

June 17, 2024

Agenda Item #5.4 Teach & Practice Sustainability Advisory Committee Recommendations

Purpose of the Agenda Item: Information

Dorothy Atwood and Rachel Mardock, co-chairs of the Teach and Practice Sustainability Advisory Committee, will present the committee's recommendations to the Board for their consideration.

Mr. Tony Vandenberg



To: Lake Oswego School District Board
From: Teach and Practice Sustainability Board Advisory Committee
Date: June 17, 2024

The mission of our District is to provide educational excellence to our students. A critical piece of an excellent education is an understanding of the world around you. Sustainability is a powerful strategic lens which will encourage a deeper understanding of our present and future world. Development of a sustainability mindset empowers students to develop into active global citizens who demonstrate leadership behavior now and into the future.

Committee Recommendations:

- 1. Recommendation - Lead/Behave. Continue to support district-wide sustainability leadership.** *This is our committee's top priority. District-wide leadership is critical to the effectiveness of our efforts to support the Teach and Practice Sustainability strategic pillar.*
 - a. Continue district-wide sustainability position. Hire a person to coordinate district wide sustainability programs currently supported by Larry Zurcher, LOSD Sustainability TOSA. Broaden requirements to consider an individual that does not have a teaching license. Provide funding for transitioning the position to allow for a comprehensive orientation.
 - b. Continue to develop/expand sustainability leadership in each school.
- 2. Recommendation - Retain Green Schools National Network (GSNN) to support development of a sustainability strategic action plan.**
 - a. Upgrade to Full Partnership level with GSNN.
- 3. Recommendation - Promote a common sustainability mental model and practices.**
 - a. Adopt and implement Sustainability Policy and Lens. Review associated supporting policies, guidelines and Administrative Rules (ARs) including:
 - i. Energy and Resource Conservation Policy
 - ii. Integrated Pest Management Policy
 - iii. Other District Policies, ARs, Guidelines
 - b. Continue tracking sustainability engagement across district stakeholders through surveys and community events.

Proposed Teach and Practice Sustainability Committee Goals for 2024/25.

1. Support LOSD Sustainability positions and initiatives.
2. Work with Green School National Network to develop a sustainability action plan.
3. Review and suggest revisions for LOSD policies and AR's that need updating to align with the Sustainability Policy.
4. Continue establishing baselines for best management practices throughout the District, such as chemical use and food services, that support sustainable functions.

Attachments:

- Student survey summary
- Sustainability Policy
- LOSD Sustainability TOSA PD
- Sustainability Lens



**Lake Oswego School District
Sustainability Action Planning
2024-25**

greenschoolsnationanetwork.org

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Overview of GSNN / Lake Oswego School District Sustainability Action Planning & Timeline for Implementation

This draft proposal overviews the partnership between Lake Oswego School District and Green Schools National Network (GSNN) in developing a comprehensive **sustainability action plan**. GSNN uses the [GreenPrint](#) (seen as the gold standard in the K-12 field) to help frame the process. Developed in collaboration with multiple stakeholders, the resulting sustainability action plan sets the course for the following five years. Within the GreenPrint, there are four Impact Systems (Leadership; Culture & Climate; Curriculum & Instruction; and Facilities & Operations) that are used to both gather data and chart the sustainability course. Depending on the needs / desires of district leaders, certain Impact Systems could emerge as the focus, or it could be comprehensive.

The GSNN team will work with designated leaders to craft a process that engages multiple stakeholders, gathering input and perspective while designing goals that directly connect to district initiatives and priorities. The resulting sustainability action plan will identify a handful of large, overarching goals and multiple supporting goals that will take between one to five years to fulfill. As a collaborative partner, GSNN will help guide the process, provide resources, access to national leaders, and opportunities for deeper engagement in connection to health, equity, and sustainability - the GSNN spheres of influence.

In addition to the services provided here, Lake Oswego School District would have unlimited seats at any of the hosted virtual - Community of Practice and Catalyst Leaders meetings webinars and four complimentary seats at all in person GSNN events, along with discounted registration for unlimited seats to the Green Schools Conference.



