



Corvallis
SCHOOL DISTRICT

SUSTAINABILITY MANAGEMENT PLAN

DECEMBER 2023



Balancing the mutually interdependent areas of education, environment, society, and economy.



Acknowledgments

A team of dedicated staff guided the development of both the 2019 Sustainability Management Plan and this 2023 update. This document is a tribute to their devoted efforts to connect students with the environment and to show students, staff, and the community the positive impacts that can be achieved through education, awareness and action.

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We also want to acknowledge our School Sustainability Leaders (SSLs) for moving the District's sustainability work forward in each of our schools. Many of our successes since 2018 have been supported by the SSLs dedicated efforts, and they will be critical to moving forward the goals and strategies in this updated plan over the coming years.

Kandy Chavez, Adams Elementary
Tyler Wilson, Bessie Coleman Elementary
Mara Burke, Franklin K-8
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Sustainability Management Plan Executive Summary

Superintendent's Message

I am pleased to share the Corvallis School District's 2023 update to the Sustainability Management Plan (SMP). The original SMP, developed in 2019, was informed by our core values for educational design and helped us set a course for a more sustainable future. This 2023 update will guide Corvallis School District in the next phase of our sustainability work by identifying measurable goals and actionable strategies.

Since we deployed our original 2019 Plan, the district has seen great success, including the integration of sustainable design features into new construction and major upgrades, the implementation of waste audits at some schools, expanded bike education, and the expansion of Green Teams and School Sustainability Leaders to each school. At the same time, the Covid-19 global pandemic created unprecedented challenges. Staff faced competing priorities associated with changing conditions and

operational safety considerations resulted in significant shifts in energy and water usage and changes in transportation patterns. Pandemic precautions and school closures also impeded the district's ability to collect some baseline data, for example in the transportation and food and waste action areas. As a district we remain committed to student engagement in real-world learning and community partnerships. This Plan creates opportunities for students and staff to engage for the first time—or to reengage—with sustainability best practices.

Thank you to our Director of Facilities and Transportation Kim Patten for leading this work and thank you to the committed staff and Green Team students who are already leading the way throughout the district as they demonstrate how to build community, get involved, and contribute to a more sustainable future for all of us.



Ryan Noss
Superintendent
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Plan Overview

Corvallis School District views sustainability as a natural extension of the district’s mission and integral to our built environment, our practices, and our core values. Adoption of the Corvallis School District 2019 Sustainability Management Plan (SMP) marked the formal beginning of work to integrate sustainability into all aspects of District work and ensure that sustainability values guide future decision-making. This 2023 update to the SMP builds on work completed over the last four years to refresh the district’s goals and strategies in light of progress made and lessons learned.

The updated plan renews the district’s commitment to its sustainability vision and provides a foundation for institutionalizing sustainability throughout its operations. Achieving our goals will require participation and coordination across all district departments, and between staff, students, and the wider community to ensure that sustainability is at the core of our work.

Sustainability Vision Statement

Corvallis School District will meet the educational, environmental, social, and economic needs of its students and community without compromising the ability of future generations to meet their own needs through balancing the mutually interdependent areas of education, environment, society, and economy.

This plan describes progress made since 2019 and updates our sustainability goals within each of the district’s five action areas:



Energy & Water



Facilities



Transportation



Food & Waste



Leadership

In support of the district’s updated goals, the plan identifies priority strategies within each action area that will be implemented in school years 2023/24 and 2024/25. Additionally, this plan update builds out work plans for each strategy to ensure that we are prepared for successful implementation.

Plan Update

This plan update was not created from scratch. Instead, this document reflects 4-years of implementation and learning, grounded in an evaluation of new data and trends, and informed by input from district staff and community members provided through a series of facilitated workshops. With the SMP guiding action, the district has made significant progress since 2019 with notable achievements including:

- Integration of sustainable design features into new construction and major upgrades completed through the 2018 Facilities Bond.
- Waste audits were completed at some schools.
- Expanded bike education program, including a bike pop-up event.
- Establishment of Green Teams and School Sustainability Leaders at each school.


However, the path since 2019 has not been straightforward. A review of updated data trends and progress revealed several key takeaways that informed data interpretation and revisions to the district's sustainability goals and strategies:


- The Covid-19 global pandemic had a significant impact on district operations and implementation of the SMP, including:
 - » Facility closures and operational changes impacted data trends, including building energy and water use.
 - » Transportation patterns were impacted by operational changes and ongoing health and safety concerns with shared transportation, including school buses.
 - » School closures and safety measures impacted the district's ability to collect data and establish baselines in the transportation and food and waste action areas.
- While the integration of sustainability features in Facilities Bond projects will have positive impacts for years to come, there were impacts associated with construction, including:
 - » Resource use patterns were not reflective of typical operations, for example, increased water use for the establishment of new landscaped areas.
- Staff faced competing priorities associated with changing conditions and requirements during the pandemic.


A comprehensive review of the 2019 SMP plan goals and progress is provided in [Appendix C: SMP Progress Review](#). A summary of new and updated sustainability goals and strategies included in the 2023 – 2025 Corvallis School District is provided on the following pages.





2023-2025 Goals and Strategies

| | |
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|  <p>Energy & Water</p> | <p>Goal EW-1: By 2025, establish an updated energy and water use benchmark for all facilities.</p> <ul style="list-style-type: none"> • Strategy EW-1.1: Track utility use and costs by building and review trends quarterly. • Strategy EW-1.2: Use Portfolio Manager to determine the ENERGY STAR score for each building, make the scores publicly available, and create plans to address facilities that do not qualify for ENERGY STAR Certification. |
| | <p>Goal EW-2: By 2025, reduce water use by 5% compared to the 2018 baseline.</p> <ul style="list-style-type: none"> • Strategy EW-2.1: Work with the City and/or other local partners to improve water use data access and quality. • Strategy EW-2.2: Develop a program to routinely identify and repair water leaks. • Strategy EW-2.3: Identify all water meters with irrigation use and ensure that use is metered separately. • Strategy EW-2.4: Establish and implement irrigation schedules. |
| | <p>Goal EW-3: By 2025, reduce district-wide site Energy Use Index (EUI) by 30% compared to the 2018 baseline.</p> <ul style="list-style-type: none"> • Strategy EW-3.1: Create a building shutdown checklist and train staff to complete before each extended school break. • Strategy EW-3.2: Complete two-year post occupancy recommissioning. |

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|  <p>Facilities</p> | <p>Goal F-1: Continue implementation of sustainable design guidelines for new construction and major renovation projects.</p> <ul style="list-style-type: none"> • Strategy F-1.1: Continue to implement sustainable design standards for all new construction and major renovations. • Strategy F-1.2: Continue monitoring and communication of Bond Program sustainable design impacts. |
| | <p>Goal F-2: By 2025, establish a district-wide indoor environmental monitoring program.</p> <ul style="list-style-type: none"> • Strategy F-2.1: Document existing indoor learning environment standards and monitoring systems. • Strategy F-2.2: Develop a plan to review, document and address indoor environmental concerns. |
| | <p>Goal F-3: By 2025, establish a district-wide landscaping environmental program.</p> <ul style="list-style-type: none"> • Strategy F-3.1: Document existing standards, education, and maintenance practices related to landscaping environments district-wide. • Strategy F-3.2: Develop an education and communications plan to raise awareness of landscaping environmental systems. |

| | |
|---|--|
|  <p>Transportation</p> | <p>Goal T-1: Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.</p> <ul style="list-style-type: none"> • Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies. • Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school including use of district bus service. |
| | <p>Goal T-2: By 2025, increase active and shared transportation trips to school by 10% compared to 2023 baseline.</p> <ul style="list-style-type: none"> • Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school. • Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program. • Strategy T-2.3: Review and update elementary school Safe Routes to School by 2025. |

| | |
|---|---|
|  <p>Food & Waste</p> | <p>Goal FW-1: By 2024, develop a process for tracking district-wide waste generation, diversion rate and waste stream composition on an ongoing basis.</p> <ul style="list-style-type: none"> • Strategy FW-1.1: Perform annual waste audits to inform understanding of waste stream composition. • Strategy FW-2.1: Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school. |
| | <p>Goal FW-2: By 2025, reduce district waste sent to landfill per student by 5% from 2024 baseline.</p> <ul style="list-style-type: none"> • Strategy FW-2.1: Discourage use of single-use plastics in district facilities. • Strategy FW-2.2: Monitor composting and recycling stations to promote good practices and reduce waste stream contamination. • Strategy FW-2.3: Pilot an all-reusable materials kitchen operation at one school. |

| | |
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|  <p>Leadership</p> | <p>Goal L-1: By 2025, develop a strategy and implement a timeline to include Oregon Environmental Literacy Standards in district curriculum</p> <ul style="list-style-type: none"> • Strategy L-1.1: Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process. • Strategy L-1.2: Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards. • Strategy L-1.3: Provide annual District-level opportunities to exhibit student projects and work related to sustainability. • Strategy L-1.4: Hold an annual training fair for district staff. • Strategy L-1.5: Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-District collaboration and peer learning. |
| | <p>Goal L-2: By 2025, integrate sustainability considerations across district-wide operations, purchasing policies, and building design.</p> <ul style="list-style-type: none"> • Strategy L-2.1: Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making. • Strategy L-2.2: Review and update the district-wide Sustainability Design Guidelines. |



Introduction



In 2019, Corvallis School District developed a Sustainability Management Plan (SMP) for district operations. The plan was designed to operationalize the district’s 2011 Sustainability Policy by institutionalizing and structuring district-wide sustainability activities. The SMP was informed by recommendations provided by a Sustainability Task Force and was developed to build a culture of sustainability throughout the district and integrate sustainability values into future decision making. Finally, the SMP was always intended to act as a starting point for action, iteration, and continuous improvement.

The path since 2019 has not been straightforward. In the years since 2019, the district has weathered a global pandemic, completed almost \$200 million in facility upgrades to nearly all schools, and faced challenges with staff capacity and direction. Despite that, significant progress has been made, including the implementation of design standards to ensure that major construction projects under the 2018 Facilities Bond Program optimize building performance and contribute to sustainability goals. This 2023 update to the SMP evaluates progress and updates the district’s goals and strategies for 2023 – 2025.

This SMP provides the foundation for institutionalizing sustainability district-wide, and for future adaptation and improvement over time. Integrating sustainability throughout our operations will require participation by all district departments, staff, and students, supported by a dedicated part-time sustainability specialist. The success of this plan ultimately relies on the people that give their time and effort to implementing the strategies identified and ensuring that sustainability is at the core of our work.

Plan Development Process

Figure 1 describes the plan development process whereby project consultants, Brendle Group, worked with district leadership to collect data, benchmark against the 2010 baseline, and evaluate trends since 2019.

District staff then participated in a facilitated workshop to review the updated data, evaluate progress, and discuss what had gone well and what could be improved from implementation of the 2019 SMP.

During subsequent workshops, key staff representing each of the plan’s core action areas reviewed updated goals and strategies to inform the development of actionable work plans.

Finally, the draft plan was presented to a group of community partners for further review, feedback, and connection to broader community priorities.



Figure 1. Corvallis School District Sustainability Management Plan update process.

Existing District Policies and Efforts

This SMP update represents a step forward for Corvallis School District and identifies specific, actionable next steps. In doing so, the plan builds on years of sustainability action by the Corvallis School District. This section describes existing policies and efforts that helped to lay the foundation for future success.

Corvallis School District Sustainability Policy

Adopted March 14, 2011

This policy states that sustainability, defined as “meeting the educational, environmental, social, and economic needs of present generations without compromising the ability of future generations to meet their own needs,” is a natural extension of the district’s core values. It goes on to outline the ways in which sustainability will be demonstrated throughout the district:

- 1. Leadership in sustainable management** — striving to balance educational, economic, social, and environmental issues in our daily decision-making.
- 2. Leadership in student achievement** — incorporating environmental, social, and economic sustainability concepts in our education of students.
- 3. Leadership in fostering student health and well-being** — providing a physical environment that promotes the health, productivity, and safety of students and staff.
- 4. Continual improvement** — seeking new, expanded, and improved ways to create a sustainable and restorative future (Corvallis School District 509J, 2011).



Oregon Green Schools

2006-current

While Crescent Valley High School was the first in the district to become an Oregon Green School (in 2006-07), all schools in the district are now participating in the Oregon Green Schools (OGS) program. OGS provides a framework for high school students, school clubs, School Sustainability Leaders (SSLs) and other staff to strive toward varying levels of certification. The program focuses on energy, water, and waste, and Corvallis District Schools have used OGS resources to complete waste audits and work towards composting certification. Schools can also use the program to set other goals and can progress through the system from Entry to Premier certification.



For more information on OGS, please visit their website at OregonGreenSchools.org.

Core Values for Educational Design

Ongoing

The district's core values were thoughtfully considered as the SMP was developed in order to ensure that opportunities to support them are maximized where most applicable for each action area. These core values include collaborative relationships, inclusive learning environments, real-world learning, community connections, and adaptability. The district's statements are provided in [Appendix A: Core Values for Educational Design](#).

Site-based Sustainability Leadership

2016-current

This district program allows for school-based staff (teachers or other) known as SSLs to participate in a limited number of annual sustainability workdays, support sustainability efforts at their schools, and receive a small stipend for the additional required work. As of 2023, all schools now have an SSL in place, completing a district-wide network of on-the-ground implementers that serve to rally school efforts and keep a pulse on what is working at each school.



Sustainability Task Force

2017-2018

Building off the 2011 board policy outlined below the table and associated guidance stating that "Environmental sustainability concepts and practices will be included as part of planning and budgeting," a Sustainability Task Force was convened. This task force looked at developing a 5-year sustainability plan, including actionable goals formatted around the Green Ribbon Schools framework. The eventual outcome of that task force was to commission this SMP to provide an actionable means of implementing sustainability in the district.

Strategic Energy Management Program

FY2017-Current

The district is participating® in the Strategic Energy Management (SEM) program through the Energy Trust of Oregon. Through this ongoing program, the district identified low and no cost energy saving measures that were implemented in FY 2018 and resulted in continued energy and cost savings. This planning effort is structurally very similar to the SMP effort, with a process designed to address immediate opportunities while building a longer-term ongoing effort to monitor and manage energy use. Typically, energy management is one of the most resource intensive elements of a SMP. Using this resource in tandem with the SMP provides support in this area so that other efforts can be advanced even further.

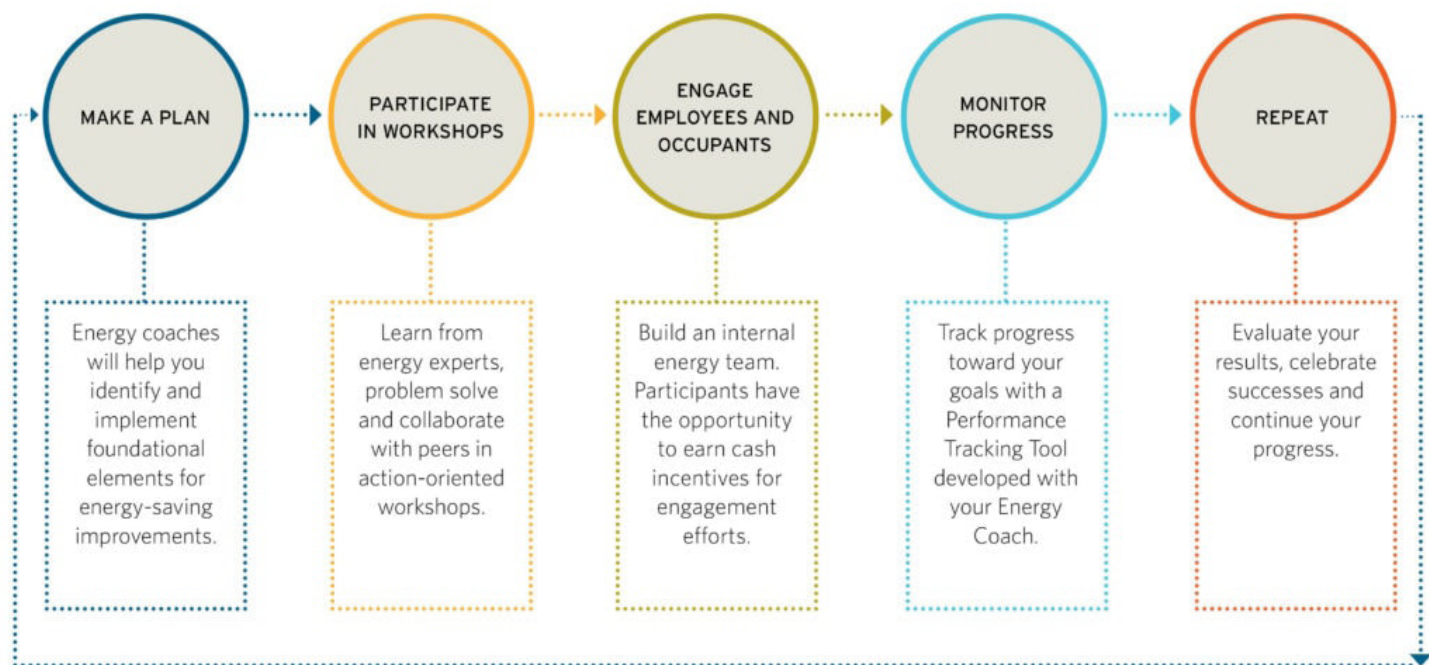


Figure 2. How the Energy Trust of Oregon Strategic Energy Management program works (Energy Trust of Oregon, n.d.)

For more information on the SEM program, visit the Energy Trust of Oregon’s website at EnergyTrust.org.

2019 Sustainability Management Plan

2018-2019

Development of the 2019 SMP began in 2018 when the district hired consultants, Brendle Group, to develop the plan. The plan was grounded in the 2011 Board Sustainability Policy described above and based on input provided by a Sustainability Task Force in 2017 - 2018. The plan identified the district’s five core action areas, established a baseline of key metrics, developed goals, and prioritized strategies for implementation. Strategies were cataloged and prioritized based on community priority, impact, student engagement, and practicality. The framework, goals and strategy catalogue developed for the 2019 plan formed the basis for this 2023 update. The 2019 plan also included a Strategy Work Plan template which was used during this update. [Appendix C: SMP Progress Review](#) provides an update on 2019 plan goals.

Facilities Bond Program and Sustainable Design Guidelines

2018-2023

In May 2018, Corvallis voters approved an approximately \$200 million capital construction bond, enabling us to transform aging district infrastructure and provide more innovative and equitable opportunities for students. In May 2022, the bond program reached a major milestone with all construction projects under contract and all projects anticipated to be complete by the end of 2023.

Sustainable Design Guidelines

Sustainable Design Guidelines were developed and implemented through the bond program, including measures to improve energy efficiency; heating, ventilation, and air conditioning equipment (HVAC) and temperature, ceiling fans, daylighting, and acoustic precautions. Measures implemented through the bond program have improved the energy efficiency of district buildings and will continue to produce energy and financial savings for years to come.

A list of some of the sustainability projects included in the Bond Program are described below and schools with these features are shown in Table 1. Signs highlighting these features can be found around each school to engage students and staff.

- **On-Site Solar Electricity Generation:** Solar arrays installed on roofs or school grounds provide clean, renewable energy to the building and provide opportunities for students to learn about renewable energy generation.
- **WaterSense Low-flow Water Fixtures:** High efficiency plumbing fixtures that use less water have been installed throughout district buildings to reduce water use.
- **Water Bottle Filling Stations:** Water bottle filling stations are installed throughout schools to encourage the use of reusable water bottles, reducing the environmental impacts caused by single-use plastic water bottles.
- **Connecting the Classroom to Nature:** Interior learning spaces have easy access to outdoor learning areas. Large operable windows in all primary classrooms promote connections between students and the natural environment.
- **Bicycle and Pedestrian Friendly:** To promote the health of our community and environment, active transportation is encouraged. Sidewalks around the school have been designed to support multi-modal transportation and there are bike parking spaces for students and staff.
- **Green Infrastructure for Stormwater Management:** Stormwater management reduces runoff of rainwater or melted snow to prevent flooding. The stormwater detention ponds collect runoff allowing the water to soak into the ground and slowly release downstream to create a healthy outdoor environment.



Table 1. 2018 Facilities Bond sustainable building features.

| School Name | On-Site Solar Electricity Generation | WaterSense Low-flow Water Fixtures | Connecting the Classroom to Nature | Bicycle and Pedestrian Friendly | Green Infrastructure for Stormwater Management |
|------------------------|--------------------------------------|------------------------------------|------------------------------------|---------------------------------|--|
| Adams | | | | | |
| Bessie Coleman | | | | | |
| Cheldelin | | | | | |
| CHS | | | | | |
| College Hill | | | | | |
| CVHS | | | | | |
| Franklin | | | | | |
| Garfield | | | | | |
| Kathryn Jones Harrison | | | | | |
| Letitia Carson | | | | | |
| Lincoln | | | | | |
| Linus Paulding | | | | | |
| Mt. View | | | | | |

Community Sustainability Efforts

The City of Corvallis and Corvallis residents have been actively promoting and supporting sustainability efforts for many years. The City of Corvallis adopted a Climate Action Plan (CAP) in December 2016 and created a Climate Action Advisory Board in 2018 to guide implementation of the plan. The Climate Action Advisory Board 2022 annual report outlines activities and work completed during the prior year along with the board’s 2023 work plan (City of Corvallis, 2022). The CAP sets a goal of a 75% reduction in greenhouse gas emissions by 2050 compared to 1990 levels, while the revised framework includes even more aggressive goals across a wide variety of sustainability topics. Visit the City of Corvallis website for more information on the [Climate Action Plan](#) and [sustainability efforts](#). The sustainability website also provides links to the other community sustainability pages including Benton County, Oregon State University, and the Corvallis Sustainability Coalition (the Coalition).



