



GREEN SCHOOLS COMMITTEE

FIRST ANNUAL EARTH DAY REPORT

APRIL 23, 2008

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Green Schools Committee Members

Community Experts & Parents

Karen Christensen—Santa Cruz County Resource Conservation District
Ildé Cummings—Farm-to-Schools Program
Rachel Dann—Santa Cruz County Supervisor Neal Coonerty
Julia Davenport—Curriculum Consultant
Sue Lisin—Parent, Bay View & Staff, Monterey Bay Aquarium*
Kristen Liske—Ecology Action
Bill Maxfield—Parent, DeLaveaga & President, Santa Cruz Education Foundation*
Glen Schaller—Parent, Mission Hill Middle School
Kyrrah Sevco—Ecology Action
Kristen Van Kley—City of Santa Cruz

District Staff

Dick Moss—Assistant Superintendent, Business Services
Peter Gutierrez—Interim Director, Curriculum
Lynn Barry—Manager, Purchasing

SCCS School Board

Cynthia Hawthorne, Board President*
Ken Wagman, Board Vice President*

Students

Steven DeMartini—Soquel High School
Simone Fine—Santa Cruz High School
Lisa Lewis—Soquel High School
Clare Parker—Harbor High School
Lucian Sabatino—Branciforte Middle School
Cyril Smith—Costanoa High School
Annie Soares—Mission Hill Middle School
Ari Warren—Soquel High School

**Steering Committee members*

EXECUTIVE SUMMARY

Global warming, climate change and local culture with a deep tradition of environmental stewardship led to a decision April 2007 the Santa Cruz City Schools Board of Trustees to pass resolution #22-06-07 to create the district's Green Schools Committee.

According to the resolution, the Committee's charge is "to develop and recommend to the Board policies that meet State standards, lighten the District's environmental footprint and integrate environmental education and student participation in environmental initiatives using partnerships with environmental education and public and non-profit agencies."

The Green Schools Committee includes members from across the school community, as well as the greater Santa Cruz community. Members represent district staff and trustees, parents, students, area non-profits and local government. In the year that has passed since the Committee was created, and based on strong momentum and a spirit of collaboration, members of the Committee are proud to have participated in—and in many cases led—successful efforts to:

- Create the district's first-ever Environmental Purchasing Policy (adopted by the Board April 9, 2008);
- Conduct a lighting/energy audit;
- Complete a 10-campus solar operation agreement;
- Begin a carbon-footprint audit;
- Establish a 5th Grade Watershed Education & Water Conservation Program;
- Recommit the district's participation in the County's Waste Free Schools Program;
- Research ways to strengthen ties between our local organic farming community and our schools;
- Present the Green Schools Committee's goals and strategies at the statewide Green Schools Conference; and
- Join the historic Santa Cruz Climate Action Compact, pledging to reduce green house gas emissions.

In the year ahead, the Green Schools Committee plans to complete the carbon-footprint audit and make recommendations for reducing the district's carbon-footprint; recommend additional green curriculum; increase student participation in the green activities of the district; work with the Wellness Committee on food policy; and develop other goals as needed.

Also, in an effort to establish new community relationships that could help the Green Schools Committee meet its goals, as well as to raise the district's profile with regard to

its green policies, the Committee will participate in key local events in the coming year. The first two events include the Earth Day Festival in Santa Cruz (April 27) and the U.S. Green Building Council of Northern California/Monterey Bay Branch Green Schools Expo (May 7).

The Green Schools Committee is very proud not only of what's been accomplished in Year 1, but also of the strong relationships that have developed among and between school campuses, the local non-profit community and local government. The Committee especially wishes to thank the sincere commitment shown by Ecology Action, the City of Santa Cruz, the County of Santa Cruz, and the dedicated staff of Santa Cruz City Schools.

What follows is a report on specific activities of the Committee, in two categories: operations and curriculum.

DISTRICT OPERATIONS

Environmentally Preferable Purchasing Policy

The Green Purchasing Subcommittee was established to help Santa Cruz City Schools improve its environmental footprint through purchasing practices that seek out goods and services that have a lighter impact on human health and the environment.

Through the work of subcommittee members Lynn Barry (SCCS purchasing manager) and Sue Lisin (Bay View Elementary School parent and employee at the Monterey Bay Aquarium), the subcommittee identified three goals:

- Create an Environmentally Preferable Purchasing Policy that guides purchasing decisions to be more environmentally-friendly;
- Provide resources that enable staff to easily find and purchase these products and services; and
- Work with staff to educate them about making better green purchasing decisions.

