

SCHOOL BOARD MEMBER CLIMATE ACTION TOOLKIT

Introduction

The summer of 2023 — the hottest on record — witnessed heat waves and wildfire smoke that affected students and schools across the country. It is clear that the impacts of climate change are happening now, and many education leaders are increasingly concerned about what the future will hold for students. Climate change threatens to further disrupt learning, exact physical and emotional harm on young people and their families, and widen inequities in our K-12 sector.

Schools play an enormous, if often overlooked, role in the climate crisis. They are the nation's second-largest form of public infrastructure, to which we devote \$114 billion each year. Schools are also one of the largest public-sector energy consumers, and their nearly half-million diesel buses represent the largest public transit fleet. Annually, school buildings are responsible for 42 million metric tons of carbon pollution.

Although it can seem complicated, there are four key ideas that education leaders should know about climate change:

**It's warming. It's us.
It's happening now.
But we can take action.**

**AND SCHOOL BOARD MEMBERS
CAN HELP ADVANCE SOLUTIONS.**



WHAT IS CLIMATE CHANGE?

Climate change refers to the long-term changes in average weather and climate, regionally and globally. Since the 1800s, human activities have been the main driver of climate change, primarily due to releasing carbon pollution — such as carbon dioxide — by burning fossil fuels like coal, oil, and gas. Our atmosphere acts as a heat-trapping blanket which has created a stable climate for life to thrive. But our greenhouse gas emissions are changing the material of that blanket, trapping more heat, and destabilizing our climate.

School board members play a critical role in advancing climate solutions that empower young people and their communities by passing resolutions to develop comprehensive climate action plans for their districts. Similar to the climate action plans adopted by city governments, local K-12 climate action plans leverage community needs and strengths to inform school efforts to reduce carbon emissions, prepare for climate impacts, and educate students about climate change and climate solutions. [The national K12 Climate Action Plan](#) (released in September 2021) provides more information about local climate action plans, as well as policy recommendations for the local, state, and federal levels to support schools and districts in this work. A K-12 climate action plan for a school district should be created in partnership with the superintendent and include student, educator, parent, and community input.



CLIMATE ACTION PLAN IN ACTION

The Prince George's County Board of Education in Maryland led the development of a climate action plan for their district. View the plan and other resources [here](#).

WHAT ROLE CAN SCHOOL BOARD MEMBERS PLAY IN ADVANCING CLIMATE ACTION?

As policy leaders and key decision makers in school districts, school board members have a critical role to play in advancing climate solutions so that all students are empowered to learn, grow, and succeed. School board members can:

- Collaborate.** With district superintendents, their sustainability staff, and other leaders and decision-makers, set and evaluate goals for the superintendent aligned with the climate action agenda for the district;
- Lead.** Acknowledge and prioritize the opportunity for school districts to equitably advance climate solutions, build resilience to climate impacts, and prepare students for success in a clean economy;
- Imagine.** Collaboratively set a comprehensive agenda for climate action in schools by reimagining policies, partnerships, and conditions to ensure healthy, sustainable learning environments and prepare students for success in a changing climate;
- Partner.** Authentically partner with students, families, teachers, municipal leaders, and broader community members to draft a detailed, realistic climate policy or resolution and plan that addresses climate mitigation, adaptation, education, and equity;
- Resource.** Align budget and resource decisions to advance sustainability, access funds from the Inflation Reduction Act and other federal streams, and switch to carbon-neutral technologies to lower costs;
- Prioritize.** Distribute resources to advance equity and prioritize school communities most impacted by and vulnerable to climate change;
- Communicate.** Communicate and monitor progress, address obstacles, celebrate progress and keep district stakeholders and community members engaged.

RESOURCES TO PASS A SCHOOL BOARD RESOLUTION THAT ADVANCES CLIMATE ACTION

The goal of using this toolkit is to pass a resolution that makes commitments to address climate mitigation, adaptation and resilience, and education while advancing equity in schools. This toolkit also highlights other strategies to promote climate action and includes:

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ABOUT US

K12 Climate Action is a part of This Is Planet Ed at the Aspen Institute, an initiative that intends to unlock the power of education as a force for climate action, climate solutions, and environmental justice to empower the rising generation to lead a sustainable, resilient, and equitable future. This Is Planet Ed works across Early Years, K-12, Higher Education, and Children’s Media to build our societal capacity to advance climate solutions. www.ThisIsPlanetEd.org

UndauntedK12 is a nonprofit focused on supporting America’s public schools to make an equitable transition to zero emissions while preparing youth to build sustainable futures in a rapidly changing climate. We are united by a desire to activate the potential of America’s K-12 public school sector to respond to the challenge of climate change and are undaunted by the scale of the challenge. www.UndauntedK12.org

School Board Partners works to train, support, connect, and re-elect diverse anti-racist school board members across the country to lead with courage, competence, and impact. School Board Partners supports elected leaders through a competitive fellowship and teaches actionable skills through a national community of practice, mentorship, and policy support. SchoolBoardPartners.org

9 School District Commitments for Climate Resilience & Sustainability

Districts can act now to ensure schools are hubs of sustainability and climate resilience that equip students with the tools and experiences to create a resilient, equitable, and sustainable future. School board members can advance the following nine commitments to climate action by passing a school board resolution.



Healthy Environments

Ensure climate-resilient learning environments that promote student health and well-being and are conducive to their engagement and learning — including shaded schoolyards and indoor learning spaces with modern technologies to maintain indoor air quality IAQ and thermally comfortable classrooms.



Clean, Renewable Power

Increase reliance on power from clean, renewable sources — including, to the extent possible, electricity generated by equipment installed on district property — with the goal of eventually powering district operations exclusively with electricity from zero emission renewables.



Electric Equipment

Install modern electric equipment - including HVAC systems, water heaters, and cooking equipment — as part of any new construction or renovation. Proactively identify opportunities to replace all legacy fossil-fuel dependent equipment within the life cycle of such equipment.



Zero- Emission Vehicles

Select zero-emission vehicles for purchase or lease whenever a suitable vehicle exists for a district need and wherever necessary infrastructure (e.g. electric vehicle charging stations) is accessible; with the goal of transitioning the entire district vehicle fleet to zero-emission vehicles.



Sustainable School Grounds

Reduce the total area of school grounds that is paved or otherwise impermeable, increasing the area that is planted with sustainable, preferably native groundcover. Shade playgrounds and other areas where students congregate with trees or other sustainable cover to reduce heat impacts and improve water retention.



