



# Sustainability Action Plan

## *District 20 Action Plan Template Document*

### Instructions

1. Prior to completion of the Action Plan, D20 schools are to have completed assessments in the following areas: Energy, Water, Waste & Recycling, Transportation, and Community Involvement.
2. Once schools have successfully submitted the above documents they will receive certification as a 'D20 Green School'. As schools achieve their sustainability goals and contribute toward D20 achieving their stated policy deliverables, schools will receive additional recognition.
3. Your sustainability pledge, action plan, and site assessments are to be submitted to the D20 Office of Sustainability, ([chris.coulter@asd20.org](mailto:chris.coulter@asd20.org)), by December 11, 2009. Complete this form and have it signed.

The D20 Office of Sustainability is here to assist your school in becoming a Sustainable School. If you have any questions regarding this application please contact Chris Coulter at 491.1158 or by email at [chris.coulter@asd20.org](mailto:chris.coulter@asd20.org).

### **SCHOOL INFORMATION**

School Name \_\_\_\_\_ Date \_\_\_\_\_

School Sustainability Contact \_\_\_\_\_

School Sustainability Contact-E-mail \_\_\_\_\_

### **ACTION AND IMPLEMENTATION CRITERIA**

\*\*\*Briefly explain how your school's plan for each of the sustainability assessment categories (energy, water, waste and recycling, and transportation).\*\*\*

#### **Energy**

1. Briefly explain your school's energy consumption reduction plan. Items to consider include:

1. The school has had an energy assessment performed by the schools sustainability team.
2. The school has reviewed its energy profile and will be taking steps to reduce consumption.
3. Students and staff helped identify and implement some behavioral changes and/or use of energy saving devices and awareness items to try and reduce energy consumption.
4. Please include the proposed steps to achieve the school's energy goals.

2. Energy has become part of the curriculum. Briefly explain how sustainability is planned to be inserted into the curriculum (curricular and co-curricular ideas and plans are to be included).

### **Waste and Recycling**

1. Briefly explain your school's waste and recycling plans.
2. Waste reduction and recycling are part of the curriculum and culture. Please explain.
3. Please describe the schools waste and recycling assessment results and how the school will act on the conclusions of this assessment to meet the D20 Sustainability Policy on waste diversion.

**Water .**

1. Students and staff have identified some water conservation and health practices through a water use audit. Please describe the proposed changes to achieve stated water use reduction goals.

### **Transportation**

1. The school has developed strategies that establish safe traffic and pedestrian patterns and idling of school buses.
2. Students study and initiate events that promote transportation alternatives and safety issues.
3. Transportation issues are part of the curriculum.

### **Community Involvement**

1. Students in the school have at least one healthy, safety, or environmental learning experience in the community.

**CERTIFICATION**

To the best of my knowledge I certify that all of the above information is current and will be managed during the '09-'10 SY. This plan will be revisited throughout the year and if changes are recommended, they will be communicated with the D20 Office of Sustainability.

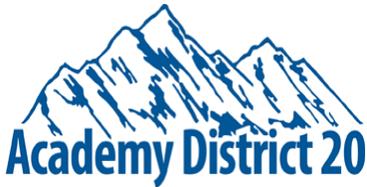
School Sustainability Contact's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

You're done. Congratulations! Once we have received and reviewed your application, we will be sending you recognition materials for your D20 Green School!



## Strategies for Success

D20 Sustainability Program

### 1. Management Strategies

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A sustainability program is beneficial to everyone involved. In addition to protecting students from environmental health and safety risks, it can help save money and increase efficiency. Schools that make environmentally healthy practices a top priority can realize many of the following benefits:

