

# Issaquah School District Sustainability Policy

## Student Draft Proposal 4.22.24

Based on Bellevue's [Sustainability Policy 6811](#) adopted 4/20/23

**PURPOSE:** The Issaquah School District seeks to minimize our impact on the environment and increase our individual and collective agency for creating a sustainable school district, community, and world. We commit to strengthening learning partnerships with the cities of Issaquah, Sammamish, Newcastle, and Renton to align our implementation strategies with their greenhouse gas reduction targets and sustainability actions.

**VISION:** All students graduate educated for a sustainable future able to solve problems and make decisions at the intersection of ecological, economic, and social systems. See:

- [OSPI Integrated Environmental Sustainability K-12 Learning Standards](#)
- [OPSI Environmental Literacy Plan](#)
- [Educating for Sustainability National Action Plan](#)

## A. Three Pillars of Sustainability

The three pillars of sustainability practices below serve as a guide for the District's sustainability commitment.

**PILLAR #1: District Resources:** District resource decisions improve sustainable conditions measured in alignment with the greenhouse gas reduction goals and sustainability actions determined by the cities of Issaquah, Sammamish, Newcastle, and Renton. For example:

- a. green building, clean, renewable energy heating and cooling systems, remodeling, and maintaining our facilities including grounds,
- b. sustainable travel within and outside of the district, including air travel, transitioning to electric vehicles, electric school buses, and safe routes for biking to school,
- c. food and nutrition services, outside catering, and the food and drink items we purchase,
- d. environmental purchasing (the amount and types of goods and services)
- e. city-led GHG reduction targets: 50% by 2030 and 80% by 2050 from a 2011 baseline. Set a goal to increase these timelines to match [Washington State Goals](#) of 95% Net Zero by 2050 (based on 1990 levels).

**PILLAR #2: Environmental Safety:** Consistent with the District's obligation to keep students and staff safe, the District will prioritize environmental safety in all district buildings to manage for resilience, accounting for changes in weather patterns, air quality, heat waves, flooding, and other health conditions by:

- a. monitoring and filtering air quality
- b. creating alternatives to indoor/outdoor activities when necessary
- c. supporting those with unique health needs,
- d. anticipating and preparing for future climate-related impacts, and
- e. collaborating with city and county environmental justice and resilience plans.

**PILLAR #3: Collective Understanding and Student Voice:** Consistent with the District *Vision*, the connection between individual and collective choices, actions, the physical world, and equitable outcomes for all people, will be emphasized throughout the student experience including curriculum, instruction, student activities, and services to students.

The Superintendent and Board will create opportunities for students to provide input into the design, implementation, review, and revision of sustainability work in collaboration with other stakeholders. District staff and volunteers will encourage student voice and agency by developing student expertise and supporting student-driven sustainability activities and projects that align with city climate action goals.

## **B. Implementation:**

**To implement the three *Pillars of Sustainability*, the Superintendent will develop a procedure to accompany this policy which includes but is not limited to the following:**

**1. Action Plan:** A three-year “Sustainability Action Plan” for Board approval that sets forth the actions and steps that will be taken beginning with the 2024/25 school year to address each pillar, and will include goals, targets, and measures publicly shared on a prominent school district webpage dedicated to sustainability with open opportunities for student, staff, and community engagement. Long term GHG emission targets (2030, 2040, 2050) **and a pathway to achieve them** will be established as part of the 3-year Plan as identified in Pillar 1e. The Superintendent will review the Sustainability Action Plan annually.

**2. Schedule for reducing negative impact and increasing positive impact:** A schedule will be developed for reducing our negative impact and increasing our positive impact on the environment aligned to the three pillars and in close collaboration with the cities of Issaquah, Sammamish, Newcastle, and Renton.

**3. Timeline for integrating sustainability topics into the curriculum:** A timeline for integrating sustainability content, systems thinking, and student agency into our curriculum will be developed, consistent with State [K-12 Environmental and Sustainability Standards](#), and aligned with global competencies.

**4. Community engagement:** A process for how the District will openly and continuously engage the community in the work of the District and our partner cities in rapidly advancing a sustainable future. Community engagement will center student voice and reflect and honor the diversity and multiple perspectives of the community. The process will include the creation and maintenance of a community sustainability advisory group including 50% student membership that shall meet at least quarterly to provide feedback and recommendations on the District’s Sustainability Action Plan.

**Notes:**

This Student Draft was prepared and submitted by the ISD Student Sustainability Ambassadors who each sought buy-in from their respective school communities.

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**References:**

- 2320 Field Trips, Excursions and Outdoor Education
- 3112 Student Safety and Wellbeing
- 2410 Graduation Requirements
- 4110 Community Advisory Groups
- 4260 District Facilities
- 6600 Transportation
- 6640 School-owned Vehicles
- 6800 Safety, Operations and Maintenance of School Property
- 6900 Facilities Planning