Sustainable Food

Increase the portion of produce used by district food services that is fresh, locally sourced, and minimally processed or packaged, and prepared onsite. Decrease waste by composting food and food ware.



Climate Education

Develop and/or select educational programs and materials, provide teacher professional development, and ensure equitable, standards-aligned instruction across the curriculum that promotes student understanding of the causes and consequences of climate change, opportunities to engage in climate solutions, and pathways to green jobs.



Emergency Preparation

Ensure that schools are ready to protect and support student learning and well-being (including social emotional learning and mental health) through extreme weather and other climate-driven crises, as well as other types of emergencies, and to serve as centers of community resilience.



Equity and Justice

Prioritize equity in all these actions, recognizing that climate change is a threat multiplier that amplifies existing patterns of injustice within society.

Template School Board Climate Action Resolution

SCHOOL BOARD RESOLUTION ON CLIMATE RESILIENCE AND SUSTAINABILITY: A TIME FOR ACTION

Whereas, the Board recognizes that [School District] can fulfill its educational mission only when students and staff are provided with reliably safe, healthful, and supportive learning environments; and

Whereas, climate-driven conditions and weather events, such as extreme heat, drought, wildfires, superstorms, and floods, threaten the well-being of students, families, teachers, and staff, hinder the learning environment, force school closures and learning loss, damage District facilities, and degrade the quality of life in communities where students and their families reside; and

Whereas, worldwide scientific consensus affirms that Earth's climate is changing, and the change is caused mainly by the combustion of fossil fuels that emit carbon and other greenhouse gasses in the atmosphere, trapping heat and increasing average global temperatures; and climate change is causing extreme conditions and events to arise with greater frequency, severity, and duration; and

Whereas, today's children and youth, despite being least responsible for the causes of climate change, will confront its adverse impacts throughout their lifetimes, including hazards to their physical and mental health and impingement on their opportunities to thrive and prosper, and as it is the duty of today's adult generations, and our particular charge as educators and mentors, to prepare students to meet and surmount these challenges; and

Whereas, just as disruptions brought about by the COVID-19 pandemic were found to amplify structural inequities in society and in education systems, so do the adverse health and learning impacts of climate change cause disproportionate harm to students and families in low-wealth communities, both urban and rural, and in communities of color; and

Whereas, the United Nations Intergovernmental Panel on Climate Change (IPCC) has set a goal to limit atmospheric warming to 1.5°C, and has estimated that, to achieve the goal, emissions of greenhouse gasses must be reduced to zero by 2050; and accordingly, the United States has pledged to reduce its emissions by half by 2030, using 2005 levels as the baseline, and to achieve net-zero emissions by 2050, and the State of [State] has pledged to [corresponding State goals or targets — if applicable]; and

Whereas, modifications to infrastructure, buildings, and grounds can decrease a school's greenhouse gas emissions, enhance the school's readiness to maintain a safe and healthful environment under variable conditions, and enable the school to serve as a place of refuge for the community during extreme weather events and other emergencies, while reducing the long-term costs of operations and maintenance; and

Whereas, industry, civic society, and governments at all levels are striving to meet the challenges of climate change, thereby accelerating demand throughout the economy for workers and leaders with skills and knowledge pertaining to the climate and to sustainability, and calling upon the K-12 education system to prepare students for higher education, advanced training, and careers in emerging and expanding fields such as renewable energy; and

Whereas, school districts that plan and actively adapt to the impacts of climate change, both in their operations and in their educational programs, are better able to support students, as well as families and communities, to adapt and build resilience in response to climate-related experiences, and to teach climate science and provide meaningful student engagement with climate-related concepts, dilemmas, and solutions; and

Whereas, in context of the foregoing, the Board, recognizing its responsibility as stewards of public funds and resources, acknowledges the findings of research conducted by the National Institute of Building Sciences, which reported that for every \$1 invested to allay the impacts of climate-driven events such as fire, flood, and extreme winds, governments can realize returns up to \$6 in cost-savings associated with reduced property damage, loss, and recovery; and

Whereas, in context of the foregoing, the Board also recognizes its responsibilities to proactively express the mission and values of the District, to embrace and fulfill the District's role as a partner among institutions essential to community life, and to facilitate public decision-making that engenders consensus, reconciliation, and cooperation for the common good, thereby enabling the community as a whole to both mitigate and adapt to the hazards of climate change in ways that are effective, equitable, and consistent with the District's primary commitments to students' healthy development, learning, and access to opportunity.

Now Therefore, Be It Resolved, [School District] is committed to:

1. By [start of the second school year after the resolution is enacted], adopt appropriate measures and initiate routines to assess, monitor, and maintain the healthfulness of each school's physical environment and its conduciveness to students' engagement and learning, including such factors as indoor air quality and thermal comfort, and to assess and promote students' resilience in the context of climate change, including such factors as access to qualified mental health professionals, opportunities to explore and learn in natural landscapes, and experiences of connection with adults and youth in the community who are engaged in creating solutions to climate-related challenges.
2. Increase reliance on power from clean, renewable sources, including, to the extent possible, electricity generated by equipment installed on District property, by 50 percent by the [five to seven years after the resolution is enacted] school year, using [school year in which the resolution is enacted] as the baseline; and power District operations exclusively with electricity from renewables by [10 to 12 years after the resolution is enacted].
3. Install electric equipment — including HVAC systems, water heaters, and cooking equipment — as part of any new construction or renovation of District buildings, and in operations such as groundskeeping on District properties; and, proactively marking opportunities within the life-cycles of such equipment, replace all fossil fuel-dependent equipment in existing buildings or used in operations and maintenance with electric equipment, completing this process by [15 to 20 years after the resolution is enacted].
4. Select zero-emission vehicles for purchase or lease whenever a suitable vehicle exists for a District need and wherever necessary infrastructure (e.g., electric vehicle charging stations) is accessible or can be readily developed, or, if these conditions are not met, select vehicles with the lowest-possible emissions; and transition the entire District vehicle fleet, including District-owned and contracted vehicles, to zero-emissions vehicles by [10 to 15 years after the resolution is enacted].
5. Reduce the total area of school grounds that is paved or otherwise impermeable, increasing the area that is planted to sustainable, preferably native groundcover, and, by [seven to 10 years after the resolution is enacted], providing that no less than 30 percent of playgrounds and other areas where students most frequently congregate is shaded by trees or other sustainable cover to both reduce local heat impacts and improve water retention on site.
6. In District food services, by [three to five years after the resolution is adopted], reduce food waste by at least 60 percent, maximizing the portion of all remaining waste, including foodware, that goes to compost; and maximize onsite preparation of meals that are served fresh, rather than reheated, using produce that is locally sourced and minimally processed or packaged.
7. By [end of the school year after the resolution is enacted], [commission or update] a comprehensive plan for school safety and emergency responsiveness, ensuring that all schools are prepared both to safeguard the wellbeing of students and staff and to serve as centers of community resilience through extreme weather events and related crises, such as air made unhealthy by wildfire smoke, and to serve in all types of emergencies as places of resource, relief and recovery for students and families, teachers and staff, community members, and emergency responders.
8. Develop and/or select educational programs and instructional materials, provide teacher professional development, and, by [three to five years after the resolution is enacted], ensure delivery of equitable, standards-aligned, and grade-appropriate instruction across the curriculum that promotes students' understanding of the causes and consequences of climate change, provides opportunities to explore and enact climate solutions, and initiates pathways to higher education, training, and careers in fields that are pertinent to sustainability and climate resilience.

