

Going Green: Making Westlake a Sustainable District

Presented to:

Westlake City Schools Board of Education

By:

Westlake City Schools
Citizens Advisory Committee

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BACKGROUND

Sustainable practices are at the forefront of decisions within the private, public and educational sectors. In Ohio, the Ohio Facilities Schools Commission increased attention on green building by mandating all new construction using state funds be built to LEED-Silver standards¹. Corporations have learned that they can achieve competitive advantage through sustainable business practices. Educators have learned that they can increase student performance through well-built facilities². The sustainability discussion takes place both among those trying to save costs, as sustainable practices have been documented to reduce energy and water consumption rates, and among those striving to differentiate their products and services by embracing sustainability as a core corporate value. Companies that succeed in both leveraging sustainable practices to save costs and to develop unique products have better financial performance as measured by the Dow Jones Sustainability Index, Global Reporting Index and the KLN Sustainability Index.

The quality of a city's schools is a well-known key factor for people when selecting their homes. Westlake is a district with exceptional academic performance and low property taxes. It attracts families seeking affordable living and strong schools. Over the last thirty years, Westlake's school district population has grown dramatically, and despite reports suggesting population would flatten, it continues to rise. In the period 2002-2007, school population rose 8% and continues its upward trends today. Consistently the district maintained performance during its growth, evidenced by its consistent achievement of the rating Academic Excellence. However, the 21st Century has already presented the district with at least three challenges, over population, failing facilities and a depressed economy. The question remains if Westlake will emerge from these challenging times as strong as it was before.

The Westlake Citizen's Advisory Committee's Go-Green team asserts that Westlake will emerge stronger than before, and its rapid and comprehensive adoption of sustainable practices will assure it secures 21st century competitive advantage. The Go-Green Team envisions the Westlake City Schools as the premier sustainable Northeast Ohio school district that consistently out performs its competitors on academic standards, financial performance and low environmental impact. It believes fundamentally that Westlake should leverage its challenges to emerge as the region's leading school district because of its sustainability strategy.

Not often does an organization get an opportunity to redefine itself; Westlake can do so now - sustainably. In true Green-Demon spirit, the following document outlines the research and methodology used by the Westlake CAC Green Team and its recommendations for short-term and long-term implementation in three areas, facilities,

¹ LEED - Leadership in Energy and Environmental Design Defined and managed by the US Green Building Council

² US Green Building Council – Build Green Schools
<http://www.buildgreenschools.org/gs101/>

operations and education. At the highest level, the committee recommends the district adopt a sustainability-based strategy for all its decisions, and aligns policies and procedures accordingly. This report includes additional recommendations that would be part of a district-wide initiative.

METHODOLOGY

The team constructed its research project in recognition of industry standards regarding high performing green schools as defined by National Geographic's Green Guide to the top 10 US schools³. There are 10 criteria for that award, which are included in the appendix.

The team segregated the 10 award criteria into three focus areas: Facilities, Operations and Education and proceeded with its research using internal and external sources, interviews, article analysis and Internet research.

Facilities

1. Green Building and Construction
2. Electricity Supply
3. Environmental Contaminants
4. Environmental Quality

Operations

1. Recycling
2. Procurement Policies
3. Transportation
4. Food

Education

1. Environmental Curriculum
2. School Green Spaces

FINDINGS

Internal Review – The Current State

To conduct its internal review, the team met with Westlake Schools Superintendent, Dr. Dan Keenan, and the following Westlake School staff members

- David Puffer - Director of Business Affairs
- Pam Griebel - Director of Academic Services

³ The Top Ten Green Schools in the US: 2006, The Green Guide August 2006
www.thegreenguide.com/doc/115/toptenschools

- Gavin Berwald - Director of Transportation
- Dave Newman - Principal, Lee Burneson MS
- Mimi Verdone - Principal, Holly Lane Elementary
- Tim Barrett - Principal, Dover Elementary
- Daniel Grigson – LBMS Science Teacher and Environmental Club Advisor
- Geoff Friedrich – WHS English Department, WTA Representative