We are proud to report that a policy has been created and adopted by the school board (see attached). We have developed a list of resources that the Purchasing Department has begun using. Education efforts to promote the policy, the resources list and making better purchasing decisions are underway throughout the district.

The new Environmentally Preferable Purchasing Policy demonstrates the district's commitment to environmental stewardship by guiding purchasing decisions toward more environmentally friendly products and services. The policy supports staff who are already seeking out environmentally preferred products and endeavors to raise the awareness of staff who have not previously considered such products. It also encourages fiscal responsibility in purchasing decisions.

The policy development process included review of many existing purchasing policies that had been developed by city and state governments. No school or school district policies were available as models, although the Green Schools Initiative provided some resources. The U.S. Environmental Protection Agency and the Center for a New American Dream both had excellent guidelines on developing purchasing policies. For the policy that was eventually adopted by the Board, the Committee utilized the best parts from multiple policies and arranged them into a policy that was thought would work best for our school district.

During the process of creating the policy, we also gathered resources that will be useful in guiding best purchasing decisions. Resources include a short video explaining what EPP is and why it is important (great for beginners!), lists of approved products created by the City of San Francisco and the California State Department of General Services Best Practices Manual. The district purchasing department and members of the Green Schools Committee are also excellent resources for guiding environmentally preferable purchasing decisions.

Through the work of the Green Schools Committee, many existing environmentally sensitive practices have been identified. Those practices are strongly supported by the Committee, and many are being expanded and strengthened. Examples of environmentally sensitive efforts already in place include:

- Providing 35% post-consumer recycled content printer and copier paper in addition to the traditional paper choice since November, 2006.
- Switching to 100% recycled content bathroom tissue, facial tissue and paper towels.
- Stocking Green Certified graffiti remover and floor stripper.
- Specifying Energy Star qualified computers and other electronic equipment.
- Purchasing through Cooperative and State Master Contracts.
- Seeking vendors with Trade-in and Take-back programs.
- Buying products and materials that are reusable or more durable and/or repairable.

District Conservation Projects

Dick Moss, Assistant Superintendent for Business Services, has led the effort to lessen the carbon footprint in the district through projects that will result in conservation and saving money for the district. The projects this year have been undertaken in collaboration with experts from Ecology Action and the City of Santa Cruz.

1. Lighting Retrofit

A contract was approved by the Board March 12, 2008, with Progressive Lighting to do a lighting retrofit at all of the schools with more energy efficient light tubes and ballasts.

Installation Cost	\$739,369
- PG&E Rebate	-68,521
Net Cost	677,848
Proj. Annual Energy Savings	109,962
Payback	6.16 years

The project started at Branciforte Small Schools on March 24. Bay View and Branciforte Middle Schools are currently being worked on. All schools will be completed before school starts at the end of August.

2. Green Business Certification

After meeting with Environmental Innovations to review the Green Business Certification program, various elements of the checklist (attached) have been assigned to John Bramlett (Facilities), Lynn Barry (Purchasing), Denise McGregor (Food Services) and Dick Moss.

3. Computer Power Management Software

Susan Doucette, SCCS Information Technology Manager, has purchased software to install on all SCCS desktop computers that will automatically shut down the machine at set times. Installation of the software is 60% complete as of April 2008. The cost is \$20,041 for 1,500 PCs and 500 Macs, or \$10.00 per machine. PG&E will rebate the full cost of the software. Estimated power savings are \$2.50/month/machine, or \$60,000/year District-wide.

4. Food Scrap Compost Program

This program is operated by the County of Santa Cruz and is available to Soquel High School. The program will start by the end of April 2008. Food scraps will be put into separate bins and picked up twice a week by Green Waste, who will transport them to the Buena Vista landfill for composting. The Environmental Club at Soquel High School will assist with educating students about the program. Food Services has purchased compostable eating utensils that can be disposed of with the food waste for use at Soquel High School.

At this time, the program is not available through the City of Santa Cruz, and therefore to the other school sites that are located with the city limits.

5. Solar Projects

Solar projects at Santa Cruz High, Harbor High, Mission Hill, Branciforte, Westlake, Delaveaga, Bay View and Branciforte Small Schools are still in the engineering design phase and have not yet gone to the Department of the State Architect for approval. Soquel High School has not begun the engineering phase. However, installation is still on schedule for this summer and fall at all sites.

