



## REGULAR MEETING MINUTES

**Date:** 9/18/2024  
**Time:** 6:00 p.m.  
**Location:** Teleconference and  
City Hall Downtown Conference Room, 1st Floor  
701 Laurel St., Menlo Park. CA 94025

### A. Call To Order

Chair Schmidt called the meeting to order at 6:00 p.m.

### B. Roll Call

**Present:** Hill, Hedley, Kissel, Meyer, Vice Chair McKenna, Pelegri-Llopart, Chair Schmidt  
**Absent:** None  
**Staff:** Sustainability Manager Rachael Londer, Management Analyst II Liz Tapia

### C. Public Comment

None.

### D. Regular Business

D1. Approve the August 21, 2024 Environmental Quality Commission meeting (Attachment)

**ACTION:** Motion and second (Hill/ Kissel), to approve the August 21, 2024 Environmental Quality Commission meeting minutes, passed unanimously.

D2. Presentation from the Institute for Market Transformation (IMT) on Building Performance Standards (BPS) (Presentation)

Chair Schmidt introduced the item.

IMT Senior Policy Associate James Burton made the presentation.

The Commission received clarification on BPS implementation logistics and California Energy Commission plans for BPS implementation.

- Brian Schmidt spoke in support of BPS, the importance of addressing existing and commercial building emissions and small cities working with BPS.

The Commission received clarification on how smaller cities can support and adopt BPS, BPS progress in Ann Arbor, Michigan, residential BPS policies, political resistance to BPS and BPS timelines.

The Commission discussed proposing BPS goals to City Council, benchmarking and public outreach.

- D3. Update on the Menlo Park City School District (MPCSD) Climate Action Plan (Presentation)  
Chair Schmidt introduced the item.

Chair Schmidt made the presentation.

The Commission discussed sharing the Menlo Park City School District Climate Action Plan, using MPCSD as an example for other districts, student engagement and MPCSD next steps.

- D4. Provide recommendation on student engagement plan (Presentation)

Chair Schmidt introduced the item.

Chair Schmidt made the presentation.

The Commission received clarification on the Youth Advisory Committee (YAC) role in the City and meeting dates.

The Commission discussed volunteer roles with YAC, attendance at the October 23 meeting and discussing student engagement again in November.

- D5. Consider appointing additional commissioners to Environmental Quality Commission ad hoc subcommittees

Chair Schmidt introduced the item.

The Commission discussed a possible Engagement Commission, the Heritage Tree Ordinance Administrative Guidelines Ad Hoc Subcommittee scope of work and ad hoc subcommittee report out calendar.

**ACTION:** Motion and second (Hedley/ McKenna), to update the Heritage Tree Ordinance Administrative Guidelines Ad Hoc Subcommittee scope of work to add provide feedback to staff, passed unanimously.

**ACTION:** Motion and second (Hedley/ Kissel), to add Commissioner Hedley to Impact of Plastics on the Environment Ad Hoc Subcommittee and add Commissioner Hill to Climate Change Resilience and Adaptation Ad Hoc Subcommittee, passed unanimously.

## **E. Reports and Announcements**

- E1. Reports and announcements from staff and Commissioners

Sustainability Manager Rachael Londer reported out on the September 24 City Council meeting agenda topics and the Zero Emission Landscape Equipment voucher program launch.

Chair Schmidt reported out on San Francisquito Creek Clean Up Day and Canopy awards.

Commissioner Meyer reported out on the electrification of Caltrain celebration.

## **F. Adjournment**

Chair Schmidt adjourned the meeting at 9:04 p.m.

Management Analyst II Liz Tapia

Minutes approved at the October 16, 2024 Environmental Quality Commission meeting

# MPCSD Climate Action Plan

Guide for Strategic Planning - Ideas and Resources

**DRAFT FOR DISCUSSION**

# A Guide to Support MPCSD's Strategic Planning Process

## **Potential steps to create a multi-year Climate Action Plan for MPCSD**

1. Working team chooses Areas of Opportunity (pages 4-6) that are the most relevant and appealing
2. Activities chosen by the team become an annual plan for each school in the district
3. Annual plans are integrated and progress is tracked as part of the district's strategic planning process
4. Nonprofit, government, and education partners engaged (e.g. Jeff to involve Stanford students, professors, and staff)
5. Funding - find related grants and strategic donors. Consider tax incentives and bonds if needed
6. Effectiveness of different strategies assessed and adjusted as needed

## **Goals (first draft ideas)**

1. Create a more sustainable and environmentally responsible school environment
2. Provide opportunities for student leadership and learning
3. Engage the MPCSD community

## **Strategies (first draft ideas)**

1. Develop and implement a multi-year Climate Action Plan for the district
2. Integrate teaching, learning, and student leadership into each part of the CAP process
3. Create roles in the CAP process for all MPCSD stakeholders

# Areas of Opportunity - 10 Categories

<b>Engage and Educate the MPCSD Community</b>	<b>Assess MPCSD's Environmental Impact and Crisis Readiness</b>	<b>Implement Energy-Saving and Efficiency Measures</b>	<b>Encourage Waste Reduction and Recycling</b>	<b>Save Water With Conservation Practices Across the District</b>
<b>Strengthen MPCSD's Green Purchasing Protocols</b>	<b>Purchase Green Energy for the District</b>	<b>Lower MPCSD's Transportation Footprint</b>	<b>Invest in Green Spaces and Trees</b>	<b>Prepare Students for Green Careers</b>