Through these conversations, the team learned that the district does not have a green (or sustainability) policy, task-force or strategy. The board and administration desire understanding potential and opportunities to integrate sustainability into district operation. In anticipation of a significant facilities improvement bond issue, the district is interested in short-term implementation tactics as well as longer-term goals for implementation through a new facilities project. Aside from the district's Energy Conservation Policy (ECF), there are no green facilities initiatives to note. There are, however, several notable activities that align with best practice in operations and education as described below.

Operations

- **Recycling**

Paper recycling is supported at each school with pick-up coordinated through Abitibi's PaperRetriever program and support provided by custodial staff.

Currently there is an inconsistency in the recycling of plastics and cell phones. These efforts seem to be based more upon each school's individual efforts as opposed to an on-going coordinated effort throughout all schools.

WHS recycling efforts are led by the Green Group sub-committee of Leadership Challenge.

- **Transportation Policies**

In April 2009, the district was awarded a grant of \$134,500 to equip 20 school buses with pollution control technology. This grant is funded through the Ohio EPA's Clean Diesel School Bus Fund.⁴

Westlake has also teamed with Kenston and Maple Heights School Districts to submit a joint grant proposal to Cleveland State in support of buses fueled by renewable-energy.

Additionally, the district adopted a bus anti-idling policy.

⁴ Ohio EPA, Clean School Bus Fund, April 2009 Awards
http://www.epa.state.oh.us/oeef/Awarded_sum.doc

Education

In the area of education, the Ohio Academic Content Standards for Earth and Space Science⁵ drives Westlake's environmental curriculum. Coursework in grades 5, 7 and at the high school addresses the concepts of non-renewable resources, our impact on the earth, conservation, recycling, and global warming. The Advanced Placement Environmental Science elective offered at the HS is an exceptional opportunity for Westlake students to explore environmental issues in greater depth⁶.

Ohio Academic Content Standards also require that students have opportunities to make science connections across the curriculum and also to make connections to the real world. In Westlake, this is provided through several co-curricular and extra-curricular programs such as the Mohican School of the Outdoors Trip at Parkside, LBMS Environmental Club, HS Solar Energy Design Project⁷, and WHS Leadership Challenge Green Group, to name a few.

The LBMS E-Club and WHS Green Group are outlined in more detail below.

Lee Burneson Middle School's Environmental Club

The LBMS Environmental Club (E-Club) was formed during the 2007-2008 school year to give 7th grade students a platform to explore environmental issues. The goal was for students to envision, initiate, and carry out their own environmental projects with a focus on education and outreach. At this time, E-Club has 97 members in 19 groups working on a wide variety of projects.

The club, led by LBMS science teacher, Dan Grigson, received a 2009 Seaworld/Busch Gardens Environmental Excellence Award.⁸

WHS Leadership Challenge Green Group

The Westlake Leadership Challenge Green Group is a sub-group of Leadership Challenge at Westlake High School. When Leadership Challenge was formed, students identified areas for improvement in their school and the idea of creating a group that addressed environmental issues on a local level was born. Each year the group is comprised of two facilitators and six additional members from grades 10 and 11.

⁵ Ohio Dept of Education, Academic Content Standards
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1705&ContentID=834&Content=51519>

⁶ AP Environmental Science Course Description
http://www.collegeboard.com/student/testing/ap/sub_envsci.html?envsci

⁷ Westlake Education Foundation Grant for Solar Project, January 2009
<http://www.wlake.org/news/PressReleases/08.09PR/WEFgrants.pdf>

⁸ 2009 ENVIRONMENTAL EXCELLENCE AWARDS - National Wildlife Federation
<http://www.seaworld.org/conservation-matters/eea/2009/nwf.htm>

The Green Group focuses on raising awareness of hazards on the environment and ways to help prevent these hazards. Its mission is to promote environmental awareness and combat issues that harm our world. Students in the group seek to include any interested individuals from within the school body. They also work in conjunction with the school’s science and social studies departments whenever possible.