CURRICULUM

Water Conservation Education

The Water Conservation Education Workshop for SCCS 5th grade teachers was held on Wednesday, March 12th, from 1:30 to 3:00. Extensive outreach efforts were undertaken to reach the eleven SCCS fifth grade teachers. Flyers were hand-delivered to teachers, Alan Pagano sent a letter to principals supporting the program and encouraging teachers to attend, and emails were sent to the teachers with flyers attached. Janet Swann and Barbara Novelli contacted teachers individually.

The workshop was held in Jenny Nixen's classroom at Bay View. Speakers were Barbara Novelli (Bay View 5th grade teacher currently a Cotsen mentor and not in the classroom), Toby Goddard and Lori Kelly (City of Santa Cruz Water Conservation Department) and Julia Davenport (Environmental Programs Developer). Teachers received an information package detailing the program elements: field trips with transportation provided by the district office; in-class presentations by city water department staff; a copy of *Our Water Works in Santa Cruz County*; and a copy of *Follow the Water: How the Santa Cruz City Water Works*.

During the workshop, teachers were introduced to educational materials based on Santa Cruz County watersheds; *Our Water Works* and *Watershed Cruzin'*. Barbara and Julia modeled how to support water education in the classroom, demonstrating easy everyday activities teachers can do with students. Teachers observed hands-on activities that reinforced the relevance of the Water Department field trip to fifth grade science content standards. Barbara and Julia did a demonstration from *Watershed Cruzin'* using a model watershed to represent the recharge and discharge of groundwater. This is a fun activity that demonstrates where our water comes from, and how we get water from the San Lorenzo River. It is easy for students to do in the classroom in small groups.

Toby Goddard explained the Water Department classroom presentation, other city water department resources for teachers, and spent time with the teachers discussing the field trip offerings and challenges teachers face.

Results: The inservice was very well received by the teachers. The teachers were appreciative of the time and effort that went into developing a program that targeted them and their students. The teachers were very interested in opportunities offered by the water department, and the flexibility of the classroom presentation schedule. Teachers reiterated the importance of field trips to cement understanding of classroom lessons, as field trips are what makes this program come alive for students. All teachers have pledged to do the activities in the materials provided, and all teachers will have the Water Department staff visit their classroom. Field trips have yet to be scheduled.

Future Plans: The City Water Department is interested in expanding the program to grades 6-8 in the future. However, the amount of staff time available depends on the rain—if we have a normal rain year they can offer the program. If we have a dry year,

City staff will be busy preparing to enforce water rationing and education outreach efforts are a lower priority.

Green Schools Student Subcommittee

The students who have worked on the Green Schools Committee are deeply committed to working on the environment. One of the strengths of the Green Schools Committee in Year 1 has been the opportunity to bring students together from all our schools to compare notes on what they are doing that works, get support on ideas from each other, and get immediate answers to questions from staff in the school district and people who work in outside organizations such as Ecology Action, the City of Santa Cruz and the County of Santa Cruz.

The resolution that created the Committee had only two student representatives. It was decided after the first meeting to invite students from each of the four high schools and two middle schools. Below is a brief summary of what was accomplished in Year 1 by students:

Mission Hill Middle School

A worker from the City waste-recycling department came to the school every day during a one-week period recently and took photos of what was being put in the blue recycling cans. According to Kristen Van Kley, head of the City's recycling program, the photos showed that students, faculty and staff were doing a good job of sorting materials.

Santa Cruz High School

The Narwhal Club has worked actively with Save Our Shores on harbor and beach clean ups, worked on developing a curriculum about watersheds, and cleaned up around the Felton covered bridge. In addition, they have planned a tour of the City landfill to gain a better understanding of the issues surrounding solid waste.

Soquel High School

There continues to be an active environmental club. For the past couple of years, Soquel High students have been going to Capitola, Soquel and Aptos elementary schools and giving presentations to individual classes and grade clusters about the "4 Rs" of recycling. These presentations have been well received by the elementary kids. Now in it's seventh year of being a "Waste Free School", the school increased waste diversion by 39.2 tons in 2006-07, compared to 2005-06.

One challenge is to get students to support the county goal to compost appropriate lunch waste without Club members having to spend every lunch period standing by the recycling and trash cans individually reminding students what can be recycled, composted and trashed. Because of this challenged in educating the students, the program is currently being re-evaluated.