# Areas of Opportunity - Potential Ideas for Team Consideration

Engage and Educate the MPCSD Community	Assess MPCSD's Environmental Impact and Crisis Readiness	Implement Energy-Saving and Efficiency Measures	Encourage Waste Reduction and Recycling	Save Water With Conservation Practices Across the District
<ul style="list-style-type: none"> <li>• Provide students with leadership roles and opportunities to develop and implement the CAP</li> <li>• Integrate climate change and sustainability topics into curriculum</li> <li>• Create targeted awareness campaigns for the entire school community</li> </ul>	<ul style="list-style-type: none"> <li>• Collect baseline data</li> <li>• Monitor and evaluate progress</li> <li>• Benchmark with 3rd-party programs</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an energy audit</li> <li>• Implement a school-wide energy efficiency program</li> <li>• Upgrade lighting</li> <li>• Reduce energy demand of computers, appliances, and equipment</li> <li>• Minimize heating and cooling costs</li> <li>• Consider energy efficiency for new construction</li> </ul>	<ul style="list-style-type: none"> <li>• Improve each school's waste reduction policy and set <a href="#">a zero waste goal</a></li> <li>• Reduce waste in administrative offices</li> <li>• Implement a composting program</li> <li>• Expand access to locally-grown, healthy, sustainable food</li> <li>• Increase opportunities for food donation, food rescue, and composting</li> <li>• Create a reuse and recycling culture</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a school water audit</li> <li>• Initiate a water conservation policy and program</li> <li>• Educate students on water conservation measures</li> <li>• Detect and repair leaks at schools and install water efficient devices</li> <li>• Eliminate unnecessary water use outside</li> </ul>

# Areas of Opportunity - Potential Ideas for Team Consideration

Strengthen MPCSD's Green Purchasing Protocols	Purchase Green Energy for the District	Lower MPCSD's Transportation Footprint	Invest in Green Spaces and Trees	Prepare Students for Green Careers
<ul style="list-style-type: none"> <li>• Implement an <a href="#">Environmentally Preferable Purchasing (EPP)</a> program</li> <li>• Use online resources to assist with purchasing decisions</li> <li>• Advocate green purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint an energy team</li> <li>• Increase on-site renewable energy generation</li> <li>• Learn about and advocate for renewable and non-renewable energy</li> </ul>	<ul style="list-style-type: none"> <li>• Create vehicle optimization protocols</li> <li>• Create vehicle substitution protocols</li> <li>• Create more pedestrian- and bike-friendly routes to school</li> <li>• Develop and share guidelines on maximizing vehicle efficiency</li> <li>• Encourage students, staff, administrators, and families to drive less and drive clean</li> </ul>	<ul style="list-style-type: none"> <li>• Create and maintain green spaces on school campuses across the district</li> <li>• Use organic mulch in landscaping around trees and shrubs</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare youth for jobs in the clean economy</li> <li>• Set up local workforce development partnerships to train students</li> </ul>



# Engage and Educate the MPCSD Community

## **Provide students with leadership roles and opportunities to develop and implement the CAP**

- Create MPCSD's Climate Action Plan with direct participation from students
- Form student-led environmental clubs and committees to brainstorm and implement ideas

## **Integrate climate change and sustainability topics into curriculum**

- Educate students about all aspects of climate change and environmental justice
- Provide teacher professional development on climate change and environmental justice
- Emphasize the importance of Indigenous knowledge systems and study tribally lead sciences, research, and practices, including Traditional Ecological Knowledges

## **Create targeted awareness campaigns for the entire school community**

- Develop digital stories from students about their climate concerns, hopes, and actions
- Organize workshops, seminars, and events
- Design discussion guides for parents to use with students on topics such as sustainability, climate change, and environmental justice
- Collaborate with students on social media for the campaign to reach students on the channels they regularly use
- Collaborate with partners in the community on topics, channels, and unique ways to reach the MPCSD audiences
- Produce reports and visualizations to clearly inform the school community about progress, challenges, funding, and next steps

# Engage and Educate the MPCSD Community

## Resources

- [US EPA Grants](#): Supports environmental education projects
- [Dept of Energy online resource](#) of over 350 energy lesson plans and activities for K-12 students
- [Energy Kids website](#) that explains renewable energy to students grade six and above
- [The National Renewable Energy Laboratory](#) activity guide for 6th to 8th grade teachers
- [Captain Planet Foundation Grants](#) - Funding projects that promote understanding of environmental issues, with a focus on hands-on activities
- Explore Indigenous Knowledge and Traditional Ecological Knowledge on the [National Park Service website](#)

# Assess MPCSD Environmental Impact and Crisis Readiness

## **Collect baseline data**

- Energy consumption, waste generation, water usage, transportation patterns, and greenhouse gas emissions
- Conduct school greenhouse gas (GHG) inventory
- Calculate GHG inventory based on protocols: SIMAP, ClearPath or an excel calculator
- Assess responses to heat alerts and student safety protocols
- Assess responses and protocols for electric power disruptions to ensure continuity of operations, and the safety and health of students, staff, admin, and teachers
- Evaluate readiness of school health staff to provide services related to climate change and adapt training plans and update medical protocols as needed
  - Explore implementation of indoor and outdoor heat exposure rules

