

**Advancing District-Wide Sustainability Initiatives
Carson City School District with support from
Green Schools National Network, Envirolution, Carson City and the K-12 Nevada Education Gift Fund
(Tesla)**

Located in Carson City, Nevada, Carson City School District (CCSD) serves a diverse population of over 7600 students, more than 20% of whom (districtwide) live in poverty. CCSD has been an educational leader in a variety of areas. For this reason, CCSD was named an “Accelerator” District within Green Schools National Network’s (GSNN) Catalyst Network of Schools and Districts. In late February 2019, CCSD participated in an Executive Leadership Sustainability Summit (coordinated by GSNN) that helped to solidify sustainability goals that align with the district’s strategic plan.

Within the district, all 450+ teachers will be impacted by CCSD’s designation as an Accelerator District, with a couple of schools (Empire Elementary and Eagle Valley Middle School) serving as models moving forward. Empire Elementary serves 570 pre K-5 students (90% of whom are low-income) and recently adopted a 5 year plan focusing on school-wide integration of STEM. Eagle Valley Middle School serves 650 students (50% of whom are low-income) and, through a zoning initiative, will soon serve over 900 students. Principals at both schools are advocates for deepening sustainability initiatives and serving as models for the rest of the district.

This collaborative work between Carson City School District, Green Schools National Network, Carson City and Envirolution will advance district initiatives and catalyze education for sustainability.

Three Year Objectives

Objective 1: By June of 2022, CCSD will implement a district-wide initiative to collect and monitor data that will result in reducing the ecological footprint of CCSD and increased cost efficiencies.

- Energy dashboards for Operational and school use.
- Integration of data with teaching and learning

Objective 2: By June of 2022, CCSD will implement a district-wide sustainability education initiative, focusing on energy education and project based student proposals that will result in 95% of graduates from Carson City School District experiencing a minimum of two significant energy education experiences.

- Energy education via Project ReCharge and Green Schools National Network integrated in all CCSD schools
- Graduates significantly impacted by education for sustainability experience(s)

Objective 3: By June of 2022, CCSD will implement an ecosystem mapping project(work based learning coordinator support) that allows teachers to access a database that can help them strengthen work based learning opportunities related to economic development and sustainable work- force in the community and region. This goal responds to and exceeds state mandates.

- Ecomap created that identifies the vast array of sustainability jobs, experts, and opportunities
- 80% of CCSD staff members utilize this comprehensive Carson City Ecomap that articulates opportunities for deep sustainability connections

Objective 4: By January of 2023, Empire Elementary and Eagle Valley Middle School will be implementing the GreenPrint for Green, Healthy, Sustainable Schools and able to demonstrate impact on student engagement, increase student achievement, and impact social and emotional learning. This is similar and will assist with Empire’s 5 year plan with the Governor’s STEM Grant.

- With intense support from GSNN, these two schools become models for Sustainability and Environmental STEM education for the district and become replication hubs for the Catalyst Network in the Western Region. A comprehensive data report will be assembled by GSNN and John Hopkins University to verify the success of the program (academic achievement, stewardship, health and well-being, mind set shift, cost savings, carbon footprint)

CARSON CITY SCHOOL DISTRICT

SUSTAINABILITY Partnership Time Line

Catalyst Network - A community that explores and shares best practices for preparing college and career ready students with the knowledge and skills needed to create a Sustainable Future

- 2012 – Community/District strategic Plan
 - Race to the Top, PV Solar project, SAT

- 2017 – Refresh Strategic Plan
 - Integrated Sustainability
 - CCSD invited to Catalyst School District meeting at Atlanta Conference

- 2018 – 5 yr. Committed to GSNN Catalyst District Program
 - ESPC – PowerED/Project Recharge Celebration
 - Golden Pinecone Award

- 2019 – Feb 27 Sustainability Leadership Summit begins at Community PLC with Module I What is Sustainability? (Organized by MK, AJ, Keema , Stokes and GSNN)
 - Feb 28 Full Day Summit and Workshop at WNC – District leaders, teachers, staff, City Staff, and community partners
 - Meeting concludes with Jenny Seydel and Richard Stokes discussing pathway and next steps.
 - Admin Team (MK,SK,AJ) and Jenny meet to debrief and set the course

- 2019 – April, first Summit Experience document developed and discussed with assignments and next steps (Jenny, MK,SK,AJ)
 - May – V- meeting 2 with Jenny,AJ, Mark, Tasha, Susan, reviewed progress. Agreed that Module I of Leadership Summit would be presented again at August Principal mtg. Tasha suggests that Mark present this to Staff as well as Recycling initiative.
 - June – presented to Principals and Directors. Also informed staff of District Recycling initiatives and requested meetings with Site Leaders

- June – Invited to tour Tesla with Mayor, City staff and Envirolution (Vanessa Robertson)
 - Discussed City’s desire to achieve Net-zero Energy use and waste stream.