Future Goals: the Environmental Club wants to stencil sewer drains to remind people that what goes into the sewer goes directly into the Monterey Bay. As a fundraiser, the Club wants to sell Chico bags to replace plastic and paper grocery bags. Next year, there will be an ROP class focusing on Green Careers at the school and students at other schools expressed interest in having such a class at their schools.

Upcoming Student Events: At the Green Schools booth for the City of Santa Cruz celebration of Earth Day on Sunday, April 27, Monarch students will be presenting the results of work they did with regard to plastics in the ocean ending up being ingested by aquatic animals and how that is killing sea creatures.

The week of May 10-17 is Bike-to-Work/School week. Last year, over 10,000 people throughout Santa Cruz County biked to school or work. Over 7,000 of them were students. This year, we expect similar results at all of the schools. When members of the Student Subcommittee heard about these numbers, they immediately asked if it could happen more frequently than twice a year. The answer was yes and this is an item the Subcommittee will keep in mind for next year.

Student Challenges for Next Year: The Subcommittee seeks to support growth in student participation at the three schools already represented, as well as get students and faculty involved from Harbor High, Costanoa High School and Branciforte Middle School next year. In addition, students would like to start grooming their replacements for leadership positions in the clubs to keep the programs going after they graduate. Students would like an AP Environmental Science class and have it be available to all students, though they understand this is difficult due to the different schedules at the high schools. At most of the schools, the challenge is also to get teachers involved, both at the club level and with the Green Schools Committee.



April 14, 2008

Cynthia Hawthorne, Board President
Board of Education
Santa Cruz City Schools District
405 Old San Jose Road
Soquel, CA 95073

Dear Ms. Hawthorne:

This letter is to congratulate the Santa Cruz City Schools District, the Board of Education, the Green Schools Committee, and you, as Board President, for being leaders among California's K-12 schools in advancing environmental health and sustainability throughout the district's facilities, operations, and curricula. During the last year, SCCS has made enormous strides in tangibly reducing its environmental footprint, has instituted policies that will have long-lasting effects on the District's operations, has successfully created new institutional structures like the Green Committee to explore innovative ideas for making schools healthy, safe, sustainable, and efficient, and tested environmental curricula at many grade levels.

The Green Schools Initiative is a non-profit training and support organization aimed at transforming the environmental health and sustainability of K-12 schools in California. We build the capacity of students, parents, teachers, school board members, facilities managers, school staff, and other decision-makers, to "green" their schools by eliminating toxics, reducing waste, using resources sustainably, creating green schoolyards, serving healthy food, and teaching stewardship. We work with schools across the state and hold numerous training workshops.

In our experience working with schools, SCCS is at the head of its class during 2007-2008 for adopting a comprehensive and holistic approach, for the breadth and depth of its efforts, and for finding cost-effective ways to achieve health and sustainability goals. The accomplishments are astounding in number for one year:

- The Green Schools Policy passed in April 2007, which established the Green Schools Committee and outlined the District's commitment and vision to reducing its impacts, is a model policy for schools in California.
- The Green Schools Committee has shown how school staff, trustees, and interested community members can collaborate and engage local expertise to the District's benefit.
- The contracts signed to install solar district-wide are state-of-the-art, showing how schools, public utilities, and the private sector can work together to advance renewable energy solutions *and* save the District funds. Other efforts to reduce waste include the lighting audit, worm composting of food scraps, and reducing waste at lunch.

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- The Environmentally Preferable Purchasing Policy recently adopted has an extensive scope beyond those adopted by most schools and will help reduce further the District's impacts by purchasing products with recycled content, fewer toxic chemicals, and less energy. Many EPP purchases can actually save the districts funds, such as switching to concentrated less-toxic cleaners and energy-efficient lighting, as well as improve the health of students and staff. Allowing for some price differential to achieve health and environmental objectives is generous, but not always necessary.
- Finally, the curricula - from the Watershed Education Program to the field testing of the State of California's Environmental Education Initiative - will have the most far-reaching impact of all by educating the next generation about how to think critically about these complex issues, how to apply their skills towards finding new solutions, and how to incorporate caring for the planet and each other into their values.