## **Monitor and evaluate progress**

## **Benchmark with 3rd-party programs**

- Use to evaluate energy efficiency and environmental performance
- Evaluate and improve the effectiveness of early heat warning systems

# Assess MPCSD Environmental Impact and Crisis Readiness

## Resources

- [The Green Power Partnership](#) - tools to estimate electricity use and find green power products
- [Local Govt Operations Protocol](#) or the [GHG Protocol Corp Standard](#). (Corp Standard is better fit for K-12 schools)
- SFUSD's [Carbon Reduction Plan](#) covers major GHG sources, strategies, targets, and basic costs
- Fairfax County Schools produced a [report outlining emissions](#) a [website with additional data, actions, and resources](#)
- Improve heat-health warnings utilizing the [California Heat Assessment Tool](#)
- CA Dept of Public Health's [CalBRACE Adaptation Toolkit](#) focuses on a range of climate sensitive health impacts
- The [Adaptation Clearinghouse](#) provides a searchable database for climate adaptation planning
- CA Governor has an [Electric Power Disruption Toolkit](#) and [school emergency planning and safety resources](#)
- Univ of CA - [Carbon Neutrality Initiative page](#). Hosts a [Sustainable Practices Policy](#) with measures and activities and an [Annual Report on Sustainable Practices](#). Individual campuses report through [Second Nature reporting platform](#)
- Excel calculators and tools: [New Jersey Schools Carbon Footprint Calculator](#), [EPA Center for Corporate Climate Leadership Simplified GHG Emissions Calculator](#), and [GHG Protocol Calculation Tools](#)
- [SIMAP](#) - Low-cost software solution focused on colleges. \$350 / year, support included in price
- [ClearPath](#) - LG Ops Protocol with local government focus. \$1,125 + ICLEI membership
- [Collaborative for High Performance Schools](#) - technical resources and provides two recognition programs
- The National Wildlife Federation's [Eco-Schools USA Program](#)
- [National Institute of Building Sciences](#) The Beyond Green Awards. Recognizes high-performance buildings nationwide
- [Assoc for the Advancement of Sustainability in Higher Education](#) professional association for campus sustainability
- The Governor's Environmental and Economic Leadership Awards [GEELA](#) program

# Implement Energy-Saving and Efficiency Measures

## Conduct an energy audit

- Identify how energy is used in each facility
- Retrofit buildings to improve energy efficiency and reduce costs
- Partner with utilities who offer free on-site school energy audits
- Get the entire school involved in conservation efforts
- Publicize energy costs / savings so people know how much it costs to power their school
- Return a percentage of the dollars saved to each school

## Implement a school-wide energy efficiency program

- Appoint an energy manager as the lead staff person responsible for developing and implementing a comprehensive energy management program
  - In charge of planning, procurement, and utilization of energy resources
  - Develop long-range plans and policies for energy efficiency and conservation
  - Provide reports on the effectiveness of the energy program
- Measure and track energy usage
  - Read the CEC's "Energy Accounting: A Key Tool in Managing Energy Costs"
  - Contact local utility to obtain records of energy consumption data for each school
  - Use [ENERGY STAR Portfolio Manager](#) software to track building energy usage
- Develop an energy profile with usage data for individual facilities or the entire district
- Conduct commissioning. Offered by the California Commissioning Collaborative and documents the quality of building system performance and facilitates improved building operation without requiring any major renovations

# Implement Energy-Saving and Efficiency Measures

## Upgrade lighting

- Retrofit lighting to save energy. Students help calculate the energy savings achieved
- Replace standard incandescent light bulbs with low-watt compact fluorescent bulbs
- Change incandescent lights in Exit signs to light-emitting diode (LED) bulbs
- Replace all T12 fluorescent lighting with Super T8 fluorescent lighting
- Install occupancy sensors that automatically turn off the lights when no one is in the room
- Have students conduct an experiment in classrooms by turning off selected banks of lights and surveying comfort at different lighting levels. Light fixtures in unused corners or along banks of windows may not be necessary
- Hang “Save Energy” signs next to classroom light switches
- Form a student energy patrol to make sure lights and computers are turned off before recess, lunch, and after school

## Reduce energy demand of computers, appliances, and equipment

- Assign an energy monitor to turn off equipment at night, on weekends, and on holidays
- Form a student energy patrol to make sure monitors are off when computers are not in use and to turn computers off at the end of the day
- Plug all equipment into surge protectors and turn them off when not in use
- Make double-sided printing the default mode for copiers and printers
- Ask custodial staff to update appliance maintenance schedules
- When purchasing new office equipment, consider buying [Energy Star](#)
- Have students calculate potential savings from the use of Energy Star equipment and present results to administrators
- Install controllers for beverage vending machines to reduce compressor run time and energy use
- Set computers and monitors to “sleep” mode even when inactive for a few minutes

