and outcomes using instructional best practices to support district curricular goals and academic content standards while improving teaching and learning.

Site Staff– Classified personnel in support of Elementary, Middle, High School, and Alternative Schools

Design & Implementation Roles: Provides input on efforts and outcomes on plan goals and activities; ensures student safety, healthy environments, and consults with teachers and administrators on best practices.

Students – Representatives from Middle, High School, and Alternative Schools

Design & Implementation Roles: Provides input on efforts and outcomes on plan goals and activities; promotes community education efforts, healthy environments, and consults with teachers, administrators, parents, student service clubs, and staff members on Green Initiative issues.

Parents– Parent Clubs in support of Elementary, Middle, High School, and Alternative Schools

Design & Implementation Roles: Parent Clubs advocate/provide support for activities in all schools.

Government Agencies/Non-Profit Organizations– City of Piedmont; StopWaste.Org

Design & Implementation Roles: Technical assistance and coordination of goals and services

**PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy**

Business & Non-Instructional Operations

Board Policy 3510

GREEN INITIATIVE

As a school community, the Piedmont Unified School District is committed to providing an excellent academic experience to all students. Embedded in this commitment is the responsibility of the school community to be stewards of the environment, appreciating and understanding the flow of resources that sustain us, and ways in which we can minimize the impact of our activities on resources. Supporting environmentally “green initiatives” and creating a culture of sustainability afford us opportunities to achieve integration among the District’s curriculum, values, and educational mission. The Governing Board will review progress annually. The administrative regulations address criteria and procedures to address the following issues (in development):

1. **Reducing Waste:** The District shall develop a waste management plan for all aspects of its operation in concert with the goals developed by the City of Piedmont that follow the principles of “reduce, reuse, recycle, rot.”
2. **Sustainability in Construction/Modernization:** The District shall ensure that every new school and building, and every modernization project incorporate LEED/CHPS criteria and best practices from the beginning of the design process, to the extent feasible and cost effective given available financial resources. Each project shall at least meet minimal applicable LEED/CHPS qualifying criteria where cost-effective given available financial resources.
3. **Environmentally Preferable Purchasing:** The District shall make efforts to purchase environmentally preferable products and services for use in day-to-day operations when quality, performance, price, functionality, and safety are comparable to their less-environmentally preferable counterparts.
4. **Energy Conservation:** The District shall establish a plan for resource and energy conservation at all school sites and facilities.
5. **Climate Action:** The District shall work with the City of Piedmont in support of its efforts to reduce global warming through promising means that positively impact students.
6. **Environmental Education:** Schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The District’s program shall incorporate efforts to fulfill this role, including emphasis on the incorporation of active student participation into instructional program and school culture, when feasible and effective.
7. **Landscaping & Grounds:** The Governing Board encourages the ongoing development of natural landscaping and grounds care at District facilities to achieve reduction in water and pesticide/herbicide usage, and supports integrated pest management systems.

LEGAL REFERENCES:

EDUCATION CODE

8700-8707 Environmental education
8720-8723 Conservation education service
33541 Science requirements
51210 Curricular areas of study, grades 1-6
51220 Curricular areas of study, grades 7-12
51795-51797 School instructional gardens
60041 Ecological systems and their protection
32370-32376 Recycling paper
17608-17613 Integrated Pest Management

CITY OF PIEDMONT

General Plan Draft: Policy 17:1, Solid waste reduction
General Plan Draft: Goal 16, Sustainable development
General Plan Draft: Policy 17.4, Greening the Government
General Plan Draft: Policy 17.2, Energy conservation
General Plan Draft: Policy 15.5, Integrated Pest Management
General Plan Draft: Action 17.C Education & Outreach

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals
13180-13188 Healthy Schools Act of 2000 - pest management practices

HEALTH AND SAFETY CODE

105400-105430 Indoor environmental quality

CALIFORNIA CODE OF REGULATIONS, TITLE 8

337-339 Hazardous substances list
340-340.2 Occupational safety and health, rights of employees
1528-1533 Construction safety orders; exposure to hazards
5139-5223 Control of hazardous substances

