

Sustainability Advisory Council 2023-24

Meeting 1

Welcome, Introductions, Overview





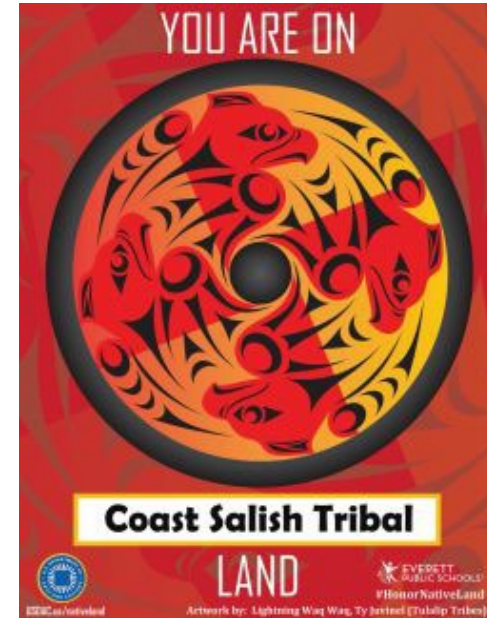
Objective and overview

- Welcome and thank you for joining the Strategic Advisory Council (SAC)
- Role of SAC is to provide guidance and advice to district staff regarding implementation of the Everett Public Schools commitment to sustainability
- Tonight we will review the meeting schedule, work plan and discussion topics for 2023-24; introduce ourselves and our connections to this work; and have an opportunity to provide some suggestions for additional topics





Flag salute and land acknowledgement





The Everett Public Schools Commitment to Sustainability

- K-12 education
- Operations
- Decision-making processes
- Partnerships
- Monitor and communicate

Self introductions

- Please tell us a little about yourself and which of the five areas of sustainability appeals to you the most (and why)

June 13, 2023



Everett Public Schools Commitment to Sustainability

The Board of Directors of the Everett Public Schools hereby commits the district to sustainability in decision-making, operations, programs, curriculum and culture.

In Everett Public Schools sustainability means finding a way to develop and thrive while preserving natural and manufactured resources without compromising the ability of future generations to meet their own needs. This includes the following:

Modeling for and equipping students with the knowledge, skills, behaviors, stewardship and continued learning about sustainability;

A district, school and individual-level focus on increasing the use of renewable energy, recycling, compostable packaging and reuse of materials;

Reducing the amount of harmful emissions we generate and the amount of water, energy and other resources we use;

An appropriate, achievable and equitable balance along with other needs in decision-making and management of our fiscal resources and consideration of sustainability implications in purchasing, sourcing and supply chain choices;

Developing a culture of collaboration, learning and partnerships around sustainability within the district as well as across the community with other school districts, agencies and companies; and

Setting expectations, establishing accountability, monitoring progress and regularly communicating status.

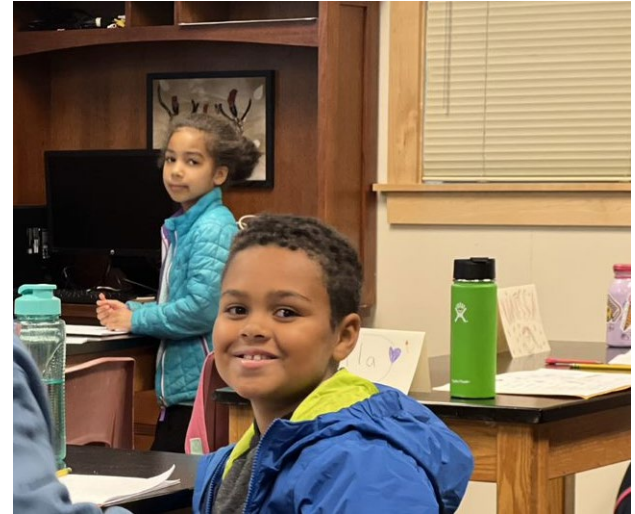


Members

- Students and staff
- Community members
- District administrative staff
- Assisted by district staff sub-groups

Schedule

- | | | |
|--------------|-----------|--|
| • October 3 | Meeting 1 | Introduction, overview |
| • October 17 | Meeting 2 | Operations |
| • February 6 | Meeting 3 | K-12 education |
| • March 14 | Meeting 4 | Decision-making processes, partnerships, monitor & communicate |



School board updates on January 23 & May 7



Meetings 2, 3 and 4

- District staff will provide information and slides responsive to topic items/ questions raised in their areas
- This information will be sent to SAC members for review ahead of the next meeting
- About one-half of each meeting will be presentations and Q&A, and the other half will be SAC discussions and deliberations
- SAC will be asked to provide consensus-driven advice or guidance to district staff
- SAC will not provide directions to district staff or make decisions about sustainability issues
- District leaders will consider what actions to take in response to SAC advice and guidance
- Updates on process will be provided to school board in January and May



Sustainability is a long-term goal

- First year (2022-23) – strategic level board statement
- Second year (2023-24) – operational level planning and decision-making
- Third year (2024-25) and beyond – tactical level implementation

- Many of the easily accomplished or most cost-effective sustainability actions have already been accomplished
- Many of the opportunities we are going to hear about will likely not pass the traditional cost-benefit analysis we have historically used to make decisions – sustainability will likely cost more money and approval will not come easy
- One of the key questions that will permeate our work will be “How should we acknowledge the value of sustainability in our decision-making processes?”