9. Prioritize equity and justice in the implementation of the foregoing commitments by using disaggregated data to inform need assessments, goal setting, and progress monitoring, and by considering the experiences and status of historically marginalized and systemically disadvantaged groups of students as a primary lens through which to evaluate results.

Be It Further Resolved, pursuant to the foregoing commitments, the Board directs the Superintendent to undertake the following actions:

- A. Convene a Task Force no later than [the end of the first full quarter after the resolution is enacted] to develop a comprehensive action plan to fulfill the commitments expressed in this resolution. Equity, as evidenced both in health protections and educational outcomes, should be a primary consideration in assessing baseline conditions and formulating the plan. The Task Force may also explore additional aspects of sustainability and climate resilience, including procurement, consumption and waste of paper and other materials, and water use. The Task Force shall include, at a minimum, principal, teacher, parent/caregiver, and student representatives.
 - i. By [nine months to one year after the Task Force is convened], present to the Board and the public a draft scope of implementation, taking feedback for refinement, and by [18 months after the Task Force is convened], present a complete action plan including:
 - a. interim objectives and methods for monitoring progress and ensuring equity;
 - b. estimates in regard to costs and potential sources of supplemental funding;
 - c. recommendations with regard to staffing and contracting to ensure that the Task Force and District staff are adequately resourced to fulfill their responsibilities under this resolution.
 - ii. Once a plan is adopted, the Task Force shall continue its activity, including semi-annual reports to the Board, until the Board is satisfied that the plan is fully implemented and the commitments expressed in this resolution are achieved.
2. By [end of the school year after the resolution is enacted], [commission or update] an audit of greenhouse gas emissions resulting from District operations, including emissions that occur directly at sources that are owned and/or operated by the District (“Scope 1”), and emissions that result indirectly from the District’s operations, as through the purchase of energy from public utilities or the use of fossil gas-powered equipment by contractors to the District (“Scope 2”).
3. By [end of the school year after the resolution is enacted], update the District’s master plans for facilities and grounds to align with the commitments above, including an assessment of vulnerabilities to extreme weather events and exposures to heat, particulate air pollution, and other environmental health impacts, and identifying priority sites for intervention to ensure health equity for the most vulnerable students.

In Testament to Which, the commitments and actions expressed in this resolution shall be considered as objectives within the Board’s performance evaluation of the Superintendent, and the Board shall dedicate its own attention and effort to fostering clarity, marshaling resources, removing obstacles, encouraging collaboration, affirming progress, and otherwise enabling the Superintendent, the Task Force, and District staff and partners to wholly and speedily fulfill the foregoing commitments.

EXAMPLE ADOPTED RESOLUTIONS:

- [Dallas ISD – Adopted February 2020](#)
- [Miami-Dade County Public Schools – Adopted April 2021](#)
- [Portland Public Schools – Adopted March 2022](#)
- [Salt Lake City – Adopted June 2020](#)
- [San Diego Unified School District – Adopted April 2023](#)

Please email info@undauntedk12.org us when you introduce your climate resolution.



CASE STUDY: DALLAS, TEXAS

PROBLEM

In 2020, the Dallas area was one of the most polluted metropolitan regions in the country, according to the [American Lung Association](#). Air quality was a particular concern, especially in the city's disenfranchised communities, where data suggested high rates of childhood asthma. And, these issues were only projected to worsen in the face of climate change. Recognizing the need to take action, a group of Dallas students garnered petition signatures and encouraged the Dallas school board to play a greater role in addressing climate change and other environmental threats.

SOLUTION

In response, on February 27, 2020, the Dallas ISD Board of Trustees unanimously passed the "Environment & Climate Resolution." The resolution created an Environmental and Climate Committee to develop goals and progress measures for how the district can act on climate change. The [recommendations](#) developed by the committee range from using 100 percent compostable plates and trash bags by 2027 and piloting zero-emissions school buses by 2025 — to ensuring future new schools and remodels are built in an environmentally sustainable way.

CONCLUSION/IMPACT

The Environment & Climate Resolution has allowed Dallas ISD to review and revise existing policies and to set goals for reducing their environmental footprint, while simultaneously finding ways to improve efficiency in spending and minimize costs. The resolution led to the passage of a major policy overhaul to implement the recommendations developed by the committee. By the Spring of 2023, the resolution had resulted in a 29 percent decrease in landfill contributions, a 42 percent decrease in water usage, a 30 percent decrease in natural gas usage, and a 9 percent decrease in energy usage.

"It's the right thing to do," trustee Ben Mackey said. "Our mission in Dallas ISD is to educate all students to be able to go off and thrive in this world. Therefore, we have a parallel responsibility to give them a world to thrive in."

RESOURCES:

- [Article/Blog](#)
- [Policy](#)



Moments for Climate Action

As a board member (or as a candidate for election to the board), moments of opportunity arise nearly every day where climate leadership and collaboration can make a difference. In our current moment of extreme weather and rapidly changing climate, school board members have an opportunity and responsibility to bring a climate lens and questions into the core work of governing the school district — from setting priorities for the budget, hiring and evaluating superintendents, or updating and creating policies that align the core functions of the district with the needs of students growing up today. Some of these Moments for Action that occur throughout the school year are described below:

MOMENT FOR CLIMATE ACTION: Including Climate Messaging in Campaigns for (Re)Election

Questions To Consider

- What climate-related concerns do community members have?
- How have climate-driven events such as extreme heat, wildfire smoke, flooding, and other weather events impacted school closures, learning and/or activities for students?