GREEN SCHOOLS NATIONAL NETWORK

Sustainability Action Planning Proposal Activities & Timeline 2024-25

Phase	Timeframe	Activities	Deliverables
Phase 1: <i>Data Gathering & Analysis</i>	July - October	GSNN works directly with district leads to gather data related to sustainability integration and strategic initiatives.. Data may include: • Energy, Water, & Waste Audits • Interviews with key stakeholders • Analyzation of key practices and policies • District / State related initiatives	Phase 1: Formal summary of key data findings

Phase 2: <i>Designing & Planning for Sustainability Leadership Summit Experience</i>	November - January	During this phase of the action planning process, GSNN will assist in designing and planning for a formal Sustainability Leadership Summit. Activities which will include: • Identifying key stakeholders to invite • Strategies on getting key personnel involved and to attend the Summit • Preparation of the agenda and all accompanying Internal and external facing materials.	Phase 2: Logistical planning, agenda design and resources needed, to facilitate a powerful Sustainability Summit experience
Phase 3 <i>Sustainability Action Planning Experience</i> <i>Strategic Goal Setting and Shared Visioning</i>	February - April	The Sustainability Leadership Summit will most likely happen in this window of time. The full-day experience will include a wide array of stakeholders, helping provide strategic insight into relevant and inspirational goals. Participants will leave with a clear sense of district direction and opportunities for continued engagement.	Phase 3: Successful Sustainability Leadership Summit experience, along with data collection that emerges from the experience

Phase 4 Solidifying Sustainability Action Plan & Publicly Sharing	May - June	With the data collection and insights received from the Sustainability Leadership Summit, a small team (lead by GSNN) will design and create the 5-year Sustainability Action Plan The Action Plan will include a handful of overarching goals, supporting goals, along with key indicators and evidence. GSNN can, if needed, assist with the graphic design of the Sustainability Action Plan	Phase 4: Integration of Leadership Summit feedback into a completed 5-year Sustainability Action Plan Action Plan outlines key milestones, timelines, and responsibilities ensuring that the goals effectively communicate essential information while engaging and motivating the target audience. High-quality shareable final document that both informs and inspires
		GSNN Contract Cost: \$30,000	

Other Opportunities Available to Faculty and Staff	
Virtual Quarterly Catalyst Leaders National Webinars	September / December / March / June
Virtual Community of Practice Groups for Faculty and Staff	Throughout the Year
2 complimentary seats in Site Summits, Leadership Academy, and Educator Academy (\$2000 value)	Throughout the Year
Discounted registration to the Green Schools National Conference	Spring

Additional information about Green Schools National Network



OUR VISION

Ensuring future generations can thrive by shaping sustainable schools

OUR MISSION

Every learner attends a healthy, equitable, and sustainable school

Organization Overview

Shaping healthy, equitable, and sustainable schools, schools where children thrive as whole human beings and learn to steward the environments and communities in which they live is our mission and our passion. Since our founding in 2007, GSNN has supported charter schools, school districts, district schools, organizations, and individual educators in planning for and implementing change that transforms schools from places that support and celebrate test takers into places that create change makers. These green schools take a holistic approach to wellness, achievement, and the environment, cultivating places where all parts of the learning organism, like the systems in a living body, work together to maintain the health of the whole.

Our GreenPrint for Healthy, Equitable and Sustainable Schools provides a framework for district leaders, Green Schools National Network coaches, school leaders and staff, and community members engaged in collaborative and complex work. As a tool for holistic transformation, it serves multiple purposes:

- To diagnose strengths to build on and challenges that need to be addressed

- To build a strategic and holistic plan that prioritizes goals and illuminates a pathway to reach them
- To analyze progress toward goals and make course corrections midstream
- To describe the vision with practical language that can onboard and inspire stakeholders

Over the years, we have learned how best to partner with schools and school districts by honoring the unique setting, culture, aspirations, inspirations, expertise, and resource limitations of each partner. Keeping in mind that district and school personnel are best situated to articulate the place-based needs and potentials of individual schools and districts, we know that there are many pathways to express health, equity, and sustainability. The GreenPrint provides a clear picture of what to look for along the way as you move your district or school toward health, equity, and sustainability.

Core Beliefs

Our GreenPrint is grounded in three principles that focus our efforts to build healthy systems within educational institutions. These beliefs are at the heart of everything we do.