The Coalition is a network of organizations and individuals in Corvallis working together to create a sustainable community through grassroots leadership. The Coalition developed a [community sustainability framework](#) in 2008 which was updated in 2013 and 2018 (Corvallis Sustainability Coalition, 2019). The coalition has been an active part of promoting and supporting sustainability efforts in the district and will continue to be a community partner for several of our 2023 - 2025 strategies.

Sustainability Management Plan Framework

Sustainability Vision

The district believes that sustainability is a natural extension of the district’s core mission and values and critical to achieving a healthy future for its students, staff, the district, and the State of Oregon. Our vision statement is a declaration of our intent and guides decision making across our operations.

Sustainability Vision Statement

Corvallis School District will meet the educational, environmental, social, and economic needs of its students and community without compromising the ability of future generations to meet their own needs through balancing the mutually interdependent areas of education, environment, society, and economy.

Action Areas

The district’s sustainability work is organized into five key areas of action:



Energy & Water



Facilities



Transportation



Food & Waste



Leadership

Data Tracking

Each of the action areas is introduced with an overview of key data relating to that action area, including trends and progress takeaways since 2010 and 2018/19 for Energy & Water, Facilities, Transportation, and Food & Waste. The Leadership action area does not have a quantified data baseline.

Plan Successes and Ongoing Efforts

The plan highlights successes along with ongoing efforts within each action area. This serves to recognize and celebrate work completed to-date and identify opportunities for progress.

Goals

The 2019 SMP developed SMART goals (see Figure 3) within each action area (see [Appendix C: SMP Progress Review](#) for a summary and progress update on the 2019 plan goals). During this plan update, each of the plan goals was revisited and revised if necessary to ensure that goals remain SMART in the context of emerging priorities and progress made to-date. While some plan goals are more qualitative or programmatic in nature, others are tied to key data metrics. Where quantitative goals have been identified, the data is either already readily available, or will be collected as part of plan implementation.

This 2023 SMP update includes 12 goals across the plan's five key action areas.

Strategies

Strategies are the actions and initiatives that the district can pursue in support of the SMP vision and goals. During development of the 2019 SMP, multiple workshops were held to identify and prioritize strategies for each of the action areas. The full list of prioritized strategies is included in [Appendix G: Sustainability Strategy Library](#) and was used as the basis for evaluation and reprioritization for this 2023 plan update. While only priority strategies are identified within the body of this plan and have detailed work plans in [Appendix F: Strategy Work Plans](#), the full list of strategies will be maintained and used to inform future plan updates.

The plan identifies 28 strategies for implementation in FY 2023/24 and FY 2024/25.

Implementation

The implementation section of this plan details the specific processes by which the SMP will be brought to life through district-wide action. These processes will be revised as needed by district staff but provide a solid foundation based on best practice from which to start. Figure 4 illustrates our iterative approach to implementation.

The plan identifies an estimated 1,400 hours of work needed to implement the district's priority strategies and make progress towards our goals. This work will not be the work of one, but will be spread across at least 20 district positions, with coordination by a dedicated sustainability specialist and additional support from SSLs, student green teams, and external consultants.

Smart Goals — What Are They?

SMART goals are a method of goal-setting to create an actionable plan for results.

- S – Specific:** What exactly do you want to achieve?
- M – Measurable:** How do you know when you've achieved it?
- A – Attainable:** Is it something you have control over?
- R – Relevant:** Why is this applicable?
- T – Timely:** When do you want to achieve the goal?

Figure 3. SMART goals overview.

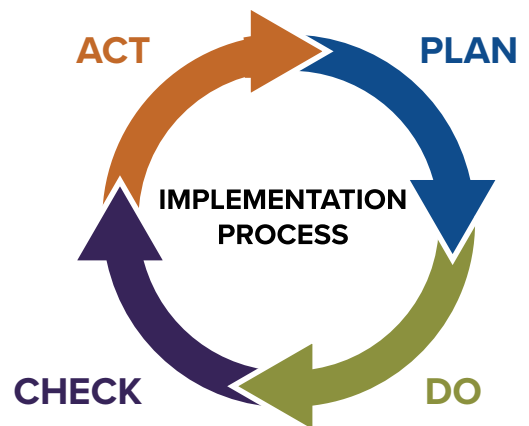


Figure 4. Sustainability Management Plan Implementation Process.





Action Area #1:

Energy & Water



This action area centers around a commitment to reduce the district’s impact on natural resources through energy management and water conservation practices. The goals and strategies outlined in this action area expand on the district’s previous energy and water management efforts and contribute to the community’s sustainability goals. This action area reinforces and leverages the significant work already achieved through the 2018 Facilities Bond efforts and by members of the district facilities team.



Data Observations and Key Takeaways

TOTAL ENERGY AND WATER COST

Energy and water bills represent about 1% of the district’s overall budget. To better understand the district’s overall use and identify opportunities for conservation and cost savings, spending trends since the 2010 fiscal year were reviewed at the district and facility scale. Detailed results are provided in [Appendix B: Baseline Data](#). Figure 5 shows the total cost of energy and water over the last 12 fiscal years broken out by source.

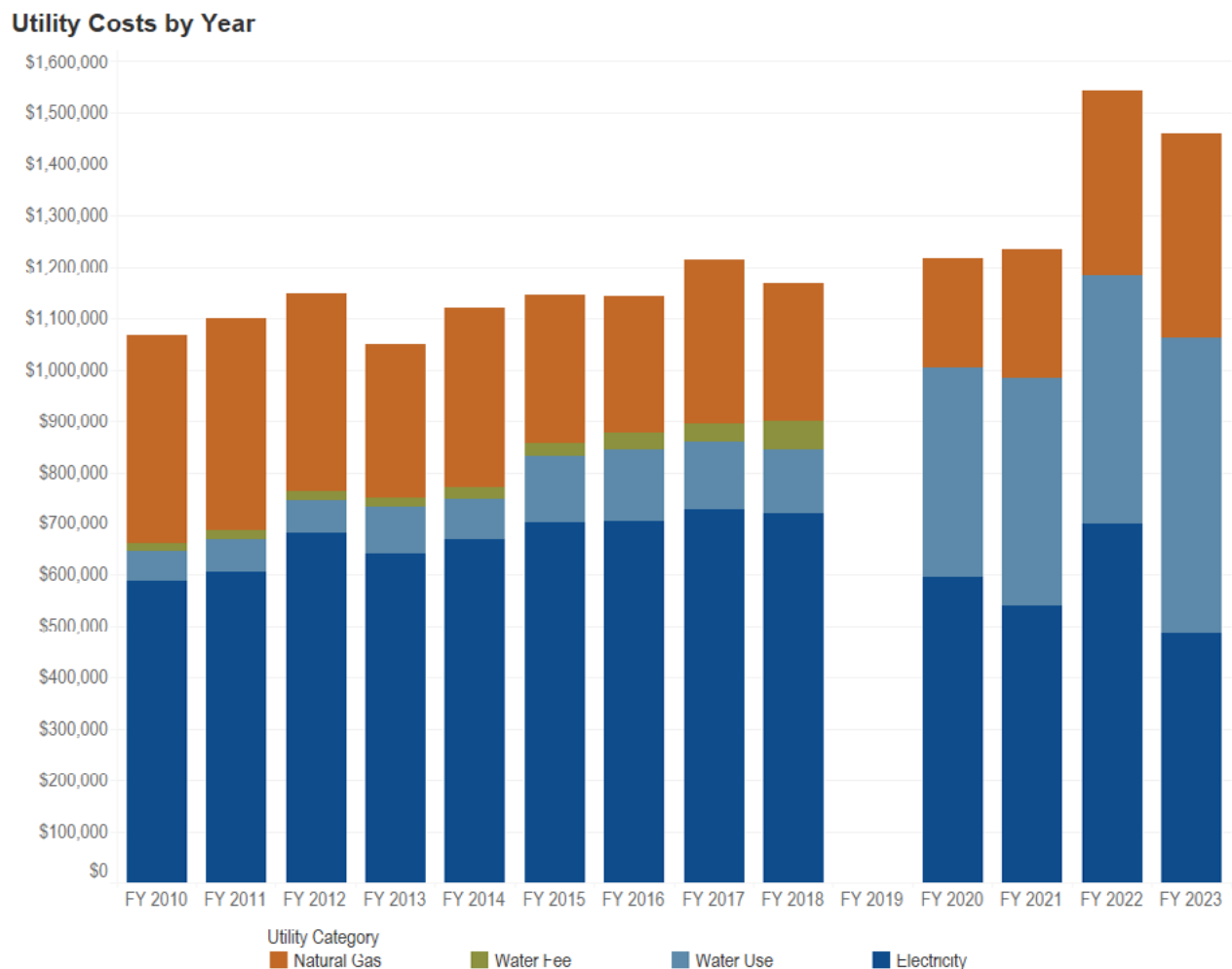


Figure 5. Corvallis School District utility costs by year. Data are not available for FY 2019.

Key data observations include:

- **General upward trend in total energy and water spend:** As shown in Figure 5, there has been a general upward trend in total energy and water spend, with an average annual increase of 2.6% and a total increase of 37% between FY 2010 and FY 2023. As shown in following sections, this increase is driven by both increased unit costs for electricity, natural gas and water; and by increased natural gas and water consumption.
- **Shift in source distribution of energy and water spend:** Figure 5 shows a decrease in total electricity cost and a shift toward water accounting for a higher percentage of the total spend. Prior to FY 2020, electricity was consistently greater than 50% of total energy and water costs. When water expenses increased after FY 2020, electricity and natural gas made up proportionally less of the total cost, while water contributed more to the total cost.
- **Energy and water spend spiked in 2022:** Figure 5 shows a spike in total spending in 2022, likely due to operational changes associated with COVID-19 precautions and Bond project construction.

ELECTRICITY COST AND USE

Figure 6 shows electricity unit cost over time and Figure 7 shows electricity use at District facilities. Key data observations include:

- **Total electricity spend is declining, despite increased rates:** The total amount spent on electricity is decreasing, despite an increase in the unit price of electricity during the period of analysis, as shown in Figure 6.
- **Electricity use is trending downwards due to efficiency improvements:** Figure 7 shows the total electricity use across all district buildings, with a general downward trend and a decrease of 38% between FY 2010 and FY 2023. The decrease in usage can primarily be attributed to 2018 Strategic Energy Management (SEM) efficiency improvements and measures incorporated into the Bond Program updates.
- **Electricity use spiked in FY 2022:** FY 2022 saw a spike in electricity use, as shown in Figure 7. This spike was likely due to increased energy use associated with measures taken to mitigate the risk of COVID-19 transmission. Measures included increasing the amount of outside air brought into classrooms and the addition of filtration devices. Use dropped back down following the loosening of COVID-19 precautions.

To better understand how the district uses electricity, the overall electricity use, electricity unit cost, and normalized electricity use by building are analyzed in [Appendix B: Baseline Data](#).

Electricity Unit Cost

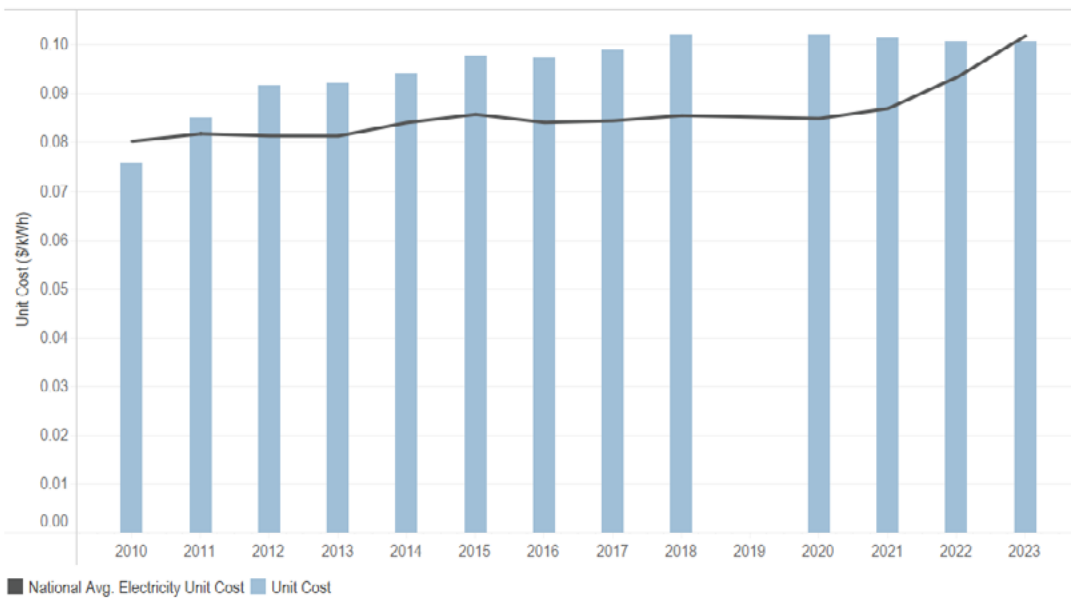


Figure 6. Electricity unit cost (\$ per kWh) for Corvallis School District compared to the national average electricity unit cost.

Electricity Use

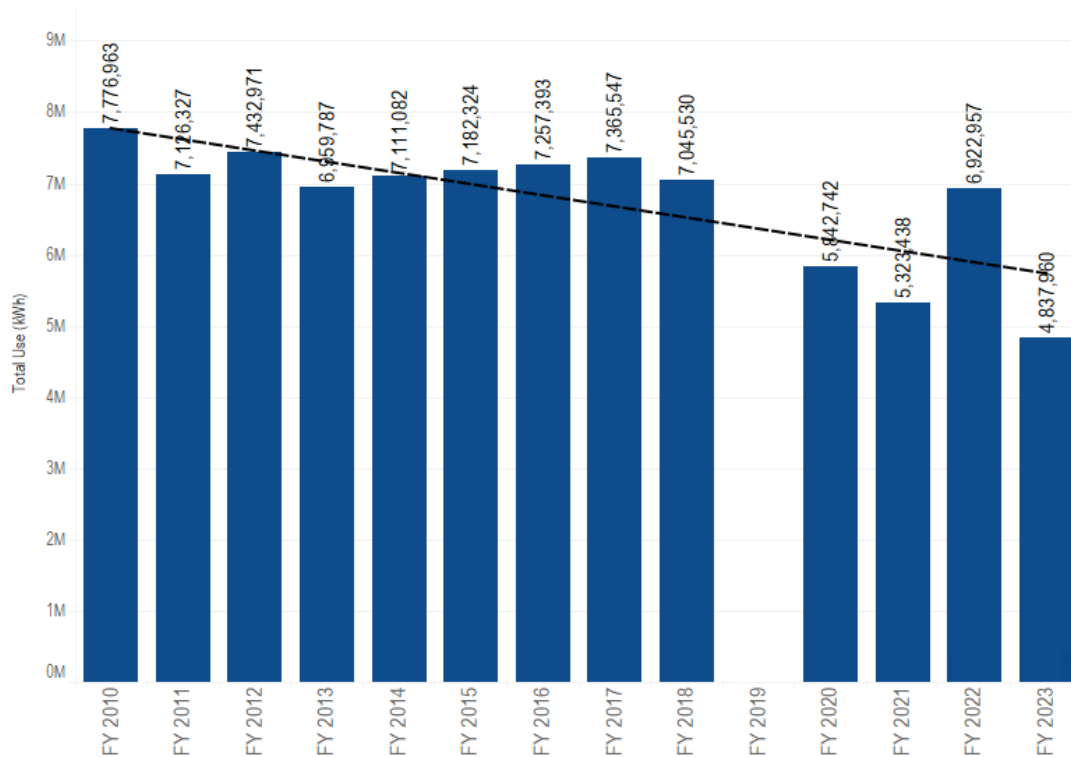


Figure 7. Corvallis School District electricity use (kWh) per year (blue bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

NATURAL GAS COST AND USE

- Natural gas unit costs have increased in the last 4 years:** The use of natural gas accounted for an average of 27% of total energy and water costs between FY 2010 and FY 2023. As shown in Figure 8, natural gas prices have increased over the last 4 years with a significant increase in 2022, resulting in natural gas accounting for a larger percentage of overall energy and water costs (Figure 5).
- Natural gas use is variable and partly driven by weather:** Since natural gas is typically used for space heating, use varies with weather. Figure 9 shows natural gas usage compared to Heating Degree Days (HDD), a measure of how cold the temperature was in each year. However, the data shows exceptions to this and overall natural gas use in FY2023 was around 8% higher than in FY2018 despite a lower HDD value indicating milder weather.
- Natural gas use has trended down:** As shown in Figure 9, gas usage has shown a slight downward trend over the period of analysis with use in FY 2023 9.2% lower than in FY 2010.
- There has been a recent increase in usage:** In contrast to the longer-term downward trend, natural gas use has increased over the last 4 years since FY 2020. The recent increase in usage may be partially explained by health and safety measures associated with the COVID-19 pandemic that increased the amount of outside air brought into classrooms, increasing heating demand. However, the increase may also be attributable to the addition of square footage and equipment during the Bond upgrades.

Natural Gas Unit Costs

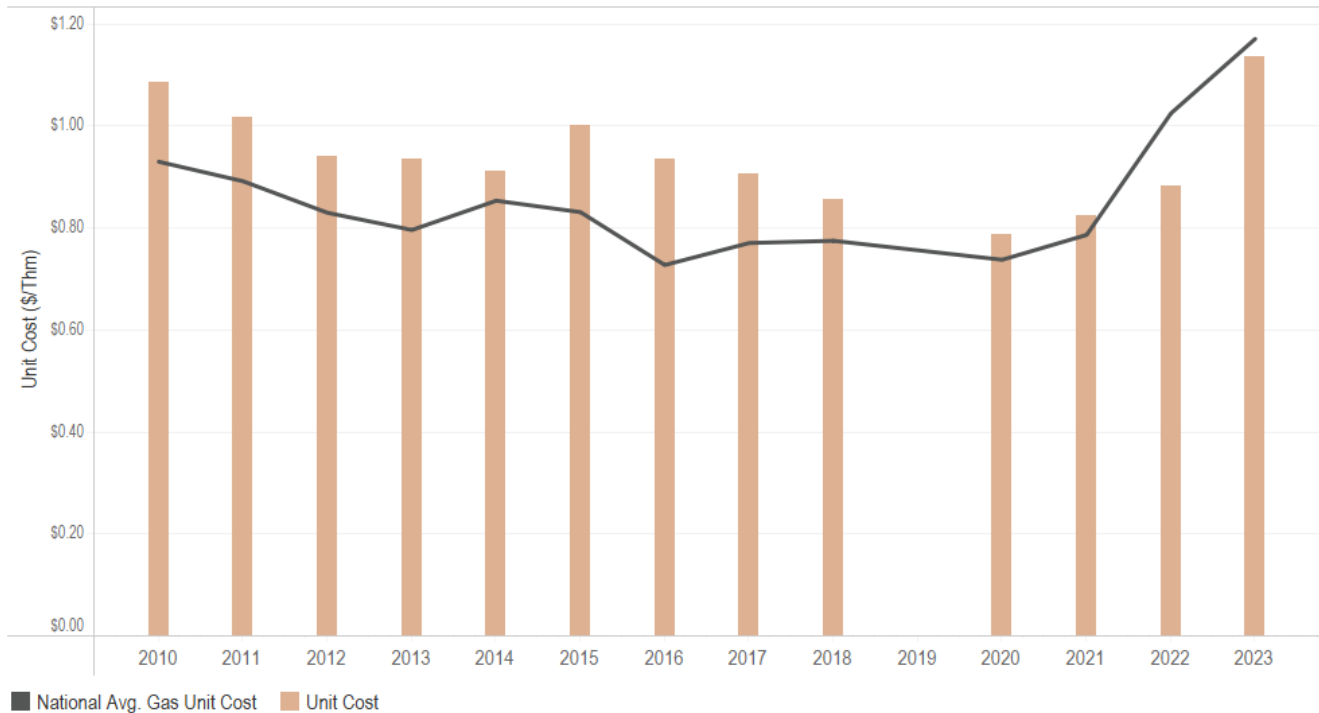


Figure 8. Natural gas unit cost (\$ per therm) for Corvallis School District compared to the national average natural gas unit cost.