In recognizing and honoring your accomplishments, I encourage you to renew your commitment and continue to tackle challenges as they arise. The budget constraints will make progress a bit more difficult, but many environmental solutions can save funding in the long term. Continuing to engage all stakeholders, facilitating participation, and fostering consensus will be crucial to your long-term success. Teachers, parents, students and staff are over-burdened, so finding the time to integrate these efforts into existing programs without adding too much to the load is necessary. Yet, when schools are healthy, dynamic environments, with sustainable facilities used as hands-on learning laboratories, students, teachers and staff are inspired and motivated to come to school every day to work and learn together!

Integrating sustainability touches every aspect of a school and is not a one-time fix. Future goals should include reducing the District's carbon footprint, finding ways for students to be the problem solvers and use their analytical and leadership skills to promote changes in their schools, and providing support and training to teachers on how to easily integrate this work into their curricula while meeting state standards. I look forward to our continued collaboration on these and other issues.

You should feel very proud of your leadership and the exciting programs you have initiated during the last year. Please know that your work is making a difference in your local community and beyond. I, personally, have enjoyed sharing information and the resources of the Green Schools Initiative with you and publicizing your successes. Schools across California are learning from your examples, and I hope one day that *all* one thousand districts in the state will be as green as Santa Cruz City Schools District. Thank you for making every day Earth Day in SCCS!

Sincerely,



Deborah Moore
Executive Director

Santa Cruz City Schools
Santa Cruz Green Schools Resolution
April 18, 2007
Resolution #22-06-07

WHEREAS, the greater Santa Cruz community has a far-reaching reputation for its innovative leadership in environmental stewardship; and

WHEREAS, the school district has the potential to make positive, tangible, environmental change while teaching students to be stewards of their communities, the earth, and its resources; and

WHEREAS, change within schools can help catalyze change in the broader society; and

WHEREAS, this district has considerable opportunity through its purchasing power to improve its environmental footprint, benefiting both the environment and its financial situation; and

WHEREAS, our current school facilities frequently use energy, water, and other resources unsustainably; and

WHEREAS, schools consume natural resources, including energy, water, food, and paper, and they generate waste materials, including garbage, runoff, and air emissions, which contribute to the world's larger environmental problems such as global warming, water pollution, air pollution, and habitat destruction; and

WHEREAS, the district expends considerable financial resources on cleaning supplies, energy, water, office supplies, and educational materials; and

WHEREAS, students, teachers, staff, administrators, and volunteers can be exposed to harmful chemicals at school that could result in negative impacts on their health and their ability to learn, teach, and work; and

WHEREAS, many options and choices exist for schools to use natural resources more efficiently; to reduce, reuse, and recycle; and to purchase clean energy and environmentally preferable products and supplies to protect our global environment; and

WHEREAS, schools have a tremendous opportunity to teach students about ecological sustainability, environmental health, and nutrition while meeting math, science, social studies, and arts standards and to support students to become leaders in making their own school a healthier and more ecologically friendly place; and

WHEREAS, excellent work is already underway in the district, undertaken by teachers, parents, administrators, students, staff, and volunteers including Life Lab, school gardens, recycling, alternative methods of transportation to and from schools, and other programs; and

WHEREAS, this framework creates a long-term, inspiring vision that integrates and strengthens many efforts in our district; and

WHEREAS, fully implementing this resolution will take time, and must be achieved in stages;

NOW, THEREFORE, BE IT RESOLVED, that to promote healthier, more environmentally sustainable schools, teach environmental stewardship and leadership, and gather input and expertise from the entire community, the Board of Trustees of Santa Cruz City Schools creates the Santa Cruz Green Schools Committee and charges it to develop and recommend policies consistent with this resolution for the Board to adopt; and

BE IT FURTHER RESOLVED, that the committee will include up to three parents (one each from Pre-K to 5th, 6th to 8th, and 9th to 12th grades), up to three teachers (one each from Pre-K to 5th, 6th to 8th, and 9th to 12th grades), three administrators (one representing facilities, one representing curriculum, and one from the Cabinet), up to three members from local environmental community organizations (appointed by the board president), up to three Santa Cruz City Schools staff members, up to three members from local and county governmental organizations (one each from the City of Santa Cruz, the Santa Cruz County Office of Education, and the County of Santa Cruz), at least one student representative from 6th to 8th and 9th to 12th grades, and up to three Santa Cruz City Schools board members (appointed by the board president); and

BE IT FURTHER RESOLVED, that the committee will develop and recommend to the Board of Trustees policies for adoption that meet state standards, lighten the district's environmental footprint, and integrate environmental education and student participation into school-wide environmental initiatives, including using partnerships with environmental education providers, both nonprofit and public agencies; and

BE IT FINALLY RESOLVED, that the committee will, on or near Earth Day, give to the Board of Trustees an annual report on the district's environmental footprint that will incorporate curriculum issues and environmental sustainability.

