

I. Policy Statement

The Board of Education of the Howard County Public School System (HCPSS) believes that environmental, economic, and social sustainability within the school system is the responsibility of all individuals as well as the collective organization. Therefore, the Board supports sustainable practices that create a healthy environment, engage our staff and students in developing environmental literacy, and strengthen our operations.

II. Purpose

The purpose of this policy is to ensure that the HCPSS is an environmentally, economically, and socially sustainable organization.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Conservation – The careful utilization of resources in order to prevent depletion, injury, decay, waste, or loss.
- B. Environmental Literacy – Ability to implement the critical thinking, problem-solving, and decision-making skills to make informed and responsible decisions about resources.
- C. Resources – Any natural, human, or economic asset that can be drawn upon as needed.
- D. Sustainability – A systematic process for managing economic, social, and environmental resources in order to meet short and long term goals.
- E. Triple Bottom Line – Organizational process that balances social, environmental, and economic interests (goals, practices, and opportunities).

IV. Standards

- A. School and office staff will model conservation and sustainable practices in their operations.
- B. Sustainability will be an integral part of ongoing improvement efforts for schools and offices.

- C. Staff and students are encouraged to participate in sustainable practices.
- D. Instructional programs will include sustainable practices and environmental literacy.
- E. Sustainability efforts will be encouraged and enhanced through community partnerships and initiatives.
- F. HCPSS business and strategic planning decisions will consider the Triple Bottom Line.
- G. All procurement decisions that require Board approval will include a specification review of environmental impact.

V. Responsibilities

- A. The Chief Facilities Officer will be responsible for reviewing and ensuring that a systematic approach to sustainability is taken across the school system.
- B. The Chief Facilities Officer will ensure compliance with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
- C. The Chief Operating Officer will ensure that all procurement decisions that require Board approval include a specification review of the environmental impact.
- D. Curricular Office staff will encourage activities and instructional programs that promote sustainable practices and environmental literacy.
- E. School staff will strive to support sustainable practices and a culture of environmental stewardship.

VI. Delegation of Authority

The Superintendent is directed to develop appropriate procedures to implement this policy.

VII. References

- A. Legal
Education Article, Annotated Code of Maryland, Section 5-112
Maryland State COMAR Regulation 13A.03.02
- B. Other Board Policies
Policy 4050 Procurement of Goods and/or Services
Policy 6020 School Planning/School Construction Programs
Policy 6060 Community Improvements to School Sites or School Facilities
Policy 10020 Use of School Facilities

- C. Relevant Data Sources
 - Schools' energy use data
 - Schools' waste generation and recycling rates
 - Maryland Association for Environmental and Outdoor Educators Green School Certification
 - U. S. Department of Education Green Ribbon Certification

- D. Other
 - Maryland State Department of Education Environmental Education Program

VIII. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED:

REVISED:

EFFECTIVE: July 1, 2014

I. Definitions

Within the context of these implementation procedures, the following definitions apply:

- A. Energy Star – U.S. Environmental Protection Agency (EPA) voluntary program that helps businesses and individuals save money and protect our climate through superior energy efficiency.
- B. Green Product Cleaning Supplies – Those products that have positive environmental attributes, including biodegradability, low toxicity, low volatile organic compound content, reduced packaging, and low life cycle energy use.
- C. Maryland Association for Environmental and Outdoor Education (MAEOE) Green Schools Award – Program that recognizes schools throughout Maryland for their efforts to integrate environmental education for students and staff with best practices and community stewardship.
- D. The Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42) – Environmental requirements for cleaning service providers, including in-house and external cleaning services, to create a green cleaning program that protects human health and the environment.
- E. U. S. Department of Education Green Ribbon Schools (ED-GRS) – A program that honors schools and districts that are exemplary in reducing environmental impact and costs; improving health and wellness of students and staff; and providing effective environmental and sustainability education.

II. Coordination of Systemwide Efforts

School and office staff members will consider sustainable practices as part of both administrative and curricular practices. A systematic approach to sustainability will be taken across the school system.

- A. Establish a central repository of information related to sustainability. The information will be accessible to both the public and internal users and will include, but not be limited to:
 - 1. Energy data by building.

2. Recycling data by building.
 3. Best practice information, including Green School applications.
 4. Partnerships/local government connections.
 5. General procurement guidance.
 6. Annual summary that includes the above items.
- B. Ensure that procurement decisions reflect consideration of the Triple Bottom Line approach.
1. All procurement decisions that require Board approval will include a specification review of environmental impact.
 2. All staff members will consider sustainability in purchases. Examples of sustainability standards that may be considered include but are not limited to:
 - a. Green cleaning supplies.
 - b. Energy Star rated appliances and devices.
- C. Curricular Offices should encourage activities and instructional programs that promote sustainable practices and environmental literacy.
1. Encourage collaboration/communication of best practices including publicizing progress made in all schools achieving either:
 - a. Maryland Association of Environmental and Outdoor Education Green School.
 - b. US Department of Education Green Ribbon certification.
 2. Offices will make connections among programs to promote sustainability education and practice when practicable.
- D. Operations and Maintenance Practices
1. The HCPSS will comply with green building practices in accordance with state and local regulations, and will review national best practices as applicable.
 2. HCPSS will continue to expand GS-42 Green Cleaning practices throughout the school system.

3. Particular emphasis will be placed on operations and maintenance efforts that lead to an improvement in indoor environmental quality.
 4. HCPSS will regularly evaluate all facilities as to the building systems, building exterior structures, building cleanliness and appearance, energy usage, and other aspects pertaining to the building. A walk-through of facilities will be conducted as part of this evaluation.
 5. A walk-through of facilities by a representative team of stakeholders may include a:
 - a. School-based administrator
 - b. Teacher representative
 - c. School Health Assistant or Nurse
 - d. Custodian
 - e. Parent Teacher Association (PTA) representative
 - f. Heating, Ventilating, and Air Conditioning (HVAC) representative
 - g. Office of School Facilities representative(s)
 - h. Office of Safety, Environment and Risk Management representative
 - i. Food Service representative
- E. Schools will:
1. Establish a culture of environmental stewardship carried out by staff, students, and community members.
 2. Use the building and grounds as a teaching environment when appropriate.
 3. Monitor and communicate progress in achieving sustainable outcomes, including but not limited to:
 - a. Reduction in energy usage and increased recycling streams.
 - b. Increase recycling streams.

III. History

ADOPTED: December 17, 2013

REVIEWED:

MODIFIED: September 3, 2015
REVISED:
EFFECTIVE: September 3, 2015