UNITED STATES CODE, TITLE 7

136-136y Use of pesticides

UNITED STATES CODE, TITLE 15

2601-2629 Control of toxic substances

PUSD BOARD POLICY

BP 3514 Environmental Safety/Education, Air Quality, Pest Management,
Lead Exposure Reduction
BP 3514.1 Hazardous Substances, Hazard Communication Program

(Sources: California School Boards Association, City of Piedmont, Piedmont Unified School District Board Policies, California Education Code)

ADOPTED: February 11, 2009

FOCUS AREA 1: REDUCING WASTE

The District shall develop a waste management plan for all aspects of its operation in concert with the goals developed by the City of Piedmont that follow the principles of “reduce, reuse, recycle, rot.”

Goal 1 The district will work to implement waste reduction efforts that contribute towards meeting the Piedmont community’s waste diversion targets. (75% by 2015, 80% by 2020, 90% by 2030).			
Objective: By 2012, the district will reduce waste by 50%			
Year 1 Benchmark: By 2010 the district will reduce waste by 20%			
Year 2 Benchmark: By 2011 the district will reduce waste by 35%			
Year 3 Benchmark: By 2012 the district will reduce waste by 50%			
Action Steps	Person(s) Responsible	Start & Completion Years	
Implement green waste sorting at all PUSD school sites	1, 2, 3, 4, 6	2009	2012
Review funding for recycling/green waste stations	3, 4, 6	2009	2012
Review PUSD recycling practices; explore further waste reduction methods and procedures	3, 4, 6	2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Work with StopWaste and Republic Services, get a retrospective audit of diversion rates for 2007-08	Fall, 2010	3, 4	

Goal 2 The district will reduce waste through the implementation of a green waste sorting program during school lunches at all PUSD school sites			
Objective: By 2012, the district will implement green waste sorting at all PUSD school sites			
Year 1 Benchmark: By 2010 the district will implement green waste sorting at all elementary sites			
Year 2 Benchmark: By 2011 the district will implement green waste sorting at all K-8 sites			
Year 3 Benchmark: By 2012 the district will implement green waste sorting at all PUSD sites			
Action Steps	Person(s) Responsible	Start & Completion Years	
Implement green waste sorting at all PUSD school sites	1, 2, 3, 4, 6	2009	2011
Provide educational resources in waste reduction		2009	2012
		2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
See Focus Area 6: Environmental Education	Ongoing	1, 2, 3, 4, 6	

FOCUS AREA 2: SUSTAINABILITY IN CONSTRUCTION

The District shall ensure that every new school and building, and every modernization project incorporate LEED/CHPS criteria and best practices from the beginning of the design process, to the extent feasible and cost effective given available financial resources. Each project shall at least meet minimal applicable LEED/CHPS qualifying criteria where cost-effective given available financial resources. CHPS and LEED for Schools is briefly described below:

CHPS: The mission of the Collaborative for High Performance Schools is to facilitate the design, construction and operation of high performance schools: environments that are not only energy and resource efficient, but also healthy, comfortable, well lit, and containing the amenities for a quality education.

LEED for Schools: The LEED for Schools Rating System recognizes the unique nature of the design and construction of K-12 schools. Based on the LEED for New Construction rating system, it addresses issues such as classroom acoustics, master planning, mold prevention and environmental site assessment.

By addressing the uniqueness of school spaces and children’s health issues, LEED for Schools provides a unique, comprehensive tool for schools that wish to build green, with measurable results. LEED for Schools is the recognized third-party standard for high-performance schools that are healthy for students, comfortable for teachers, and cost-effective.

Goal 1 The district will ensure that all new construction and rebuilding projects will incorporate LEEDS/CHPS standards for high performance buildings.			
Objective: By 2011, the district will establish District-wide standards for construction/remodeling			
Year 1 Benchmark: By 2010 the district will adopt Facilities Standards for sustainability in construction and modernization of both new and existing facilities.			
Action Steps	Person(s) Responsible	Start & Completion Years	
Develop and revise PUSD Facilities Standards	3, 4, 5	2009	2011
Develop plans for sustainable operations and building maintenance, including indoor environmental quality	3, 4	2010	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Consultants 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Annual review of PUSD Facilities Standards	Conducted along with Annual Deferred Maintenance Report	Ass’t Sup’t - Business	

FOCUS AREA 3: ENVIRONMENTALLY PREFERABLE PURCHASING

The District shall make efforts to purchase environmentally preferable products and services for use in day-to-day operations when quality, performance, price, functionality, and safety are comparable to their less-environmentally preferable counterparts.