Some activities the group participates in to reduce waste on the earth are recycling paper, plastic, and cans throughout the school day. The Green Group also runs programs to inform people on every issue regarding our planet and what each person can do to help. Some programs Green Group runs are a "Ride your bike to school" day to help rid the air of pollutants for a day while getting exercise.

Most recently, as part of observing Earth Week, the group circulated a petition at WHS. The petition, which has been presented to BOE, requests motion-sensor light switches in the school to conserve energy, automatic faucets in the bathrooms to conserve water, and encourages the use of recycled products in the schools to reuse as much as possible.

EXTERNAL REVIEW

General Business Case in Support of Sustainable Practices

The general business case for schools to adopt sustainable practices has been presented in detail by the U S Green Building Council⁹ on their Build Green Schools website. On average, green schools are “healthier for students and teachers, better for the environment, and cost less to operate and maintain.”¹⁰

Highlights from Other Districts

Similarly to Westlake, many comparable districts and nearby private schools are able to cite examples of sustainability initiatives. Research did not reveal any district with a comprehensive sustainability commitment, yet a few indicated movement towards district-wide sustainability strategies. The table below highlights some of the environmental sustainability activities in similar or nearby districts.

District	Examples
Avon Lake	In November 2008, the ALHS Environmental Club participated in the Environmental Issues Series co-sponsored by Avon Lake Public Library, Avon Lake City Council Environment Committee, and Lake MetroParks.

⁹ US Green Building Council – Build Green Schools
<http://www.buildgreenschools.org/gs101/>

¹⁰ US Green Building Council – About Green Schools
<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1640>

	The club's purpose is to raise awareness on environmental issues through various means and implement student-led initiatives at the HS.
Brecksville/ Broadview Hts.	Part of the Wellness Committee Initiative ¹¹ – Active Recycling of paper, metal, motor oil, fluorescent bulbs, ballasts, and batteries. Procurement procedures modified to use Green Seal certified paper and green janitorial products.
North Olmsted	Renewable Energy - Considering wind turbine project with city ¹²
Beachwood	Green renovation at High School Green Dream Initiative, a marketing campaign featuring the "ultimate green classroom" showcasing green technologies and products. ¹³
Notre Dame Cathedral Latin	Held an Education Summit in May 2009 - Footprints for the Future: Sustainable School, Sustainable World – 800 attendees ¹⁴
Magnificat	Student-led initiatives to incorporate environmental sustainability within the school. Recycling supported by grant from Cuyahoga County Solid Waste District ¹⁵ , Soy-based ink and FSC-certified paper vendor for publications. ¹⁶
Ruffing Montessori, East Side	Ruffing's LEED certified building adds elements to its curriculum, including placing energy and water meters in science class rooms for constant monitoring and evaluation. Its geo-thermal heating and cooling unit is incased in glass as a teaching mechanism. Students

¹¹ Brecksville-Broadview Hts. Wellness Advisory Team 2008 Report
<http://www.bbhcsc.org/documents/File/District/Wellness/Wellness%20Web%20Info.pdf>

¹² North Olmsted Schools Continue to Pursue Plans for Wind Turbine, Cleveland Plain Dealer, December 23, 2008
<http://www.greenenergyohio.org/page.cfm?pageID=2183>

¹³ The Green Dream Becomes a Reality, EcoWatch Ohio Journal, January 2009
<http://www.ecowatchohio.org/pubs/jan09/greendream.htm>

¹⁴ High School Draws 800 People to First-Ever Sustainability Summit, EcoWatch Journal, June 2009, <http://www.ecowatchohio.org/pubs/jun09/highschool.htm>

¹⁵ Cuyahoga County Solid Waste District, School Mini-Grant Program
<http://cuyahogawd.org/education/grant.htm>

¹⁶ Magnificat Has Gone Really Green, Spring 2009
http://www.magnificaths.org/upload/7773%20Spring_FINAL.pdf

	collect food refuse after lunch for placement in the building's composter, which also serves as an educational resource with the school's garden.
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RECOMMENDATIONS

The following table summarizes all recommendations further explained in this document.

