



Denver Public Schools Ends 6 Climate Action Monitoring Report

April 2023

Board policy is indicated in bold typeface throughout.

I hereby present my monitoring report on your Ends policy 6, "Climate Action" according to the schedule set out. I certify that the information contained in this report is true, and *represents compliance with all aspects of the policy unless specifically stated otherwise.*

Signed *Alex Manno*, Superintendent

Date 4/28/2023

Policy Statement:

DPS shall be a national leader in establishing an organizational culture anchored in sustainability, climate action, and environmental justice in both the conservation of natural resources and in minimizing the carbon footprint of DPS' practices.

Definitions

- **Culture anchored in sustainability** - a district-wide lifestyle that avoids depletion of natural resources in order to maintain an ecological balance especially within the district's built environment
- **Climate Action** - visible efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts
- **Environmental Justice** - is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, religion or socioeconomic background, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies and a strong focus on DPS families who are disproportionately impacted by climate change
- **Climate Change** - a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
- **Carbon Footprint** - the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels by a particular person, group, organization, etc.
- **Natural Resources** - materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain
- **Indoor Air Quality** - refers to the air quality within a building or school, especially as it relates to the health, well-being, and comfort of occupants. This includes but is not limited to temperature, humidity, outside air/ventilation, chemicals, pollutants, and allergens.

1.6 Reasonable Interpretation

Climate change has been identified as one of the most pressing problems that we face as a global society. We already see effects scientists predicted, such as the loss of sea ice, melting glaciers and ice sheets, sea level rise, and more intense heat waves. Scientists predict global temperature increases from human-made greenhouse gases will continue and have devastating effects on future generations. Severe weather damage will also increase and intensify. The Intergovernmental Panel on Climate Change recently stated that:

“Increasing magnitudes of warming increase the likelihood of severe, pervasive, and irreversible impacts.”

Our Student Voice & Leadership team was instrumental in capturing the voices and desires of students to pursue the creation of this Ends policy. This policy was inspired and created by students for DPS and is a fine example of the agency that students learn, develop and apply on behalf of their community.

My leadership team fully understands that solutions to the climate crisis will require a global response. For DPS, this means that we have to take responsibility and do our part in addressing the climate change crisis in any way we can. We will continue to reduce DPS’ carbon footprint and create a culture anchored in sustainability and climate action through a Climate Action Plan that will address the following six frameworks:

- **Built Environment** - new construction, retrofits, and maintenance projects will include a process for selecting sustainable materials, standards and fuel sources toward reducing DPS’ carbon footprint and greenhouse gas emissions
- **Natural Resource Management** - maintain DPS’ buildings in the most efficient manner toward reducing our utility consumption and waste generation
- **Transportation** - DPS’ procurement process will include gasoline and diesel vehicle alternatives toward reducing DPS’ carbon footprint and greenhouse gas emissions
- **Wellness** - we will promote nutritional foods through DPS sourced produce and community engagement in the production of food
- **Engagement & Environmental Justice** - Increase student awareness of DPS’ climate action plan and continue to empower students to take action in support of the climate crisis. Additionally, build community through the sustainable initiatives and prioritize DPS’ work in climate action to support families that are disproportionately impacted by climate change
- **Career & Curriculum** - focus on climate education through curriculum, career pathways, internships, and support teachers in professional development around this topic

We will develop consecutive 5-year Climate Action Plans toward three 2050 “north star” goals which are; 1.) Reduce Greenhouse Gas Emissions by 90% from 2010 levels, 2.) Reduce natural resource consumption and waste year over year and 3.) Engage all staff and students in sustainability. We will publish 5-year goals and strategies toward these 2050 “north star” goals that are attainable within our current economic boundaries. Additionally, we will post the milestone results on DPS’ Sustainability website for community engagement in these practices. Our plan will include the following phases:

1. **PLAN and EXECUTE:** We will develop and execute a 5 year Climate Action Plan toward our 2050 “north star” goals that continue to incorporate six frameworks mentioned above
2. **INFORM:** We will develop financial impact assessments to accompany capital planning to educate voters on the needs and cost implications (if any) toward reducing our carbon footprint and impact on climate change.
3. **ENGAGE:** We will engage the greater DPS community through various avenues that include but are not limited to surveys, events, projects, social media, trainings, etc.