Natural Gas Use

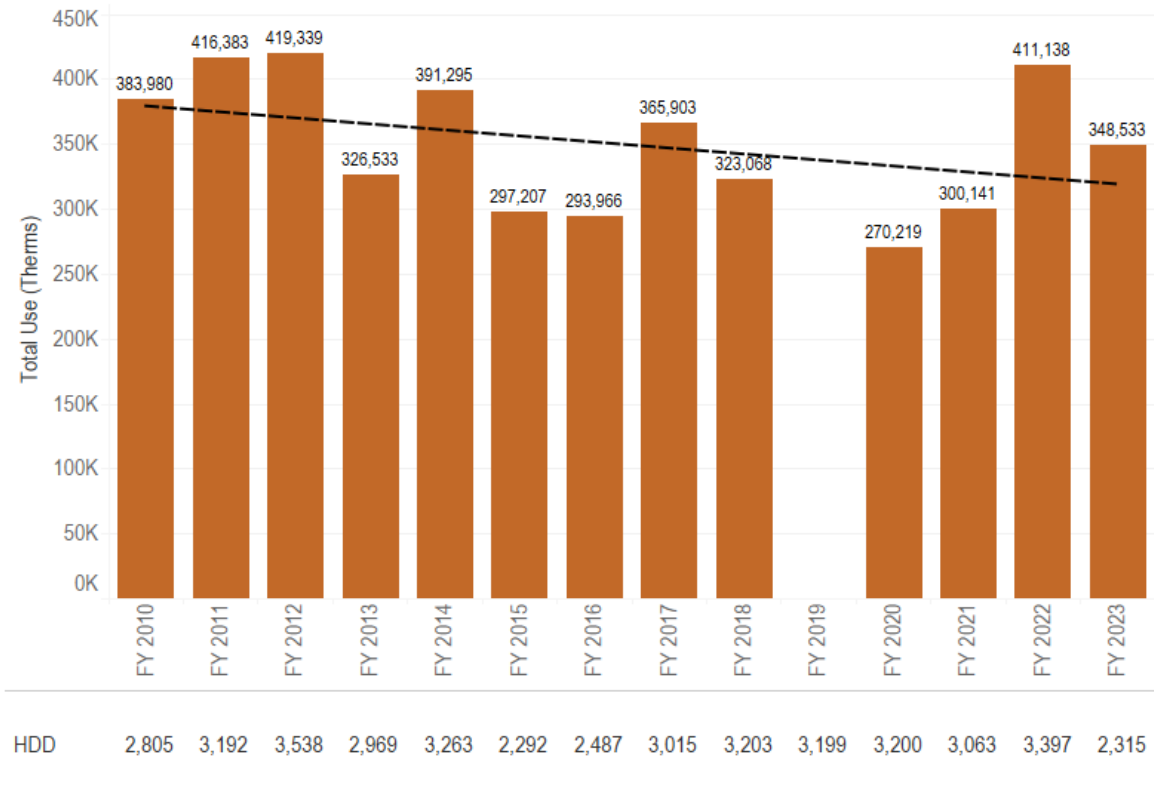


Figure 9. Corvallis School District natural use (therms) per year (orange bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Heating Degree Days (HDD) are shown beneath the chart. Data are not available for FY 2019.

Further analysis of natural gas use in District facilities is included in [Appendix B: Baseline Data](#).

ENERGY USE INTENSITY (EUI)

EUI is a metric that shows the total energy use of all District buildings, both electricity and natural gas, normalized by total building area. EUI is measured in kBtu (heat energy) per square foot and allows the district to track the efficiency of buildings over time. Energy use is normalized by building area because the largest building energy uses (heating, cooling, and lighting) are more dependent on building size than the number of building occupants. Figure 6 shows District building EUI from FY 2010 to FY 2023.

Key data observations include:

- **Average EUI has decreased:** as shown in Figure 6, the average EUI of District buildings has decreased significantly from 47.4 kBtu per square foot in FY 2018 to 40.0 in 2023. This decrease is likely due to the integration of sustainability design features in the 2018 Facilities Bond projects.
- **EUI spiked in 2022:** the 2022 spike in electricity and natural gas use noted in the previous sections resulted in a spike in overall EUI.

District EUI

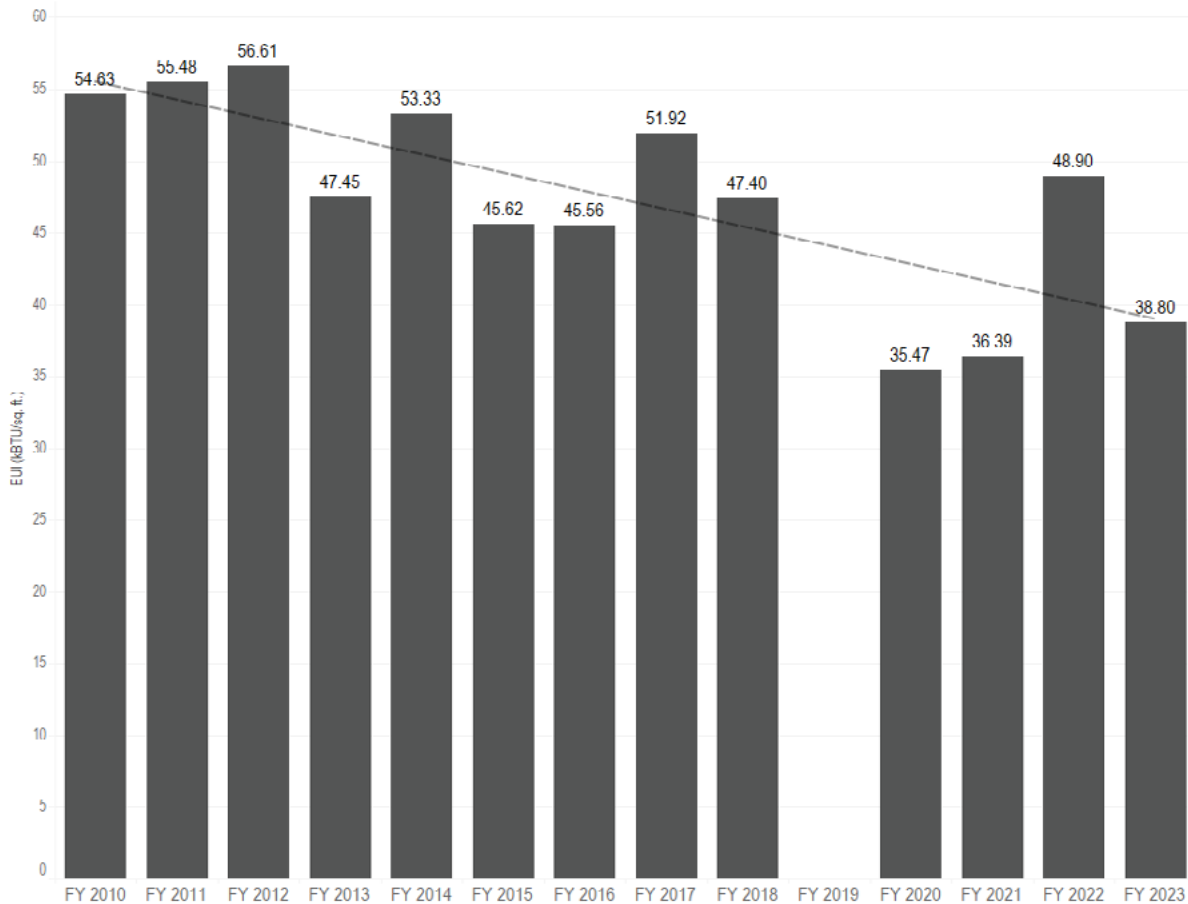


Figure 10. Corvallis School District EUI (kBTU/sq.ft) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

Water Use

Overall water use, average unit cost, and water use per student were examined to understand use trends. In-depth results are provided in [Appendix B: Baseline Data](#). The analysis includes both indoor and outdoor water use. However, while some meters are identified as irrigation only, several indoor meters also include water used for irrigation purposes. Figure 11 shows the unit cost of water over time and Figure 12 shows District-wide water use trends over time.

Key data observations include:

- **Overall water costs have increased dramatically:** as shown in Figure 11, with significant increases in unit water costs since 2020. This has resulted in water use accounting for a greater percentage of total energy and water costs (Figure 5).
 - » Average annual expense for water use and fees in FY2010 – FY2018 was \$123,812.
 - » Average annual expense for water use and fees FY 2020 – FY2023 was \$477,696, 286% higher than the FY2010 – FY2018 average.
- **Water use has been trending upwards, with significant impacts in recent years:** as shown in Figure 12, total water use increased by 31% from FY 2010 to FY 2023. Water use decreased steadily from FY 2016 – FY 2021 but has increased again in FY 2022 and FY 2023.
 - » Figure 12 shows that the increase is due to rising use on meters classified as indoor use, while use on irrigation only meters has trended downwards. However, since several indoor meters also include outdoor consumption, the increase cannot definitively be attributed to indoor use only.

Water Unit Cost

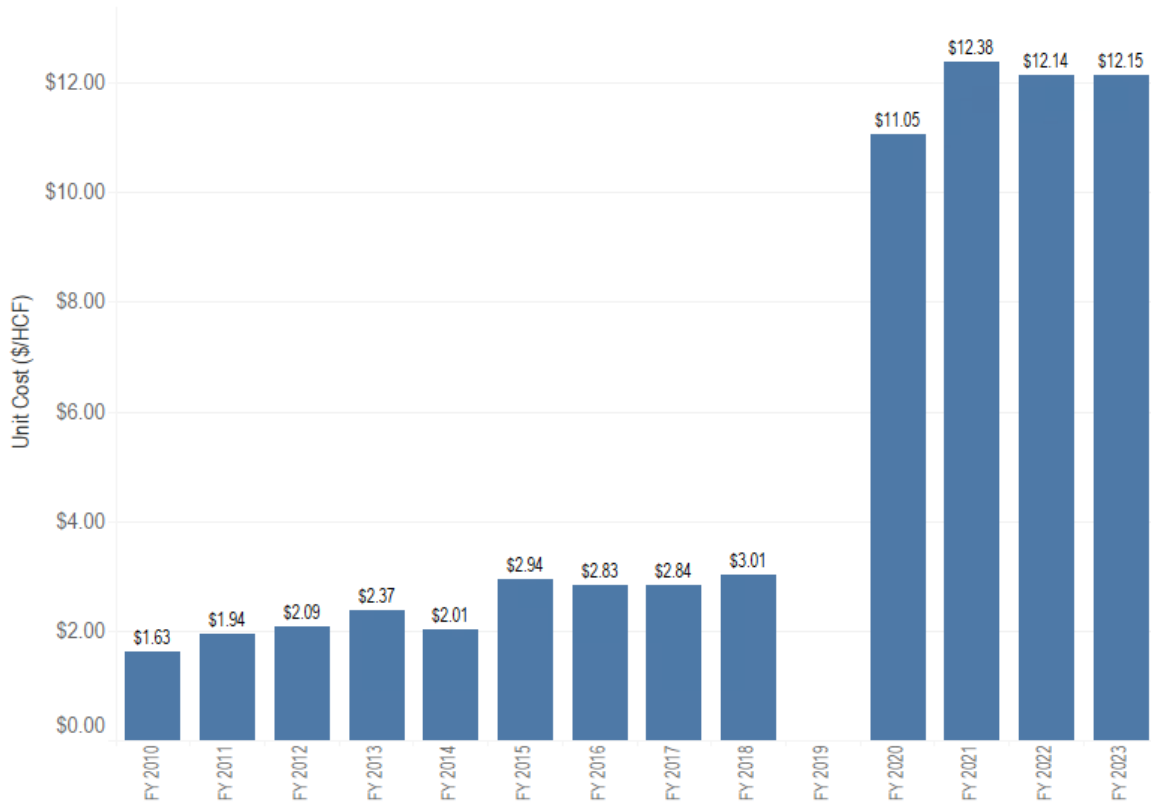


Figure 11. Water unit cost (\$ per hcf) for Corvallis School District

- **Recent increases are likely due to Bond construction projects, including:**
 - » New landscaping installed that initially requires heavy watering as plants become established.
 - » Several water leaks and instances of unusual water use occurred during the construction period.
 - » Dishwashers were installed in most schools since 2018 to support the use of reusable items in cafeterias, increasing indoor water use.

Annual Water Use: Indoor & Outdoor

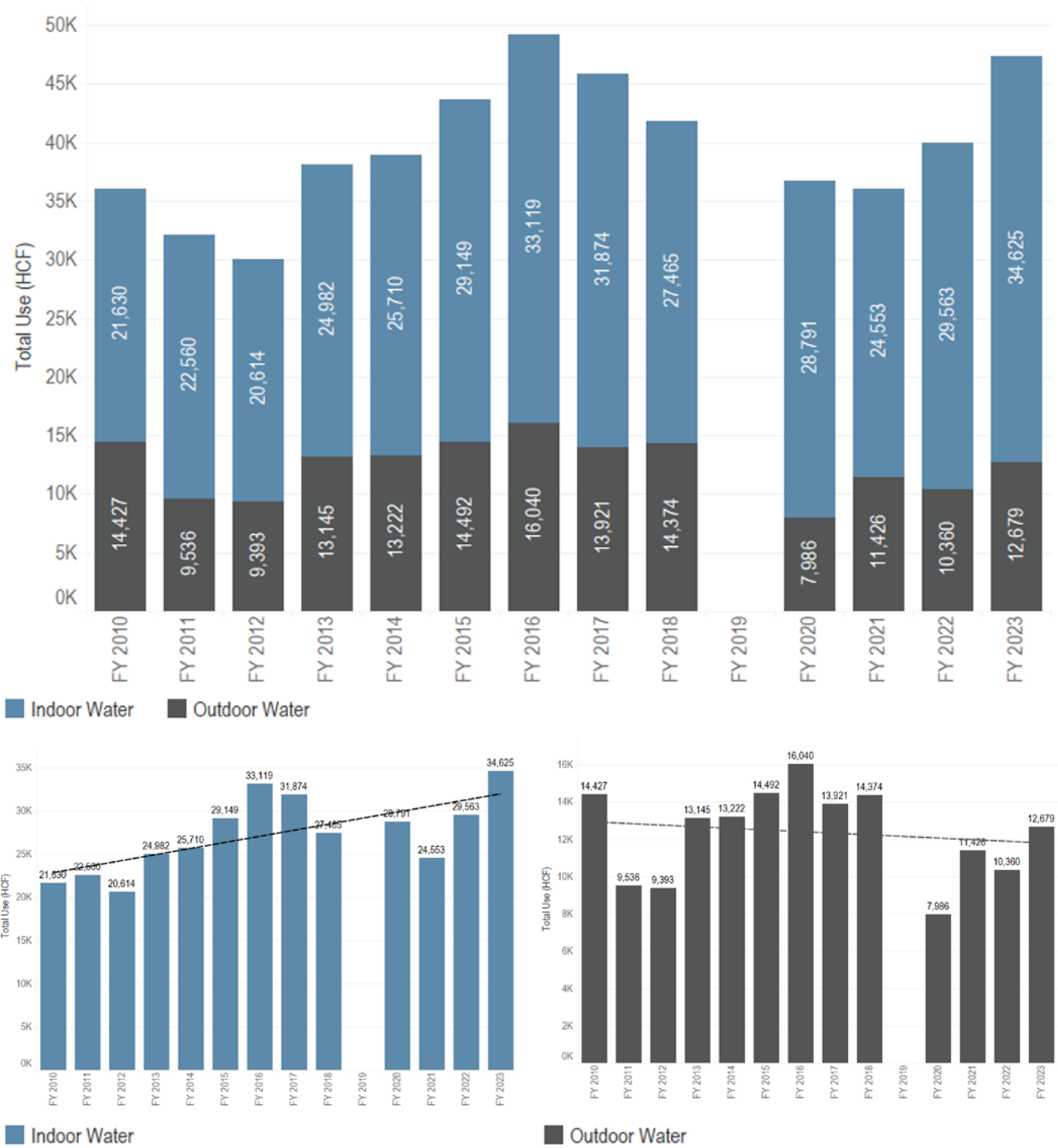


Figure 12. Corvallis School District water use (HCF) with irrigation only meters shown in grey and indoor meters shown in blue. Note that some indoor meters also include outdoor consumption. Data are not available for FY 2019.

Plan Successes

- The district has made significant progress towards goals since development of the original sustainability plan. Significant progress toward energy goals, including:
 - » Implementation of SEM energy saving measures in FY 2018.
 - » Installation of a 117-kilowatt (kW) solar photovoltaic array at Corvallis High School.
 - » Implementation of a summer building shutdown checklist and consolidation of summer activities to reduce lighting, heating, and cooling costs.
 - » Upgrading utility tracking software to allow better tracking of building energy use.
 - » Implementation of building energy efficiency improvements throughout District buildings through the 2018 Bond program.
- Foundational efforts in water practices and efficiency have been completed:
 - » Water efficiency measures integrated throughout District buildings through use of Sustainable Design Guidelines into bond program construction projects.
 - » Realization of some of the cost savings from implementation of new projects might lag due to construction practices and planting needs.

Updated Goals & Top Strategies

Based on the updated data described in the previous section, together with lessons learned from initial implementation of the 2019 Sustainability Management Plan, the district's Energy and Water goals and strategies have been updated. This Action Area includes three(3) updated goals and eight (8) updated strategies, with a total estimated time commitment of 350 hours in year one of implementation, spread across twelve (12) District positions, with additional support from SSLs, teachers, and green teams at each school.

Goal EW1

By 2025, establish updated energy and water use benchmark for all facilities.

Strategy EW-1.1: Track utility use and costs by building and review trends quarterly.

Monitoring utility use and cost on an ongoing basis will help to ensure that post-bond construction savings are maintained and support the identification and exploration of unanticipated changes in use.

Strategy EW-1.2: Use Portfolio Manager to determine the ENERGY STAR score for each building, make the scores publicly available, and create plans to address facilities that do not qualify for ENERGY STAR Certification.

ENERGY STAR Portfolio Manager is a free EPA tool that can be used to benchmark building energy use against similar buildings, past consumption, or a reference performance level. Benchmarking will help turn utility use and cost data into information that the district can communicate and act on.



This strategy creates an opportunity for student green teams to support the development of a system for tracking and communicating building energy scores, as well as developing action plans to improve performance for up to three schools per year.

Goal EW2

By 2025, reduce water use by 5% compared to the 2018 baseline.

Strategy EW-2.1: Work with the City and/or other local partners to improve water use data access and quality.

Water data has been challenging to acquire. This strategy will involve working with the City of Corvallis and other local partners to explore solutions to facilitate the flow of accurate data.

Strategy EW-2.2: Develop a program to routinely identify and repair water leaks.

Establishing a consistent program to monitor water use and identify leaks will help the district complete repairs in a timely manner.

Strategy EW-2.3: Identify all water meters with irrigation use and ensure that use is metered separately.

Installing separate meters, and exemption meters for large irrigation users, will facilitate the accurate tracking of irrigation use and realize cost savings for the district.

Strategy EW-2.4: Establish and implement irrigation schedules.

Implementing irrigation schedules will enable the district to establish and maintain landscaping while avoiding unnecessary water use.

Goal EW3

By 2025, reduce district-wide site EUI by 30% compared to the 2018 baseline.

Strategy EW-3.1: Create a building shutdown checklist and train staff to complete before each extended school break.

While schools are already implementing shutdown checklists, this strategy will develop a standard checklist and train staff to ensure consistent implementation district-wide in order to avoid unnecessary energy use during extended breaks.



Student green teams may have an opportunity support training for facilities staff on building shutdown practices.

Strategy EW-3.2: Complete two-year post occupancy recommissioning.

Per the bond project guidelines, the commissioning agent will return for recommissioning and provide refresher training for building staff. This will ensure that bond projects continue to realize anticipated savings on an ongoing basis, and that District buildings are meeting efficiency standards along with occupant comfort and operational needs.



Action Area #2:

Facilities



The way a facility is built and operated has lasting impacts on the environment and contributes to how occupants learn and feel within buildings. The 2018 Facilities Bond created a unique opportunity to build and improve schools in ways that have significantly more positive impacts on the future than would be possible following traditional practices. Now that all construction projects are nearing completion, monitoring building performance on an ongoing basis will ensure that all occupants are provided with healthy environments that encourage better learning and use of space throughout the life of the buildings.



Data Observations and Key Takeaways

In May 2018, voters approved a \$199,916,925 capital improvement bond, including the replacement of two elementary schools with new buildings. These two new replacement schools, together with classroom additions for seven schools, created unique opportunities to incorporate sustainability measures such as envelope sealing and insulation and the district developed and implemented Sustainable Design Guidelines to guide construction projects. All facilities except Linus Pauling Middle School received Bond Program upgrades with sustainability features and a list of sustainability features incorporated at each school is provided in the Existing District Policies and Efforts section of this plan, including:

- On-site Solar Electricity Generation
- WaterSense Low-Flow Water Fixtures
- Connecting the Classroom to Nature
- Bicycle and Pedestrian Friendly Improvements
- Green Infrastructure for Stormwater Management

In all bond projects, several classroom environment improvements were implemented to the degree they were in scope of the project. These include:

- HVAC system controls that ensure the classrooms' CO₂ concentration and humidity stay at healthy levels conducive to learning.
- Individual temperature controls and ceiling fans to provide personalized thermal comfort.
- Daylighting and views of nature to create a stimulating learning environment.
- Acoustic precautions to ensure that distracting sounds from inside or outside the building don't disturb the learning environment.

The improvements made as part of the Bond Program will continue to generate savings and improve building occupant comfort for years to come.

Crescent Valley High School Bond Improvements

Improvements at Crescent Valley High School (CVHS) are now complete. This building consumes the most energy in the district and received improvements including external weatherization, improved exhaust systems in workspaces, and improved heating systems.