- August 7th – Principal Meeting presentations
 - What is Sustainability? – Jenny
 - Work Base Learning in Carson City – Yette

- District Recycling Initiative – Mark
- Afternoon Tour and partnership discussion with Chris Reilly at Tesla. (Jenny, Vanessa, Mark)
- August 8 – Meet with Vanessa to debrief, plan and next steps. Large grant opportunity and more access for CCSD students to Tesla.
- August 8 – Meet with Stempire STEM Team and Lee Conley at EVMS about a new course of school sustainability and pathway from Empire to EVMS to CHS CTE.
- Discuss Conceptual mapping of the project with District Team (AJ, RS, TF)
 - Program restructure and edit suggestions, need more data, Tasha to meet with Vanessa for Envirolution presentation, reconvene in the Fall.
- September 2019 – Reconnected with the Mayor at Empire Muriel Ribbon Cutting, discussed meeting again on joint sustainability efforts.
- November 2019 – Met with Principal Squires and Conley at EVMS (Mark and David DenHartog of GSNN)
 - Met with Mayor and staff (Mark and Vanessa)
 - Met with CHS CTE Amy and Candi (Mark and Vanessa)
 - Capital City Sustainability Partnership (CCSP) has research presentation at Chamber of Commerce with 25 community partners and members.
- December 9, 2019 - Group meeting and discussion with schools involved in rollout, Ed Services, CTE, and partners
- 2020 – January 17, Begin Roadmap of next steps with school principals, Ed Services and partners.
- 2020 – Feb 11, Stempire ES, Implementation Team meeting including Ops, Ed Services, Principals and staff involved, PIO, accountability and Assessment, ES Curriculum Director, Grants, and partners (including the City Public Works)
- Timeline, recruitment and sub committees being developed in February

March 1-3, 2020 – Green Schools National Expo and Conference, Portland, Oregon



Green Schools National Network

A GreenPrint™ for Becoming a Green, Healthy and Sustainable School

What is a Green School?

A Green School enhances student health and learning while conserving natural resources and empowering students to develop sustainable behaviors, enabling them to become the stewards of the future.

How do you become a Green School?

Becoming a green school is not a prescribed journey; it is a series of conscious actions that lead to more ecological and sustainable practices. By using this "GreenPrint" as a road map, leaders, teachers and students, can begin to implement core practices immediately. Through long-term commitment to these core practices, schools and school districts work toward implementation of all benchmarks at the highest level.

Core Practice 1: Curriculum that Advances Environmental Literacy and Sustainability

CURRICULUM THAT MATTERS
2.2.3

- Environmental literacy & education for sustainability, as defined by local, state & national standards, is integrated in all grades;
- All teachers use inquiry, problem, and project-based pedagogy to facilitate learning about global systems and relationships;
- Outdoor experiences and fieldwork support learning about complex systems, connecting humans with other humans and all aspects of the natural world;
- Content areas are integrated by using environmental and sustainability topics as the common theme; and
- STEM education supports a sustainable workforce for a green economy.

Core Practice 2: Stewardship and Service Learning

THROUGH OUT STRATEGIC PLAN

- Real world service learning projects explore solutions to local, regional, global problems and issues and teach 21 century skills;
- Stewardship projects allow the student to take responsibility for their own school grounds;
- Place-based projects and practices that include, but are not limited to, school farms, forests, and gardens;
- All students are given the opportunity to participate in land restoration projects, such as native eco-system or brown fields remediation; and
- Teacher and leaders provide opportunities for students to make local and global connections.

Core Practice 3: Sustainable Facilities Design and Management

MOST ENERGY EFFICIENT DISTRICT

- Green facilities design and construction retrofit for existing buildings as defined by state, regional or national certification programs;
- Management practices, operations, and maintenance that reduce energy consumption and greenhouse gas emissions, improve indoor air quality and lighting, decrease waste stream and improve water conservation;
- Zero-waste or reduced-waste cafeterias;
- Use of non-toxic and eco-friendly supplies and materials; and
- Facility managers and teacher work together to use buildings, management practices, materials and supplies purchasing to teach about sustainability.



Core Practice 4: Health and Well Being

HEALTHY GENERATIONS

- Healthy eating programs that utilize locally sourced and whole foods;
- Curriculum and support for physical fitness and healthy lifestyle choices;
- Fitness and recreation programs that include lifetime outdoor activities such as walking, hiking, biking, skiing, and camping;
- Healthy air quality practices and lighting that reduce illness and absenteeism; and
- Healthy and thoughtful relationships with others that support character development.

Core Practice 5: Strong Partnerships and Networks

COMMUNITY IN FULL PARTNERSHIP

- Long-term partnerships that support systemic change and ecological balance within the school and community;
- Strong alliances among groups of diverse cultural heritage to promote the greening of schools in all communities;
- Participation in the development of state and national green school networks;
- Participation in research and evaluation of student learning and best green school practices; and
- Collaboration with research-based curriculum and assessment models.