School Board Member Role

LEAD. Acknowledge and prioritize the opportunity for school districts to equitably advance climate solutions, build resilience to climate impacts, and prepare students for success in a clean economy

Resources To Support

- The [Yale Climate Opinion Maps](#) can help members better understand the climate perceptions and concerns of their communities.
- UndauntedK12's [School Closures Map](#) shows climate-driven school closures across the United States.
- The [Commitments for Climate Resilience & Sustainability](#) outlined above are a powerful framework to organize your leadership and climate action as a candidate and as a board member.

MOMENT FOR CLIMATE ACTION: Establishing District Goals

Questions To Consider

- To what extent are the [Commitments for Climate Resilience & Sustainability](#) reflected in my district's strategic plan and multi-year goals?
- Are there current or proposed goals and priorities that can be evolved to include a climate action lens?
- What data is being collected to measure the quality of facilities available to students, and where there may be inequities?
- How is progress towards climate goals considered in the superintendent's evaluation?

School Board Member Role

PARTNER with students, families, teachers, municipal leaders, and broader community members to draft a detailed, realistic climate policy or resolution that addresses climate mitigation, adaptation, education, and equity.

COLLABORATE. With district superintendents, their sustainability staff, and other leaders and decision-makers, set and evaluate goals for the superintendent aligned with the climate change agenda for the district;

Resources To Support

- The [K12 Climate Action Plan](#) can help determine opportunities for a district to develop a local K–12 climate action plan.
- The [Whole School Sustainability](#) Framework offers guiding principles for integrating sustainability into all aspects of a school organization.
- The [GreenPrint](#) is a framework for developing a comprehensive sustainability plan centered on curriculum and instruction, culture, facilities and operations, and leadership.

MOMENT FOR CLIMATE ACTION: Creating or Re-Aligning Existing Plans and Policies

Questions To Consider

- Does my district have an emergency preparedness plan and a disaster plan? Does it contemplate extreme weather impacts?
- How might climate change impact existing district plans such as a facilities master plan?
- How might climate impact other priorities including attendance, student health and well-being, or diversity, equity and inclusion?
- Are there other existing policies that can be leveraged for climate action?

School Board Member Role

IMAGINE. Set a comprehensive agenda for climate action in schools by reimagining policies, partnerships, and conditions to ensure healthy, sustainable learning environments and prepare students for success in a changing climate.

Resources To Support

- [Questions to Help You Start Taking Action](#) can help identify what relevant policies are already in place.
- The [Community Recovery Management Toolkit](#) can help community leaders through the long-term disaster recovery process.
- The [Recovery and Resilience Resource Library](#) compiles the numerous programs available to the US and territories to help recover from a disaster.
- [Climate Impacts for Schools: Overview and Adaptation Analysis for San Mateo County](#) supports leaders to consider potential climate impacts.
- [Boulder Valley School District](#) developed a comprehensive, sustainability action plan that integrated best practices across the entire school system related to health, equity, and sustainability.

MOMENT FOR CLIMATE ACTION: Hiring Superintendents and Other Senior Staff

Questions To Consider

- Is a candidate aligned with the district's priorities on climate? How broad is their perspective and understanding of the issues?
- Does a candidate understand the impacts of extreme weather on student health and learning?
- Do they have a sense of meaningful and realistic goals for district climate action?
- Is the candidate willing to look holistically at these issues? Are they committed to learning?

School Board Member Role

COLLABORATE. With district superintendents, their sustainability staff, and other leaders and decision-makers, set and evaluate goals for the superintendent aligned with the climate change agenda for the district.

SBMs can also incorporate questions about climate action into the hiring process for senior staff including superintendents, business officers, facilities managers, and chief financial officers (CFOs)

Resources To Support

- [Managing Sustainability & Indoor Air Quality in School Districts: A Profile of Staff in the K-12 Sector](#) provides insights from a national survey on the financial costs and benefits of hiring PK-12 sustainability and environmental health staff.

MOMENT FOR CLIMATE ACTION: Setting and Approving Budgets

Questions To Consider

- To what degree are we allocating funds to advance these priorities?
- Is funding equitably distributed and prioritized for schools most likely to be impacted by climate change, including schools in low-income communities and communities of color?

School Board Member Role

RESOURCE. Align budget and resource decisions to advance sustainability, access funds from the Inflation Reduction Act and other federal streams, and switch to carbon-neutral technologies to lower costs.

PRIORITIZE: Distribute resources to advance equity and prioritize the school communities most impacted by climate change.

Resources To Support

- [Investing in Healthy, Green Schools](#) offers district leaders an equity-focused framework for decision-making about their investment of the American Rescue Plan funds.

MOMENT FOR CLIMATE ACTION: Securing Funding

Questions To Consider

- What are existing funding opportunities from the federal government for clean energy technologies, and is my district aligning spending accordingly?
- What financing opportunities can help my district avoid upfront costs and instead pay for facilities improvements over time?
- Are we proactively taking advantage of existing funding, such as the Inflation Reduction Act, to bring dollars to my district for clean energy technology, especially to the communities most impacted by climate change?
- What incentives are my local utilities or is my state providing to deploy clean energy technologies?
- If we have them, are our local school infrastructure dollars or bond funds being invested with a climate lens? Are we investing in both buildings and grounds?

School Board Member Role

RESOURCE. Align budget and resource decisions to advance sustainability, access funds from the Inflation Reduction Act and other federal streams, and switch to carbon-neutral technologies to lower costs.

PRIORITIZE: Distribute resources to advance equity and prioritize the school communities most impacted by climate change.

Resources To Support

- [Schools and the Inflation Reduction Act](#) outlines the opportunity for schools in the IRA and provides timely and up-to-date resources.
- [Education and Climate Provisions in the The Inflation Reduction Act](#) outlines how schools can leverage provisions in the IRA.
- [Education and Climate Provisions in the Infrastructure Investment and Jobs Act \(IIJA\)](#) shares which provisions in the IIJA are relevant to schools.
- [White House Guide to Direct Pay](#) walks through the direct pay process.
- [Making Clean Energy Tax Credits Deliver for the Public](#) is a user guide for governments, schools and nonprofits.
- [Template local school bond language criteria](#)
- The [Energy Savings Performance Contract](#) shares how schools can partner with energy service companies (ESCOs) to reduce energy costs.

MOMENT FOR CLIMATE ACTION: Participating in Facilities and Building Committees

Questions To Consider

- How can each building project advance energy efficiency, decarbonization, and emissions reductions?
- Where are there opportunities to leverage clean-energy solutions such as solar, energy storage, and heat pumps?
- How are we using our facilities master plan to increase efficiency, advance decarbonization, and improve resilience?
- Is the district setting goals related to energy efficiency, clean energy, and low-carbon solutions early in all construction projects?