Preliminary data indicates that the improvements completed at CVHS reduced natural gas use per square foot by 25% and electricity use per square foot by 21% in FY 2023, compared to the FY 2018 baseline.

Plan Successes

- Indoor environmental parameters such as lighting standards, air quality specifications, and noise management have been defined as part of the bond project process. These specifications can be used to ensure all indoor spaces can continue to meet these parameters.
- Bond projects have expanded school gardens and other opportunities for outdoor learning opportunities at all grade levels.

Updated Goals & Strategies

Based on lessons learned from initial implementation of the 2019 Sustainability Management Plan, this Action Area includes three updated goals and six strategies, with a total estimated time commitment of 230 hours in year one of implementation, spread across eight district positions.

Goal F-1

Continue implementation of sustainable design guidelines for new construction and major renovation projects.

Strategy F-1.1: Continue to implement sustainable design standards for all new construction and major renovations.

Incorporating sustainability from the beginning in any new construction or major renovation projects will improve the sustainability of District facilities for years to come.

Strategy F-1.2: Continue monitoring and communication of Bond Program sustainable design impacts.

Tracking utility use, ENERGY STAR scores, and other metrics will enable the district to monitor and publicly communicate the ongoing impact of Bond project sustainable design elements.

Goal F-2

By 2025, establish a district-wide indoor environmental monitoring program.

Strategy F-2.1: Document existing indoor learning environment standards and monitoring systems.

Documenting current equipment and processes in place to monitor indoor environmental standards will enable the district to ensure that data is used effectively to identify potential gaps and opportunities.

Strategy F-2.2: Develop a plan to review, document, and address indoor environmental concerns.

Developing and documenting a process for staff to report classroom environmental concerns (e.g., lighting, acoustics, air quality, or temperature) as well as procedures for following up and addressing concerns in a consistent and efficient manner.

Goal #3

By 2025, establish a district-wide landscaping environmental program.

Strategy F-3.1: Document existing standards, education, and maintenance practices related to landscaping environments district-wide.

Documenting current standards, education and maintenance practices in place related to environmental standards will enable the district to identify any gaps. This strategy will initially focus on water-related systems in District-wide outdoor spaces, for example, streams, stormwater infrastructure, and native landscaping.

Strategy F-3.2: Develop an education and communications plan to raise awareness of landscaping environmental systems.

Improving education and communication related to outdoor spaces and systems will support ongoing maintenance and protection of natural resources and also enable the district to leverage those spaces for student and community education.



Action Area #3:

Transportation



Transportation to and from school for both students and staff represents a significant source of air pollution both on school grounds and in the community. The district has a successful walk and bike to school program and can improve transportation sustainability through greater awareness of that program and by encouraging active and shared transportation for both students and staff, including school bus ridership.



Data Observations and Key Takeaways

Corvallis School District transportation operations are contracted to a third party. By encouraging more students to take the bus and use active transportation modes such as walking and biking to school, the number of vehicle trips to school can be greatly reduced. Figure 8 shows the number of students transported by bus from 2014 to 2022.

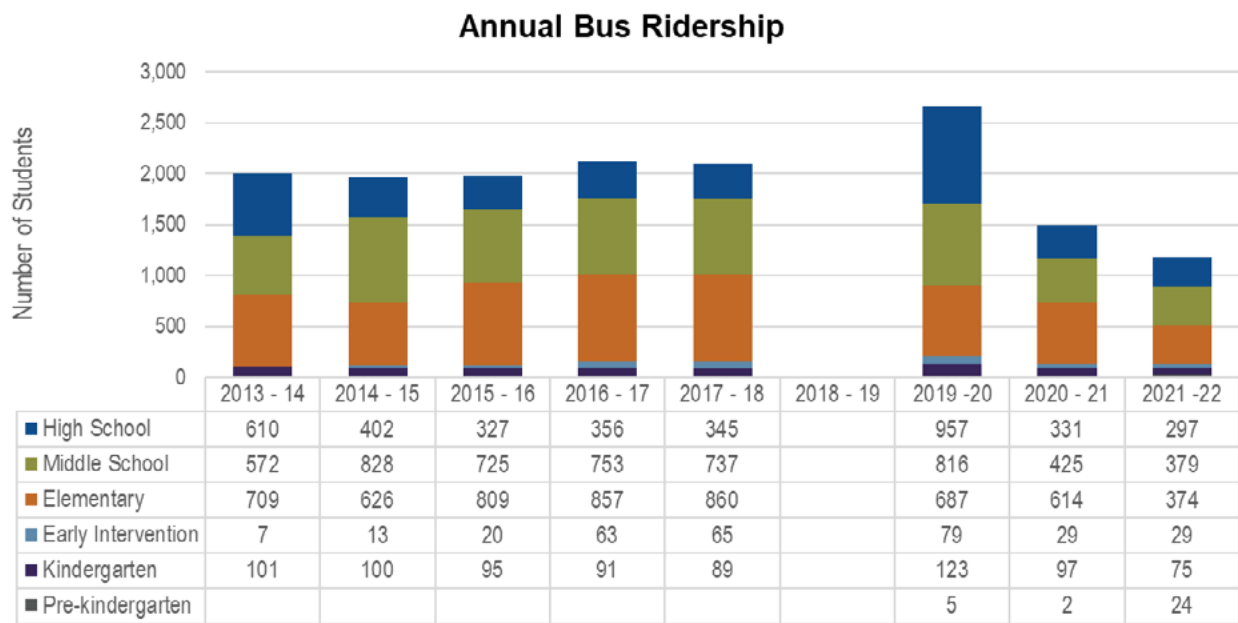


Figure 13. Corvallis School District school bus ridership. Note that SY 2019 data are not available.

Challenges associated with the COVID-19 global pandemic have limited the district’s ability to collect data on active transportation patterns. Collecting and analyzing staff, guardian, and student survey data will be key to establishing a baseline and tracking progress over time.

Key observations include:

- **The COVID-19 pandemic significantly impacted school bus ridership:** school bus ridership rose in 2019 – 2020 before dropping significantly between FY 2020 and FY 2022 due to the COVID-19 global pandemic and its impact on service, comfort with shared transit, and the district’s ability to hire and retain bus drivers. Focused effort will be needed to address driver shortages and help students and parents feel comfortable taking the bus again after the global pandemic.
- **Transportation data is lacking:** the pandemic also impacted the district’s ability to capture transportation data, and there is no current baseline for student or guardian vehicle miles travelled or active transportation. The district will need to develop a mechanism for tracking the mode of transportation to school to track progress on any alternative transportation goals.



Bike Pop-Up Event

The district helped organize a “bike pop-up event” in collaboration with the Mid-Valley Bicycle Club and the Corvallis Bicycle Cooperative. Through this event, 70 refurbished bikes and new helmets were distributed to low-income families at Garfield Elementary with the help of the CSD Health Navigators. The district also received a \$39,335 grant from ODOT to expand the Bike Education program that has been successful in District elementary and middle schools.

Plan Successes

- Monthly bike/walk to school days and promotion of active transportation.
- Bike education program is in place for elementary and middle school students.
- A no-idling policy is in place but lacks enforcement.
- Despite a lack of data and COVID-19 challenges, the district was able to expand the elementary bike education program to middle school students and host a “bike pop-up event.”

Updated Goals & Strategies

Incorporating progress and lessons learned from implementation of the 2019 Sustainability Management Plan, this Action Area includes two updated goals and five updated strategies. The strategies have a total estimated time commitment of 245 hours in year 1 of implementation, spread across 6 District positions, with additional support from SSLs and green teams.

Goal T-1

Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.

Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies.

Establishing a baseline and ongoing data collection is a critical step to identifying strategies and tracking progress. The survey will be conducted annually during the national walk and roll week.



Opportunity for students to participate in the survey and for high school green teams to support survey administration and analysis.

Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school.

Using the results from the annual transportation survey, the district will be able to identify potential targeted strategies to encourage active and shared transportation and will engage staff, students, and guardians in evaluating their feasibility. Strategies will be determined based on survey results but could include incentives or recognition for using active and shared transportation. Since transportation is heavily dominated by home-to-school trips, efforts to optimize operations will be focused on these morning and afternoon routes.



High school green teams can support the identification and implementation of actions to increase active and shared transportation trips.

Goal T-2

By 2025, increase active and shared transportation trips to school by 10% compared to the 2023 baseline.

Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school.

A district-wide outreach campaign will help raise awareness of the options for and benefits of active and shared transportation.



Student green teams can support this strategy by providing input into an outreach plan and by developing and distributing campaign materials, including at events throughout the year.

Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program.

Continuing and building on existing bike education programs will improve awareness of safety considerations and increase familiarity of biking as a mode of transportation. Partnering with the Corvallis Bike Collective provides an opportunity to provide bicycles to students who do not currently have access to equipment.

Strategy T-2.3: Review and update elementary Safe Routes to School by 2025.

Safe Routes to School is a national effort to support students and families traveling to and from schools in ways that increase healthy activity, reduce traffic, increase safety, and contribute to a healthy environment. Reviewing elementary Safe Routes to School will enable the district to identify and make any changes needed post-Bond Program construction.



High School Green Teams may be able to support this strategy by helping to communicate Safe Routes to School throughout the student body.



Action Area #4:

Food & Waste



Improving the health and well-being of students and promoting sustainable management of resources are both key components of the district's Sustainability Policy and strategies in this action area build on significant existing efforts. The Food and Waste action area focuses on promoting healthy and local food options, composting, recycling, and waste reduction.



Data Observations and Key Takeaways

While several schools have conducted waste audits as part of the Oregon Green School efforts, the district has not yet developed consistent tracking for food and waste metrics. Efforts to conduct waste audits were significantly impacted by stay-at-home orders and safety precautions associated with the COVID-19 global pandemic.

Key takeaways include:

- Waste data collection efforts were significantly impacted by the COVID-19 global pandemic.
- Since there is limited data to understand how the district's current waste reduction programs are performing, a recommended first step is to develop a consistent data tracking system.
- Successful school composting programs require a team, including custodian, staff, students, and volunteers.
- District Food Services is a self-supporting program and regulated by the US Department of Agriculture (USDA) with no general fund budget allocations. This means that all food procurement must fit within USDA regulations.



Waste Audit

Some schools have completed waste audits like the audit at College Hill to help their green teams understand the opportunities to increase the diversion rate in their schools. The bond improvements at five schools also support student efforts to increase recycling rates by providing areas in the cafeteria for clearly labeled recycling.

Plan Successes

- The district's Farm to School program has been in operation for 20+ years with 25% being locally sourced food. In FY 2014, the district won the "One in a Melon" award in Oregon for this program.
- Lunch pre-ordering to reduce food waste.
- Composting teams in some schools using commercial food composting services.
- Waste audits were completed in some schools.
- Farm to School food tasting tables were provided at ten schools.
- Paper, metal, cardboard, and plastic jug recycling are available in all buildings.
- Water bottle filling stations are available in all buildings.

Updated Goals & Strategies

Incorporating progress and lessons learned from implementation of the 2019 Sustainability Management Plan, this Action Area includes two goals and four strategies. The strategies have a total estimated time commitment of 315 hours in year one of implementation, spread across eight District positions, with additional support from SSLs and green teams.

Goal FW-1:

By 2024, develop a process for tracking district-wide waste generation, diversion rate, and waste stream composition on an ongoing basis.

Strategy FW-1.1: Perform annual waste audits to inform understanding of waste stream composition.

Understanding waste stream composition will enable the district to identify targeted opportunities to reduce waste stream contamination and improve diversion.



Green teams can support the completion of waste audits and evaluate the results.

Strategy FW-1.2: Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school.

Monitoring the total volume of waste generated over time will enable the district to track the impact of waste reduction strategies.

Goal FW-2:

By 2025, reduce District waste sent to landfill per student by five percent from 2024 baseline.

Strategy FW-2.1: Discourage use of single use plastics in District facilities.

Identifying where single use plastics are used district-wide will enable the development and implementation of strategies to reduce use and find alternative options. One near-term opportunity is the continued implementation of programs to encourage reusable water bottle use. Longer-term opportunities could involve a review of cafeteria purchasing policies to minimize food items in plastic packaging.



There is an opportunity for green teams to support an inventory of existing practices, identify opportunities to eliminate single use plastics and engage fellow students and staff on practices to reduce plastic use.

Strategy FW-2.2: Monitor composting and recycling stations to promote good practices and reduce waste stream contamination.

Clear and consistent signage for composting and recycling stations and training green team members to serve as waste station monitors will help to raise awareness of what can and cannot be diverted from landfill and reduce contamination.



Student green teams will be critical to this strategy, receiving training to act as waste station monitors and to promote good practices among their fellow students and staff.

Strategy FW-2.3: Pilot an all-reusable material kitchen operation at one school.

Developing and implementing a pilot project to transition one school kitchen to all reusable materials will enable the district to evaluate the impact and feasibility of a wider roll-out.



Students will be invited to provide feedback on the vision for an all-reusable kitchen pilot program.



Action Area #5:

Leadership



To integrate sustainability throughout District operations and in alignment with the Sustainability Policy, updated leadership goals and strategies were developed to guide sustainability curriculum and daily decision-making.



Plan Successes

- SSLs in each school with annual stipends.
- All schools currently participate in Oregon Green Schools activities.
- Green Teams established in each school.

Updated Goals & Strategies

This Action Area includes two goals and seven strategies, with a total estimated time commitment of 285 hours in year one of implementation, spread across five District positions, with additional support from curriculum level coordinators, school green teams and external consultants working on the Sustainable Design Guidelines.

Goal L-1

By 2025, develop a strategy and implement a timeline to include Oregon Environmental Literacy Standards in district curriculum.

Strategy L-1.1: Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process.

Science curriculum standards will be reviewed and updated in 2024, creating an opportunity to integrate and align with Oregon Environmental Literacy Standards for all grade levels.



Secondary level green teams will have an opportunity to provide input on how environmental literacy standards are integrated.

Strategy L-1.2: Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards.

Following integration of the Oregon Environmental Literacy Standards into science curriculum, the district will review all existing curriculum to identify and document any remaining gaps in meeting the standards established. This strategy will involve developing a plan and timeline for closing identified gaps.



Secondary level green teams can play a key role in reviewing existing curriculum and identifying gaps in the District's current practices.

Strategy L-1.3: Provide annual district-level opportunities to exhibit student projects and work related to sustainability.

Highlighting student sustainability-related work will raise the profile of sustainability literacy within the district and provide inter-school learning opportunities.



The exhibition of student work will enable all students to get involved in sustainability and there may also be a role for green teams in coordinating opportunities.

Strategy L-1.4: Hold an annual training fair for District staff.

Hosting an annual training fair will create opportunities for community sustainability connections and collaboration to leverage field trips, community resources, and hands-on learning connected to sustainability curriculum.



Student interns will be recruited to support the planning, coordination, and evaluation of the annual sustainability training fair.

Strategy L-1.5: Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-District collaboration and peer learning.

Twice yearly updates on the SMP will be provided to High School Green Teams in order to support implementation and identify opportunities for Green Teams to get involved. Additionally, an annual Green Team summit will facilitate cross-school collaboration and idea generation.



This strategy was developed based on feedback from High School Green Teams and will enhance opportunities for students to get involved in implementation of the SMP.

Goal L-2

By 2025, integrate sustainability considerations across district-wide operations, purchasing policies, and building design.

Strategy L-2.1: Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making.

Build on the creation of district-wide equity look-fors to develop sustainability guidelines to ensure that purchasing and other decision-making support sustainability goals.

Strategy L-2.2: Review and update the district-wide Sustainability Design Guidelines..

The district will hold a debrief meeting to evaluate the use of the Sustainability Design Guidelines during bond construction and identify any revisions needed.



Implementation



Overview

This section outlines a process for implementation and updating of the Sustainability Management Plan, to ensure that it remains actionable and relevant. The 2019 plan developed a methodology for prioritizing strategies and outlined a process for reporting, evaluating results and realigning with current resources and priorities. The plan also recommended recalibration and resetting of processes and priorities after an initial implementation phase.

In 2023, with four years of implementation experience, this plan update represents that recalibration process and identifies goals and strategies for implementation in 2023/24 and 2024/25. Development of this document employed many of the 2019 recommendations for a plan update and presents an updated process for ongoing implementation.

Strategy Evaluation and Identification

The 2019 plan developed criteria for prioritizing strategies for implementation using an evaluation tool and process that is detailed in the plan document. The following criteria, together with judgement by the project management team, were used to identify strategies for near-term implementation.

- Resource Impacts
 - » Impacts by focus area, for example: building efficiency, health, comfort, and productivity
- Student Engagement Potential
 - » Student implementation
 - » Ties to curriculum
- Community Priorities
 - » Based on feedback received during two in-person events with SSLs, staff, and a public sustainability summit
- Practicality
 - » Capital cost
 - » Time
 - » Existing momentum

While the evaluation tool was not used to prioritize the strategies in this 2023 plan update, the project management team used the 2019 strategy library and screening matrix as a starting point from which to identify potential new strategies. A draft list of strategies was developed using the 2019 matrix and input from the project management team. This list was then taken to focus-area specific workshops with District staff for refinement and finally to a group of key community stakeholders for further review and feedback.

The sustainability strategy library included in [Appendix G: Sustainability Strategy Library](#) may be used in the future as a starting point for the identification and evaluation of new strategies for implementation.

A Living Process

Implementation of this Sustainability Management Plan will be dynamic and iterative, consisting of the following components:

- Performance monitoring
- Implementation monitoring
- Communications and reporting

Performance Monitoring – Goals

For Corvallis School District to realize its vision and goals, it is important to measure and monitor progress toward goals from year to year. Measured performance can be used to share positive trends as well as to show areas of improvement and focus. To support the ongoing evaluation of progress, the district will collect and baseline data annually. This evaluation will include quantitative updates, supported by qualitative discussion about anticipated progress and related factors.

The district’s sustainability specialist will primarily be responsible for performance monitoring, with support from other staff involved in sustainability initiatives. Data will be recorded in the evaluation tool developed as part of the 2019 Sustainability Management Plan and documented in the annual report.



Implementation Monitoring – Strategies

Along with performance monitoring, implementation progress for strategies will be tracked through regular status checks and progress on strategy work plans. Implementation monitoring will ensure that the plan stays on course and is adjusted to meet changing needs and priorities within the District.

Strategy Work Plans

2023 - 2025 work plans have been developed for each of the strategies identified in this plan update. Links to the work plans are included in [Appendix F: Strategy Work Plans](#) and will guide implementation. Per the 2019 Sustainability Management Plan, each work plan outlines key action steps, roles, and anticipated resources required. Periodic status checks throughout the year will enable the District to assess progress and ensure that strategies remain on-track.

Guiding questions to review the status of each strategy include the following:

- Has implementation started on this strategy?
 - » If no:
 - Why not? (e.g., new priorities, resource limitations, etc.)
 - » If yes:
 - Is it complete or still a work in progress?

- Is there any measurable progress?
- What has been accomplished?
- Where are we falling short?
- What remains to be done?
- What other implementation opportunities have emerged?
- Are there any lessons learned given progress to date?

Additionally, checking in on each focus area and strategy will allow the sustainability specialist to identify new strategies that have emerged and make any adjustments needed to the annual work plan.

Implementation Schedule and Roles

Moving forward the strategies identified in this plan will be an ongoing, collaborative effort. To maintain momentum and support implementation, an annual schedule will be developed outlining district-wide activities by month and identifying roles for key implementers, including a Sustainability Advisory Committee, the sustainability specialist, and SSLs:

- **Sustainability Advisory Committee** - This is a group of internal and external partners that are responsible for ensuring the strategies in this plan are implemented on schedule and making any necessary adjustments to the strategies or schedule. The team will meet three times per year to coordinate implementation across strategies and individuals will support strategies as identified throughout the plan.
- **Sustainability Specialist** - This is a part-time position with the District that will be the liaison between the Sustainability Advisory Committee and the SSLs. This position will act as the single point of contact for the SSLs and will be responsible for providing content for month-of-impact activities. The material should provide a guide for school sustainability leaders to create activities at their school while still allowing for customization by school as desired.
- **School Sustainability Leaders (SSLs)** - Stipend teachers at each school that will ensure implementation of the monthly sustainability activities for their school. SSLs will lead the school student green teams, which may also include some activities unique to each school as outlined in the strategy tables. These activities will be coordinated through the sustainability specialist.

A draft of the annual implementation schedule is included in [Appendix E: Draft 2023 Implementation Schedule](#). The sustainability specialist will be responsible for finalizing the 2023 schedule and communicating it with SSLs and the Sustainability Advisory Committee. The schedule is designed to coordinate key activities for district-wide sustainability work and is not comprehensive of all strategy actions.

Communications and Reporting

Along with tracking performance and implementation progress, effective communications and reporting are essential to a successful Sustainability Management Plan. The following communications and reporting mechanisms are recommended to guide these efforts.