Facilities	Leverage facilities challenges to change current practices
	Adopt Green building / LEED standards
	Commit to sustainable maintenance and upgrades
	Benchmark and reduce energy consumption
	Explore electric generation opportunities
	Improve indoor air quality (IAQ)
Operations	Commit to reducing Waste
	Expand recycling efforts
	Adopt green procurement policies
	Encourage greener transportation practices
Education	Increase sustainability-based curriculum
	Expand and enhance green learning spaces
	Incorporate service learning into sustainability curriculum
Moving Forward	Strong support from leadership (board and superintendent)
	Reflect commitment to sustainability in mission and vision
	Develop district-wide taskforce
	Create facility-specific Green Teams
	Set measurable goals
	Engage community resources in developing strategies and goals

Facilities

- **Leverage current facilities challenges to change current practices**

For reasons cited in Westlake's State of Facilities report, it is clear that Westlake will benefit from new approaches to operating and sustaining the districts facilities. Through sustainable-based policies and thoughtful decision-making, Westlake should position itself as a leader in education through it sustainable facilities and operations. This commitment to doing this differently, in alignment with societal and business trends, will strengthen Westlake's position with voters who will consider a signification investment in the district's future.

- **Adopt Green building / LEED standards**

Today, Westlake should pledge to have all of its buildings (including the administration building) certified by the US Green Building Council within 10 years (or the end of the proposed facilities campaign). This commitment will provide a framework for making decisions and allocating resources to ensure goals are met. It will also strengthen the district's ability to win grant awards.

Initiating the LEED for Existing Buildings Operations and Maintenance (EBOM) certification process can begin immediately, and investments towards it will assist with reducing energy costs. A quick analysis of the LEED-EBOM checklist (version 3- 2009) reveals that all of the non-cost, and a few lower-cost options will lead to 28 of the 40 required points for certification (see appendix). For example, changing purchasing policies and procedures and implementing a sustainable construction plan will position the district for success. The district's previous investment in energy efficiency, under HB264, is likely to produce good scores in energy efficiency, one of the high-point categories under LEED-EBOM. What would the cost savings impact be if the district reduced its waste by 50%? Water consumption by 30%?

In committing to build and renovate using LEED standards, the district should plan for slightly higher initial costs, and should be taking steps to evaluate operating budgets for efficiencies and savings. LEED Silver construction is estimated at 1-3% higher cost than traditional, yet that figure does not take into account operational savings. An elementary school achieving LEED-Silver in Colorado reduced its energy consumption by 60%¹⁷.

The Northeast Ohio Chapter of the US Green Building Council has announced an initiative to partner with school districts pursuing facility replacement and upgrades. Westlake Schools can partner with the NEO|GBC to learn more about LEED and the green building process.

¹⁷ Fossile Ridge High School, Fort Collins Colorado
<http://www.usgbc.org/ShowFile.aspx?DocumentID=3392>

- **Commit to sustainable maintenance and upgrades**

The district should not wait until after a bond issue passes, or for its new buildings before it acts on these recommendations. Starting today, the district can begin to realize cost savings in procurement and waste, make modest investments to improve energy efficiency, and begin training the board, staff and students about sustainable building maintenance and operations. Embracing sustainable building practices requires new perspectives. While appearing optional for consideration, economics and political policy may prove this new direction to be mandatory.