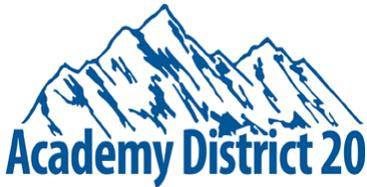
- Save money through reduced consumption of goods and energy savings;
  - Increase efficiency of operations and use of resources;
  - Create favorable learning and teaching conditions;
  - Generate community goodwill;
  - Avoid future liability problems;
  - Educate the next generation on the value of caring for the environment.
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- Create top management support by adopting a school sustainability pledge statement for your school.
  - Appoint a person to coordinate or “champion” your program. This person should be open to change, have a commitment to energy and environment and possess the ability to communicate well with all levels of the school.
  - Establish a team of employees, students, and parents to identify and brainstorm environmental improvement ideas. Make changes in the way your school uses materials, energy and water should not be just one person’s responsibility.
  - Conduct a facility “walkthrough” or self-evaluation to assess current environmental conditions and identify areas for improvement.
  - Identify operations where large quantities of water and energy are used and those that generate a high volume of waste. Assign priority action to be taken in those areas.
  - Seek employee and student suggestions, and find other ways to involve them in your energy and environmental program (e.g., create a poster or slogan contest).
  - Identify curriculum tie-ins.
  - Create incentives, rewards or recognition for employees and students who take a leadership role in your school’s efforts.
  - Provide training to staff and students, if applicable, for new products and processes.
  - Review and communicate your energy and environmental progress. Look at what resources your school uses and what it wastes. Set achievable energy reduction targets for your facility and begin a robust effort to measure and track progress toward those targets.
  - Build permanence into your program. Make your efforts long lasting by incorporating energy and environmental improvement into core operations, culture, and curriculum.
  - Seek recognition for your energy and environmental efforts and share your experience with other schools.
  - Celebrate your achievements.

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

School Sustainability Coordinator \_\_\_\_\_

Date \_\_\_\_\_



## Strategies for Success

### D20 Sustainability Activities

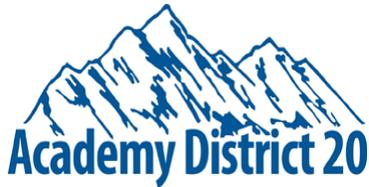
#### 2. Custodial Staff

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- Be a leader in energy conservation. Lead by example.
- Instruct others on common misconceptions about energy use.
- Be alert for energy waste at all times (lights, computers, heating and cooling systems left on when not needed are biggest energy wasters).
- Perform a shutdown checklist at the end of each day to make certain that the building systems are shut down in an energy conservative manner.
  
- Light only the room/space being cleaned. Turn lights off when leaving the room.
- Work with fewer lights turned on when possible (areas with ample daylight such as corridors, entryways, commons).
- Turn off lights when possible throughout the day (i.e. in classrooms, corridors, congregation spaces, and offices when no one is in the room). Notice and thank teachers and staff that do their part to make your school energy efficient.
- Make sure outside lights are off during the day.
  
- Heating and cooling systems:
  - Advise maintenance if you think a time or temperature schedule change is needed.
  - Keep the heat inside. Close blinds at night to keep in the heat. Open during the day to let sun shine through and warm the inside of the building. Do the reverse during the cooling season.
  - Keep exterior doors and windows closed while heating or cooling systems are operating.
  
- Recycle where possible.
- Use recycled products such as paper and other environment-friendly products such as water-based paints, and non-toxic floor and desk cleaners.
  
- Report all leaking faucets and pipes as well as running toilets.
- Report heating and air conditioning problems to maintenance immediately.
- Report damaged doors and windows to reduce the need for heating and cooling in the building.
  
- Use dry cleanup before using water/spray washing. Minimize water washing.
  
- Make suggestions to maintenance staff and administration to improve energy and operational efficiency.

Signature of Building Manager \_\_\_\_\_

Date \_\_\_\_\_



### Strategies for Success

#### D20 Sustainability Activities

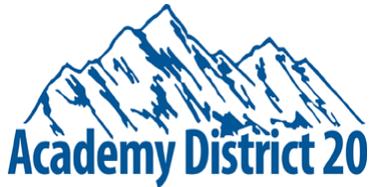
#### 3. Kitchen Staff

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- Turn lights off when leaving the room.
- Work with fewer lights turned on when possible (i.e. keep cafeteria area off until 1<sup>st</sup> lunch group arrives).
  
- Run exhaust fans only when needed.
- Turn on kitchen equipment only when necessary and turn off as soon as finished.
- Use microwave oven in place of conventional ovens where possible.
- Run dishwasher only with full loads.
- Don't use tap water to thaw frozen vegetables or other food.
- Use hot water only when necessary.
- Install high pressure/low flow spray rinsers with auto shut off.
- Discontinue use of food grinders; consider composting
- Use dry cleanup before using water/spray washing. Minimize water washing.
  
- Report all leaking faucets and pipes as well as running toilets.
- Report damaged doors and windows to reduce the need for heating and cooling in the building.
  
- Keep refrigerators and freezers full. A full refrigerator and freezer operates more efficiently than an empty one. Use plastic bottles of water to take up space if necessary.
- Consolidate refrigerators and freezers to run only the minimum number needed.
- Defrost refrigerators and freezers regularly.
- Keep refrigerators at 34°F -37°F and regular use freezers at 5°F. Keep long-term storage freezers at 0°F.
- Turn off refrigerators/freezers for periods of non-use.
- Turn computers on to start each day and off each night.
  
