

EBACA - CLIMATE CHANGE, ENVIRONMENT AND SUSTAINABILITY POLICY

The purpose of this policy is to address climate change, environment and sustainability issues comprehensively and to integrate planning and action on those issues into the mission of the public schools. The Framingham Public Schools seeks to create opportunities to integrate environmental efforts that are conducive to learning, reduce operating costs, and demonstrate leadership on climate to the community. Those plans shall include the following goals and objectives for the school district wherever feasible:

1. Reduction of the school district carbon footprint through various means including, but not limited to:
 - a. Energy efficiency improvements in all school buildings
 - b. Maximize energy efficiency in all new school buildings
 - c. Solar roof installations
 - d. Solar canopies in parking lots
 - e. Energy efficient lighting upgrades, inclusive of automatic timers to save energy
 - f. Electric heat pump installations for heating and cooling buildings
 - g. Purchase of electric vehicles, rather than gasoline powered vehicles
 - h. Electric vehicle charging stations
 - i. Prioritization of electric vehicle use by transportation and other services contracted or hired by the school district
 - j. Replacement of other gasoline powered equipment, such as landscaping equipment, by electric powered equipment
 - k. Tree planting on school properties and support for student lead tree planting initiatives in the city at large
 - l. Reduction of travel between schools for staff meetings by the use of remote meeting tools
 - m. Provision of remote meeting options as an alternative to physical meetings for parents and other parties who might otherwise travel to our schools, or who have limited time or access to transportation
 - n. Reduction of paper usage by employing digital tools
 - o. Reduction of paper usage by more effective use of printed pages, with better formatting, such as using smaller margins, smaller heading fonts, single spacing
 - p. Use of tools to manage paper use, including tracking printing and copying and providing regular reporting
 - q. Vendor selection
 - r. Municipal aggregation
 - s. Wind power
 - t. Severe weather migration
 - u. Sourcing supplies locally where possible to reduce the transportation carbon footprint

- v. Proper maintenance of school located sports facilities to reduce the need for transportation to other facilities
 - w. Use of gym equipment which generates electricity when used
 - x. Expansion of onsite food production for school cafeterias
 - y. Offering lower carbon footprint options in the cafeterias, including approaches like Meatless Mondays, more vegetarian options
2. Reduction of the school district waste stream and water usage through various means including, but not limited to:
- a. Pay special attention to opportunities presented in the food service operation, as in school cafeterias
 - b. Elimination of the use of non-recyclable plastics, like styrofoam and plastic bags or wrappers
 - c. Collection and recycling of recyclable plastics
 - d. Collection and recycling of paper, glass and metal
 - e. Collection of compostable waste, including food waste from school cafeterias, and arranging for that waste to be composted by the city or composting organizations
 - f. Reduction of paper towel usage in bathrooms by use of touchless hand drying systems where consistent with health objectives such as airborne disease spread
 - g. Reduce single use items in favor of multi-use items where possible
 - h. Provide recycling support for each classroom
 - i. Collection of rainwater for use in gardens
 - j. Use of greywater in building design
 - k. Use water efficient bathroom devices
3. Expansion of awareness, education and engagement on climate change, environment and sustainability issues through various means including, but not limited to:
- a. Review of all communications within the school district to ensure that they include, where appropriate, information to further this cause. This include tools like newsletters and information streamed through the high school cafeteria display monitors
 - b. Regular school system wide reporting on progress towards goals set for progress on climate change, environment and sustainability, such as tracking paper usage reduction in terms of monthly tree equivalent used
 - c. Provision of channels for ongoing student input on all of these matters
 - d. Hold events through the school year which support this effort
 - e. Expansion and promotion of sound information on these topics at all levels: high school, middle schools and elementary schools
 - f. Expansion and promotion of current course electives in these areas in the high school
 - g. Integration, where appropriate, of these topics into existing courses of instruction at all grade levels

- h. Provision of opportunities for students to participate in extracurricular projects and activities in these areas at all grade levels
 - i. Encouragement of student government to include these areas in its scope of operations
 - j. Ensure this effort includes after school programs
 - k. Support of invited talks, lecture series, seminars, forums and other means of educating and inspiring engagement on these issues by students, staff and the community at large
 - l. Creation of greenhouses at schools to foster year round access to plant study opportunities
 - m. Creation of gardens at each school, including rain gardens and pollination gardens
 - n. Considerations of environmental justice
 - o. Considerations of these matters, not just in a school district context, but also in a city context
 - p. Considerations of menu selection and offerings, such as Meatless Monday
4. Reduction of environmental pollution and contamination, both external and internal, through various means, including but not limited to:
- a. Elimination of uncontrolled stormwater runoff from school properties, including parking lots and school roofs. Include rain gardens in solutions where feasible and appropriate
 - b. Minimization of school bus and private vehicle idling on school property
 - c. Elimination of asbestos in school buildings
 - d. Elimination of lead paint in school buildings
 - e. Use of certified safe cleaning materials
 - f. Use of the safest level of air filtration in school air handling systems, including upgrading air handling systems where necessary, as investing in ventilation upgrades will make indoor air temperatures more comfortable and healthier for students and educators
 - g. Minimization of the use of pesticides
 - h. Elimination of the use of herbicides and chemical fertilizers
 - i. Ensuring that, where artificial turf is used in sporting fields, toxic chemicals are not present in such installations
 - j. Ensuring that drinking water is safe in all buildings
 - k. Ensuring that great care is taken to guarantee that science laboratories are not sources of pollution or contaminants
 - l. Maintenance of compliance with rules, regulations and guidelines of both state and federal EPA, state DEP and OSHA.
 - m. Continuous action to address environmental pollution problems at all schools.
 - n. For any properties jointly managed by the Framingham Public Schools and City Parks, Recreation, and Cultural Affairs Division, or Parks Department land

abutting school property and/or utilized by the school community, the School Committee encourages that both offices work to maintain and improve existing recreation facilities by utilizing management techniques to maximize ecological benefits and minimize risks to the community from flooding, extreme weather, pollution, pests, etc.

5. Severe weather mitigation
6. All newly construction school buildings shall:
 - i. Be fully electrified, and climate resilient
 - ii. Heat and cooling should be supplied by clean all-electric heating and cooling systems, not oil, propane, or gas-fueled systems
 - iii. Parking lots should offer electric vehicle (EV) charging stations for staff and/or visitors
 - iv. Schools built on or near historic wetlands or in floodplains should take into account precipitation modeling for 2070 and beyond; this may entail a raised structure or building in an alternate location
 - v. Architects retained by the District are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs and efficiency in energy needs
7. Expansion of the district strategic plan to include climate change, environment and sustainability plans consistent with this policy
8. Annual review of this policy and the associated plans by the school administration and the School Committee
9. Communication of this policy, its associated plans and their importance to the city administration (including the Sustainability Office and the Parks, Recreation, and Cultural Affairs Division) and the City Council and support of durable collaboration with those bodies to achieve its objectives

CROSS REF.:

EC - BUILDINGS AND GROUNDS MANAGEMENT

EEBAA POLICY ON FUEL EFFICIENT VEHICLES

EEBAA-E FUEL EFFICIENT VEHICLE REPLACEMENT PLAN

EEAJ - MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

FA - FACILITIES DEVELOPMENT GOALS