PASSED AND ADOPTED by the Board of Trustees of Santa Cruz City School District, County of Santa Cruz, State of California, this 18th day of April 2007.

AYES _____

NAYS _____

ABSTAIN/ABSENT _____

Rachel Dewey Thorsett
President, Board of Education

Alan Pagano, Superintendent

SANTA CRUZ CITY SCHOOL DISTRICT

POLICY

3312.4

ENVIRONMENTALLY PREFERABLE PURCHASING

The Santa Cruz City School Board encourages the use of environmentally preferable products and services. By including environmental considerations in purchasing decisions, the district can reduce its environmental footprint and promote practices that improve human health, conserve natural resources, and reward environmentally conscious manufacturers.

School district personnel are encouraged to actively seek out environmentally preferable products and services for use in day-to-day operations when quality, performance, price, and functionality are comparable to their non-environmentally preferable counterparts.

DEFINITION

Environmentally preferable products and services have less negative effect on human health and the environment when compared with competing products or services that serve the same purpose. This comparison will consider the environmental cost of acquisition of raw materials, production, manufacturing, packaging, distribution, reuse, operation, maintenance, and disposal.

SCOPE

- Purchase products that minimize environmental impacts, toxics, pollution, and hazards to workers and the community.
- Purchase products that include recycled content, are durable and long-lasting, conserve energy and water, use agricultural fibers and residues, reduce greenhouse gas emissions, use unbleached or chlorine-free manufacturing processes, and use wood from sustainably harvested forests.
- Institute practices that reduce waste by increasing product efficiency and effectiveness. Seek out vendors that offer to take back or recycle products at the end of their useful life.
- Seek fiscal responsibility by balancing price, performance, and environmental considerations. For example, consider purchasing recycled-content paper products instead of non-recycled products whenever recycled-content products are available within a 5% cost differential. The cost differential of other product categories will vary.
- Seek opportunities to pool purchases with others to enhance markets for environmentally preferable products, to obtain favorable prices, and to reduce waste packaging, transportation, and product cost.
- Use life cycle analysis (LCA) to help guide best choices. LCA is a technique intended to quantify the total impact of a product during its production, distribution, use, recycling, treatment, and disposal.
- Require outside contractors and consultants to use environmentally preferable products, whenever practical, in performance of their services.
- Maximize the proportion of goods and services that come from local providers with acceptable environmental practices, thereby reducing the environmental impact of transportation wherever feasible and supporting a sustainable local economy. See also 'Local Purchasing' Board Policy 3313.2.

RESPONSIBILITY

Each individual is responsible for seeking and requesting environmentally preferred products.

The Purchasing Division will take the lead in including environmentally preferable product specifications in bid documents and district contracts, as appropriate.

REPORTS

The purchasing department shall provide the Board with reports regarding the purchase of environmentally preferable products in such form and at such intervals as the Board or superintendent may direct.

RESOURCES

The purchasing department shall maintain and distribute to staff a list of resources and educational materials regarding accessing and purchasing environmentally preferable products. The purchasing department has extensive knowledge about environmentally preferable purchasing—please ask for assistance!

ADOPTED:

Board President

Date:

Santa Cruz City School District

Resolution 28-07-08

CLIMATE ACTION COMPACT

Whereas, the Earth's global climate is steadily changing; and,

Whereas, there is powerful scientific evidence that global climate change arises from the emission of "Greenhouse Gases" (GHG), produced by burning fossil fuels for transportation and the generation of electricity; and,

Whereas, GHG emissions in present and projected amounts will lead to sufficient global climate change to produce rising sea levels, increased floods and droughts, severe changes in the viability of agriculture in many parts of the world, and significant social and economic disruption; and,

Whereas, global climate change will adversely impact virtually every economy in the world; and

Whereas, the world's scientific community has determined that it is essential to reduce the amount of GHG entering the atmosphere in order to avoid the worst impacts of global climate change; and,

