

# CONTRIBUTE

## Outcome #6 Monitoring Report

October 28, 2021

*OSD students will...*

*...be critical thinkers who contribute to and collaborate with our local, global and natural world. (#6)*

**Frank Wilson**

Executive Director, Operations

**Patrick Murphy, EdD**

Superintendent

**Hannah Gbenro, EdD**

Chief Academic Officer (CAO)

**Marc Elliott**

Chief Information Officer



# Outcome #6 Indicators

## Our students will...

1. Participate on teams and know the power of teamwork.
2. Demonstrate the ability to engage in inclusive problem solving.
3. Advocate for and contribute to local, regional or global improvement by utilizing natural resources in an efficient, sustainable way.
4. Use digital tools to constructively learn from and connect with people and communities around the world.
5. Gather, interpret and present information in culturally responsive ways.

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# Outcome #6 Action Plan

## In order to impact student success, we will...

- A. Convert incandescent lights to LED in schools and support buildings. **6.3**
- B. Install print management software across the district, monitor usage and inform staff. **6.3**
- C. Reassess recycling procedures to align with county recycling standards. Train custodians, staff, and students on best practices. **6.3**
- D. Initiate student participation in District-level planning and analysis around sustainability. **6.1/6.2**
- E. Reduce food waste in breakfast and lunch programs and increase repurposing left-over items for food banks. **6.3**
- F. Expand Climate Science Education Standards professional learning for teachers to help youth understand climate science and promote a thriving and sustainable environment. **6.1/6.3**
- G. Provide opportunities for students to expand environmental/outdoor learning and to design products that positively impact the environment. **6.1/6.2/6.3**
- H. Increase reliance on renewable energy. **6.3**
- I. Continue and expand staff training around the intentional use of technology to increase student collaboration and problem solving. **6.1/6.2/6.4**
- J. Partner with Pacific Education Institute (PEI) to develop integrated field science experiences and supporting professional development across all OSD schools. **6.1/6.2/6.3/6.4/6.5**

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# Overview

## The Aim: Metric

1. Field science experiences
2. Energy Use
3. Paper Copy Use Count



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# Overall: Where We've Been

## Field Science Experiments

- Modified learning activities that have impacted our outcomes Field Science Experiments, Outdoor Education, and Climate Education
- Continued partnership and exploration to increase potential partnerships

## Energy Use

- Increased Usage of LED Lighting
- Three Electric Buses Serving Students
- OHS Community Solar Project

## Paper Copy Use Impacts

- Pandemic/School Closure
- Implementation of PaperCut print management software
  - Sets printing quotas for students
  - Tracks printing across all district users

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# Outdoor, Environmental, & Climate Education

Under the leadership of our K-12 Science Instructional Coach and our Senior Director of T&L, our educators (teachers and para educators) will be provided professional development opportunities including...

- Grades K-12, CLAMSS (Climate Literacy Action and Monitoring in South Sound) teacher workshop series. Each year has a different focus. This year's focus is on Salmon.
- Grades K-3, Solutions Oriented Learning Storylines: Urban Forestry System (STEM) in collaboration with ESD 113.
- Grades 4-7, Climate Science: Voices of Hope 3-Day Immersion Class "OCDE Project GLAD" Unit.
- K-12, School Community Action Around Climate Change: A Professional Learning community to develop teachers' understanding of global climate change and its' local impact as well as demonstrate NGSS and Ambitious Science Teaching (AST) core practices.

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*Action Plan...*

F. Expand Climate Science Education Standards professional learning for teachers to help youth understand climate science and promote a thriving and sustainable environment.  
6.1/6.3



# Outdoor, Environmental, & Climate Education

Under the leadership of our K-12 Science Instructional Coach and our Senior Director of T&L...