Annual Sustainability Report

An annual sustainability report will provide a summary of accomplishments, conversations, and priorities; a suggested template has been provided. The report will be provided to the school board and available to the greater Corvallis community for review. Suggested components of the sustainability report include the following:

- Part 1: Performance Summary
 - » Summary message from sustainability specialist or superintendent
 - » Data tracking and goal progress
 - Which goals (if any) need adjustment or modification?
 - Is each goal adequately supported?
- Part 2: Celebrations and Highlights
 - » Action area summaries
 - Highlight for the year
 - Spotlight on an individual
- Part 3: Look Ahead to Next Year
 - » Priority Strategies
 - Any changes from prior year?
 - Progress summaries
 - » Additional Strategies
 - Status for non-priority strategies that made progress
 - Newly added strategies for consideration
 - » Work Plan
 - Summary of anticipated activities by semester for the upcoming year

Community Interface

In addition to the annual sustainability report, holding regular events or activities for the community will encourage community engagement and keep them updated on progress within the District. These could be large general community engagement events, smaller topic-specific activities, volunteer events, or student engagement opportunities. The sustainability specialist can facilitate these events, volunteers, and conversations. Outcomes and dialogue from these activities should be used in the annual work plan development. At a minimum, an annual sustainability summit should be held to gather input on strategies for the coming year and demonstrate responsiveness to past community input.

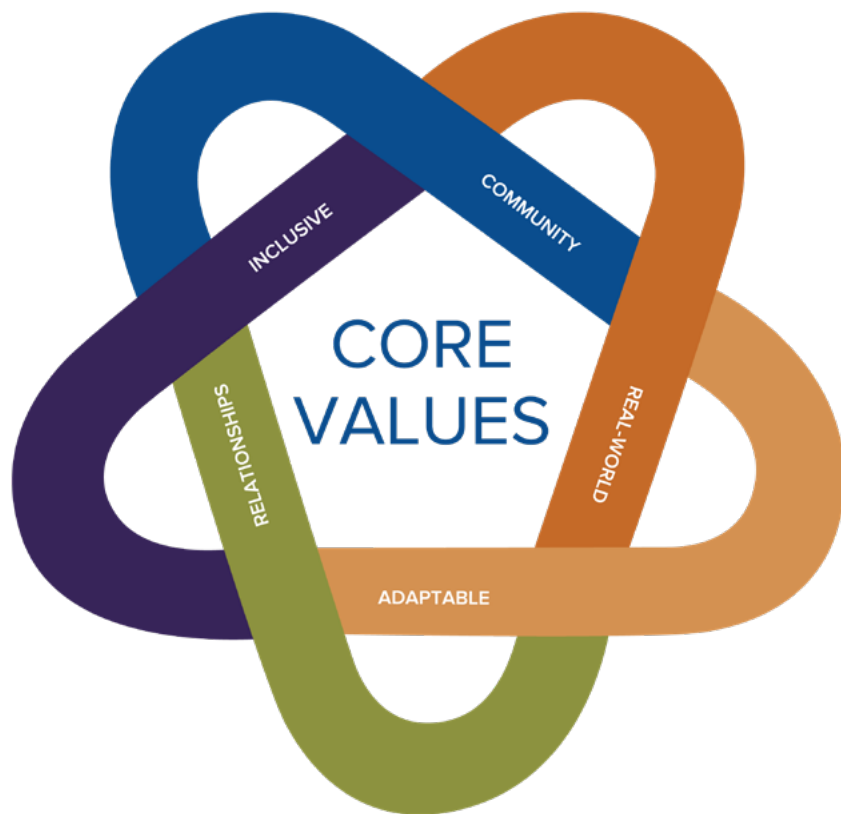


Appendices



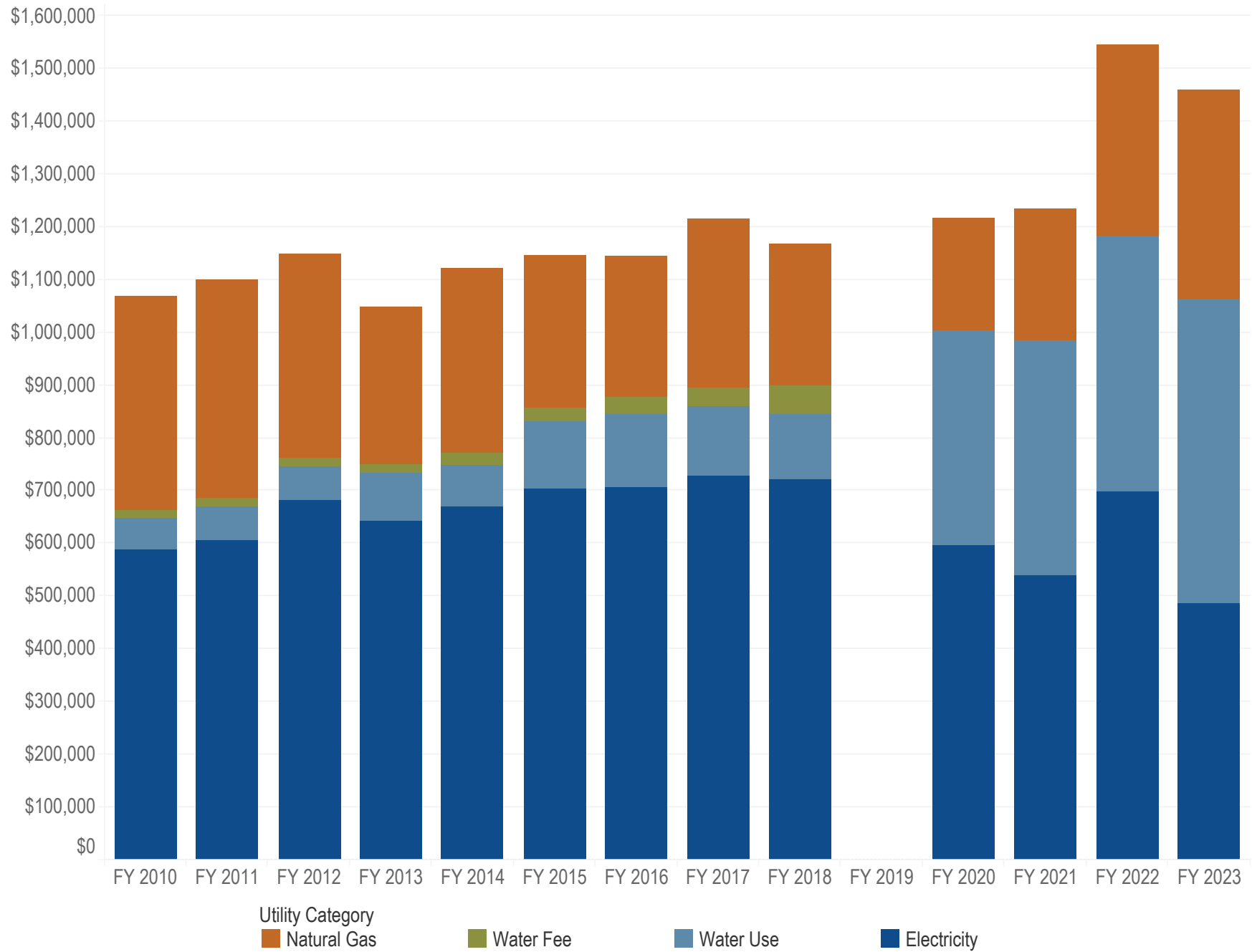
Appendix A: Core Values for Educational Design

1. Relationships build a community of trust and respect. With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.
2. Inclusive learning environments are culturally relevant. Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.
3. Real-world, experiential learning is meaningful and applied. Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.
4. Community connections support learning. Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.
5. Adaptability is critical to our success. Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

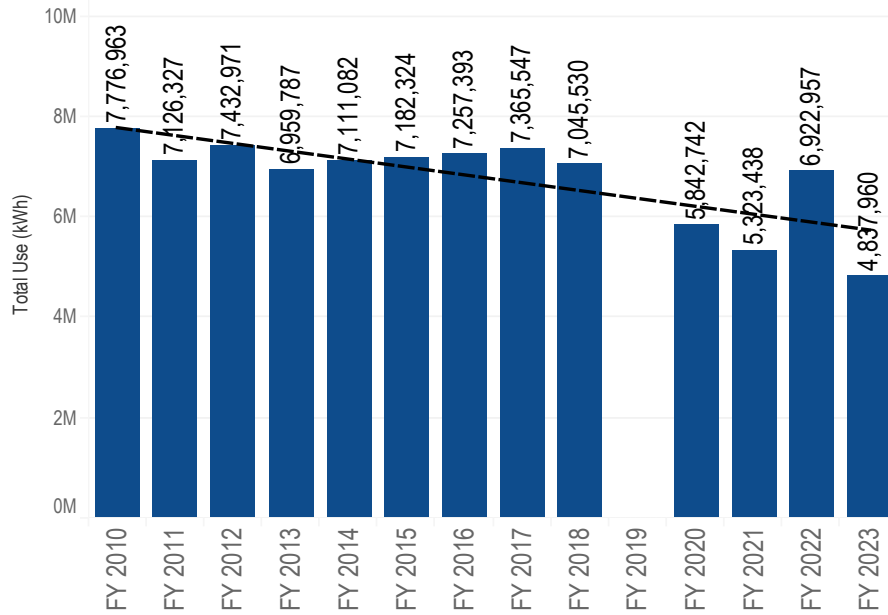


Appendix B: Baseline Data

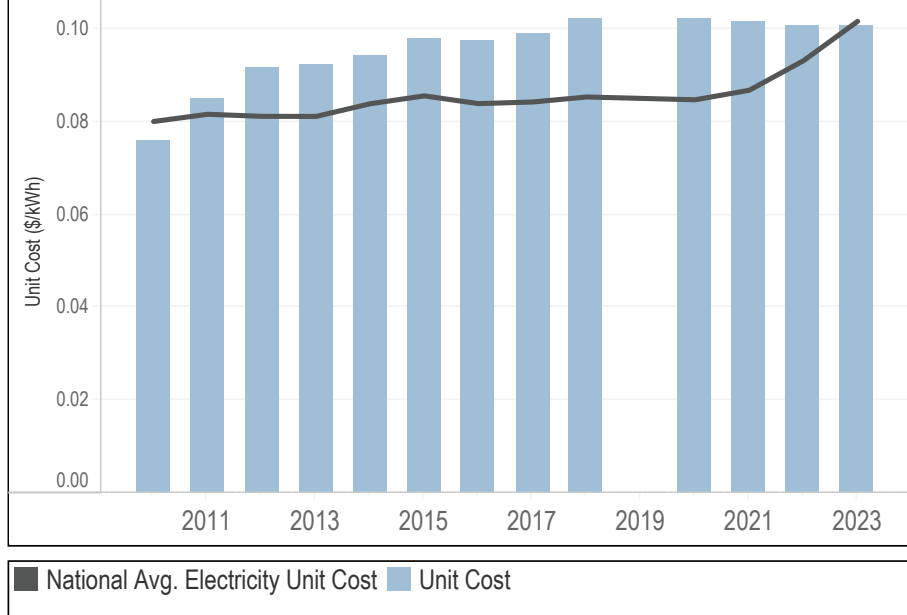
Utility Costs by Year



Electricity Use



Electricity Unit Cost

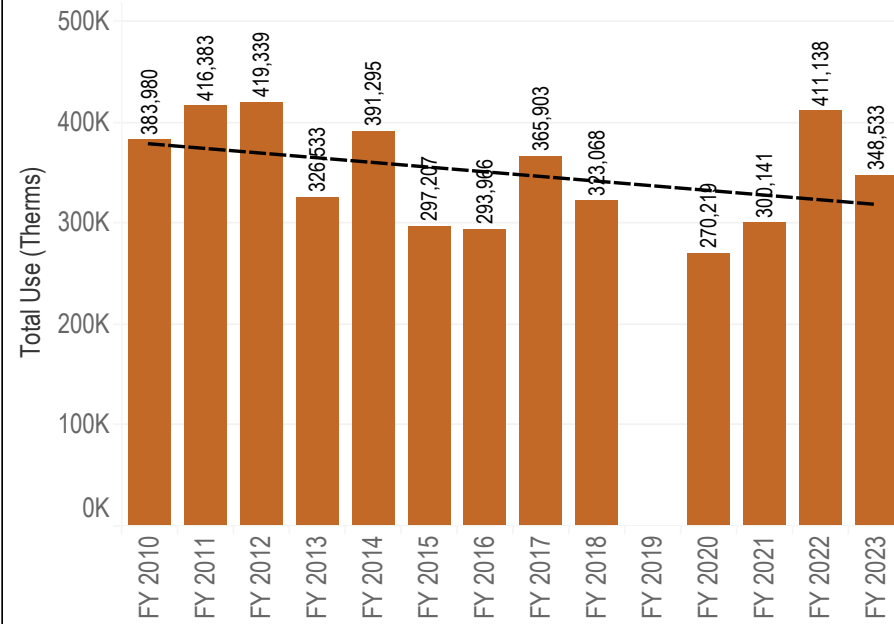


Normalized Electricity Use (kWh/sq. ft.)

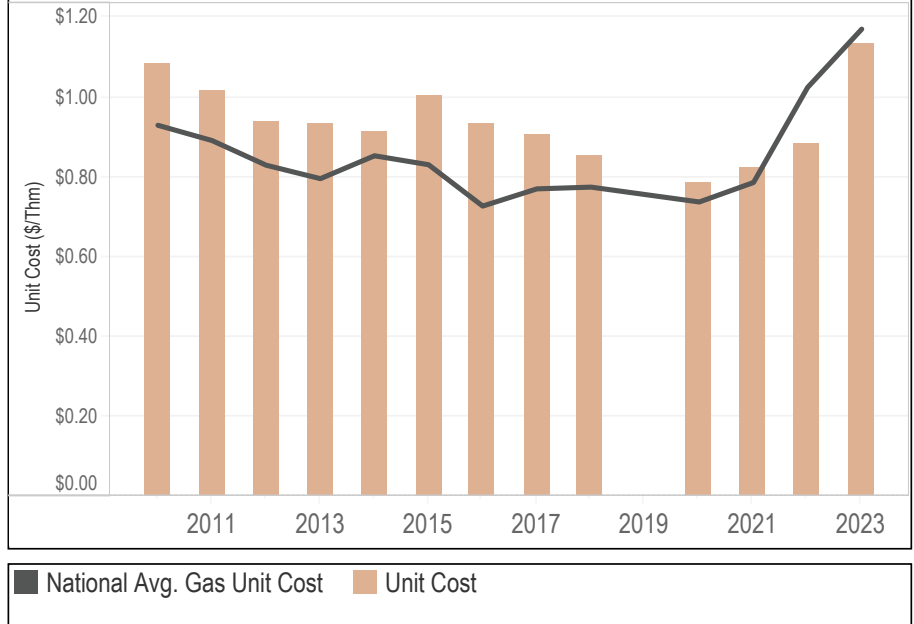
| EUI Building Name | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Adams Elementary | 7.63 | 7.34 | 7.53 | 7.49 | 7.82 | 7.68 | 8.07 | 8.33 | 8.00 | - | 5.29 | 4.71 | 4.92 | 1.59 |
| Bessie Coleman Elementary | 5.93 | 5.40 | 5.55 | 5.47 | 5.71 | 5.33 | 5.57 | 5.73 | 5.67 | - | 2.83 | 3.69 | 5.58 | 3.03 |
| Cheldelin Middle | 5.21 | 4.40 | 4.63 | 4.10 | 4.40 | 4.41 | 4.42 | 4.52 | 4.44 | - | 3.40 | 2.71 | 3.43 | 2.79 |
| College Hill | 3.66 | 3.62 | 3.13 | 3.07 | 3.29 | 3.22 | 3.74 | 3.40 | 3.23 | - | 2.28 | 1.86 | 3.03 | 1.84 |
| Corvallis High | 7.74 | 7.33 | 8.04 | 7.29 | 7.53 | 7.80 | 7.72 | 7.63 | 7.57 | - | 5.68 | 4.63 | 6.82 | 4.86 |
| Crescent Valley High | 6.66 | 7.06 | 7.24 | 6.51 | 6.39 | 6.70 | 6.86 | 6.82 | 6.65 | - | 5.60 | 4.81 | 7.25 | 5.24 |
| District Office & Western View.. | 11.96 | 9.49 | 15.85 | 16.32 | 20.23 | 15.72 | 13.79 | 17.96 | 8.58 | - | 2.24 | 4.73 | 1.39 | 7.08 |
| Franklin K-8 | 4.93 | 4.24 | 4.02 | 4.00 | 4.13 | 4.07 | 3.88 | 4.11 | 4.22 | - | 2.91 | 2.64 | 3.77 | 2.92 |
| Garfield Elementary | 3.99 | 3.47 | 3.41 | 3.34 | 3.45 | 3.34 | 3.29 | 3.46 | 3.30 | - | 2.31 | 3.21 | 3.56 | 0.25 |
| Kathryn Jones Harrison Elem.. | 4.04 | 4.21 | 4.17 | 3.99 | 3.97 | 3.83 | 3.61 | 3.70 | 3.75 | - | 3.13 | 2.57 | 2.59 | 2.42 |
| Letitia Carson Elementary | 4.26 | 4.29 | 4.00 | 4.02 | 3.56 | 4.01 | 3.95 | 3.97 | 3.37 | - | 2.67 | 2.35 | 3.42 | 2.44 |
| Lincoln Elementary | 6.97 | 6.00 | 6.13 | 5.77 | 6.18 | 5.92 | 6.20 | 6.24 | 6.30 | - | 3.63 | 4.24 | 3.99 | 2.32 |
| Linus Pauling Middle | 9.62 | 7.66 | 7.92 | 7.89 | 7.86 | 7.89 | 7.99 | 8.41 | 7.53 | - | 6.88 | 6.05 | 7.14 | 4.62 |
| Mt. View Elementary | 7.05 | 4.00 | 3.95 | 3.56 | 3.72 | 3.67 | 3.81 | 3.86 | 3.64 | - | 3.40 | 3.26 | 4.69 | 4.28 |



Natural Gas Use



Natural Gas Unit Costs



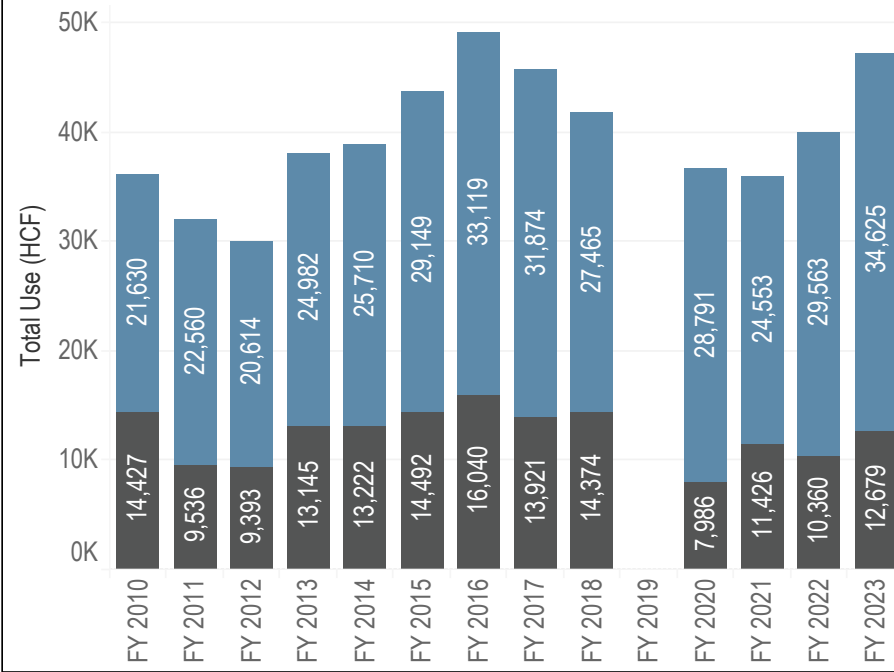
Normalized Natural Gas Use (Therm/sq.ft.)

| EUI Building Name | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Adams Elementary | 0.19 | 0.25 | 0.25 | 0.21 | 0.37 | 0.18 | 0.17 | 0.23 | 0.20 | | 0.14 | 0.15 | 0.18 | 0.30 |
| Bessie Coleman Elementary | 0.28 | 0.30 | 0.28 | 0.25 | 0.32 | 0.24 | 0.23 | 0.32 | 0.26 | | 0.16 | 0.21 | 0.30 | 0.18 |
| Cheldelin Middle | 0.30 | 0.34 | 0.32 | 0.24 | 0.28 | 0.22 | 0.21 | 0.25 | 0.23 | | 0.17 | 0.26 | 0.28 | 0.31 |
| College Hill | 0.65 | 0.69 | 0.93 | 0.63 | 0.63 | 0.53 | 0.67 | 0.71 | 0.61 | | 0.48 | 0.46 | 0.60 | 0.68 |
| Corvallis High | 0.26 | 0.30 | 0.39 | 0.26 | 0.30 | 0.24 | 0.23 | 0.30 | 0.25 | | 0.21 | 0.21 | 0.41 | 0.30 |
| Crescent Valley High | 0.41 | 0.46 | 0.39 | 0.30 | 0.36 | 0.27 | 0.26 | 0.30 | 0.32 | | 0.23 | 0.21 | 0.39 | 0.24 |
| District Office & Western View .. | 0.33 | 0.31 | 0.29 | 0.26 | 0.32 | 0.26 | 0.28 | 0.35 | 0.29 | | 0.27 | 0.31 | 0.26 | 0.28 |
| Franklin K-8 | 0.51 | 0.53 | 0.48 | 0.41 | 0.60 | 0.26 | 0.29 | 0.40 | 0.35 | | 0.50 | 0.53 | 0.49 | 0.44 |
| Garfield Elementary | 0.27 | 0.29 | 0.31 | 0.28 | 0.30 | 0.26 | 0.30 | 0.33 | 0.29 | | 0.15 | 0.19 | 0.14 | 0.12 |
| Kathryn Jones Harrison Elemen.. | 0.25 | 0.37 | 0.39 | 0.26 | 0.33 | 0.23 | 0.21 | 0.30 | 0.25 | | 0.13 | 0.20 | 0.11 | 0.22 |
| Letitia Carson Elementary | 0.39 | 0.46 | 0.40 | 0.43 | 0.49 | 0.37 | 0.35 | 0.46 | 0.22 | | 0.24 | 0.32 | 0.29 | 0.27 |
| Lincoln Elementary | 0.31 | 0.33 | 0.33 | 0.29 | 0.28 | 0.21 | 0.27 | 0.30 | 0.32 | | 0.18 | 0.17 | 0.20 | 0.19 |
| Linus Pauling Middle | 0.33 | 0.23 | 0.23 | 0.19 | 0.23 | 0.20 | 0.20 | 0.27 | 0.23 | | 0.17 | 0.20 | 0.25 | 0.20 |
| Mt. View Elementary | 0.21 | 0.23 | 0.22 | 0.18 | 0.19 | 0.24 | 0.14 | 0.18 | 0.16 | | 0.17 | 0.25 | 0.39 | 0.35 |

Therms per sq. ft.