# Implement Energy-Saving and Efficiency Measures

## **Minimize heating and cooling costs**

- Install energy management systems, including thermostat controls and timers
- Install programmable thermostats to minimize system operating hours in low-occupancy areas like cafeterias
- Clean furnace filters regularly
- Support installation of heat pump HVAC equipment
- Install permanent weather stripping, caulking, and insulation
- Change thermostat settings to 78 during warmer months and 68 during cooler months
- Keep bookcases and other bulky items away from the heating and cooling units so they don't block or absorb the warm (or cool) air that should be coming into the room
- Don't prop doors open, allow them to close. Encourage everyone to keep doors and windows closed when heating or air conditioning is running
- Stop air leaks by having students determine areas of energy loss by using "draftmeters" made from plastic wrap and pencils to study where drafts are coming in
- Have students stuff energy loss "holes" by making translucent window quilts to hang in classrooms and "insulation snakes" to put at the bottom of doors and windows

## **Consider energy efficiency for new construction**

- Construct new school buildings to exceed Title 24 Energy Code by 15 - 30 percent or more
- Examine and expand the use of cool, porous, or sustainable materials in pavement

# Implement Energy-Saving and Efficiency Measures

## Resources

- [National Best Practices Manual for Building High Performance Schools](#) - for architects, engineers, and project managers responsible for designing or retrofitting schools
- [ENERGY STAR K-12](#)
- [Energy Efficiency Financing and low-interest loans](#) for implementing energy-saving projects
- [LEED Campus](#) and [LEED Zero](#)
- [Bright Schools Program](#) - Helps identify cost-saving strategies to renovate an existing school, build a new one, or reduce current energy bills
- [School Facility Program - Modernization Grants](#) - focuses on buildings 25 years old or older and relocatable classrooms 20 years old or older
- Utility Incentives for Energy Efficiency Measures in Green Buildings:
  - [Pacific Gas and Electric](#)
  - [Southern California Edison](#)
  - [San Diego Gas and Electric](#)
  - [Southern California Gas](#)
- Evaluate each school's potential for energy savings and use to [benchmark energy performance compared to similar buildings](#)



# Encourage Waste Reduction and Recycling

## **Improve each school's waste reduction policy and set [a zero waste goal](#)**

- Set goal to maximize recycling, minimize waste, reduce consumption, and ensure products are reusable or recyclable
- Establish effective waste management practices, encourage recycling, and minimize single-use plastics

## **Reduce waste in administrative offices**

- Develop a district-wide policy of photocopying on both sides of the paper
- Use the blank side of printed material for creating draft documents and notepads
- Email reports instead of making printed copies
- Encourage saving documents electronically rather than in hard-copy paper format
- Use outdated forms and letterheads for in-house memos
- Post general memos in central locations or on electronic bulletin pages

## **Implement a composting program**

- Divert food waste in kitchens and cafeterias
- Teach students about composting

## **Expand access to locally-grown, healthy, sustainable food**

## **Increase opportunities for food donation, food rescue, and composting**

# Encourage Waste Reduction and Recycling

## **Create a reuse and recycling culture**

- Establish a school recycling system for paper, plastics, aluminum, and glass
- Collect school supplies from reuse and exchange programs
- Purchase products with recycled content packaging
- Compost food waste
- Participate in recycling programs for unwanted electronic equipment
- Rent or lease equipment, particularly from manufacturers that take back and recycle goods at their "end of life"

# Encourage Waste Reduction and Recycling

## Resources

- [School Waste Reduction](#) - Provides information on how to get a waste reduction program started
- [Compilation of Recycling Resources](#) - Find out where to recycle construction debris, plastics, and low density polyethylene, and/or electronic waste. Locate nearest recycling center
- [California Materials Exchange \(CalMAX\)](#) - Online materials exchange to help find markets for non-hazardous materials that may otherwise be discarded
- [Earth 911](#) - Guide to local recycling centers, how to recycle, and pollution prevention
- ["Do the Rot Thing: A Teacher's Guide to Compost Activities"](#) an activity booklet, classroom activities, and student project ideas
- A [slideshow presentation](#) teaching how to set-up a composting bin
- [Comprehensive manual](#) for school-wide composting program in Connecticut
- [San Francisco schools](#) lunchroom composting program with lesson plans ([K-5](#)) and ([6-12](#))
- [Center for Green Schools](#) toolkit "[Sharing the Table: A Roadmap to Reducing and Recovering Surplus Food in Schools](#)" to reduce food waste
- [Recycle Rex, Department of Conservation's spokesdinosaur](#) to learn about the different things you can recycle – plastic, glass, paper, and more
- ["Composting in the Classroom: Scientific Inquiry for High School Students"](#) is for teachers to guide composting research projects by high school students
- The [Community Composting for Green Spaces Grant Program](#) provides resources composting programs
- ["Willie the Worm"](#) teaches about composting

# Save Water with Conservation Practices

## **Conduct a school water audit**

- Shows the district's water and identifies potential water saving opportunities
- A water audit identifies the quantities, characteristics, and uses of all water on each campus. See if local water utilities provide water audit services