- All 5<sup>th</sup> graders participated in Estuarium (Estuary Life and Landforms) in-class learning experience.
- We are working with Kennedy Creek educators to offer a virtual or in-class option for 4th graders in November/December.
- Billy Frank Wildlife Refuge is moving forward with continuing the *Scientist in the Classroom* program for pilot schools (2nd grade at Roosevelt/Garfield). Plans to expand to other elementary schools next year.
- Partnership with our new regional educator for Pacific Education Institute (PEI) this week to move forward with FieldSTEM partnership.
- Water Quality with South Sound Green is continuing in classrooms this fall.
- Garfield and LP Brown were accepted to participate in “Salmon in the Classroom” by South Puget Sound Salmon Enhancement Group with NTPS, Mason, and Pierce School Districts. Begins in December. Teacher training, technical assistants are provided curriculum and , 250 Salmon eggs and aligned to the WA State Science Standards (NGSS) an STI (Since Time Immemorial).
- Currently exploring virtual options for their wastewater programs for middle school this year.

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*Action Plan...*

G. Provide opportunities for students to expand environmental/ outdoor learning and to design products that positively impact that environment.

6.1/6.2/6.3



# Outdoor, Environmental, & Climate Education

Under the leadership of our K-12 Science Instructional Coach and our Senior Director of T&L....

- Partnership with our new regional educator for Pacific Education Institute (PEI) this week to move forward with FieldSTEM partnership.
- Partnership with DNR (Department of Natural Resources) and regional scientists to explore possibility of bringing geology presentations to sixth grade classrooms.
- Exploring options for bringing outdoor school into school during COVID-19 global pandemic.



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*Action Plan...*

J. Partner with Pacific Education Institute (PEI) to develop integrated field science experiences and supporting professional development across all OSD schools.  
6.1/6.2/6.3/6.5



# LED Lighting Conversion

## Elementary

BUILDING	bldg. sq. ft.	# of fixtures	% cnvrted LED	LED to date	Change
<b>BHES</b>	<b>25,832</b>	<b>310</b>	<b>90%</b>	<b>280</b>	<b>20</b>
CES	48,035	610	100%	610	
CES MINI	16,783	180	100%	180	
GES	56,018	730	100%	730	
<b>HES</b>	<b>65,298</b>	<b>650</b>	<b>38%</b>	<b>250</b>	<b>30</b>
HES MINI	16,783	180	100%	180	
LES	50,385	650	100%	650	
<b>LPB</b>	<b>48,508</b>	<b>620</b>	<b>88%</b>	<b>545</b>	<b>25</b>
<b>MES</b>	<b>31,970</b>	<b>400</b>	<b>13%</b>	<b>50</b>	<b>10</b>
MCK	50,685	650	35%	220	
MCL	47,641	610	100%	610	
MCL MINI	16,783	180	100%	180	
<b>PES</b>	<b>47,686</b>	<b>610</b>	<b>25%</b>	<b>150</b>	<b>30</b>
PES MINI	16,783	180	100%	180	
RES	48,035	610	100%	610	
RES MINI	16,783	180	100%	180	

## Secondary and Other

BUILDING	bldg. sq. ft.	# of fixtures	% cnvrted LED	LED to date	Change
<b>ORLA</b>	<b>68,731</b>	<b>900</b>	<b>100%</b>	<b>900</b>	
<b>JMS</b>	<b>96,904</b>	<b>1,240</b>	<b>100%</b>	<b>1,240</b>	
<b>TMMS</b>	<b>70,036</b>	<b>875</b>	<b>43%</b>	<b>375</b>	<b>25</b>
<b>RMS</b>	<b>75,932</b>	<b>950</b>	<b>32%</b>	<b>300</b>	<b>15</b>
<b>WMS</b>	<b>97,208</b>	<b>1,250</b>	<b>70%</b>	<b>880</b>	<b>5</b>
<b>AHS</b>	<b>23,951</b>	<b>230</b>	<b>7%</b>	<b>15</b>	<b>3</b>
<b>CHS</b>	<b>240,610</b>	<b>3,140</b>	<b>41%</b>	<b>1300</b>	<b>200</b>
<b>OHS</b>	<b>263,330</b>	<b>3,450</b>	<b>41%</b>	<b>1400</b>	<b>300</b>
<b>SSC</b>	<b>16,726</b>	<b>180</b>	<b>56%</b>	<b>100</b>	<b>10</b>
<b>TRANS</b>	<b>18,900</b>	<b>210</b>	<b>86%</b>	<b>180</b>	<b>20</b>
<b>K111</b>	<b>51,400</b>	<b>615</b>	<b>65%</b>	<b>400</b>	<b>370</b>
Today	1627736	20390	61%	12495	1063