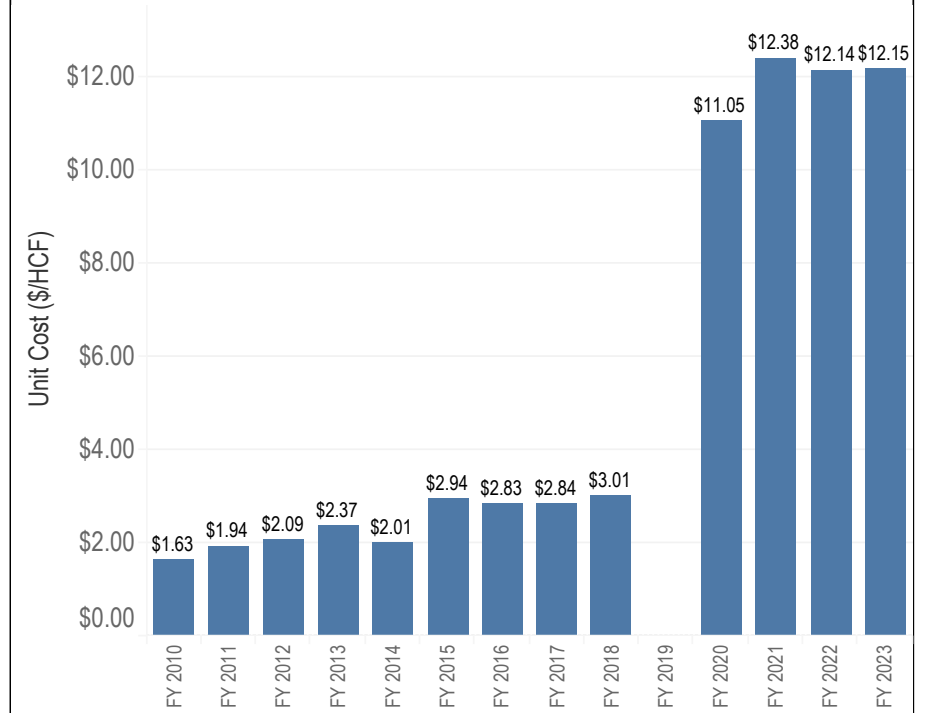


Annual Water Use



Water Type ■ Indoor Water ■ Outdoor Water

Water Unit Cost



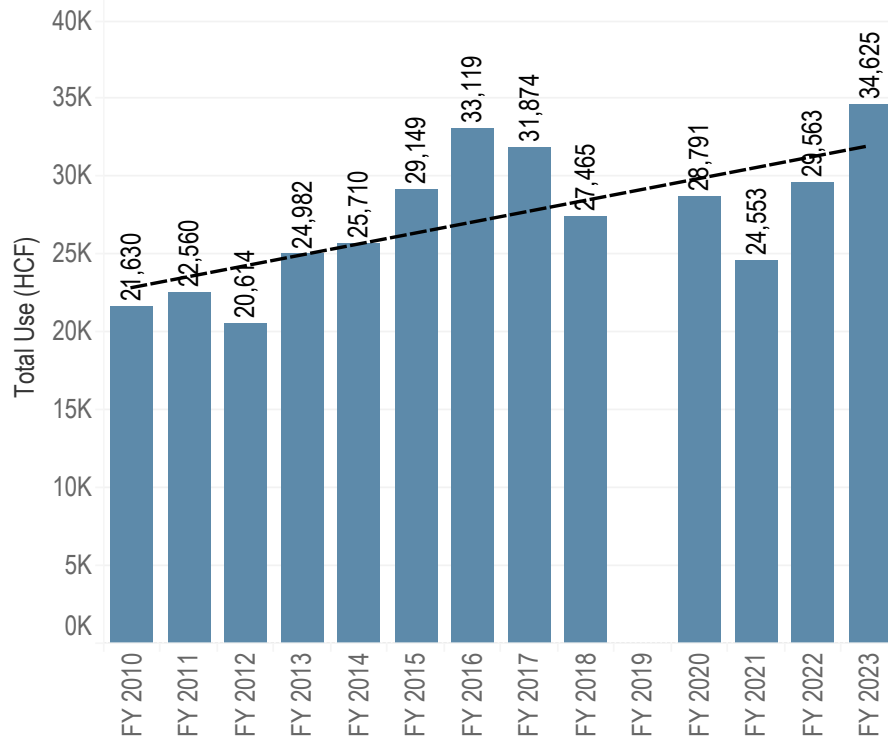
Normalized Water Use (hcf/student)

| Building | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Adams Elementary | 11.68 | 16.82 | 22.29 | 23.17 | 12.82 | | 20.94 | 10.76 | 2.69 | |
| Bessie Coleman Elementary | 2.26 | 2.67 | 2.74 | 1.86 | 2.34 | | 2.11 | 1.83 | 2.11 | |
| Cheldelin Middle | 3.94 | 3.44 | 3.40 | 3.63 | 3.86 | | 4.21 | 0.57 | 5.04 | |
| College Hill | | | | | | | | | | |
| Corvallis High | 7.62 | 6.25 | 7.79 | 8.30 | 6.10 | | 9.92 | 12.37 | 11.50 | |
| Crescent Valley High | 15.20 | 16.76 | 16.62 | 15.73 | 16.66 | | 12.70 | 14.57 | 13.53 | |
| Franklin K-8 | 4.19 | 3.54 | 3.27 | 5.06 | 8.85 | | 3.30 | 2.71 | 8.86 | |
| Garfield Elementary | 1.65 | 1.94 | 2.14 | 2.23 | 2.02 | | 2.68 | 0.89 | 5.08 | |
| Kathryn Jones Harrison Elementary | 1.61 | 1.83 | 1.88 | 1.90 | 1.82 | | 1.85 | 0.87 | 1.55 | |
| Letitia Carson Elementary | 5.02 | 3.05 | 6.52 | 2.99 | 3.70 | | 1.54 | 0.67 | 1.50 | |
| Lincoln Elementary | 1.99 | 4.19 | 1.89 | 1.66 | 2.73 | | 1.38 | 1.20 | 4.83 | |
| Linus Pauling Middle | 1.00 | 0.95 | 0.83 | 0.94 | 0.75 | | 0.75 | 0.29 | 0.70 | |

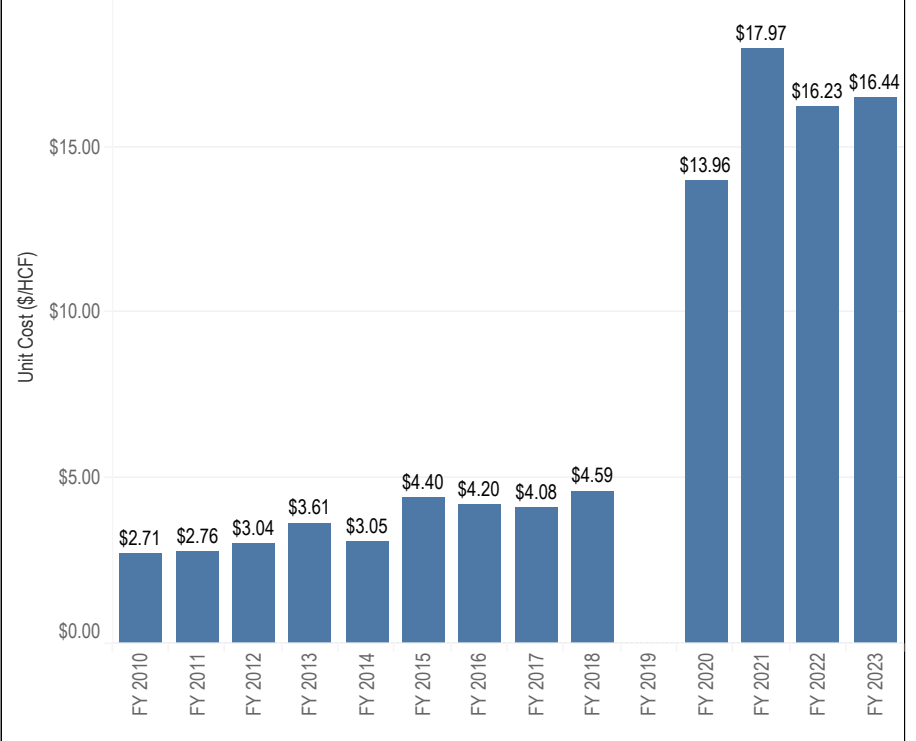
Use per Student



Annual Indoor Water Use



Indoor Water Unit Cost



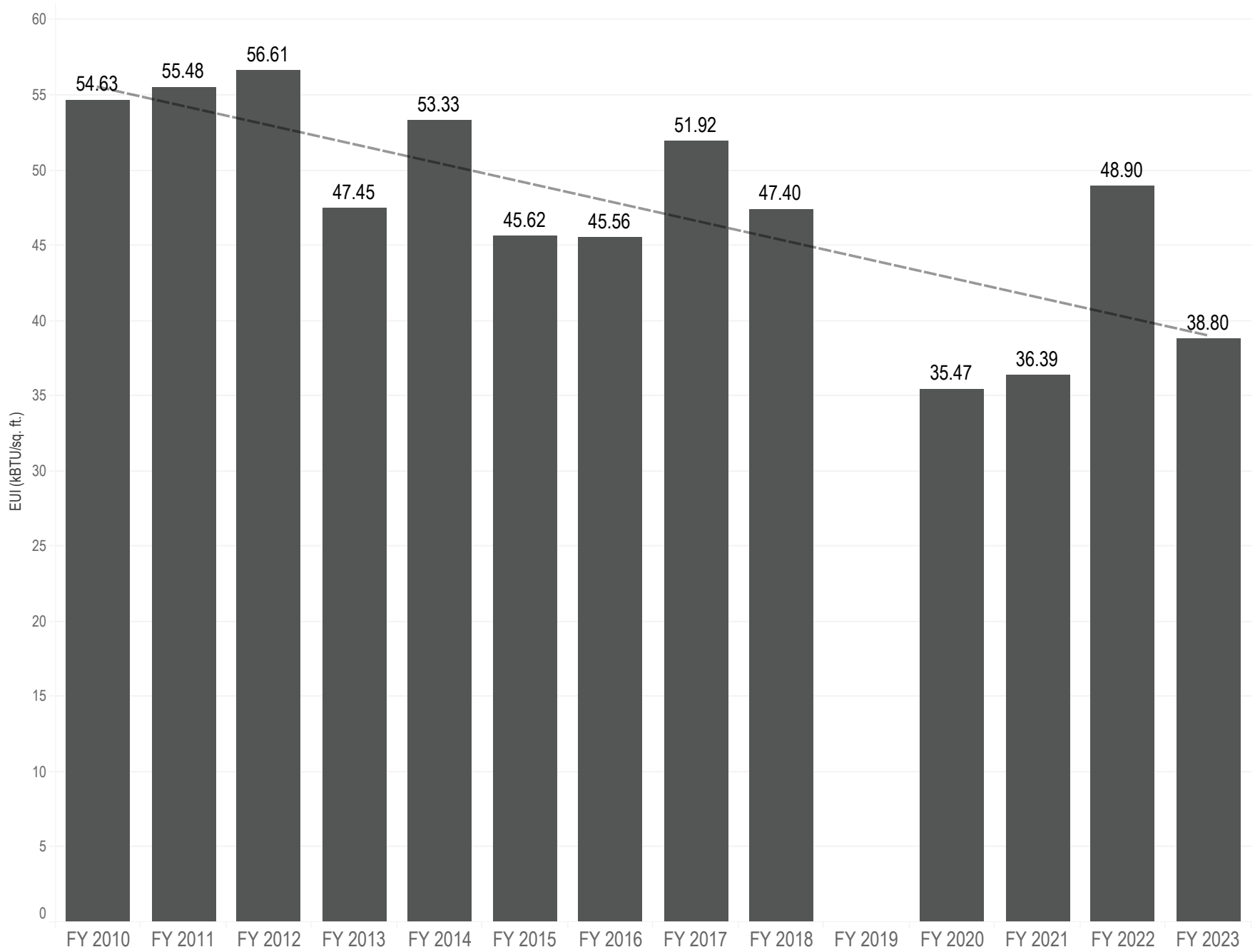
Normalized Indoor Water Use (hcf/student)

| Building | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Adams Elementary | 11.68 | 16.82 | 22.29 | 23.17 | 12.82 | | 20.94 | 10.76 | 2.69 | |
| Bessie Coleman Elementary | 2.26 | 2.67 | 2.74 | 1.86 | 2.34 | | 2.11 | 1.83 | 2.11 | |
| Cheldelin Middle | 3.94 | 3.44 | 3.40 | 3.63 | 3.86 | | 4.21 | 0.57 | 5.04 | |
| College Hill | | | | | | | | | | |
| Corvallis High | 7.48 | 6.08 | 7.56 | 8.07 | 5.90 | | 9.86 | 12.28 | 11.34 | |
| Crescent Valley High | 3.38 | 3.19 | 3.28 | 2.78 | 2.89 | | 3.66 | 2.46 | 3.69 | |
| Franklin K-8 | 4.19 | 3.54 | 3.27 | 5.06 | 8.85 | | 3.30 | 2.71 | 8.86 | |
| Garfield Elementary | 1.65 | 1.94 | 2.14 | 2.23 | 2.02 | | 2.68 | 0.89 | 5.08 | |
| Kathryn Jones Harrison Elementary | 1.61 | 1.83 | 1.73 | 1.74 | 1.75 | | 1.33 | 0.71 | 1.31 | |
| Letitia Carson Elementary | 1.51 | 1.74 | 1.69 | 1.70 | 1.47 | | 1.54 | 0.67 | 1.50 | |
| Lincoln Elementary | 1.91 | 4.16 | 1.78 | 1.66 | 2.73 | | 1.38 | 1.20 | 1.25 | |
| Linus Pauling Middle | 1.00 | 0.95 | 0.83 | 0.94 | 0.75 | | 0.75 | 0.29 | 0.70 | |

Use per Student



District EUI



Appendix C: SMP Progress Review



GARFIELD ELEMENTARY
Outdoor Learning Space

Photo courtesy of Corvallis School District Facebook

2019 SMP Progress Report

DRAFT February 2023

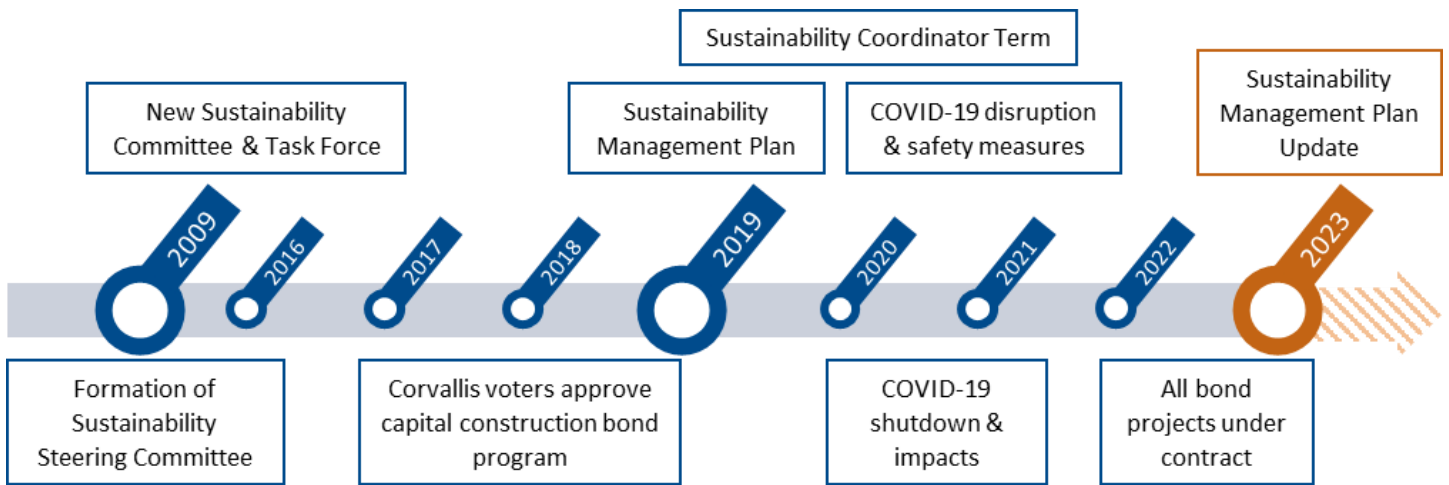




Corvallis School District views sustainability as a natural extension of the district’s core mission, integral to our built environment, our practices, and our core values. The district has worked diligently to operationalize sustainable practices for many years and, in 2019, developed a Sustainability Management Plan to institutionalize and structure the advancement of sustainability activities. The path since 2019 has not been straightforward – the district has weathered a global pandemic and faced challenges with staff capacity and direction. Despite that, significant progress has been made, including the implementation of design best standards to ensure that major construction projects under the 2018 Facilities Bond program optimize building performance and contribute to our sustainability goals.

This update to the Sustainability Management Plan will take stock of progress to date, allow for course adjustments where necessary, and create a foundation for a more structured and strategic approach to achieving sustainability goals.

Corvallis School District Sustainability Timeline



What went well?

Despite the challenges we faced in 2020 and 2021 due to the COVID-19 pandemic, we are very proud of the successes we have achieved over the last four years promoting sustainability throughout the district. We have built a strong foundation on which we can continue to build our sustainability work. By upgrading our school facilities through the bond projects, we have put systems in place that allow us to optimize energy and water use, provide a healthy and stimulating learning environment for our kids, and leverage our school facilities as a teaching tool in the future. Each school also has built a green team led by a school sustainability leader who can support ongoing sustainability initiatives across the district. These green teams are also participants in the Oregon Green Schools (OGS) program, which gives them access to additional resources and support for sustainability initiatives. During this plan update, we will build upon these successes to ensure our new facilities are running as efficiently as possible and continue to build out the structure and support for our school sustainability leaders and green teams.



Figure 1: Green Team School field trip. Photo courtesy of CSD website.



What did we learn?

Over the last three years implementing the sustainability management plan, we have identified some key takeaways that will be used to improve the plan during the update process. One of the key barriers to additional success was that our school sustainability leaders and our sustainability coordinator had many competing priorities for their time. This was exacerbated by the COVID-19 pandemic that required teachers and students to shift how classrooms were run, frequently, to keep up with changing conditions and safety recommendations. To help overcome this obstacle, this sustainability plan update will focus on developing a more structured program with support at all levels and a more formal schedule of events. This will decrease the amount of time the school sustainability leaders will need to spend planning and allow more time to be spent on implementation.



Figure 2: Gardening activity at Garfield Elementary, during Outdoor School, during the COVID-19 pandemic. Photo courtesy of CSD Facebook.

The second barrier to success was the availability and quality of data. For several of our action areas, the plan called for additional tracking of data to develop a baseline and track progress toward goals; this was not completed. Additional data tracking requires significant time investment and may not be the best use of staff time. In addition, energy, water, and transportation use patterns have been significantly impacted by the COVID-19 pandemic and the bond construction projects, so does not represent typical use. During the plan update process, we will reevaluate data availability and reframe goals as needed to ensure the ability to effectively track progress.

How are we doing?

As a first step in updating the District’s 2019 Sustainability Management Plan, we have reviewed data and progress to date to determine whether we are on track to meet established goals in each of the plan’s focus areas. In each focus area, progress toward goals was reviewed and ranked based on the table below. Under each goal, strategies that were implemented are listed as well as other activities relevant to the goal that were completed by the district.

| Icon | Description |
|------|--|
| | The goal year has passed, and the district has met the goal. |
| | The goal year has passed, and the district has not met the goal. |
| | The data are not available to check progress toward goal. |
| | The goal year has not passed, and the district is on track to meet the goal. |
| | The goal year has not passed, and the district is off track to meet the goal. |



Energy and Water

This action area emphasizes a commitment to reducing the District's impact on natural resources through energy management and water conservation practices.