## **Initiate a water conservation policy and program**

- Choose at least one school employee to become a water efficiency coordinator and manage all conservation ideas, discussions with school officials, and any meetings related to water conservation
- Develop and communicate the policy and its implications for school operations
- Encourage employee participation by providing water efficiency information to employees. Make sure there is a contact person within the district for water conservation questions
- Continually emphasize the need for individual responsibility as part of a team effort
- Incorporate water conservation policy and procedures into training programs
- Use office communications to transmit ideas, policies, progress reports, and achievements
- Include financial savings resulting from water conservation programs in progress reports

# Save Water with Conservation Practices

## **Educate students on water conservation measures**

- Share habits and practices students can do every day
- Students create and post water conservation stickers, signs and posters in places where students congregate
- Students plant an eco-friendly garden by retrofitting existing landscaping and replacing plants that need lots of water with native plants adapted to local climate
- Students look out for wasted water and alert the custodian / building engineer if they see any leaky faucets, drinking fountains, or toilets
- Encourage all school employees and students to submit ideas with a “water-saving idea box” and respond to each suggestion offered
- Recognize and reward schools, teachers, and students who submit water-saving ideas
- Allocate water and sewer costs to each individual school to create responsibility for water efficiency
- Organize and promote water conservation competitions between schools

## **Detect and repair leaks at schools and install water efficient devices**

- Shut down all water-using facilities for some time period and read the water meter before and after. Did the reading change at all? Are there dripping faucets, toilet tanks that don't seal, or leaking hoses?
- Check toilet tanks with a few drops of food coloring. After 15 minutes without flushing, does color show up in the bowl? A leaky toilet can waste up to 200 gallons of water per day, so repair running or leaking toilets as soon as possible
- Install devices where appropriate – faucet aerators, low flow showerheads, on-off valves on shower heads for hoses, toilet tank displacement devices, low-flow or vacuum flush toilets, and/or water-efficient chillers. As appliances wear out, replace them with water-saving models

# Save Water with Conservation Practices

## Eliminate unnecessary water use outside

- Support [Model Water Efficient Landscape Ordinance](#) implementation
- Evaluate sprinklers. Does water from sprinkler systems reach the plants that need it or does much of it evaporate in the air or run off? Are some plants getting more water than they need? Could drought-resistant landscaping provide an equally attractive look?
- Avoid runoff. Set sprinklers to cover lawns or gardens, not sidewalks, driveways, or gutters
- Mulch around plants and trees to retain moisture and prevent weeds
- Minimize lawns. Lawns use more water than any other landscape plants. Install rubberized turf or native grasses that are drought tolerant instead
- Use drip and other low-flow irrigation devices.
- Employ electronic controllers with precise individual timing, multiple irrigation zones, and multiple cycles. Attach smart landscaping irrigation equipment such as rain shut-off devices, moisture sensors, and weather based irrigation controllers
- Use Xeriscape landscaping. It combines planning and design, soil analysis, selection of suitable plants, practical turf areas, efficient irrigation, use of mulches, and appropriate maintenance in landscaping

# Save Water with Conservation Practices

## Resources

- [CA Dept of Water Resources](#) detailed tip sheets to increase water efficiency and conservation and also a [water education website with materials for educators](#)
- [EPA WaterSense](#) water efficiency info, educational materials, and water/energy calculator
- [Save Our Water](#), California's statewide water conservation program
- The California Department of Water Resources provides a range of resources: [free K-12 educational materials](#), a [water budget calculator](#), and a [database of plants suitable by location](#)

# Strengthen MPCSD's Green Purchasing Protocols

## **Implement an Environmentally Preferable Purchasing (EPP) program**

- These are goods and services that are better for human health and the environment as compared to other similar goods and services
- Find teachers who will advocate for the purchase of green products. The team should 1) ensure EPP goals are set, 2) promote an EPP procurement plan, 3) track policy adherence, and 4) suggest additional items to be included in the school's climate-friendly purchasing program

## **Use online resources to assist with purchasing decisions**

- California state procurement contracts offer school discounts on many green products
- Look to other states for examples - [Minnesota's Sustainable Purchasing Guide](#)
- Take advantage of a cooperative or bulk purchasing program
- Purchase equipment with the ENERGY STAR label to save money and reduce emissions
- Opt for more environmentally-friendly school supplies. Examples of EPP products include refillable pens, recycled-content paper and less toxic markers

## **Advocate green purchases**

- Teachers and students can ask for more environmentally- friendly purchases and ask to switch to LED light bulbs, use green cleaners, and buy recycled-content products



# Strengthen MPCSD's Green Purchasing Protocols

## Resources

- The EPA's ["The Healthy School Environments"](#) website addresses environmental health issues
- EPA's [Database of Environmental Information for Products and Services](#) - purchase products and services with reduced environmental impacts
- CalRecycle's [School Waste Reduction Program](#) helps purchasing agents to buy green products
- The [U.S. Communities Government Purchasing Alliance](#) helps school districts reduce the overall cost of products by pooling the purchasing power of public agencies nationwide.
- [California's Department of General Services](#) contracts with a variety of vendors for recycled products and can help schools obtain green products
- EPP products can be found on [Center for Health, Environment & Justice's PVC-free guide](#)
- Sample procurement policies are on the [CalRecycle's website](#)