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*Action Plan...*

A. Convert incandescent lights to LED in schools and support buildings. **6.3**

*Key...*

**Bold Font** includes schools with Change





# Electric Bus Utilization

- 3 Electric Buses
- Cover 16 Routes Per Day
- Transport 350 students
- Drive 160 Miles Each Day
- Saves 15.24 Gallons per Day or 2743 Gallons per School Year.
- Average Mileage ~ OSD Diesel Bus 10.5



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*Action Plan...*

H. Increase reliance on renewable energy.





# Community Solar

- PSE Partnership Provides 135 Shares
- 200 kWac
- Ribbon Cutting 11/12/21 4:00



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*Action Plan...*

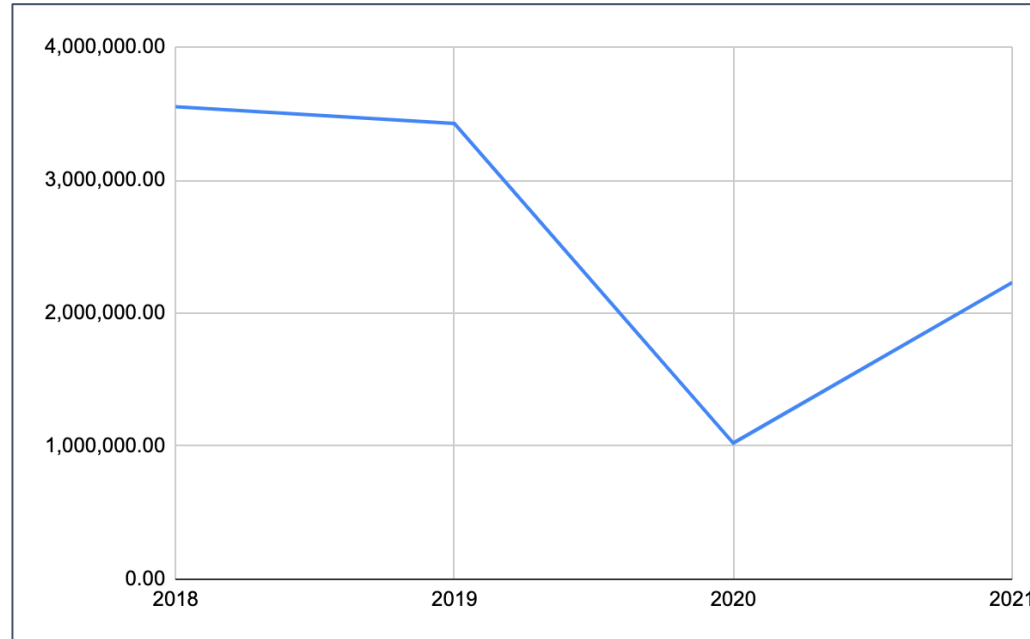
H. Increase reliance on renewable energy.



# Paper Copy Usage

2018 to 2021 (present day)  
copier/printer count.