- **Explore electric generation opportunities**

Consider the following: Energy rates are rising at roughly 4% per year. Energy (heating, cooling and lighting) typically represents 52% of a building's operations. The district spent \$4.3M¹⁸ in 2008 on operations and maintenance. Compounding costs for energy will become more damaging to the district's finances if steps are not taken to reduce energy consumption.

One possible solution is to consider converting to solar energy. Through Power Purchasing Agreements, (PPA) the district could obtain solar installations on or around its facilities at no cost. Locking in 20-year electric rates (customary with PPA) the District can received triple benefit of:

1. Protecting itself from rising electric rates
2. Achieving points for LEED certification
3. Providing additional curriculum content

Another solution is to install motion and daylight sensors on lighting throughout all buildings. These units could be harvested upon demolition and reused in new facilities. Benefits of installing light sensors today are:

1. Potential reduction in energy consumption by controlling unnecessary lighting
2. Achieving LEED points for using sensors and recycled content in the new buildings

- **Benchmark and reduce energy consumption**

That which is not measured cannot be managed. To position the district for success, the board should begin benchmarking energy use by facility, and to the extent any areas within are sub-metered, those areas as well. A firm understanding and constant monitoring of energy use will allow the district to understand financial implications of rising energy costs and will provide a framework by which it can evaluate systems and lighting for new buildings. For example, under traditional models, the district may have opted to purchase lowest-cost lighting. If, however, the next option is 20% more efficient, it is likely that the higher cost lighting may reduce operating expenses. Understanding

¹⁸ Westlake School District Annual Report, 2007-2008.

where the district is today with its consumption will help it manage the precarious budgeting process between balancing capital investments and lower operating expenses.

- **Improve indoor air quality (IAQ)**

District commitment to reduce environmental contaminants and improve indoor air quality will create a healthier environment for teachers, staff and students. While clean, efficient and well-balanced HVAC systems are part of the indoor air equation, so too are decisions about operations and maintenance including use of caulks, sealants and paints, using non-toxic cleaning techniques and supplies, non-toxic pest containment systems and quality of filters. The US EPA provides clean air guidelines for schools through its program, Tools for Schools¹⁹. Tools for Schools provides a kit and checklist to begin assessing (benchmarking) the District's status and opportunities for improvement.

Indoor Air Quality is also a critical factor in LEED building construction. The addendum contains an example IAQ plan for future reference.

Operations

In the area of operations, it is important to note that steps taken today in operations can result in immediate cost savings.

- **Commit to Reducing Waste**

The district can adopt an overall waste-reduction goal and can leverage technology to reduce paper. The district should also investigate waste streams in cafeteria and adjust to reduce trash by increase recycling or composting. These efforts will likely save costs on hauling fees and contribute to the district's effort to reduce its carbon footprint.

- **Expand Recycling Efforts**

The district's recycling contract needs reviewed so that it supports a robust recycling process at each. LEED requires, as a prerequisite, that each facility have a dedicated recycling area. Recycling should include, at a minimum, paper, glass, plastic, metal, light bulbs and batteries. Whenever possible, the district should identify alternative disposal methods for its waste other than placing it in a landfill. Businesses are reducing waste at rates of 20-50% in a matter of years; the schools can do the same.

Using recycled materials is as important as recycling and reducing waste. The procurement policy should include using recycled-content materials.

¹⁹ US EPA Tools for Schools
<http://www.epa.gov/iaq/schools/>

- **Adopt Green Procurement Policy**
The district should adopt policies that favor green products where possible. Additionally, construction procurement should include sustainable principles. The addendum includes an example sustainable procurement policy.
- **Encourage Greener Transportation Practices**
This recommendation focused on district operations and behavior patterns by all of the district's people. The goal of sustainable transportation is to reduce energy consumption by needless driving and to encourage healthier habits of walking and bicycling. From an operations perspective, the district should be conducting a bus line audit to reduce route redundancy and replacing busses with more energy efficient vehicles where possible. Maintain and improve the bus idling policy and commit to purchasing fuel-efficient vehicles. There are current incentives available for retrofitting busses to bio-diesel and other alternative fuels²⁰.