# Purchase Green Energy for the District

## **Appoint an energy team**

- Assist with deciding the best source of renewable energy for the district
- Provide recommendations on purchasing green power and/or installing onsite renewable energy generation using a set of standardized designs
- Guide the district through purchasing green power from their utility
- Join the U.S. Environmental Protection Agency's [Green Power Partnership](#). Provides assistance related to the purchasing of green power, including finding providers

## **Increase on-site renewable energy generation**

- After existing facilities are upgraded, consider adding renewable energy generation (like solar panels)
- Learn how to plan, finance, design, build, and maintain an energy efficient school from the [U.S. Department of Energy's website](#)
- Research what projects are available for schools to participate in

## **Learn about and advocate for renewable and non-renewable energy**

- Teachers help students learn about alternative energy through lectures, handouts and classroom activities
- Visit interactive websites to understand the differences between renewable and non-renewable energy sources
- Learn what other schools are doing. It helps to know how they incorporate renewable energy into their curriculum and everyday classroom environments
- Have students write letters to principals asking to use renewable energy at their school. Suggest they ask the district to look into programs their school can adopt

# Purchase Green Energy for the District

## Resources

- Dept of Energy's [online resource of over 350 lesson plans and activities](#) for K-12 students
- National Renewable Energy Laboratory [activity guide for 6th to 8th grade teachers](#)
- The U.S. Department of Energy has [case studies of schools](#) detailing how they have become energy efficient in a number of ways
- The [U.S. Department of Energy's website](#) offers programs for schools that want to incorporate renewable energy generation (e.g. wind, solar and biomass) on their campuses
- The Energy Information Administration has an [Energy Kids website](#) that explains renewable energy to students in grades six and above
- The U.S. Department of Energy [WindExchange Program](#) helps communities make wind development decisions

# Lower MPO CSD's Transportation Footprint

## **Create vehicle optimization protocols**

- Schedule employee errands and other travel so multiple tasks are achieved with one trip
- Match duty requirements of staff to the smallest possible vehicle for the task
- Use software to optimize fleet vehicle routes to achieve fuel and emission reductions
- Eliminate excess vehicles to save money on operational costs, open up parking spaces, and generate money through vehicle sales

## **Create vehicle substitution protocols**

- Use smaller, more efficient, alternative fuel or electric vehicles
- Upgrade fleet – especially buses – to cleaner alternative fuels
- Phase in more fuel efficient vehicles as older vehicles are retired
- Include fuel efficiency standards in bid specifications to ensure the most efficient vehicles are purchased
- If lifecycle costing is used to purchase vehicles, include cost of fuel in calculations

## **Create more pedestrian- and bike-friendly routes to school**

- Start a community and school-wide effort to make streets safer
- Work with local government and community leaders

# Lower MP CSD's Transportation Footprint

## **Develop and share guidelines on maximizing vehicle efficiency**

- Guidelines include:
  - Don't let a vehicle idle
  - Use cruise control on long trips and overdrive gears
  - Remove excess weight from trunks. If a removable roof rack isn't used, take it off
  - Replace air filters regularly. Clogged air filters significantly reduce fuel economy
- Take driver training and learn how to practice "[eco-driving](#)" behavior
- Perform regular maintenance on all vehicles, including changing the oil according to the manufacturer's recommendations and check tire pressure regularly

## **Encourage students, staff, administrators, and families to drive less and drive clean**

- Provide incentives for less driving and more biking, walking, carpooling and use of public transportation
- Set up competition in classrooms to see how much students can reduce their driving
- Schedule errands and other travel so that multiple tasks can be accomplished with one trip
- Set up a carpool program
- Start a walk to school program

# Lower-MPCSD's Transportation Footprint

## Resources

- [Resources on clean transit vehicles](#) from CARB's Innovative Clean Transit Rule
- [Alternative Fuels and Advanced Vehicles Data Center](#) to find alternative fueling stations
- [California's Drive Clean](#) or [EPA's Green Vehicle guide](#) to select vehicles
- [SafeRoutes](#) - An example of a walk-to-school program
- [Hybrid & Zero-Emission Truck & Bus Voucher Incentive Project](#). Statewide program that provides vouchers to help offset the incremental cost of eligible hybrid, low NOx engine, hydrogen fuel cell or battery electric trucks and buses
- [Carl Moyer Program](#). The Carl Moyer Program provides funding for cleaner-than-required engines and equipment. School buses are one of the many categories of equipment funded through the program, grant amounts vary depending on the project type.
- [Diesel Emission Reduction Act and School Bus Program Rebates](#). The State Clean Diesel Grant Program provides emission reductions from diesel-fueled school buses by replacing them with zero-emission electric school buses, thereby reducing school children's exposure to cancer-causing pollution
- [Lower-Emission School Bus Program](#). The Lower-Emission School Bus Program provides funding to replace high-emitting model year school buses with lower-emitting new school buses
- [Volkswagen Environmental Mitigation Trust](#). Up to \$130 million for zero-emission transit, school and shuttle buses

# Invest in Green Spaces and Trees

## **Create and maintain green spaces on school campuses across the district**

- Increase climate-appropriate shade tree cover
- Schedule regular tree plantings and involve the entire district and neighboring communities
- Establish a plan to take care of trees during a drought
- Develop sustainable gardens for growing fresh food and teaching students about biological systems, agriculture, and sustainable gardening
- Explore green roofs at different school locations