- 2018: 3,551,434
- 2019: 3,425,993
- 2020: 1,023,217
- 2021: 2,230,653



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*Action Plan...*

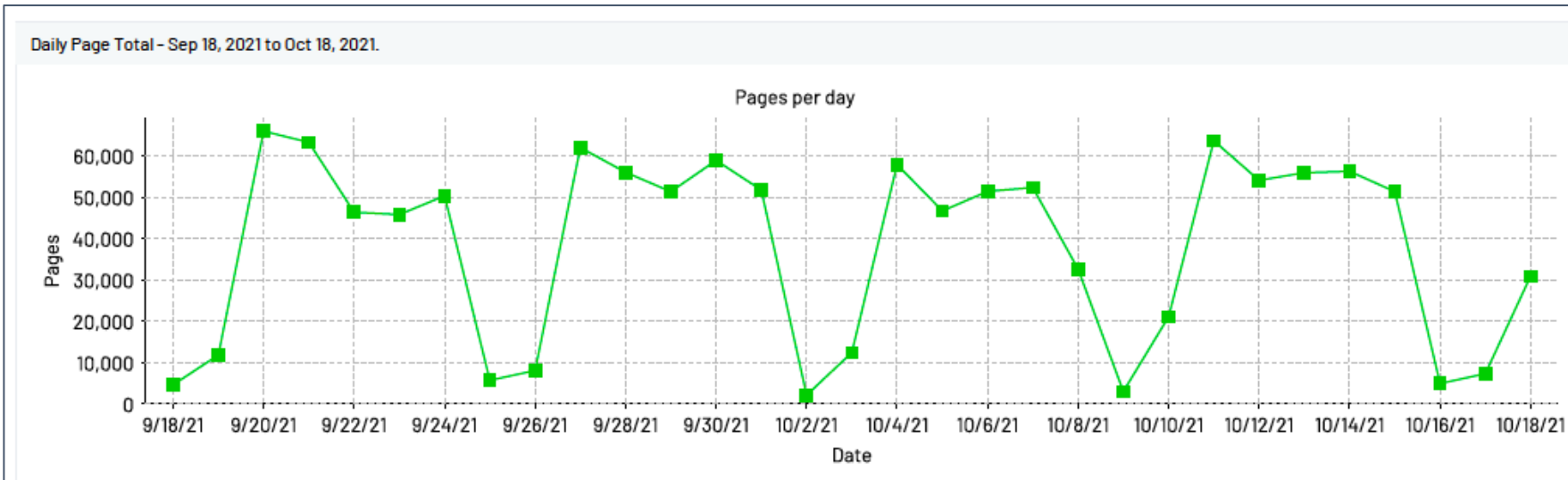
B. Install print management software across the district, monitor usage and inform staff. **6.3**



# PaperCut Print Management System

The PaperCut Print Management System:

- provides monthly reports to schools
- shows top printing and copying staff members
- shows the amount (value) of each individual account per month
- shows the overall amount (value) of the school for each month
- is currently deployed all schools but Pioneer ES



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B. Install print management software across the district, monitor usage and inform staff. 6.3





# Food Waste

- Composting programs at most schools
- Thanks to the City of Olympia that has a leader who has helped schools coordinate composting efforts!



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*Action Plan...*

E. Reduce food waste in breakfast and lunch programs and increase repurposing left-over items for food banks. 6.3



# Food Harvest and Distribution

Career & Technical Education (CTE) agriculture programs contribute to district meals, food bank donations and students/families experiencing food insecurity.

- Olympia High: 12-15,000 lbs. of produce used in the OSD food service program with a small amount donated to the Thurston County Food Bank and students/families experiencing food insecurity.
- Capital High: ROOTS Farm program is a developing program with similar intentions to support the Thurston Co. Food bank and students/families experiencing food insecurities
- Thurgood Marshall MS: An active garden with a mix of native plants and miscellaneous edibles. Distributed approximately 200 native shrubs and trees to WestBay Woods project on Westbay Drive last year with more of the same planned this year.

Future Plans: COVID-19 operations impacted the last 2-seasons at Avanti. Plan to resume in 2022, including growing the Three Sisters (corn, squash, beans) in all the beds at Madison and donating to the food bank.

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# Next Steps

## Field Science Experiments

- Continue to engage with partners for creative solutions during the COVID-19 global pandemic - *Thanks to partners!*
- Engage with partners to seek diverse revenue streams for continued access to innovative learning experiences with partners, including access to transportation as health authority guidance allows for increased field trips

## Energy Use

- Continued Emphasis on Lighting Replacement
- Potential DOE Electric Bus Grant
- PSE Clean Buildings Accelerator Program

## Paper Copy Use

- Finalize the PaperCut roll out
- Work with the Business Office to help our buildings/departments understand the reporting from PaperCut





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