Behavior modifications include: reward walking and cycling in good weather months, instituting walking groups among parents or retirees for student safety, and rewarding staff' use of public transportation or carpooling. Create designated, close-in parking spaces for fuel-efficient vehicles and car pools.

Education

In the area of education, the recommendations are to continue to offer the opportunities, which are examples of best practice, such as the solar car project at Parkside and the AP Environmental Science course, to expand the sustainability curriculum to all grade levels and the LBMS Environmental Club concept to all schools.

Green spaces are critical for healthy learning as well. More interactive outdoor learning centers will strengthen the district's overall sustainability portfolio. Green learning spaces include gardens, sports facilities, science stations and reflection spaces.

Significant change processes, as will be required to implement a sustainability strategy within the district, create great service learning projects. Students can be engaged in all facets of developing and implementing a sustainability strategy including brainstorming new practices to meet goals, spreading the word about the results the district achieves and researching what others are learning and bringing that knowledge back to the district.

Moving Forward

The 21st Century has already presented the district with at least three challenges, over population, failing facilities and a depressed economy. The question remains if Westlake will emerge from these challenging times as strong as it was before. The Westlake Citizen's Advisory Committee's Go-Green team asserts that Westlake will

²⁰ Diesel Emission Reduction Grant Program / Clean Diesel School Bus Fund Retrofit Grants Program, P. 14
[http://www.clevelandgbc.org/assets/Incentive_Booklet%20May%202009\(1\).pdf](http://www.clevelandgbc.org/assets/Incentive_Booklet%20May%202009(1).pdf)

emerge stronger than before, and its rapid and comprehensive adoption of sustainable practices will assure it secures 21st century competitive advantage.

The Go-Green Team envisions the Westlake City Schools as the premier sustainable Northeast Ohio school district that consistently out performs its competitors on academic standards, financial performance and low environmental impact.

It believes fundamentally that Westlake should leverage its challenges to emerge as the region's leading school district because of its sustainability strategy. Not often do organizations get an opportunity to redefine itself; Westlake can do so now - sustainably.

Business provides a great example of how to integrate sustainability throughout an organization, as a core strategy and part of its identity.²¹ Through business, we learn that the 'how' of implementation is as critical as, if not more, than the 'what' of implementation. Building upon best practice from the private sector, the Go-Green team outlined a framework to guide the district's implementation of these recommendations. The framework includes the following recommendations:

- **Commit to sustainable principles and decision making at the highest levels**

To effectively implement sustainability practices, as part of an overall strategy, there must be solid commitment from the board and superintendent. Including sustainability as a part of the district's identity will ensure greater chances of realizing goals and finding the resources and strength to make meaningful decisions.

This can be accomplished by integrating the concept of sustainability into the district's core value statements, mission and vision. For example:

We Educate for Excellence....Empowering all students to achieve their educational goals, to direct their lives and to contribute to a sustainable society.

The Westlake City School District will provide a dynamic, sustainable, student-centered, 21st century learning environment. Our district will be characterized by high achievement, actively engaged learners, mutual respect, shared knowledge, pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement, efficient and healthy facilities, and tangible results.

- **Designate one person who will facilitate sustainability**

Commonly referred to as the "sustainability director", this person should have direct reporting authority to the Superintendent. This person should be responsible for coordinating strategy formation, goal setting, and plan implementation. Additionally, this person can serve as a connection from the district to other resources within the community, including funders, partners and peers. (Consider the potential of sharing this position with another district.)

²¹ Esty, D, and Winston, A. 2008. Green to Gold.

- **Engage the community by creating a district-wide taskforce**

A district-wide taskforce, including representatives from each facility, students and teachers will be a great resource for taking the first steps towards adopting sustainable practices. The taskforce will benchmark, set goals, measure success, share best practices and celebrate results.