## **Use organic mulch in landscaping around trees and shrubs**

- Contributes to soil fertility and structure of the plants
- Some utilities, such as [SMUD](#), offer free wood chips to use as mulch
- Compost, leaves and grass trimmings can also be used as mulch

# Invest in Green Spaces and Trees

## Resources

- [Green Thumb Challenge](#) - aims to motivate schools to plant indoor or outdoor gardens
- Explore resources from the [Natural Resources Conservation Services](#)
- Funding is available from the California Natural Resources Agency's [Urban Greening Program](#)
- Explore resources on CAL FIRE'S [Urban and Community Forestry website](#)
- [Local tree plantings](#) from Canopy can recognize memorable moments and involve students, teachers, parents, and staff in the planting process
- Canopy's [Neighborhood Tree Walks](#) help reduce and manage stress and improve mental health (teachers, students, and parents)
- Classroom materials from [Canopy's K-12 Lesson Plans and activities](#) expand student interest in trees and forestry
- ["More Trees Please" workshops and webinars](#) for adults on the benefits of urban trees, with resources and tips to advocate and care for trees in the community



# Prepare Students for Green Careers

## **Prepare youth for jobs in the clean economy**

- Integrate environmental sustainability across all career and technical education pathways
- Develop career and technical education hands-on opportunities

## **Set up local workforce development partnerships to train students**

- Decide on role types
- Match with any high school CTE programs in feeder schools
- Engage parents already in the sustainability industry also be used as mulch
- Expand Junior Forester League participation - where high school students develop environmental education curriculum for elementary-age students

# Prepare Students for Green Careers

## Resources

- The [WindExchange Education and Workforce Development](#) website has resources to get started
- [JobTrain](#) is a local workforce development nonprofit specializing in career development
- California Conservation Corps [“Growing the Green Energy Workforce” program](#) trains youth for careers in the green energy sector

# Thank You

## Sources

- Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience, State of California, April 2022

# Student Engagement

## Subcommittee Recommendations

**John McKenna, Zac Meyer, and Jeff Schmidt with  
awesome insights and partnership from Lela Ward**

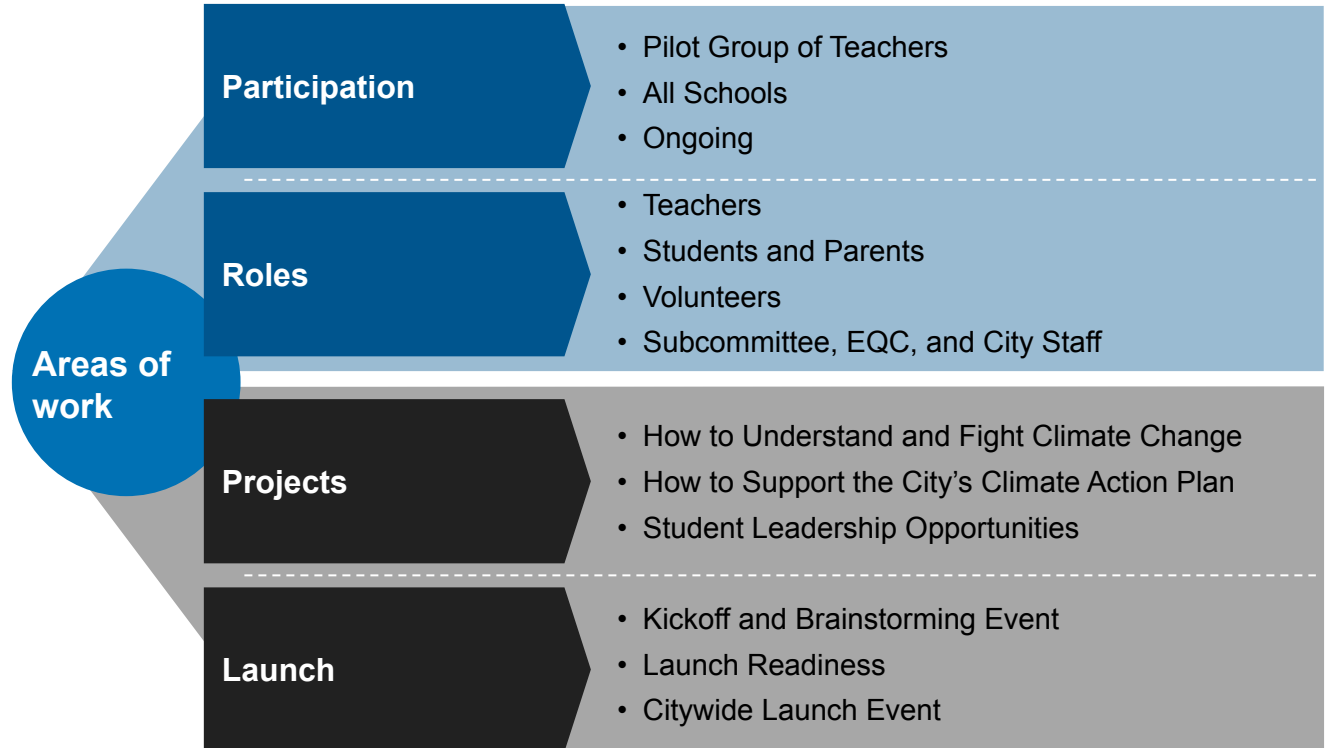
# Presentation Purpose

Provide an updated approach for engaging students

EQC to advise staff on how to proceed with Youth Advisory Commission

EQC to provide recommendations on hosting EQC meetings conducive to student engagement (i.e. location, time of day, etc.)