Standard- RI Must Haves

- The standard of measurement for one or more parts of the policy
- The level of achievement on the standard for one or more parts of the policy
- The rationale for the standard of measurement for one or more parts of the policy
- The rationale for the level of achievement on the standard for one or more parts of the policy

Outcomes

Measure	Family of Schools or District Managed?	Target	Baseline	Timing	Justification
1.6.1 Publish detailed 5- year Climate Action Plan	Family of Schools	Publish in December 2022	Last plan published in 2012	April	A plan will allow for strategic changes toward reducing DPS' carbon footprint and identify proper engagement across the district
1.6.2 Increase use of alternative fuels within district fleet	Family of Schools	Apply for Clean Bus EPA grant for 25 electric buses	3 electric buses procured	April	Fleet is a large contributor to greenhouse gas produced by the district and have a profound impact on the district's carbon footprint
1.6.3 Identify opportunities for electrification among capital improvement planning	Family of Schools	The financial impact assessment is presented to capital improvement planning committees and strategies are developed to communicate financial needs to stakeholders for the electrification of mechanical equipment	No previous Financial Impact Assessment for Electrification and Renewable Energy	April	Buildings are a large contributor to greenhouse gas produced by the district and have a profound impact on the district's carbon footprint
1.6.4 Identify opportunities for renewable energy among capital improvement planning	Family of Schools	The financial impact assessment is presented to capital improvement planning committees and strategies are developed to communicate financial needs to stakeholders for on-site renewable energy opportunities	No previous Financial Impact Assessment for Electrification and Renewable Energy	April	Buildings are a large contributor to greenhouse gas produced by the district and have a profound impact on the district's carbon footprint and renewable energy can offset a portion of the emissions
1.6.5 # of schools with Eco-School certification	Family of Schools	Secure and maintain 2 National Wildlife Federation's Eco-School certifications	No eco-school certifications	April	By engaging students in the process of reducing their respective school's carbon footprint we can increase lasting behavioral changes that will reduce DPS' impact on the natural environment

Aggregation Methodology

I will be successful if I meet 75% of the measures above.

Evidence of Outcomes Achieved

Goal: Discover and dismantle persistent and enduring systems of oppression within our school system, and rebuild more equitable student, family and team member experiences.

April Measures

Measure	Group	Target	Baseline	Data
1.6.1 Publish detailed 5-year Climate Action Plan	Family of Schools	Publish in December 2022	Last plan published in 2012	Completed
1.6.2 Increase use of alternative fuels within district fleet	Family of Schools	Apply for Clean Bus EPA grant for 25 electric buses	3 electric buses procured	Completed
1.6.3 Identify opportunities for electrification among capital improvement planning	Family of Schools	The financial impact assessment is presented to capital improvement planning committees and strategies are developed to communicate financial needs to stakeholders for the electrification of mechanical equipment	No previous Financial Impact Assessment for Electrification and Renewable Energy	Completed
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Summary

1.6.1- The [Climate Action Plan](#) was published in English in December 2022 and in Spanish in February 2023

1.6.2 - The Sustainability team applied in October 2022 and did not receive any grant money. This round of grants prioritized rural school districts and no urban [Colorado](#) districts were awarded. This summer, we are applying to a second round of EPA clean bus grants, and CDPHE e-bus and charging grants. We are working

with our transportation and finance teams to determine the amount of buses we will be applying for. The grants cover a portion of the cost so DPS is calculating what the delta would be and how much we can cover with current funds.

1.6.3 -4 - The Sustainability team presented the results to the a.) Capital Planning Team, b.) Planning, Design & Construction, and c.) COO/CFO and other leaders in March and April 2023.

1.6.5 - The Sustainability team has been working with students at East High School and Denver School of Arts to apply for the NWF's Eco-school program. Two certifications (for [East](#) and [DSA](#)) from the National Wildlife Federation have been awarded as of June 2023.

Additional Resources:

Explanatory notes for preparing a monitoring report

(if needed) Non-compliance: If a superintendent is indicating Non-compliance, a date by when compliance can be expected should be included.

N/A