School Board Member Role

LEAD. Acknowledge and prioritize the opportunity for school districts to equitably advance climate solutions, build resilience to climate impacts, and prepare students for success in a clean economy.

School board members can actively participate on committees related to construction, buildings, and infrastructure, and ensure that all projects, including construction and renovation of buildings and infrastructure, are designed to advance the district's climate goals

Resources To Support

- [Decarbonization Roadmap Guide for School Building Decision Makers](#) outlines achievable goals that result in healthy, affordable, all-electric facilities, and explains common actions taken by leading districts to operationalize their carbon neutral ambitions.
- [HVAC Choices for Student Health & Learning](#) makes a case for transitioning to all-electric, high-performance HVAC systems in America's schools.
- NREL's [Plowing through the Cost Barrier: Zero Energy K-12 Schools for Less](#)
- [A Sample RFP for Architectural/Engineering Design Services](#)
- Model Electrification and IAQ Master Plan from Arlington, MA [[RFP](#) and [Schools Master Plan](#)]
- [Schoolyard Forest System Resource library](#) is filled with practical resources to support schools and school districts as they plan, develop, use, and manage school greening projects.

MOMENT FOR CLIMATE ACTION: Participating in Municipal Discussions about Climate Action and Resilience Planning

Questions To Consider

- Does my local municipality or county have a climate action plan (CAP)?
- Are the K-12 schools in my district represented in my community's CAP?
- How can I advocate for the K-12 sector to be an active participant and partner in the process?

School Board Member Role

PARTNER with students, families, teachers, municipal leaders, and broader community members to draft a detailed, realistic climate policy or resolution that addresses climate mitigation, adaptation, education, and equity.

Many cities have responded to climate threats by developing comprehensive climate action plans (CAPs) to mitigate, adapt, and build resilience. The K-12 education sector has the opportunity to play a greater role in the development and implementation of these plans. School boards can track municipal climate efforts and advocate for the K-12 sector to be an active participant and partner in the process.

Resources To Support

- [Arlington's Net Zero Action Plan](#) is an example of a municipal plan that incorporates schools.
- San Mateo County [example](#) to support local school districts to align initiatives within city and regional climate action plans.

MOMENT FOR CLIMATE ACTION: Shaping a Public Narrative

Questions To Consider

- How can I incorporate talking points on mitigation, adaptation, education, and equity into my speaking opportunities?
- How can I share our district goals and convey a sense of urgency with our work, and how it impacts student health and learning with a variety of stakeholders?
- How can I emphasize the return on investment for clean energy projects at schools to communicate to a wider, business-minded audience?
- How can I elevate and amplify the voices and views of young people in my community regarding climate action?

School Board Member Role

COMMUNICATE and monitor progress, address obstacles, celebrate progress and keep district stakeholders and community members engaged.

SBMs can also keep district staff, stakeholders and community members engaged and inspired by regularly acknowledging their effort, celebrating advances, and bringing attention to challenges.

SBMs can use a diversity of language and platforms to reach their audiences. For example, Sacramento USD is leading a social media campaign to increase their impact.

Resources To Support

- Talking points on climate [mitigation](#), [adaptation](#), [education](#), and [equity](#) in schools
- [Addressing Pushback and Misinformation](#)
- Key Messages for Communicating about Carbon Neutral Schools
- The [Climate Change and Children's Well-Being in the United States Report](#) conducted by the EPA quantifies how climate change is projected to impact children in the US.
- [Yale Center on Climate Communication](#) includes tools and interactive resources to help build the case for climate action.

MOMENT FOR CLIMATE ACTION: Monitoring Progress and Celebrating Success

Questions To Consider

- Do we have metrics related to climate action as part of our district's key performance indicators?
- Are we actively monitoring our progress and communicating wins, challenges, and learning?
- Are we considering the experiences of historically marginalized and systemically disadvantaged groups of students, and examining disaggregated data to inform goal setting and progress monitoring?

School Board Member Role

COMMUNICATE and monitor progress, address obstacles, celebrate progress and keep district stakeholders and community members engaged.

PRIORITIZE: Distribute resources to advance equity and prioritize the school communities most impacted by climate change.

Resources To Support

- [Denver Public Schools Sustainability Website](#) includes tabulation of average annual avoided costs due to sustainability measures.
- Parkway School District (Missouri) has a clear set of sustainability goals that include quantitative metrics and activities that are tracked and shared publicly in an [online dashboard](#).

Climate Mitigation in Schools

WHY DOES THIS MATTER: With nearly 100,000 schools across the country, schools are one of the largest public sector energy consumers, operate the largest mass transit fleet in the country with 480,000 buses, and serve 7 billion meals every year. As a result, schools have a substantial carbon footprint, which contributes to climate change. Efforts to decarbonize schools can improve student health and create opportunities for the 50 million students enrolled in schools to engage with climate solutions first-hand, helping to build our societal capacity to address climate change now and into the future.

KEY POINTS

- Net-zero schools are better for our students, our health, and the environment
 - School districts can lower their carbon emissions by using renewable energy and sustainable infrastructure, transitioning to electric school buses, and reducing food waste. In addition to being more environmentally sustainable, these efforts can also promote student health, save districts money, and create learning opportunities for students.
 - Buildings are one of the leading contributors to carbon pollution, and energy costs are among the highest costs for school districts. With schools in every community, reducing the carbon emissions of school buildings can help communities lower their environmental impacts while saving money on maintenance and operations.
 - Sustainable infrastructure — including solar panels, electric heating and cooling, and LED lighting — can reduce schools' reliance on fossil fuels and improve energy efficiency. School buildings themselves can then be used as tools to help students learn about sustainability and clean energy.
- Zero-emission school buses are better for our students, our health, and the environment
 - Most school buses use diesel engines which produce air pollution that contributes to climate change, harms student health, and impacts academic performance and absenteeism. Transitioning to electric school buses eliminates diesel exhaust, which is better for the environment as well as student and community health. Districts that leverage federal funding can reduce or eliminate the cost barriers to purchasing electric buses.
 - The nation's 480,000 mainly diesel school buses are the largest mass transit fleet in the country. Transitioning to electric school buses eliminates carbon emissions and supports student health
- Sustainable school meals are better for our students, our health, and the environment
 - School meals are a critical resource for many students and families. Making school food more sustainable can help districts reduce their environmental footprints.
 - The process of purchasing, using, and disposing of food contributes to schools' environmental footprints. Serving sustainably grown, local food reduces carbon emissions and can support child nutrition. Districts can reduce food waste by allowing schools to donate extra unopened food and by composting food scraps.
 - To support school efforts to recover surplus foodstuffs before they go to waste, schools can conduct food waste audits, participate in food waste education, and collaborate with local organizations to recover and donate uneaten foods.