Goal 1 The district will develop Environmentally Preferable Purchasing guidelines for all sites			
Objective: By 2012, the district will adopt an Environmentally Preferable Purchasing plan			
Year 1 Benchmark: By 2010 the district will develop an EPP for PUSD for use at all sites			
Year 2 Benchmark: By 2011 the district will submit an EPP plan for Board approval			
Action Steps	Person(s) Responsible	Start & Completion Years	
Meet to review model EPP policies from other districts, current district purchasing practices, and identify steps for developing an EPP for PUSD	3, 4, 5, 6	2010	2011
Develop EPP for District and site use	3, 4,		
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Presentation of EPP to PUSD Board	Spring, 2011	Ass't Sup't - Business	

FOCUS AREA 4: ENERGY CONSERVATION

The District shall establish a plan for resource and energy conservation at all school sites and facilities.

Goal 1 The district will take active measures to minimize energy consumption and explore the installation of alternative and renewable energy sources.			
Objective: By 2012, the district will investigate and develop an alternative energy project			
Year 1 Benchmark: By 2010 the district will review alternative energy systems for use in PUSD			
Year 2 Benchmark: By 2011 the district will develop an alternative energy project for Board consideration			
Action Steps	Person(s) Responsible	Start & Completion Years	
Investigate projects & work with developers	3, 4, 5, 6	2009	2010
Calculate cost & benefits of alternative energy systems	3, 4	2010	2011
Explore grant opportunities that might arise for alternative energy systems	3, 5	2010	2011
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	

Goal 2 The district will reduce water and energy consumption through conservation, through updating its energy technologies and through efficiency measures where feasible.			
Objective: By 2012, the district will reduce energy use by 20% and water consumption by 15%			
Year 1 Benchmark: By 2010 the district will reduce energy use by 10%; reduce water use by 5%			
Year 2 Benchmark: By 2011 the district will reduce energy use by 15%; reduce water use by 10%			
Year 3 Benchmark: By 2012 the district will reduce energy use by 20%; reduce water use by 15%			
Action Steps	Person(s) Responsible	Start & Completion Years	
Replace fixtures with energy efficient models	3	2009	2012
Install flow regulators and sensors for irrigation	3	2009	2012
Plant drought tolerant/native species	3	2009	2012
Pilot waterless lavatory fixtures at PHS/PMS locations	3	2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Working with PG&E and EBMUD, conduct an audit of current energy and water consumption and develop baselines use levels for all sites	Spring, 2011	Ass't Sup't - Business	

FOCUS AREA 5: CLIMATE ACTION

The District shall work with the City of Piedmont in support of its efforts to reduce global warming through promising means that positively impact students.

Goal 1 The district will investigate a Safe Routes to School Program to promote walking, bicycling, carpooling, and the use of public transportation to school			
Objective: By 2012, the district will partner with the community to develop a SRTS plan			
Action Steps	Person(s) Responsible	Start & Completion Years	
Identify community stakeholders and form a multidisciplinary team committed to working together in developing a community vision, developing projects, and implementing projects selected for funding	1, 2, 3, 4, 6	2011	2012
		2009	2012
		2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Preparation of SRTS application by 2011	Early 2011	TBD	

FOCUS AREA 6: ENVIRONMENTAL EDUCATION

Schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The District's program shall incorporate efforts to fulfill this role, including emphasis on the incorporation of active student participation into instructional program and school culture, when feasible and effective.