Whereas, many countries are addressing this issue through governmental action, private sector initiatives, scientific research, and cooperation among and between the public, private, non-profit and research sectors; and,

Whereas, the State of California has taken steps to address GHG emissions through the enactment of Assembly Bill 32 (2006 Session of the CA Legislature); and,

Whereas, the Governor of the State of California signed AB 32 into law, and has taken other actions, including agreements with other countries, relative to GHF emission reductions; and,

Whereas, cities and counties throughout the United States of America have begun taking local actions to reduce GHG emissions; and,

Whereas, many colleges and universities, in the United States of America and elsewhere, are undertaking research and instituting best practices to reduce GHG emissions; and,

Whereas, the private, venture capital community is heavily investing in enterprises which produce products and process solutions for the global climate change challenge; and,

Whereas, it is essential that the climate change solutions we implement strive to be fair and strive not to disproportionately advantage or disadvantage one social or economic group over another; and,

Whereas, to be truly effective and fair climate change solutions must be informed by community input; and,

Whereas, the University of California Santa Cruz, the City of Santa Cruz, and the County of Santa Cruz have all taken initial actions to reduce their own GHG emissions; and,

Whereas, the University of California at Santa Cruz, the City of Santa Cruz, and the County of Santa Cruz have recently worked in a cooperative manner to accomplish two major goals: Substantial and measurable reduction of GHG emissions originating from those institutions; and, establishing cooperative agreements among local governments, educational institutions, and private sector participants that will both reduce GHG emissions in the local community and recruit, retain and expand private sector enterprises that will be part of the global climate change solutions.

NOW, THEREFORE BE IT RESOLVED that the undersigned agree to the following actions to reduce GHG emissions at their respective institutions, and to encourage significant private, public and non-profit sector investment in this community to make it a part of the solution to global climate change:

1. SCCS agrees to set and present a Greenhouse Gas Reduction Goal for their organization; and,
2. SCCS will identify specific inter-institutional cooperative projects that reduce GHG emissions, stimulate investment in the community and foster economic development; and,
3. SCCS will present a comprehensive GHG Reduction Action Plan, which will provide sufficient detail so that the institutions themselves and the general public can readily see how each institution will meet its emissions reduction goals; and,
4. SCCS invites others from the public, private and non-profit sectors in the Region to join this effort.

PASSED AND ADOPTED by the Board of Trustees of Santa Cruz City School District, County of Santa Cruz, State of California, this 16th day of April 2008.

AYES 4 **NAYS** 0 **ABSTAIN/ABSENT** Collins, Maxwell, Robles

/s/ Cynthia Hawthorne
Cynthia Hawthorne
President, Board of Education

Alan Pagano, Superintendent

Potential Partner Signatures: _____
George Blumenthal, UCSC **Emily Reilly, City of SC**

Neal Coonerty, County of SC



SANTA CRUZ CITY SCHOOLS FIFTH GRADE WATERSHED EDUCATION AND WATER CONSERVATION PROGRAM 2008

- WHO** All Santa Cruz City Schools fifth grade classrooms
- WHAT** A complete program integrating field trips, classroom activities, and classroom presentations to teach students about the source of our drinking water, the San Lorenzo River watershed, and how they can help protect it through water conserving activities.
- WHEN** Attend one workshop at a school location, March 5th or 12th (call or email for specific locations and times). Classroom presentations and field trip times will be organized at the workshop.

GET THIS!

- A one-hour workshop introducing the field trip and quick pre-and post classroom activities. Sign up for field trips and classroom visits. \$50 teacher stipend included!
- *Our Water Works in Santa Cruz County*, and *Watershed Cruzin'*, two water activity guides with fifth grade activities.
- A free half-day field trip to Henry Cowell State Park, Loch Lomond Reservoir, and the City of Santa Cruz Water Treatment Facility on Graham Hill Road.
- A 45-minute classroom visit by City of Santa Cruz Water Department staff. Learn about where our water comes from and ways to be water wise.
- Instructions on how to build this program into a classroom unit that culminates in art and science activities students can present at Earth Day, April 21st, or the San Lorenzo River Arts Festival on May 17TH and 18th.

All program elements align with fifth grade California Science and Language Arts Content Standards. This program is created specially for Santa Cruz City Schools fifth grade classrooms by:

- Santa Cruz City Schools
- City of Santa Cruz Water Department
- California State Parks, Henry Cowell SP
- Santa Cruz County Resource Conservation District