SCHOOL BOARD EXAMPLE: School Boards can help enable the first step in the climate action planning process by passing clean energy resolutions. The New Buildings Institute has compiled [Examples of Carbon Neutral School District Resolutions](#), including Fairfax, Virginia, Salt Lake City, Utah, and Los Angeles, California.



Adaptation and Building Resilience to Climate Impacts

WHY DOES THIS MATTER: Climate adaptation strategies help schools adapt and build resilience to the climate impacts ahead. Climate change will bring more frequent and intense extreme weather, including flooding, wildfires, hurricanes, and high heat. These events can cause schools to close, disrupting student learning and school-based support. School districts that plan ahead for extreme weather by identifying local climate risks, creating plans for disruptions to learning, supporting the mental health of students, transitioning to green school yards, and serving as sources of energy and food during disaster will be more resilient to the impacts of climate change and can better support students and families.

KEY POINTS:

- Schools can plan to provide support for students and families in the event of climate related learning disruptions
 - Extreme weather including flooding, wildfires, hurricanes, and extreme temperatures have already caused schools to close, disrupting student learning and school-based supports. School districts that plan ahead for extreme weather will be more resilient to the impacts of climate change and can better support students and families.
 - Districts that have plans for virtual learning and other supports will be better able to continue teaching and learning.
 - Districts that build capacity to support student mental health can help students recover and build resilience to climate impacts.
- Schools are centers of communities and can help our communities in emergencies
 - Extreme weather can cause power outages and damage homes and other community infrastructure. Schools are already centers of the community and provide students and families with access to important resources such as food and health care. Many schools already serve as emergency shelters. Those that use renewable energy such as solar panels coupled with battery storage — also known as solar microgrids — can continue operating even during widespread power outages. Schools then have the ability to provide critical resources such as food, shelter, electricity, and healthcare to the community. Districts that adopt renewable energy and work with local emergency preparedness organizations can help adapt and build resilience to climate impacts.
- Sustainable schoolyards can help reduce community heat and flooding
 - Extreme temperatures impact student learning and health. Schools sit on about 2 million acres of land nationally. Ensuring schoolyards are sustainable green spaces, rather than heat-trapping asphalt, can create healthy spaces for students to learn and play. These spaces have the added benefit of reducing community heat and flooding.

SCHOOL BOARD EXAMPLE: In the wake of devastating mudslides and wildfires, the [Santa Barbara Unified School District](#) is intentionally preparing schools to serve as community hubs in the event of power outages and extreme weather by installing solar-powered microgrids. Laura Capps, a member of the Board of Education, was crucial in advocating for sustainability and climate action in the district both before and after the disasters.

“It’s a win for our finances — this project will save \$8 million over the lifetime of the project, which is money that can go directly back into the classroom. And it is clearly a win for our community — this will help us reach Santa Barbara city’s target of zero emissions. Finally, we are doing our part by transitioning to renewable energy.”

Climate Education in Schools

WHY DOES THIS MATTER: Teaching and learning about climate change, its causes, consequences, and solutions can help empower children and youth to lead a sustainable, resilient, and equitable future. School boards can help teachers engage students in teaching and learning about climate change, climate solutions, and sustainability across all grades and subject areas. School boards can also support career and technical education programs that prepare students for jobs in a clean economy.

KEY POINTS

- Districts can help teachers incorporate climate change, climate solutions, and sustainability into their existing curricula across grades and subject areas
 - As climate change continues, students who have an understanding of its causes and what they can do to advance climate solutions will be better prepared for the future.
 - Cross-curricular teaching and learning about climate change and solutions empower students to lead a sustainable future. And participating in shaping projects and implementing solutions is an antidote to student anxiety about climate change.
 - Districts can support teachers by providing professional development, curricular materials, and example lesson plans.
- As we transition to a clean energy economy, today's students will need to be prepared to address climate change in their careers. Schools must aid in this transition.
 - Jobs in clean energy industries are some of the fastest growing in the country. Districts can ensure that career and technical education (CTE) programs help students benefit from the increasing demand for high-skill, high-wage jobs in the clean economy.
 - Climate change is impacting every sector, including agriculture, water treatment, food production, manufacturing, hospitality and tourism, marketing, energy, healthcare, supply-chain management, finance, architecture, and transportation. Integrating sustainability into all CTE curricula can help to prepare students to succeed in any career path they choose.

SCHOOL BOARD EXAMPLE: In 2022, the Portland Public Schools Board adopted a robust [Climate Crisis Response, Climate Justice, and Sustainable Practices Policy](#). The policy tasks the district with achieving net zero carbon emissions by 2040 and instructs the district to develop a curriculum that teaches students about the root causes of climate change, empowers students to focus on climate solutions, and supports emotional resilience for youth who are inheriting a future fundamentally shaped by climate change.



Advancing Equity in Driving Climate Solutions

WHY DOES THIS MATTER: Black, Latino, Indigenous, and other communities of color, as well as low-income urban and rural students disproportionately feel the negative consequences of climate change — and these same communities are most impacted by existing education inequities. To advance equity and environmental justice, school boards can ensure that climate action prioritizes communities that are most impacted by climate change and ensure that students and families in those communities are at the center of decisions by districts and schools.

KEY POINTS

- Climate action should include students as partners. As the primary stakeholders in education and the future, students should be included as partners in decision making about climate action. They offer critical perspectives, and meaningfully including students can help them develop agency to advance solutions.
- Black, Latino, Indigenous, Asian American and Pacific Islander, and other communities of color, low-income communities, people with disabilities, and under-resourced urban and rural communities bear the greatest burdens from negative climate impacts, from greater exposure to pollution to greater vulnerability to extreme weather. To advance equity and environmental justice, climate action should prioritize communities that are most impacted by climate change and ensure that people in those communities are meaningfully included in decisions about climate actions and the implementation of climate solutions.
- Climate change exacerbates existing inequities in education. Due to inequities in education funding systems, schools and districts that serve primarily low-income students and students of color may face greater challenges accessing resources for sustainable infrastructure or other climate solutions. As districts take action on climate change, they should prioritize resources for schools in these communities to ensure that all students in the district can benefit from climate solutions and can access high quality career pathway programs.