- **Uncover best practices through building-specific Green Teams**

Support the district-wide taskforce should be a Green Team at each facility (including administration). Each team should be comprised of students, faculty and staff and it should identify facility-specific strategies to meet overall district goals. Green teams can incorporate services learning into tracking progress towards goals and planning success celebrations.

- **Set Measurable Goals**

Through its benchmarking efforts, the district will uncover opportunities to save costs, reduce energy consumption and reduce waste. Measurable goals will give everyone within the district a target around which they can rally to implement new practices and achieve the goals. Without measurable goals, such as reducing energy consumption by 20%, reducing waste by 50% in 5 years, or reducing paper consumption by 30%, the district will struggle to achieve real results.

- **Take advantage of Northeast Ohio USGBC pilot program for promoting green schools and other community resources**

Westlake has the opportunity to become the lead school in this effort, led by WHS alum Emily Baunach, which looks at adopting green building practices in districts which are not required by the Ohio Facilities Commission to become LEED-certified.

Including the broader community and local business on the taskforce builds good will and ensures long-term success of the effort. Businesses will be able to show best practice in how to reduce energy and waste. Entrepreneurs for Sustainability²² (E4S) is a network of over 4,000 businesses and sustainability leaders in Northeast Ohio. The Westlake board and leadership should consider engaging community resources as it sets and achieve its goals.

²² Entrepreneurs for Sustainability, www.e4s.org

Appendix – More Information and Sources

Articles

The Top Ten Green Schools in the US: 2006, The Green Guide August 2006
www.thegreenguide.com/doc/115/toptenschools

Ohio's Green Schools Initiative Creates a Healthier Atmosphere for Students, Jobs, and Environment, EcoWatch Ohio Journal, August 2008,
<http://www.ecowatchohio.org/pubs/augsep08/greenschools.htm>

'Sustainability' focus of NDCL 2009 summit, Saturday, May 9, 2009, News-Herald
<http://news-herald.com/articles/2009/05/08/news/nh854219.prt>

High School Draws 800 People to First-Ever Sustainability Summit, EcoWatch Journal, June 2009, <http://www.ecowatchohio.org/pubs/jun09/highschool.htm>

The Green Dream Becomes a Reality, EcoWatch Ohio Journal, January 2009
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'Green' Classes Flourish in Schools, Education Week, February 2009
http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2009/02/04/20alternative_ep.h28.html&destination=http://www.edweek.org/ew/articles/2009/02/04/20alternative_ep.h28.html&levelId=2100

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House OKs \$6.4 billion to make schools greener, cnn.com, May 2009
<http://www.cnn.com/2009/POLITICS/05/14/green.schools/>

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North Olmsted Schools Continue to Pursue Plans for Wind Turbine

Cleveland Plain Dealer, December 23, 2008
<http://www.greenenergyohio.org/page.cfm?pageID=2183>

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Cuyahoga County Solid Waste District, School Mini-Grant Program
<http://cuyahogaswd.org/education/grant.htm>

Ohio EPA, Clean School Bus Fund, April 2009 Awards
http://www.epa.state.oh.us/oeef/Awarded_sum.doc

Websites

Environmental Protection Agency
<http://www.epa.gov/>

GreenFILE (article database)
www.greeninfoonline.com

National Geographic
<http://environment.nationalgeographic.com/environment/>

US Green Building Council
www.usgbc.org

Cleveland Green Building Council
www.clevelandgbc.org

The following pages are additional addendum items for consideration including:

1. "First blush" review of LEED-EBOM certification for applicability with low/no cost items. This document provides a cursory assessment of credits the district could pursue to maximize investment, leverage synergies and gain experience with LEED certification.
2. Corporate-example procurement and waste management policy for reference in creating a district-wide procurement policy
3. Corporate-example IAQ plan for reference in creating a district-wide procurement policy