K-12 education

Modeling for and equipping students with the knowledge, skills, behaviors, stewardship and continued learning about sustainability



Discussion topics

- How does our K-12 program embrace and foster sustainability and how could this be enhanced?
- How could we generate more awareness and support for sustainability in our students?
- What would it take to organize and foster Green Teams/Clubs at our schools?



K-12 education

Discussion topics continued

- How are we including sustainability in our current K-12 programs?
- Which of our schools have green teams and how do these work?
- What low-cost options do we have to enhance our curriculum around sustainability?
- What have other districts done to modify curriculum that did not require additional funds?
- Suggest a gap analysis or audit comparing what we are doing now to what would be ideal, then figure out how/when we can move forward
- How can we encourage students (and their parents) to use bus transportation instead of their cars/ (especially K-8)
- What practices/behaviors/habits can we encourage or discourage to become more sustainable? (e.g., reduce the amount of printing we do)



Operations

A district, school and individual-level focus on increasing the use of renewable energy, recycling, compostable packaging and reuse of materials

Reducing the amount of harmful emissions we generate and the amount of water, energy and other resources we use



Discussion topics

- What are our planned next steps in sustainability in our support operations? (facilities, maintenance, food services, transportation, technology, purchasing)
- What are some next steps we could take to reduce our use of fossil fuels?
- What do our recycling and waste management programs look like and how could these be enhanced?
- What would it take to start a composting program district-wide?



Operations

Discussion topics continued

- How do our recycling and waste management operations compare with similar districts?
- Suggest a gap analysis or audit comparing what we are doing now to what would be ideal, then figure out how/when we can move forward
- Are we still purchasing fossil fueled maintenance/grounds equipment?
- How can we evaluate which activities would be most beneficial to do or not do, and which would be the easier changes to make?
- Suggest collecting and publicizing metrics about sustainability efforts in energy use, water use, food waste, utensils, etc.



Decision-making processes

An appropriate, achievable and equitable balance along with other needs in decision-making and management of our fiscal resources and consideration of sustainability implications in purchasing, sourcing and supply chain choices

Discussion topics

- How could our procurement practices be made more environmentally, socially and economically sustainable? (see [Sustainability Purchasing Leadership Council](#))
- Where do our surplus items go and can we do this more sustainably?
- What are some high-leverage investments we should consider in support of sustainability?





Decision-making processes

Discussion topics continued

- How do we compare short-term costs versus long-term benefits appropriately?
- How can we make decisions about what we can afford to do and what we cannot afford to do that provides options and acknowledges in some way the value of sustainability?
- Can we purchase used or surplus equipment and would it make sense to do that (including some consideration of sustainability)? Alternatively, can we obtain a more sustainable result for our own surplus items?
- Should we hire a grant writer to seek more funding for sustainability?



Partnerships

Developing a culture of collaboration, learning and partnerships around sustainability within the district as well as across the community with other school districts, agencies and companies

Discussion topics

- What opportunities are there for developing outside relationships, partnerships or funding in support of sustainability?
- How might we leverage these?





Partnerships

Discussion topics continued

- What internship programs might be available to our students in grade 11 or 12 without too much work or cost?
- Could we partner with public utility providers to better educate our students about sustainability? (ideas, materials, presentations, etc.)
- What private or public partnerships could help us fund our sustainability efforts?



Monitor and communicate

Setting expectations, establishing accountability, monitoring progress and regularly communicating status

Discussion topics

- How should we set expectations, and monitor and communicate our performance around sustainability?
- How do we become cheerleaders and create buy-in for this work? (changing perceptions from “We have to do this” to “We get to do this”)





Monitor and communicate

Discussion topics continued

- Website FAQs – what we have already done, what we are doing now, what we have learned and what we are going to do.
- We should really try to tell our sustainability story
- Celebrate and communicate what we have already done and what we are doing!
- Suggest collecting and publicizing metrics about sustainability efforts in energy use, water use, food waste, utensils, etc.
- Run a “Did you know” campaign around sustainability



Discussion

What additional discussion topics/questions should be considered in these five areas?

- K-12 education
- Operations
- Decision-making processes
- Partnerships
- Monitor and communicate



THANK YOU!