Goal #1: By 2022, benchmark energy and water use in all buildings.

Energy and water use data were significantly impacted by the impacts of the COVID-19 pandemic response, so data from FY20 to FY21 are not representative of typical operations and therefore not suitable for benchmarking.

Strategy EW 1.2: Install real-time building energy monitors to allow staff and students to explore building energy use, including renewable energy production.

- As part of the bond upgrades, all schools will have real-time sustainability dashboards showing energy and water use. This has not been completed yet, but dashboard development is in progress.



Goal #2: By 2025, reduce indoor water use by 15% compared to 2018 baseline.

Preliminary indoor water use data for FY22 shows an increase in water use as compared to FY18. Many indoor water meters also serve landscape plantings near the schools, so this increase may be due to water use to establish new landscaping from bond renovations. Continued monitoring is needed to establish water use for typical operations.

Strategy EW 2.1: Identify and replace high-flow water fixtures with low-flow water fixtures, where appropriate.

- Water Sense indoor sinks, toilets, and urinals were installed at all schools as part of the bond upgrade. This only applies to areas that were upgraded as part of the bond renovation.



Goal #3: By 2025, reduce district-wide site Energy Use Intensity (EUI) by 30% compared to 2018 baseline.

Preliminary energy use data in FY22 shows that district-wide EUI decreased significantly as compared to FY18, exceeding the District's goal. Continued monitoring is needed to understand the EUI for typical operations after all renovations are complete.



As of May 2022, all bond projects are under contract. Construction and renovation work will continue through 2023. As project work is completed, energy savings should become more apparent, with improved efficiency and controls being a component of most projects. Improvements at Crescent Valley High School (CVHS) are now complete. This building consumes the most energy in the district and has received improvements including external weatherization, improved exhaust systems in workspaces, and improved heating systems (Figure 3).

Figure 3: Drawings for renovated auto shop at CVHS with improved ventilation systems. Image from CVHS construction drawings.



Facilities

This action area focuses on the way a facility is built and operated - to minimize impacts on the environment and improve how occupants learn and feel within buildings.

- ✓ *Goal #1: Monitor implementation of sustainable design guidelines for new construction and major renovation projects and report on once design is complete.*

In 2019, the Corvallis School District developed Sustainable Design Guidelines to ensure that any new facilities built by the district optimized building performance to provide a safe, healthy, and comfortable place for students to learn and thrive while minimizing environmental impact both locally and globally.

Strategy F 1.1: Implement sustainable design standards for all new construction and major renovations.

- The sustainable design guidelines were applied to replacement or major renovation projects across 12 schools, to improve building performance across all four action areas.

- ✗ *Goal #2: By 2021, establish methods to monitor environmental impacts on classroom learning environments, such as indoor air quality, temperature, acoustics, and lighting.*

No formal program has been established to monitor classroom learning environments. This goal has been especially difficult as the school learning environments have been in almost constant change due to bond program renovations and COVID-19 pandemic response measures.



In all bond projects, there were a number of classroom environment improvements implemented to the degree they were in scope of the project. These include 1) HVAC system controls that ensure the classrooms' CO₂ concentration and humidity stay at healthy levels conducive to learning, 2) individual temperature controls and ceiling fans to provide personalized thermal comfort, 3) daylighting and views of nature to create a stimulating learning environment (Figure 4), and 4) acoustic precautions to ensure that distracting sounds from inside or outside the building don't disturb the learning environment.

Figure 4: New classroom space at Bessie Coleman Elementary, highlighting the positive impact of daylighting in the classroom. Photo courtesy of Bessie Coleman Facebook.

- ? *Goal #3: By 2022, create and implement plans to improve indoor environmental impacts.*

This goal relies on the data from Goal #2 in this focus area. While great improvements have been made to indoor learning areas, moving forward strategies to monitor and maintain healthy and stimulating learning environments will be a focus of the plan update.



Transportation

This action area focuses on reducing the environmental impact of transportation to and from school. Transportation for both students and staff represents a significant portion of the greenhouse gas emissions for the district as well as contributes to air quality problems both on school grounds and in the community.

✘ *Goal #1: Conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.*

Transportation patterns were greatly affected by the COVID-19 pandemic, so this survey could not be conducted in FY20 or FY21 as it would not reflect students typical commuting patterns.

? *Goal #2: By 2025, reduce single-occupancy staff, student, and parent trips to school by 10%.*

This strategy relies on data from Goal #1 to track progress reducing single-occupancy trips. While we don't have data to track the number of single-occupancy vehicle trips, the percentage of students taking the bus to school has decreased substantially after the COVID-19 pandemic. This may be an indicator that more students are traveling to school in passenger vehicles or riding bikes.

? *Goal #3: By 2022, increase walk/bike to school participation by 10% district-wide*

This strategy also requires data from goal #1 to track success in increasing the number of students walking or biking to school. Although the data are not available to track progress, the district has been very active in promoting biking and walking to school, building on the District's successful bike education and walk/bike to school initiatives.



The district helped organize a "bike pop-up event" in collaboration with the Mid-Valley Bicycle Club and the Corvallis Bicycle Cooperative. Through this event 70 refurbished bikes and new helmets were distributed to low-income families at Garfield Elementary with the help of the CSD Health Navigators. The district also received a \$39,335 grant from ODOT to expand the Bike Education program that has been successful in district elementary and middle schools.

Figure 5: Students at Garfield Elementary pop-up bike event. Photo courtesy of Corvallis Bicycle Collective Facebook.



Food & Waste

The food and waste action area focuses on promoting healthy and local food options, composting, recycling, and waste reduction.

✘ *Goal #1: By 2021, complete annual waste audits in all schools to determine waste stream composition and progress.*

Sampling waste audits were performed at Cheldelin, Corvallis High School, Crecent Valley High School, and College Hill. Progress toward this goal has been impacted by COVID-19 stay-at-home orders as well as safety precautions following return to school.

? *Goal #2: By 2025, increase the district waste diversion rate to 50%.*

This goal relies on the outcomes of goal #1 to track progress.

Strategy FW 2.1: Discontinue use of plastic bottled water and encourage use of reusable water bottles.

- Bottle fillers have been installed at all schools to allow students to easily refill reusable water bottles.
- The district sustainability coordinator worked with OSUsed to support green teams in their efforts to reduce waste by providing water bottles that were co-branded with green team stickers and a waste prevention message.



Figure 6: Waste audit at College Hill. Photo Courtesy of Oregon Green Schools Facebook.

Some schools have completed waste audits like the audit at College Hill (Figure 6) to help their green teams understand the opportunities to increase the diversion rate in their schools. The bond improvements at five schools also support student efforts to increase recycling rates by providing areas in the cafeteria for clearly labeled recycling.



Leadership

These types of goals provide guidance internally to continue to demonstrate an ongoing commitment to sustainability at the district level.

✓ *Goal #1: By 2022, all schools will have a school sponsored organization (i.e., green team, class/club) actively working toward OGS Merit-level certification goals*

All schools have an established green team with a school sustainability leader and have participated to some degree in the Oregon Green Schools Program. Level of participation has been impacted by the COVID-19 pandemic response as teachers and schools have had higher priorities.



✔ *Goal #2: By 2022, provide 3 district-level opportunities annually to exhibit student projects/work related to sustainability.*

Participation in events has been limited by the COVID-19 pandemic and associated restrictions, so the implementation of this strategy has shifted somewhat. School art teachers were provided with several opportunities to engage with sustainability related art, but there was no tracking of participation.

✔ *Goal #3: By 2022, develop customized support plans for all SSLs.*

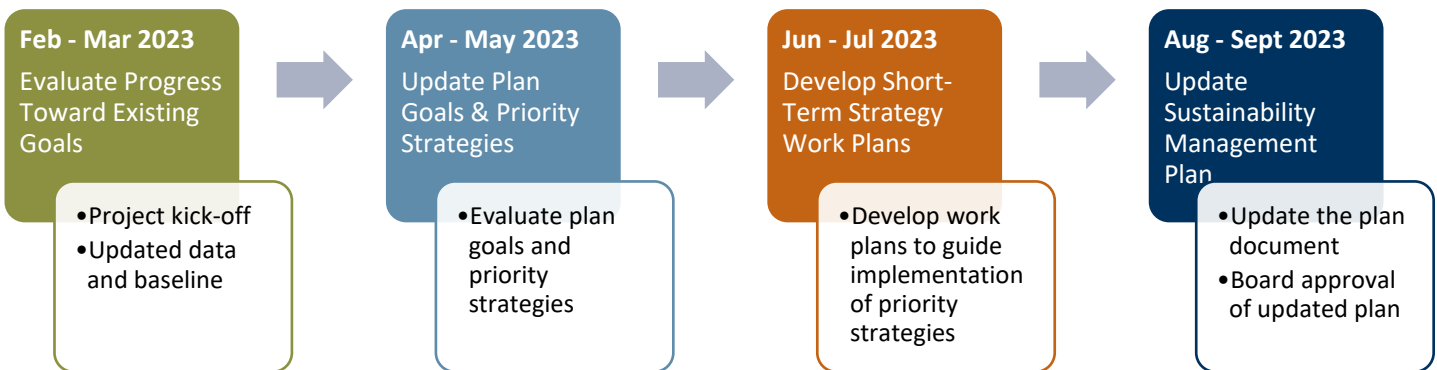
The support plans for the school sustainability leaders were somewhat informal during the COVID-19 pandemic due to shifting restrictions; but, beginning in FY23 more formal plans addressing one goal or action area a month have been rolled out.

✔ *Goal #4: By 2022, host at least 2 reoccurring annual sustainability training events for all school staff and teachers.*

There have been occasional presentations at school sustainability leader monthly meetings as well as annual Professional Learning Fair presentations.

What's next?

Corvallis School District kicked off an update to the Sustainability Management Plan in early 2023. Over the coming months, district staff will work with Brendle Group consultants to update the plan baseline data, evaluate progress, and update goals and strategies. Additionally, the update will include work plans for priority strategies to enable the district to accelerate sustainability progress. District staff will participate in a series of work sessions to inform the plan update and will return to the School Board in the Fall of 2023 for review and approval of the final plan document.



Appendix D: Stakeholder engagement

Development of the Corvallis School District Sustainability Management Plan 2023 Update was built on stakeholder collaboration and feedback, including:

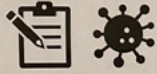
- Regular meetings between the School District Project Manager and the consultant team to guide the overall direction and schedule for the plan update.
 - » Meetings approximately every other week for the project duration, from January – December 2023.
- Online feedback sessions with key School District staff to provide targeted input on throughout plan development:
 - » Plan introduction and progress updates: 3/16/2023
 - Provided an overview of the plan update process and initial data analysis.
 - Input from staff on success and challenges with implementation of the 2019 SMP.
 - » Energy & Water and Facilities: 4/20/2023
 - Review data specific to the Energy & Water and Facilities Action Areas.
 - Input from staff on specific actions needed to implement Energy & Water and Facilities strategies.
 - » Food & Waste: 5/23/23
 - Review data specific to Food & Waste Action Area.
 - Input from staff on specific actions needed to implement Food & Waste strategies.
 - » Transportation: 5/23/23
 - Review data specific to Transportation Action Area.
 - Input from staff on specific actions needed to implement Transportation strategies.
 - » Leadership: 06/15/2023
 - Review data specific to Leadership Action Area.
 - Input from staff on specific actions needed to implement Leadership strategies.
- Online Corvallis Sustainability Coalition feedback session: 08/04/2023
 - » Review SMP update process and data tracking.
 - » Review goals and strategies for each Action Area.
 - » Input from District staff and community sustainability advocates used to inform final updated goals and strategies.
- In-person feedback sessions:
 - » Community Open House: 11/16/2023 at Lincoln Elementary School
 - » Public open house for community members to learn about the SMP update, provide input on plan goal and strategies, and identify opportunities to connect to broader community sustainability goals.



TRANSPORTATION

Key Takeaways 2018 - 2023

Data collection was impacted by the COVID-19 pandemic.



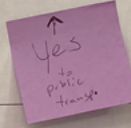
District expanded elementary bike education program to middle school students



A bike pop-up event distributed refurbished bikes and new helmets to low-income families



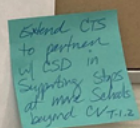
School bus ridership rose in FY 2019-2020 before dropping off in 2020-2022 due to the COVID-19 pandemic. Focused effort is needed to address bus driver shortages and help students/parents feel safe taking the bus post pandemic



2023 Draft Goals and Strategies

Goal T-1: Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.

- Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies.
- Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school including use of District bus service.



Goal T-2: By 2025, increase active and shared transportation trips to school by 10% compared to 2023 baseline.

- Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school.
- Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program.
- Strategy T-2.3: Review and update elementary school Safe Routes to School by 2025.

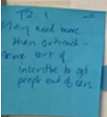


Figure 14. An example of a poster used to gather community feedback during a Community Open House at Lincoln Elementary.

- School Sustainability Leader (SSLs) Feedback Session: 11/17/2023 at Bessie Coleman Elementary School
 - » Feedback session for SSLs to provide feedback on updated goals and strategies and identify opportunities for SSLs to support plan implementation.

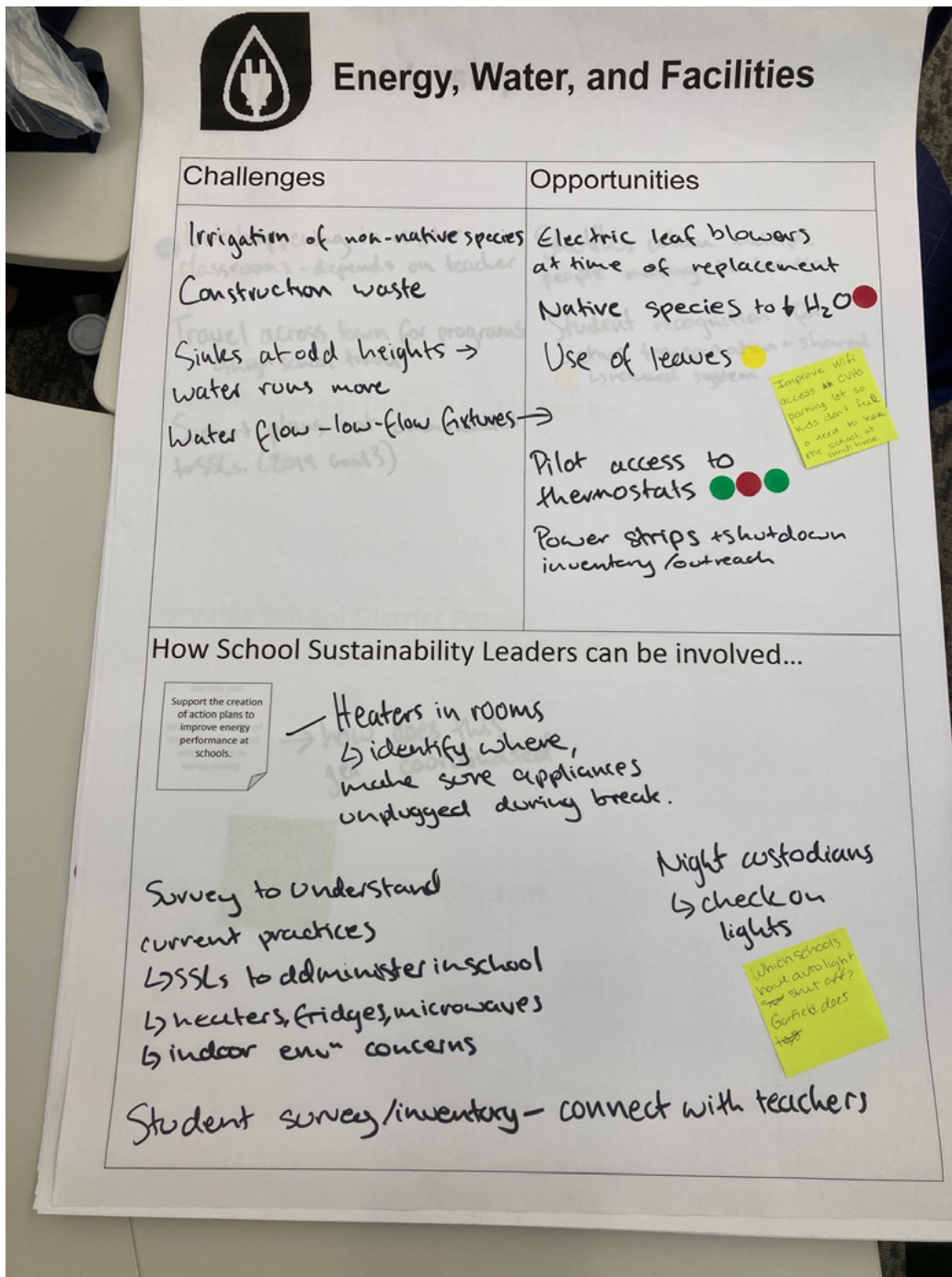


Figure 15. An example of a poster used during staff feedback sessions at Bessie Coleman Elementary School.

- High School Student Green Teams Feedback Session: 11/17/2023 at Corvallis High School
 - » Feedback session with High School Green Teams from the district's three schools.

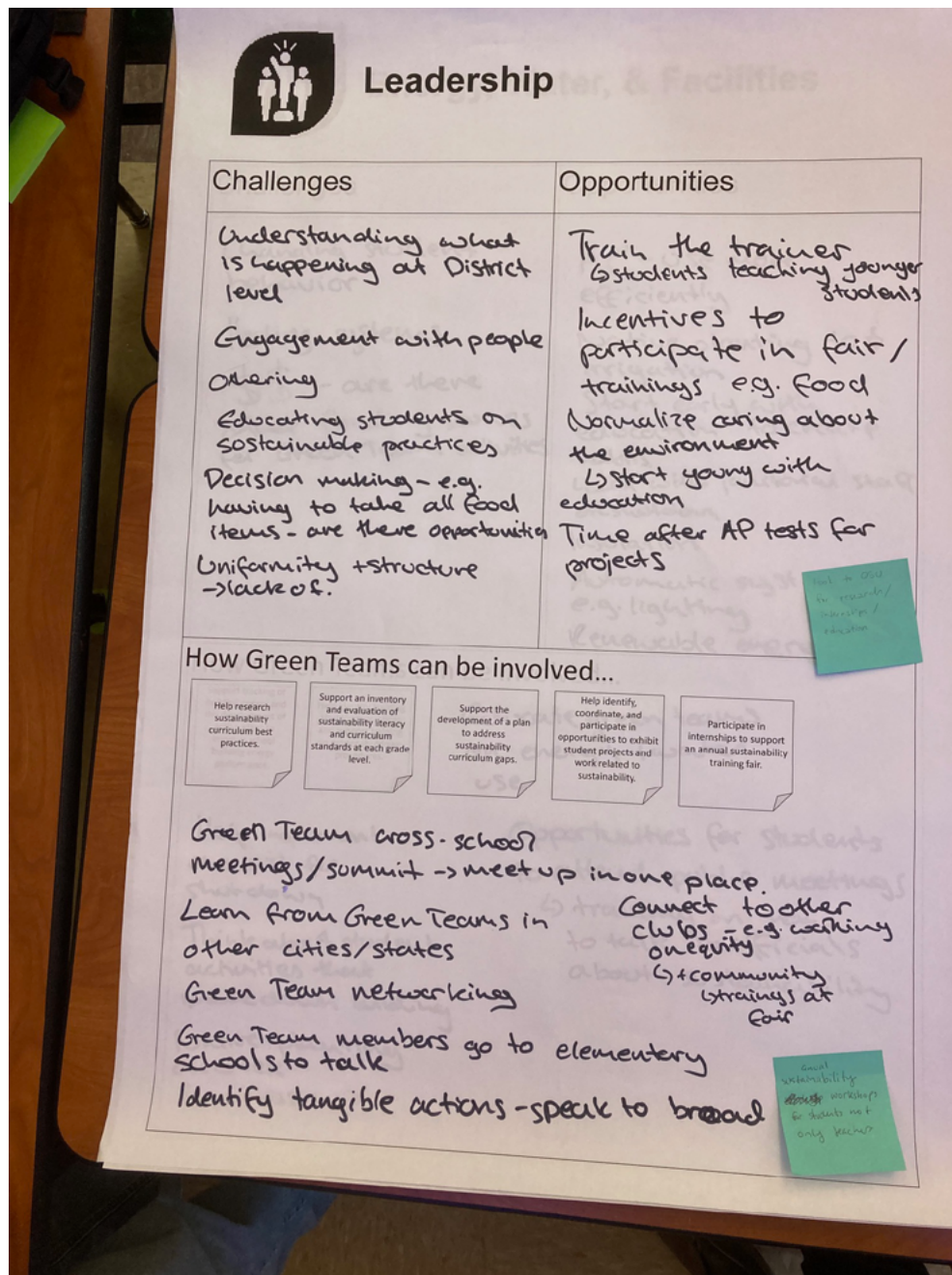


Figure 16. An example of a poster used to gather Green Team Feedback at Corvallis High School.