- **Systemic change endures.** We believe healthy, equitable, and sustainable schools can only be achieved through whole-district/whole-school transformation that engages the four interdependent systems that define a school: Leadership, Curriculum and Instruction, Culture and Climate, and Facilities and Operations.
- **Equity matters.** We believe students from all backgrounds and zip codes and regardless of social, gender, and racial identity, should have an equitable opportunity for academic success and equitable access to healthy environments. When we believe and act on the principles of fairness, respect, and interdependence, we liberate ourselves and others.
- **Everyone is a leader and a learner.** While leadership is key to creating healthy, equitable, and sustainable schools, every member of the school community - staff, students, parents, and community members - has a voice and a hand in creating systems and opportunities that increase engagement, deepen learning, and build the confidence and competence needed to become agents of change for a just and sustainable future.

Impact Systems

There are four key systems that drive holistic transformation in schools. To achieve enduring health, equity, and sustainability, we support our partners as they attend to

all four systems simultaneously, coordinating how these systems interact and support one another to optimize the health of the whole district and its schools and accelerate progress toward goals. The four impact systems addressed in our GreenPrint.

Leadership is responsible for communicating the vision, creating policy, establishing budgets, and holding others accountable for implementing what is said or written. Teachers, community members, and even students can lead initiatives. In this GreenPrint, however, *leaders* typically refer to administrative leaders at the district or school level, or to staff who serve in an administrative capacity for a department or division.

Curriculum and Instruction reflects what is taught and how. It includes the design or adoption of particular curricula, instructional philosophy and methods, professional learning, and the structures designed to sustain learning for all students over time.

Culture and Climate shapes and influences behaviors and mindsets within the school community. Culture is defined by the core beliefs of leaders, teachers, students, and other members of the school community. Climate is defined by the actions that demonstrate those beliefs.

Facilities and Operations is responsible for the practices, actions, and processes that purchase, design, build, and maintain the physical spaces and resources needed to operate healthy, equitable, and sustainable schools. Facilities and operations also influence how members of the learning community use those spaces.

Spheres of Influence

Within each Impact System, our GreenPrint outlines the most essential policies and practices in each of three spheres of influence. By attending deeply and relentlessly to these interdependent and expanding spheres of influence, districts can take meaningful and measurable steps toward creating a learning environment that educates leaders for a sustainable future.

- **Health:** Policies and practices that contribute to students' social, emotional, physical, and mental well-being.
- **Equity:** Policies and practices that dismantle systemic oppression and create a student-centered culture that leads to academic, social, and emotional success for all.
- **Sustainability:** Policies and practices that work to reduce the school's environmental footprint and maintain a state of balance between humans and the planetary life support systems and economic systems on which we depend.

Finally, it's important to note that creating healthy, equitable, and sustainable schools is fundamentally innovative work that requires a nimble, creative, and resilient spirit. At GSNN, we learn alongside our partners, seeking the most effective, holistic solutions. Like organisms in the natural world, this means we adapt and change to meet the moment. We get better at this work, with our partners, by listening, learning, and unlearning along the way.

Your Team

Ileana Albareda, Ed.D. is a veteran educator and administrator with over 21 years of experience in literacy, science and STEM education, curriculum development, teaching and learning, educational leadership, and teacher professional development. She specializes in using robust approaches for continuous innovation to improve instruction, amplify curriculum, and deliver aligned professional development. As a former instructional supervisor for Miami-Dade County Public Schools, Dr. Albareda led initiatives that eliminated underperforming schools, earning the district an 'A' designation and helping the district achieve its highest graduation rate in history.

David DenHartog is a Lead School/District Consultant for Green Schools National Network (GSNN.) He began his career as an award-winning classroom teacher in Iowa and later served as principal and founding director of a new school in Minnesota. Prior to joining GSNN, David worked as a school designer with EL Education providing instructional support to all grade levels in K-12 schools. He has also served as an educational consultant and has extensive experience working with Indigenous communities, building bridges between natural world learning and Indigenous ways of knowing.

Jennifer Seydel has developed a reputation as a leader in bringing together thought leaders in sustainability and education to gather, synthesize, report, and generate the evidence-based resources needed to support equitable, healthy, and sustainable schools in the United States and beyond.