SCHOOL BOARD EXAMPLE: To formalize and expand support for green initiatives in Milwaukee Public Schools, in March of 2020, the Milwaukee Board of School Directors adopted a [Climate Justice Resolution](#). Designed to bring attention to climate change and develop an action plan for the district, the resolution included the formation of the Climate Justice Committee consisting of students, teachers, and specialists.



Federal Funding Available to Schools

WHY DOES THIS MATTER: [The Inflation Reduction Act \(IRA\)](#), [The Infrastructure Investment and Jobs Act \(IIJA\)](#), and [The American Rescue Plan \(ARP\)](#) provide an unprecedented opportunity to fund and implement climate action plans in schools.

KEY POINTS:

- The Inflation Reduction Act includes tax credits that will support schools in mitigating their climate impact by transitioning to clean energy and transportation
 - [Investment tax credits](#) can be used for energy investment and installation and can help schools reduce the cost of transitioning to renewable energy, like solar panels, geothermal heat pumps, and energy storage systems. This tax credit has the potential to fund up to 60% of a renewable energy project.
 - [Clean transportation tax credits](#) can aid schools in purchasing clean light- and heavy-duty vehicles, including school buses or other vehicles owned and operated by school districts. These credits can reduce the upfront cost of electric vehicles by up to \$40,000 dollars, making electric school buses more affordable and accessible.
- The IRA also offers grant opportunities that schools can directly apply for, or they can work with community partners to ensure that the projects benefit students
 - Schools can use the [clean heavy duty vehicle grant program](#) to further help replace diesel school buses and other eligible school-owned vehicles with zero emission vehicles.
 - [Funding to Address Air Pollution at Schools](#) includes grants to monitor and reduce greenhouse gas emissions and other air pollutants at schools in low-income and disadvantaged communities.
 - [Environmental and Climate Justice block grants](#) can be used to address disproportionate environmental and public health harms related to pollution and climate change. Schools can be key partners to ensure that these grants benefit students and families.
- [The Infrastructure Investment and Jobs Act \(IIJA\)](#) also provides billions of dollars that can be used to help schools address climate change
 - Schools can take advantage of [grants for energy efficiency and renewable energy improvements](#) that will improve indoor air quality, save energy, and reduce energy costs.
 - Another opportunity, the [clean school bus program](#), provides 5 billion dollars in funding to help schools transition to zero-emission school buses.
- [The American Rescue Plan](#) includes \$350 billion in State and Local Fiscal Recovery Funds to support a range of pandemic response and recovery efforts, including school improvements to ventilation and building energy systems that reduce costs and support healthy environments.



Direct Pay: The investment and clean transportation tax credits in the Inflation Reduction Act include a [Direct Pay option](#), which allows non-taxable entities, such as schools, to receive the eligible amount as a cash payment from the IRS. These dollars are uncapped and non-competitive. For more details on the various financial incentives available to schools for adopting clean energy, see [Schools and the Inflation Reduction Act](#).

SCHOOL BOARD ROLE: Collectively, these dollars represent the largest investment in climate and clean energy in US history. And with the recent release of the “Direct Pay” provision of the Investment Tax Credit, every school in America that installs clean energy technologies can recover up to 60 percent of their costs. School board members will play a crucial role in ensuring that school districts are taking advantage of these opportunities and are making plans to pivot toward clean energy technologies over the next ten years that the ITC is available.

Addressing Pushback & Inaccurate Information

While advocating for climate action in schools, you may receive pushback from other school board members, education leaders, or community members that is based on inaccurate information. There are several strategies you can use to build support through advocacy and conversations with people in your schools and communities.

Understanding the concerns of people in your school district and community and leading with shared values can help build support.

Below, you can find examples of respectful ways to respond to those who are skeptical about climate change and taking climate action.

What you might hear: Climate change isn't real. Look at places where it's colder!

How you can respond: Climate change is different from daily weather. Weather can change each day and some days will still be cold, but climate change is a trend overtime. These trends are also resulting in more extreme weather including many of the floods, droughts, hurricanes, and wildfires that we have seen across the country. These changes will increasingly occur and impact our children's lives into the future, and we have an opportunity to help them better understand the world they will inherit.

What you might hear: Climate change isn't caused by people or human behavior.

How you can respond: While there have been changes in global temperatures throughout history, global temperatures have increased much more rapidly since the Industrial Revolution made burning fossil fuels a widespread practice. The evidence showing that human behavior causes climate change is so strong that 97% of scientists agree that human activity is the driving force behind climate change. We've also seen that advancing climate solutions, like transitioning to electric school buses, can help us all breathe clean air and improve our children's health.



What you might hear: Climate change doesn't impact schools and doesn't belong in schools.

How you can respond: Climate change is already impacting schools and communities around the country. In 2021, over a million K-12 students missed school because of extreme weather events and this number will only rise as climate-related incidents increase. Additionally, climate change is impacting the mental health and well-being of our students: 37 percent of teenagers feel anxious when they think about climate change, and more than a third feel afraid. An estimated 77 percent of adults across the country believe that schools should teach about the causes, consequences, and potential solutions to global warming. (County-level data available [here](#).) Teaching about climate change in schools, with a solutions-oriented focus and empowering them to take action, across all subjects and grades, can help students feel prepared to act in their communities and become leaders for a more sustainable future.

What you might hear: Addressing climate change in schools is too expensive. We have other funding priorities.

How you can respond: Funding climate action plans in schools is more affordable and accessible than ever with opportunities in the Inflation Reduction Act, the Infrastructure and Jobs Act, and the American Rescue Plan. Many of the updates to school buildings and transportation systems also result in long term cost savings for school districts, allowing them to invest in other priorities. For example, Batesville School District in Arkansas implemented facility upgrades and installed solar energy projects on their campuses. The district used the resulting energy cost savings to increase teacher salaries by up to \$15,000, becoming one of the best-paying districts in the county!