- The updated SMP goals and strategies were posted online for broad community input from November 20 – 27.
 - » 14 responses were received
 - » Feedback was compiled and incorporated into the final plan document, including updating of Goal F-3 to reflect creation of a district-wide landscaping program

Appendix E: Draft 2023 Implementation Schedule

This is a draft of the schedule of activities for the district-wide activities. Activities are listed by month for the Sustainability Advisory Committee, sustainability specialist, and SSLs. The schedule is designed to coordinate key activities for district-wide sustainability work and is not comprehensive of all strategy actions.

| Month | Month-of-Impact Focus | Sustainability Advisory Committee | Sustainability Specialist | School Sustainability Leaders |
|-----------|---|--|--|---|
| August | Leadership: Booth at teacher training fair. | Annual kick-off meeting <ul style="list-style-type: none"> Review actions needed for the year with assigned leads. Identify any points of coordination across strategies. Develop an implementation schedule. | Present annual schedule at the advisory committee meeting and send it to SSLs. Host booth at teacher training fair. Send materials for Food & Waste: Farm-to-Table to SSLs | Connect with other teachers in their school to communicate the 2023 schedule and gather feedback on opportunities. Plan activities based on Food & Waste: Farm-to-Table materials. |
| September | Food & Waste: Farm-to-Table. | Support strategy implementation as appropriate | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| November | Transportation: Walk and Roll to School. | Support strategy implementation as appropriate. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| December | TBD | Support strategy implementation as appropriate. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| January | TBD | Mid-year check-in meeting <ul style="list-style-type: none"> Review implementation progress against schedule. Adjust actions or timelines as needed. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |

Appendix E: Draft 2023 Implementation Schedule

| Month | Month-of-Impact Focus | Sustainability Advisory Committee | Sustainability Specialist | School Sustainability Leaders |
|----------|---|--|---|--|
| February | TBD | Support strategy implementation as appropriate | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| March | Energy & Water: National Renewable Energy Day March 21. | Support strategy implementation as appropriate. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| April | Leadership: Earth Day. | Support strategy implementation as appropriate. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| May | Transportation: Walk and Roll to School. | Support strategy implementation as appropriate. | Send materials for next month's activities. | Implement activities for this month. Plan activities for next month. |
| June | Facilities: Take home and shut down. | Annual review meeting <ul style="list-style-type: none"> Identify actions implemented this year and associated impact. Provide content for annual impact summary document draft. | Draft 2024 schedule. Finalize the annual summary document and share with the school board. | Implement activities for this month. Provide content for the annual impact summary document including any photos of student activities and/or quotes from students. |
| July | None - staff focus on facilities' needs. | | | |

Appendix F: Strategy Workplans

During the 2023 Sustainability Management Plan update, actionable work plans were developed for each of Corvallis School District's priority strategies. These work plans were developed using a template included in the 2019 Sustainability Management Plan and will guide implementation during FY 2023/24 and FY 2024/25. The work plans may be edited and updated throughout implementation to reflect progress and any shifts in approach.

Work plans for each action area can be viewed at the links below:

- [Energy and Water Strategy Work Plans](#)
- [Facilities Strategy Work Plans](#)
- [Transportation Strategy Work Plans](#)
- [Food and Waste Strategy Work Plans](#)
- [Leadership Strategy Work Plans](#)

Appendix G: Sustainability Strategy Library

This appendix includes a list of strategies included in the 2019 and 2023 Sustainability Management Plans along with other strategies that were identified during the planning process but not included in the final plan. Where relevant, the table also provides the 2019 strategy score (which was based on an assessment of community priority, impact, student engagement, and practicality) along with the plan status for that strategy or the implementation timeframe identified in 2019. Where the 2023 Strategy Number or Plan Horizon column shows “N/A”, the strategy was either completed or is no longer relevant for the district.

This list and scoring of strategies from 2019 informed the identification of new strategies for this 2023 plan update and may be revisited during future updates.

| Energy & Water | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |
| EW1 | EW1.1 | Conduct an energy audit in all school buildings to identify energy savings opportunities and implement priority recommendations. | 7.75 | N/A |
| EW1 | EW1.2 | Install real-time building energy monitors to allow staff and students to explore building energy use including renewable energy production. | 5.5 | N/A |
| EW1 | N/A | Track utility use and costs by building and review trends quarterly. | 5.4 | Strategy EW-1.1 |
| EW1 | N/A | Use Portfolio Manager to determine the ENERGY STAR score for each building, make the scores publicly available, and create plans to address facilities that do not qualify for ENERGY STAR Certification | 4.44 | Strategy EW-1.2 |
| EW1 | N/A | Conduct a water use audit to identify water efficiency opportunities and implement priority opportunities. | 5.48 | Short |
| EW1 | N/A | Monitor indoor water use and water quality in all school buildings. | 4.1 | Short |
| EW1 | N/A | Benchmark CSD energy and water use against other school districts. | 2.98 | Short |
| EW1 | N/A | Calculate the carbon footprint for each facility. | 2.44 | Short |
| EW2 | EW2.1 | Identify and replace high-flow water fixtures, where appropriate. | 3.94 | N/A |
| EW2 | N/A | Develop a program to routinely identify and repair water leaks. | 3.21 | Strategy EW-2.2 |
| EW2 | N/A | Work with the City and/or other local partners to improve water use data access and quality. | N/A | Strategy EW-2.1 |
| EW2 | N/A | Identify all water meters with irrigation use and ensure that use is metered separately. | N/A | Strategy EW-2.3 |

| | | | | |
|-----|-------|--|------|--------------------------------|
| EW2 | N/A | Establish and implement irrigation schedules. | N/A | Strategy EW-2.4 |
| EW2 | N/A | Determine the feasibility and affordability of reusing grey water in school facilities. | 3.44 | Long |
| EW3 | EW3.1 | Create a building shutdown checklist and train staff to complete before each extended school break. | 5.96 | Strategy EW-3.1 |
| EW3 | N/A | Complete two-year post occupancy recommissioning | N/A | Strategy EW-3.2 |
| EW3 | EW3.2 | Develop sustainability curriculum for elementary level, develop a conservation kit to borrow from the central instructional media center (CIMC), and include staff training. | 5.81 | Integrated into Strategy L-1.2 |
| EW3 | N/A | Install building automation systems in all applicable facilities. | 2.5 | Long |
| EW3 | N/A | Maximize value of 1.5% of bond dedicated to renewable energy by leveraging incentives through Community Solar. | 2.04 | Long |
| EW3 | N/A | Use phase-change materials to store thermal energy and stabilize temperature. | 1.9 | Long |
| EW3 | N/A | Identify equipment nearing end of life and make a plan to replace with high efficiency equipment. | 3.4 | Long |
| EW3 | N/A | Ensure 100% electricity use all CSD buildings is generated by photovoltaics. | 3.19 | Long |
| EW3 | N/A | Start an energy efficiency revolving fund to fund energy efficiency initiatives. | 2.67 | Medium |
| EW3 | N/A | Develop inter-school energy and water use competitions. | 4.77 | Medium |
| EW3 | N/A | Provide training for building principals on the proper operation of school systems to be included in new staff onboarding training. | 3.06 | Medium |
| EW3 | N/A | Provide training and professional development opportunities for facilities and maintenance staff. | 2.71 | Medium |
| EW3 | N/A | Convene a student-led building energy team focused on occupant engagement. | 5.69 | Short |
| EW3 | N/A | Create student watt watchers. | 4.9 | Short |
| EWX | N/A | Explore the feasibility and cost effectiveness of using rain water for irrigation. | 3 | Long |
| EWX | N/A | Determine the overall health of any creek on district property and develop a plan to improve or maintain creek health. | 4.77 | Medium |
| EWX | N/A | Develop student centered curriculum, including home use of electricity & water. | 3.19 | Medium |
| EWX | N/A | Install native landscaping or Xeriscaping. | 2.92 | Medium |
| EWX | N/A | Identify schools with electric demand reduction opportunities and implement priority strategies. | 2.58 | Medium |
| EWX | N/A | Install weather monitoring irrigation controllers. | 2.27 | Medium |

| | | | | |
|-----|-----|--|-----|--------|
| EWX | N/A | Develop a program to identify and replace any leaks in irrigation system. | 1.6 | Medium |
| EWX | N/A | Identify best practices for energy and water conservation from other school districts. | 2.4 | Short |

| Facilities | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |
| F1 | F1.1 | Implement sustainable design standards for all new construction and major renovations. | 5.37 | N/A |
| F1 | N/A | Continue to implement sustainable design standards for all new construction and major renovations. | N/A | Strategy F-1.1 |
| F1 | N/A | Continue monitoring and communication of Bond Program sustainable design impacts. | N/A | Strategy F-1.2 |
| F1 | N/A | Install thermostats in each classroom to allow for individual temperature control. | 1.76 | Medium |
| F1 | N/A | Recycle building materials during new construction and renovation projects. | 2.67 | Short |
| F2 | F2.2 | Install real-time air quality monitors to monitor and evaluate indoor air quality. | 4.44 | NA |
| F2 | N/A | Inventory daylighting and views of nature in primary learning locations and make recommendations based on findings. | 4.82 | Short |
| F2 | N/A | Document and implement a process to use real time air quality monitors to track and evaluate indoor air quality. | 4.44 | N/A |
| F2 | N/A | Document existing indoor learning environment standards and monitoring systems. | N/A | Strategy F-2.1 |
| F2 | N/A | Develop a plan to review, document and address indoor environmental concerns. | N/A | Strategy F-2.2 |
| F2 | F2.1 | Survey classroom acoustic conditions including background noise level, reverberation time, and signal to noise ratio and develop a plan to improve acoustics in poorly performing areas. | 4.93 | Medium |
| F2 | N/A | Survey thermal comfort and create a plan to address concerns in poor performing areas including weather stripping, HVAC system adjustment, or window blinds. | 4.05 | Medium |
| F2 | N/A | Install a real time sustainability dashboard in each school to track air quality, temperature and other learning environment metrics. | 3.33 | Medium |
| F3 | F3.1 | Develop and implement a chemical management plan. | 4.66 | N/A |
| F3 | F3.2 | Develop and implement a training plan regarding indoor environments and toxic materials for administrators and teachers. | 4.49 | Integrated into Strategy F-2.2 |

| | | | | |
|-----|-----|--|------|--------------------------------|
| F3 | N/A | Develop and implement an indoor air quality concern response plan. | 2.98 | Integrated into Strategy F-2.2 |
| F3 | N/A | Ensure there are windows in all classrooms. | 1.09 | Long |
| F3 | N/A | Use area lighting instead of general lighting. | 2.19 | Medium |
| F3 | N/A | Reduce use of white boards which generate plastic waste and VOCs. | 2.13 | Medium |
| F3 | N/A | Cover asbestos flooring. | 1.83 | Medium |
| F3 | N/A | Develop a plan and timeline to move the district to using only environmentally friendly and health friendly supplies. Consider using EPA Safer Choice certification or GS37. | 4 | Short |
| F3 | N/A | Develop and implement a pest management plan based on Integrated Pest Management (IPM) principles. | 3.83 | Short |
| F3 | N/A | Implement the use of only low/no VOC paints. | 3.15 | Short |
| N/A | N/A | Document existing standards, education, and maintenance practices related to landscaping environments district-wide. | N/A | Strategy F-3.1 |
| N/A | N/A | Develop an education and communications plan to raise awareness of landscaping environmental systems. | N/A | Strategy F-3.2 |
| FX | N/A | Transition building heating systems from natural gas to electricity. | 0.72 | Long |
| FX | N/A | Design and build school buildings to act as community resiliency centers for short term disaster centers with PV generation and battery back-up and charging stations. | 1.78 | Long |
| FX | N/A | Install user-friendly, low-maintenance school garden infrastructure (e.g. automated irrigation, raised beds, sheds, deterrents to vandalism). | 3.29 | Medium |
| FX | N/A | Assess mechanical facilities, including age/upkeep of systems and the ability to track/schedule maintenance. | 3.84 | Medium |
| FX | N/A | Identify what maintenance records are kept and make sure they are consistent across the district. | 4.07 | Medium |
| FX | N/A | Adjust thermostats seasonally and ensure student access to clothing, donations etc. | 3.93 | Short |
| FX | N/A | Develop a building profile including size, occupancy, heating/cooling system, fuel type, age, and overall condition for all district facilities. | 3.44 | Short |

| Transportation | | | | |
|----------------|----------------------|----------------------|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |

| | | | | |
|----|------|--|------|--------------------------------|
| T1 | T1.1 | Develop and administer a survey to create a transportation baseline and track impact of transportation strategies. | 2.93 | Strategy T-1.1 |
| T2 | T2.1 | Identify and implement strategies that support active and shared transportation trips to school including use of district bus service. | 4.45 | Strategy T-1.2 |
| T2 | N/A | Continue annual bike education for elementary students and implement middle school bike education program. | N/A | Strategy T-2.2 |
| T2 | N/A | Work with local transit district to ensure access to viable public transportation options for district staff. | 2.74 | Long |
| T2 | N/A | Create and promote a district rideshare forum for parents and staff. | 1.64 | Medium |
| T2 | N/A | Create a policy that only High School Seniors can park at school. | 2.11 | Short |
| TX | N/A | Review and update middle and high school Safe Routes to School | N/A | Medium |
| T3 | N/A | Review and update elementary school Safe Routes to School by 2025. | 4.38 | Strategy T-2.3 |
| T3 | T3.1 | Integrate pedestrian and bike safety into student curriculum. | 6.3 | Integrated into Strategy L-1.2 |
| T3 | N/A | Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school. | 5.57 | Strategy T-2.1 |
| T3 | N/A | Organize bicycle buses to encourage students to ride their bikes to school. | 5.29 | Medium |
| T3 | N/A | Promote the use of walking school buses. | 4.69 | Medium |
| T3 | N/A | Provide covered bike parking at all schools. | 3.19 | Medium |
| T3 | N/A | Incentivize use of alternative transportation. | 2.46 | Medium |
| T3 | N/A | Restrict school bus use to trips longer than a specific distance depending on age. | 2.04 | Medium |
| T3 | N/A | Educate parents on the benefits of alternative transportation methods, including environmental impact and helping students develop an active, independent lifestyle. | 1.37 | Medium |
| TX | N/A | Work with City to install speed detection cameras that ticket all speeders in school zones. | 2.75 | Long |
| TX | N/A | Improve enforcement of the district's "No Idling" policy for school buses and private vehicles. | 4.15 | Medium |
| TX | N/A | Develop sustainable procurement guidelines for school bus services. | 3.87 | Medium |
| TX | N/A | Install electric vehicle charging stations. | 2.85 | Medium |
| TX | N/A | Implement sustainable practices at district automotive shops. | 0.73 | Medium |

| | | | | |
|----|-----|---|------|-------|
| TX | N/A | Evaluate the feasibility and affordability of alternative fuels for district vehicles and school buses. | 2.71 | Short |
|----|-----|---|------|-------|

| Food & Waste | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |
| FW1 | FW1.2 | Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school. | 3.57 | Strategy FW-2.2 |
| FW1 | N/A | Perform annual waste audits to inform understanding of waste stream composition. | 3.49 | Strategy FW-1.1 |
| FW1 | FW1.1 | Determine whether food waste is composted in each school, and if so, how much. | 5.41 | N/A |
| FW2 | FW2.2 | Monitor composting and recycling stations to promote good practices and reduce waste stream contamination. | 5.77 | Strategy FW-2.2 |
| FW2 | FW2.1 | Discontinue use of plastic bottled water and encourage use of reusable water bottles. | 5.77 | Integrated into Strategy FW-2.1 |
| FW2 | N/A | Discourage use of single-use plastics in district facilities. | N/A | Strategy FW-2.1 |
| FW2 | N/A | Pilot an all-reusable materials kitchen operation at one school | N/A | Strategy FW-2.3 |
| FW2 | N/A | Develop a network to connect with local farms that could use food waste to feed livestock. | 3.73 | Medium |
| FW2 | N/A | Provide drink filling stations for water and/or milk. | 2.82 | Medium |
| FW2 | N/A | Stop selling items on campus that are either not reusable or not recyclable. | 2.71 | Medium |
| FW2 | N/A | Increase recycled materials across all school areas and at extracurricular events by providing well signed recycling bins. | 5.41 | Medium |
| FW2 | N/A | Use smart purchasing guidelines to reduce school waste. | 5.1 | Medium |
| FW2 | N/A | Provide designated rinsing and compost sorting station in each cafeteria. | 4.9 | Medium |
| FW2 | N/A | Create district wide policies and procedures for composting in all schools. | 4.47 | Medium |
| FW2 | N/A | Install dishwashers in each school. | 4.42 | Medium |
| FW2 | N/A | Increase composting at schools by providing more compost bin locations and develop signage to educate students, staff, and visitors. | 4.35 | Medium |
| FW2 | N/A | Encourage staff to reduce paper use. | 4.34 | Short |

| | | | | |
|-----|-----|---|------|--------|
| FW2 | N/A | Develop and implement sustainable procurement guidelines for products and materials used in schools (e.g. napkins, printer paper, toilet paper, paper towels, etc.). | 3.25 | Short |
| FW2 | N/A | Establish hard-to-recycle product programs with outside partner (Terracycle, Trex, etc.). | 3.2 | Short |
| FW2 | N/A | Reuse cardboard boxes, folders, and file folders. | 2.64 | Short |
| FW2 | N/A | Use salvaged, refurbished and reused products when possible. | 1.58 | Short |
| FW2 | N/A | Expand pre-ordering of school lunch to minimize over preparation and food waste. | N/A | Short |
| FW2 | N/A | Explore options for donating prepared foods that isn't served to local food banks. | N/A | Short |
| FW2 | N/A | Educate students on the impact of food waste. | 5.3 | Short |
| FWX | N/A | Establish contracts with local farmers to provide food to schools (like industrial CSA). | 5.27 | Long |
| FWX | N/A | Ensure all school cafeterias have salad bars to provide healthy food options to all students. | 3.07 | Medium |
| FWX | N/A | Establish healthy and local food guidelines for procurement. | 2.8 | Medium |
| FWX | N/A | Develop and implement curriculum to address sustainable food and wellness. | 4.33 | Medium |
| FWX | N/A | Create a Freshman health and nutrition class. | 3.62 | Medium |
| FWX | N/A | Identify which buildings have a garden, greenhouse, and/or compost area as well as their condition and frequency of use. | 4.48 | Short |
| FWX | N/A | Implement tasting and sharing tables in all school cafeterias. | 4.48 | Short |
| FWX | N/A | Provide the nutrition facts and other food information in a readily available way including local, organic, fresh fruit & vegetable options, grown on-site, or any dietary needs. | 4.25 | Short |
| FWX | N/A | Participate in Food Heroes with OSU extension to encourage healthy eating. | 3.82 | Short |
| FWX | N/A | Increase plant-based proteins in school meals. | 3.57 | Short |
| FWX | N/A | Hire a full-time sustainability coordinator to oversee the district's sustainability efforts. | 3.22 | Short |

| Leadership | | | | |
|----------------|----------------------|----------------------|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |

| | | | | |
|-----|--------|--|-----|--------------------------------|
| L1 | Goal 1 | By 2022, all schools will have a school sponsored organization (i.e., Green Team, class/club) actively working toward OGS Merit-level certification goals | N/A | N/A |
| L2 | Goal 2 | By 2022, provide 3 district level opportunities annually to exhibit student projects/work related to sustainability | N/A | Integrated into Strategy L-1.3 |
| L3 | Goal 3 | By 2022, develop customized support plans for all SSLs | N/A | N/A |
| L4 | Goal 4 | By 2022, host at least 2 reoccurring annual sustainability training events for all school staff and teachers | N/A | Integrated into Strategy L-1.4 |
| L1 | L1.1 | Create Wooden name placards for school sustainability leaders to hang outside their classrooms. | N/A | N/A |
| L1 | N/A | Launch "One Conversation" campaign with student green teams to encourage student to talk to teachers about incorporating sustainability into their curriculum. | N/A | N/A |
| L3 | N/A | Require professional development sustainability session at annual kick-off for all teachers and staff. | N/A | Integrated into Strategy L-1.4 |
| L3 | N/A | Integrate sustainability in curriculum for each grade level. | N/A | Integrated into Strategy L-1.2 |
| LX | N/A | Survey state of sustainability annually. | N/A | N/A |
| N/A | N/A | Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process. | N/A | Strategy L-1.1 |
| N/A | N/A | Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards. | N/A | Strategy L-1.2 |
| N/A | N/A | Provide annual district-level opportunities to exhibit student projects and work related to sustainability. | N/A | Strategy L-1.3 |
| N/A | N/A | Hold an annual training fair for district staff. | N/A | Strategy L-1.4 |
| N/A | N/A | Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-district collaboration and peer learning. | N/A | Strategy L-1.5 |
| N/A | N/A | Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making. | N/A | Strategy L-2.1 |
| N/A | N/A | Review and update the district-wide Sustainability Design Guidelines. | N/A | Strategy L-2.2 |

Appendix H: References

City of Corvallis. (2022, August). Annual Report of the Climate Action Policy Advisory Board and EDO Staff Efforts on Community Climate Action. Retrieved from <https://archives.corvallisoregon.gov/public/ElectronicFile.aspx?dbid=0&docid=3102595>

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