Seydel brings over 40 years of experience as an educator to her role as GSNN's Executive Director. Prior to her work with GSNN, she was a Curriculum Specialist and School/District Coach for Expeditionary Learning, a nonprofit education reform organization specializing in closing the achievement gap through embedded literacy instruction and project-based learning. She served as Director of the S.A.G.E. Project at Springfield College, in Springfield, Massachusetts, where she designed a graduate degree in Education and Counseling to prepare teachers with the full range of knowledge and skills needed to work in urban schools. The graduates from this

program have gone on to become leaders, administrators, and change agents in many urban school districts across the country.

In her work with Expeditionary Learning, Seydel provided school coaching, leadership development, and curriculum design support to over 50 schools and districts across the country. She is the lead author on one of the first integrated curriculum modules that integrates the Common Core State Standards in ELA with the Next Generation Science Standards. Water is Life: The Earth's Hydrosphere and its Influence on Life can be downloaded at achievethecore.org.

Joint Equity and Sustainability Lens

Alignment with LOSD Mission and Strategic Priorities: 1. How does this decision advance our mission of being a learning community dedicated to creating a culture of belonging and educational excellence? How does this decision support our strategic priorities to 1) create a culture of belonging; 2) achieve equitable academic outcomes; 3) promote health & resiliency; and 4) teach & practice sustainability?	
Equity	Sustainability
2. Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, and sexual orientation groups affected by this practice or decision? What are the potential impacts on these students, staff, families, and community members? Who has opportunities and who does not? 3. Does this policy, program, practice, or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences? 4. How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?	2. What are the unintended consequences? Consider ways to leverage any positive co-benefits and ways to mitigate any negative social, economic, or environmental impacts over the short- and long term. 3. How does this empower our students to be stewards of our shared resources? How are we including students and staff to bring diverse voices to share in the responsibility, learning, and decision-making for a sustainable future? 4. How does this support the interconnectedness of humans and all natural systems? Does this recognize our responsibility to be collaborative caretakers of the earth and community? Have we brought in diverse perspectives (e.g. community members, facilities, administration, faculty, and students)? 5. How does this move us closer to a sustainable school district? E.g. a school district that relies solely on renewable energy; reduces or eliminates toxic chemicals; and improves our environmental footprint. Are we using resources (natural, capital, and human) as efficiently, safely, and effectively as possible?
5. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?	

Job Title: Sustainability Coordinator

Reports To: Executive Director of Project Management

FLSA Status: Non-Exempt

JOB SUMMARY

The position works with the LOSD Executive Team to promote and support sustainability into current district educational programs and facilities. Promotes collaboration among various learning communities. Demonstrates sustainability integration possibilities to various audiences. Designs and provides professional development training.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following tasks. Employees in this position perform some or all of the following tasks. Other duties may be assigned at any time.

Standard

1. Maintains required records and ensures accuracy and necessary content as required by federal and state laws and regulations and district policies and procedures.
2. Develop and maintain effective working relationships with building principals, teachers and other staff members, parents/guardians, and other relevant/necessary parties and partners. Regularly uses oral, written, and electronic communications regarding sustainability plans and activities.
3. Present issues and concerns to the Executive Director of Project Management for review and resolution.
4. Demonstrate knowledge and skill in applying conflict management and dispute resolution techniques.
5. Keep abreast of trends and best practices and their potential impacts upon district goals and operations. Maintains professional relationships with colleagues and participates in professional development activities.
6. Demonstrate knowledge and understanding of all district policies and procedures.
7. Maintain consistent, daily and punctual attendance.

Specific

Leadership

Works with building administration teams, teachers, and district leaders to establish appropriate Sustainability goals and strategic, long-range plans. Helps develop systems, implement plans, and measure results. Submits written reports and assessments to various audiences. Formalize relationships with community organizations. Facilitates district meetings for site-based leadership and assists in certification through Oregon Green Schools. Work with Green Schools National Network to help establish best practices. Helps facilitate the implementation of the Sustainability Lens in decision-making.

Curriculum

Promotes and supports sustainability across the curricula, effective instructional practices related to that integration, and necessary collaboration among teachers, administrators, staff and the community. Maintains knowledge of current and emerging best practices regarding sustainability. Gives live presentations to various audiences. Designs and provides professional development training to staff members regarding current, new, and emerging Sustainability practices. Promotes the sustainability lens within the curriculum adoptions.