Glossary of Key Terms

TERM	DEFINITION
Career and Technical Education (CTE)	Prepares students to enter the workforce or pursue postsecondary education or training after high school. Components can include work-based, project-based or hands-on learning.
Collaborative for High Performance Schools (CHPS) Criteria	CHPS criteria are building design and construction strategies that yield high-performance schools that improve student learning and wellness outcomes.
Climate Change	Long-term changes in average weather and climate, regionally and globally.
Climate Literacy	An understanding of your influence on climate and climate's influence on you and society. In the late 2000s, scientists and educators collaborated to define climate literacy, identify principles and concepts that should be taught, and justify the teaching of climate science.
Composting	The practice of returning natural food remains back into the earth for the purpose of enriching soil.
Decarbonization	The process of phasing out reliance on carbon emissions across all parts of the economy.
Direct Pay	Direct pay options, such as those in the IRA, allow non-taxable entities (like schools) to directly benefit from tax credits and receive the eligible amount as a cash payment directly from the IRS.
Eco-Anxiety	Persistent worries about the future and the prospects for future generations due to climate change.
Energy Retrofitting	An energy conservation measure in an existing building that aims to improve building performance.
Environmental Literacy	Develops students' understanding of how individual and collective actions impact the environment and prepares students to make environmentally conscious decisions.
Geothermal Energy	Energy derived from the earth's heat that is converted into thermal or electrical energy.
Green Bank	A public or non-profit entity established to facilitate private investment into domestic low-carbon, climate-resilient infrastructure.
Greenhouse Gasses	Gasses that contribute to global warming by absorbing infrared radiation, such as carbon dioxide and methane.
Heat Island	Areas that have an average temperature 1.25°F higher than the surrounding city or town.
HVAC Systems	Heating, ventilation, and air conditioning commonly used to cool and heat residential and commercial buildings. Legacy HVAC systems burn fossil fuels. Modern HVAC systems run on electricity.

The Inflation Reduction Act (IRA)	The Inflation Reduction Act is federal legislation that includes \$369 billion in climate and energy provisions, signifying the largest climate investment in US history.
The Infrastructure Investment and Jobs Act (IIJA)	The Infrastructure Investment and Jobs Act, also known as the Bipartisan Infrastructure Bill, is federal legislation that includes support for the education sector to advance climate solutions.
LEED Certification	Internationally recognized system for rating sustainable building design, construction, and operations. Each of the four certification tiers requires a minimum number of sustainability strategies.
Local Food Procurement	Sourcing food from local growers or producers to decrease emissions associated with transporting food. Also includes choosing sustainably produced food products.
Local K-12 Climate Action Plan	Comprehensive plan by a school district to reduce carbon emissions, prepare for climate impacts, and educate students about climate change and climate solutions based on the community's local needs and strengths.
Net-Zero Energy School	Produces enough clean, renewable energy to meet its own annual energy consumption requirements, thereby reducing the use of non-renewable energy in the building sector.
Pathway	Program designed to prepare students for a certain industry (e.g. environmental service systems, energy, construction, etc.)
Perkins Career and Technical Education Act (Perkins V)	The primary source of federal funding for career and technical education programs in public K-12 schools. The law was most recently reauthorized in 2018.
Renewable Energy	Energy produced from resources that are easily replenished and do not have detrimental effects on the health of humans or the environment. Examples include solar, wind, and geothermal energy. Also referred to as clean energy.
Resolution	School boards adopt resolutions to declare the board's sentiment towards an issue and set forth general standards that the board agrees to fulfill.
School Gardens	Gardens on school grounds that provide an interactive opportunity for students to learn the science of sustainable food growing practices outside the classroom.
Solar Energy	Energy derived from sunlight that is converted into thermal or electrical energy.
Solar Microgrids	System of renewable energy that is separate from the main power grid in a given area.
Sustainability	Meeting present needs without risking the health and environmental wellbeing of future generations.
Sustainability Director	A school or district staff member who manages a variety of sustainability efforts.
Sustainable or Green Schoolyards	Redesigning school grounds to replace asphalt with green spaces or other native vegetation. Sustainable schoolyards mitigate flooding and reduce heat islands.

Additional Resources

Resources from This Is Planet Ed:

- [Education and Climate Provisions in the Infrastructure Investment and Jobs Act](#) (in partnership with the Electric School Bus Initiative at the World Resources Institute)
- [K12 Climate Action Plan](#)
- [K12 Education and Climate Provisions in the Inflation Reduction Act](#). (in partnership with the Electric School Bus Initiative at the World Resources Institute)
- [Menu of Solutions](#)
- [Questions to Get Started](#)

Resources from UndauntedK12:

- [Schools and the Inflation Reduction Act](#)
- [Climate-Resilient California Schools](#)
- [Extreme Weather & School Closures Map](#)
- [HVAC Choices for Student Health & Learning](#) (in partnership with RMI)
- [Investing in Healthy, Green Schools is Central to Advancing Equity](#) (in partnership with the Center for Green Schools at the U.S. Green Building Council)

Resources from School Board Partners:

- [Empowered Governance Framework](#)

Sample Municipal and School District Resources:

- [Arlington's Net Zero Action Plan](#)
- [Milwaukee Climate Justice Resolution](#)
- [New Jersey Climate Education Hub](#)
- [Parkway Schools Sustainability Dashboard](#)
- [Portland Public Schools Climate Crisis Response, Climate Justice and Sustainable Practices Policy](#)
- [Prince George's County Board of Education in Maryland's Climate Action Plan](#)

Additional Resources:

- Alliance for Electric School Buses: [Clean School Bus Program Resources](#)
- Blue Green Alliance: [Making Clean Energy Tax Credits Deliver for the Public: A User Guide for Governments, Schools and Nonprofits](#)
- Center for Green Schools: [School Facilities Funding in the Pandemic](#) and [Managing Sustainability & Indoor Air Quality in School Districts: A Profile of Staff in the K-12 Sector](#)
- Collaborative for High Performance Schools: [CHPS Criteria](#)
- EPA: [Climate Change and Children's Health and Well-Being in the United States Report](#)
- FEMA: [Community Recovery Management Toolkit](#) and [Recovery and Resilience Resource Library](#)
- Generation 180: [Solar for All Schools](#)
- Green Schools National Network: [GreenPrint](#)
- Green Schoolyards America: [Schoolyard Forest System — Resource Library](#)
- Rewiring America: [Rewiring Schools](#)
- Subject to Climate: [K-12 Climate Change Lesson Plans](#)
- The New Buildings Institute: [Decarbonization Roadmap Guide for School Building Decision Makers](#), including [Examples of Carbon Neutral School District Resolutions](#), and [Key Messages for Communicating About Carbon Neutral Schools](#)
- The U.S. Department of Education: [Green Ribbon Schools](#)
- The U.S. Department of Energy: [Energy Savings Performance Contracting](#)
- The US Green Building Council: [Webinar Series — Getting Schools to Zero Carbon](#); [Whole-School Sustainability Framework](#)
- The World Resources Institute: [Electric School Bus Program](#)
- The White House Toolkit: [Federal Resources for Addressing School Infrastructure Needs and Direct Pay Through the Inflation Reduction Act](#)
- Trust for Public Lands: [Transforming Schoolyards](#)
- Yale Program on Climate Change Communication: [Yale Climate Opinion Maps](#)



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