- Heating and cooling systems:
  - Don't tamper with controls. Don't use "hold" or "override" setting for programmable thermostats.
  - Advise maintenance if you think a time or temperature schedule change is needed.
  - Keep the heat inside. Close blinds at night to keep in the heat. Open during the day to let sun shine through and warm the inside of the building. Do the reverse during the cooling season.
  
- Recycle paper, cardboard, plastic, glass, and metal where possible.
  
- Make suggestions to maintenance staff and administration to improve energy and operational efficiency.

Kitchen Manager Signature\_\_\_\_\_

Date\_\_\_\_\_



**Strategies for Success**

**D20 Sustainability Activities**

4. Teachers and Staff

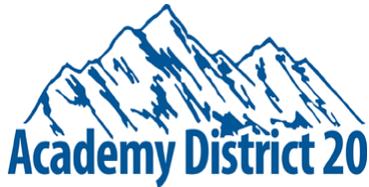
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- Teach energy efficiency to students. Lead by example and get students involved.
- Turn lights off when leaving the room for any period of time.
- Work with fewer lights turned on when possible (i.e. when students not in room).
  
- Turn computers on to start each day and off during breaks or at end of each day.
- Turn off electrical equipment and appliances when not in use and at end of each day.
- Portable electric heaters, compact refrigerators, microwave and toaster ovens, coffee brewers and hot plates shall not be used.
  
- Report all leaking faucets and pipes as well as running toilets.
- Report damaged doors and windows to reduce the need for heating and cooling in the building.
  
- Heating and cooling systems:
  - Don't tamper with controls. Don't use "hold" or "override" setting for programmable thermostats.
  - Advise maintenance if you think a time or temperature schedule change is needed.
  - Keep the heat inside. Close blinds at night to keep in the heat. Open during the day to let sun shine through and warm the inside of the building. Do the reverse during the cooling season.
  - Keep exterior doors and windows closed while heating and cooling systems are operating.
  - Keep books, etc. off of heating and cooling equipment, especially where it blocks airflow.
  
- Recycle paper, cardboard, plastic, glass, and metal where possible.
  
- Make suggestions to maintenance staff and administration to improve energy and operational efficiency.

This information has been communicated to the staff of my school. We will monitor and manage these recommendations to the best of our ability in an effort to create a sustainability culture and uphold the tenets and principles of our school sustainability pledge.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Strategies for Success

D20 Sustainability Activities

### 5. Lighting Guidelines

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**Did You Know?** Lighting accounts for up to 60% of a typical school's electric energy use. Lighting control is the most effective means of conserving energy and saving money.

#### Before the School Day

- From the time the custodian arrives until 15 minutes before the students arrive – lighting in the corridors, restrooms and commons should be kept to a minimum, enough for people to safely move around. All other lights in unoccupied areas should be turned OFF.
- Custodian should not turn classroom, auditorium, gym or office lights on. Teachers and staff can do this when they arrive.
- 15 minutes before students arrive – all necessary lighting should be turned ON.
- Teachers can use partial lighting when students are not present in the classrooms.

#### During the School Day

- On sunny days, areas (entryways, commons, corridors, etc.) with ample daylight should have interior lights turned OFF.
- Teachers (or assigned students) and office staff should turn lights when leaving classrooms and offices.
- Be sure all outside lights are OFF. Portable classrooms have a manual switch. If outside building security lights are on, please notify maintenance.
- PE teachers can use less than the full bank of gym lights when holding classes outside.
- Teachers using the stage for classes should not use auditorium house lighting unless needed.

#### After the School Day

- Each staff member should turn lights OFF when leaving their classrooms or offices to attend meetings or before leaving for the day.
- Daytime custodian should brief substitute custodians of lighting control procedures.
- Custodial staff should do classroom trash and check for lights OFF.
- Custodial staff should vacuum corridors with lights ON while staff and students are still present.
- Soon after staff and students are noticeably gone, corridor lights should be turned OFF.

**Nighttime**

- Lights should be OFF except in the immediate area where custodial staff is working, or where school or community events are being held.
- Staff or community members hosting events should be held responsible for lighting control in that area of the school.
- Campus blackouts should be in effect within 15 minutes after the custodian is scheduled to leave.

Principal's Signature\_\_\_\_\_

Date\_\_\_\_\_

Building Manager's Signature\_\_\_\_\_

Date\_\_\_\_\_