Climate & Culture

Seeks out and shares new and emerging sustainability practices, curricula, programs, applications, and general technology that support the needs of diverse learners including Talented and Gifted, English Language Learners, students with special needs, and those learning in bilingual classrooms. Establishes mentor relationships with Lake Oswego staff members so that we are all responsible for a sustainable climate and culture.

Facilities & Operations

Serves as a team member for the Facilities/Bond Team and schools/staff, as well as the design process, new construction, and remodels. Partners with various grant opportunities for campus restoration. Establish recycling and composting protocols and help to implement systems. Be the key contact for outdoor learning spaces, food-based gardens, and native gardens. Partner with Nutritional Services to promote waste reduction, reusable utensils & equipment, and promote organic and local options. Partner with Facilities to promote actions leading to the reduction in carbon emissions and increase health and safety in our schools.

NON-ESSENTIAL DUTIES AND RESPONSIBILITIES

Non-essential duties of this position include the following tasks. Employees in this position perform some or all of these tasks. Other duties may be assigned at any time.

1. Operates various office equipment including audio-visual equipment/devices, telephones, and photocopy machines.
2. Attends in-service, training, staff meetings, and other meetings as assigned. Attends professional growth activities related to job responsibilities.
3. Serves on building and district committees and councils as assigned.
4. Reports issues to district leadership and the appropriate authorities including safety, sanitary and fire hazards, vandalism, thefts, and errant wildlife.

OTHER REQUIREMENTS

1. Consistently follows all applicable federal and state laws and all district policies, rules, and supervisor directions.
2. Observes ergonomics of sedentary office work including placement of computers and monitors, and sitting alignment.
3. Observe proper lifting techniques and other strategies to avoid accidents and personal injury while performing job duties.
4. Performs other duties as assigned.

SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Education and/or Experience: A Bachelor's degree is required, a Master's degree is preferred. Experience in K-12 education and sustainability is preferred.

Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict, maintaining confidentiality, listening to others, keeping emotions under control, remaining open to others' ideas, and contributing to building a positive team spirit. Demonstrates the ability to remain calm and professional in an environment with frequent interruptions. Interacts with staff and students appropriately.

Language Skills: Ability to communicate in English fluently both verbally and in writing, including proficiency in spelling and grammar. Ability to respond to common inquiries or complaints from students, parents, staff, regulatory agencies, vendors, and members of the community. Ability to read and interpret documents including governmental regulations, safety rules, and operating and maintenance instructions/ instruction manuals. Ability to prepare routine reports and correspondence with high degrees of accuracy and professionalism.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to calculate rates, ratios, percentages, and proportions. Ability to read and interpret various charts, bar graphs, and similar visual data depictions.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in oral, schedule or diagram form. Ability to deal with problems involving more than one variable.

Computer Skills: Ability to effectively use office computers and internet access for email, research, word processing, database manipulation, visual presentations, and general web-based applications. Demonstrated knowledge of current and potential uses of smartphones, tablets and similar devices. Demonstrated knowledge of voice-activated devices and voice-to-text computer programs and cell phone applications.

Other Skills and Abilities: Ability to exercise good judgment and work effectively in a dynamic environment.

Certificates, Licenses, Registrations: A valid Oregon Driver's License is required.

PHYSICAL EXPECTATIONS

The physical expectations described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made to enable individuals with disabilities to perform essential functions.

When performing the duties of this job, the employee is regularly required to talk, see, or hear. The employee is frequently required to walk, stand, sit, use fingers and hands for fine manipulation, handle or feel, reach with hands and arms, and move around inside and outside of buildings. The employee is occasionally required to push, pull, bend, stoop, crawl, kneel, and crouch. The employee must lift and/or move up to 35lbs. The employee may occasionally climb stairs or ladders. The employee must have, with or without vision correction, close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. The work environment is a standard classroom or resource room settings and other locations within the district and community. The noise level of the work environment is usually low to moderate, but occasionally high depending upon the location, the student population, and current activities. The employee occasionally will be required to supervise students. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions, including seasonal heat and cold. The employee may occasionally be exposed to contagious diseases, bodily fluids, and blood-borne pathogens.