Elementary School Goals:

Schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The District's elementary instructional program shall incorporate efforts to fulfill this role, within the bounds of the existing state curriculum standards. During the 2010-11 school year, a review of current curriculum and standards by grade level will be made to identify and document current lessons in environmental education, and to look for additional opportunities to incorporate this topic into the general curriculum. The California Education and the Environment Initiative (EEI) Curriculum will serve as a resource in developing new lessons. An inventory will be produced by site, and grade level, both of current lessons, and those staff identify to develop further. This process will also allow for, and encourage, the sharing of resources and lesson plans, and lead to greater consistency across sites. It will also include a review of the use of school gardens within the curriculum, and provide the opportunity to develop and integrate garden based lessons more thoroughly into the general curriculum. Once this review is completed, a plan will be presented for maintaining current programs and developing additional curriculum in the area of environmental education where expansion is deemed appropriate.

Secondary School Goals:

Piedmont Middle School, Piedmont High School and Millennium High School are committed to the future of environmental education in our schools. All three schools will spend time investigating the "California Education and the Environment Initiative" materials in terms of how they support environmental learning in all of our subject areas. All schools will utilize staff meetings or department meetings to explore the environmental curriculum that is already taught within the science subjects (Biology, AP Biology, Environmental Science, Physical Science and Chemistry) and how new materials might be introduced which further support environmental education. In addition, all three sites will start or continue to provide student leadership through student representation in the high school leadership classes and through the green team course at PMS. These students will spearhead opportunities to bring more environmental education to our campuses. PMS will continue to support and educate all students on the composting program that has been developed at PMS and all students at the high school level will be informed and will become educated about the new compostable food containers and utensils that will be provided through the PHS Food Service program. Both sites will also review the use of school gardens within the curriculum, and provide the opportunity to develop and integrate garden based lessons more thoroughly into the general curriculum.

FOCUS AREA 7: LANDSCAPING & GROUNDS

The Governing Board encourages the ongoing development of natural landscaping and grounds care at District facilities to achieve reduction in water and pesticide/herbicide usage, and supports integrated pest management systems. The Board also directs District support for outdoor environmental education programs developed to meet curricular goals by allocating available school garden space as appropriate by individual school site.

Goal 1 The district will work to effectively eliminate the use of pesticides at all PUSD facilities as part of its overall Integrated Pest Management System.			
Objective: By 2012, the district will reduce pesticide use by 95%			
Year 1 Benchmark: By 2010 the district will reduce pesticide use by 50%			
Year 2 Benchmark: By 2011 the district will reduce pesticide use by 75%			
Year 3 Benchmark: By 2012 the district will reduce pesticide use by 95%			
Action Steps	Person(s) Responsible	Start & Completion Years	
Identify existing pesticide use levels	3	2009	2012
Work with outside contractors to reduce use levels	3, 5	2009	2012
Eliminate all pesticide use during school sessions	3, 5	2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Annual survey by PUSD staff	Fall 2009	3	
Review of Consultant Contracts	Spring 2009	3, 4, 5	

Goal 2 The district will engage in a systematic program to conserve water as part of landscaping and grounds maintenance.			
Objective: By 2012, the district will reduce water use for irrigation by 25%			
Year 1 Benchmark: By 2010 the district will reduce water use for irrigation by 10% over 2009 levels			
Year 2 Benchmark: By 2011 the district will reduce water use for irrigation by 20% over 2009 levels			
Year 3 Benchmark: By 2012 the district will reduce water use for irrigation by 25% over 2009 levels			
Action Steps	Person(s) Responsible	Start & Completion Years	
Identify 2009 landscaping water use levels	2, 3	2009	2012
Create uniformity for irrigation systems District-wide, including timers, valves, rain sensors	3	2009	2012
Coordinate planting efforts with PUSD staff; identify and use native/drought tolerant plants when possible; eliminate Algerian Ivy throughout PUSD as practical	3, 6	2009	2012
Increase mulching efforts at all PUSD sites	1, 2, 3	2009	2012
1. Teachers 2. Students 3. PUSD Staff 4. PUSD Green Committee 5. Contractors 6. Parent Clubs			
Evaluation Instrument(s):	Evaluation Schedule	Person(s) Responsible	
Annual survey by PUSD staff	Fall 2009	3	
Review of Consultant Contracts	Spring 2009	3, 4, 5	