## Overview of Student Engagement Strategy



# Participation

## Pilot Group of Teachers

- Identify three teachers - Lela, M-A, Ravenswood - who are ready to go as pilot participants
- Engage superintendents for awareness and understanding of what program will achieve
- Decide on one project per teacher that creates engagement with city staff, volunteers and EQC
- Keep notes on how this works for their classes
- Compare notes and share with all schools during kickoff / brainstorming event
- Create initial set of ideas and insights on how the projects in this program could fit with new teaching standards (Civic Action - AB 285)
- Prepare as speakers for the kickoff / brainstorming event

## All Schools

- Avoid monolithic approach, find what works for each school and teachers. Build in flexibility
- Identify schools and a key contact at each school that can help implement and socialize with relevant teachers
- Start collecting what teachers are already doing
- Decide process for engaging with schools that's not overwhelming for YAC, staff, EQC, or schools
- Open program to different age ranges of students

## Ongoing

- Decide how program can be maintained each year
- Open to input from the community, people of all ages
- Evaluate lessons learned and key insights from first round of all schools participating
- Explore potential to get scouts involved
- Discuss ongoing program management capacity

# Roles

## Volunteers

- Design kickoff event to find interested teachers and student groups
- Provide resources to support teachers in linking the CAP to curriculum and lesson plans.
- Advise on civic engagement options for experiential learning opportunities
- Prioritize list of projects and student leadership opportunities, aligned to CAP
- Offer time as invited speakers
- Develop tools and resources for the community (e.g. PPT deck, video, etc.)

## EQC

- Track work as part of work plan to enhance student engagement with the EQC
- Create list of example projects in each category, aligned to Climate Action Plan

## Youth Advisory Committee

- Provide input on program and discuss interest in continued engagement with volunteers and the EQC

## City Staff

- Communicate resources for schools on city channels and website

# Roles - Schools

## Teachers

- Show teachers why this is important and relevant
  - Authentic way to teach about climate change and our environment
  - Way to teach student advocacy
  - Way to teach persuasive writing
  - Way for students to earn community service hours
- Design program that accounts for limited teacher energy and time
- Identify core subjects where projects will be valuable and fit in classrooms
- Identify skills students will use (subject-based and soft skills) in creating their projects and from interactions and engagement with the EQC
- Determine attendance protocol for students to attend EQC meetings

## Students

- Take the lead, with teachers support, in designing the overall program and specific projects
- Discuss what activities help them feel more agency over climate change
- Create their own projects, can do some at home
- Attend EQC meetings
- Help older students visit classrooms for younger students to share projects, educate on CAP, etc.

## Parents/caretakers

- Promote new ways for their children to feel empowered and active in their community
- Establish steps so PTAs can play an organizing role, e.g. helping students and YAC set up events
- Help existing student groups (e.g. Green Team lunch club) participate in more activities outside classrooms (e.g. Love Our Earth Festival)



# Student Project Ideas

## How to Understand and Fight Climate Change

- Prioritize a list of hands-on projects with a learning element, aligned to the CAP
- Scope activities for high school students first and then simplify for lower grades
- Integrate projects into school day. Ensure they can be part of existing units or lesson plans
- Share lesson plans and ideas from other teachers who are starting to teach new standards
- Examples of student projects could include:
  - Recommend and review signage explaining sustainability features of Belle Haven Community Campus Community Campus or other buildings
  - Assist with development of a Love Our Earth festival section
- Decide how projects can be captured in an online repository / library so they're accessible to all schools and teachers (keep it simple)

## How to Support the City's Climate Action Plan

- Ensure students opinions are consistently invited into climate conversations
- City staff to develop a "CAP explained" communication series
  - Show what the CAP is, why it exists, how to work with the city and independently
  - Audience is teachers, students, parents
- Visit classrooms as teachers request help instructing on the CAP

## Students Leadership Opportunities

- Include this as a special section in each project
- Create list of nonprofit and city climate volunteer and leadership opportunities that can be aligned to each project
- Share leadership opportunities with students using school communications channels

# Proposed Next Steps and Discussion

- 1. Volunteers to put together a kick off meeting for teachers**
  - City staff to share event in weekly digest and on social media
  - City staff and EQC to facilitate engagement with YAC to learn more about their interest in advising or participating in climate action
- 2. Volunteers and staff compile resources for teacher toolkit**
  - Staff can provide resources on complementary classroom programs (Peninsula Clean Energy's curriculum, Youth Climate Ambassadors, etc.)
- 3. City staff to put teacher resources on website and share over social media**
- 4. Volunteers and City staff to participate classroom activities depending on capacity and type of request**
- 5. EQC to recommend ways to make meetings more conducive to student participation**

## EQC to advise on

1

How to proceed with Youth Advisory Commission – Invitation to speak during their October 23 meeting

2

Hosting EQC meetings to be conducive to student engagement – Location, time of day, etc.

**Thank You**