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Project Director  
School Decarbonization

Center for Green Schools  
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Madison, Wisconsin



**Center** for **Green Schools**

at the U.S. Green Building Council

# Background



**Center for Green Schools**  
at the U.S. Green Building Council

- 15 years Utility
  - General Plant Helper –DSM Program Manager - Manager of New Product Development
- 24 years Schools Cooperative
  - Executive Director of Facilities Management
    - Construction Management
    - Environmental Health and Safety
    - Focus on Energy
    - Performance Contracting
    - Owners Representative
  - One year as Interim Agency Administrator
- 5 months USGBC – Center for Green Schools
- Former local School Board member and Board President
- Coach - local High School Fishing Team



“When we see land as a community to which we belong, we may begin to use it with love and respect.”

- Aldo Leopold

Considered by many to  
be the father of modern  
Conservation



**WHO WE ARE:** Global leader in advancing green schools, providing school districts and education leaders with resources and training to create sustainable, healthy, resilient and equitable learning environments.

**WHAT WE DO:** We support and train those implementing sustainability within school systems to be the most effective change agents they can be, through professional development, peer networks, research, and advocacy.



# Professional Development & Peer Networks

The Center for Green Schools convenes professionals working toward sustainability at the system level at schools around the world. Join for free to learn best practices from your peers and from experts.

- **School Sustainability Leaders:** School district or independent school staff who oversee or are part of a team who makes sustainability-related decisions
- **School Indoor Air Quality Leaders:** Staff who are responsible for indoor air quality management
- **Green Design & Construction:** Staff who oversee or are part of a capital projects team

To join, reach out to us at [schools@usgbc.org](mailto:schools@usgbc.org)!



# Buildings UP

The Buildings Upgrade Prize

Center for Green Schools

School Decarbonization

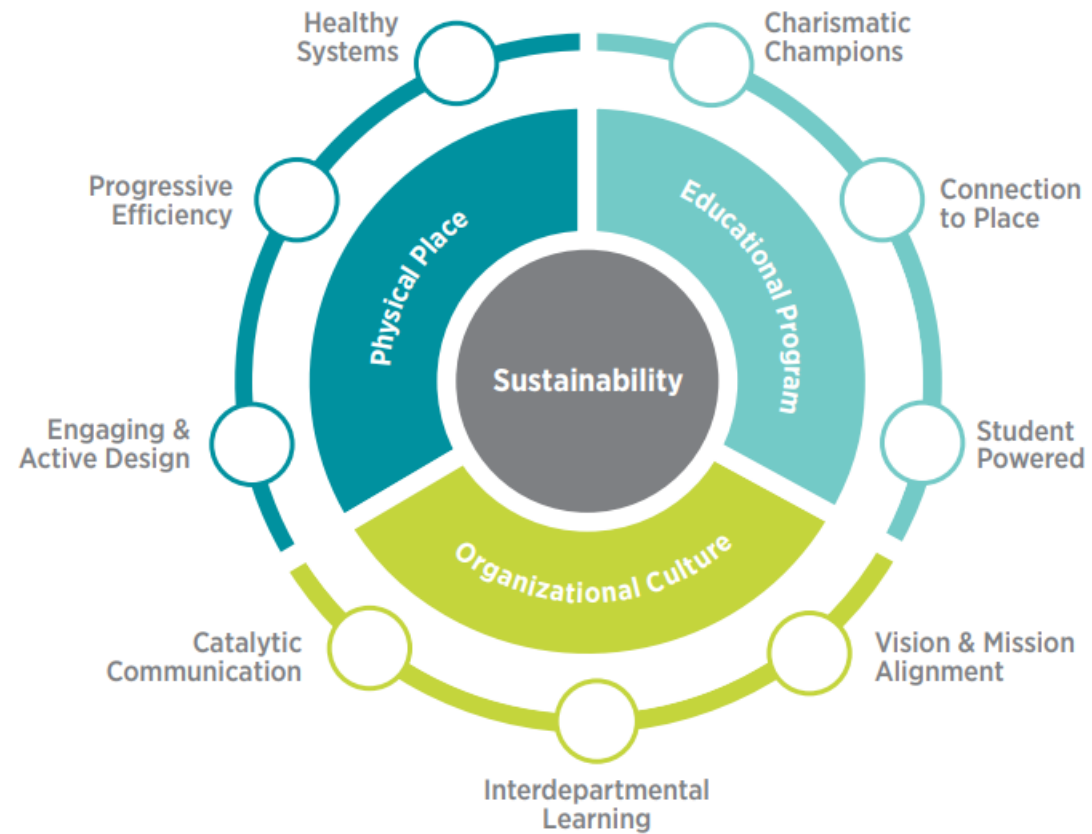
Colorado & North Carolina

AMERICAN  
**MADE**  
U.S. DEPARTMENT OF ENERGY



Using Energy Savings Performance  
Contracts

# Whole Schools Sustainability Framework



# 1 ORGANIZATIONAL CULTURE





## OREGON SCHOOL DISTRICT PORTRAIT OF A GRADUATE

The Oregon School District will provide an educational experience designed to help each student reach their full potential. We endeavor that students learn and master academic content, form meaningful relationships and develop the skills, aptitudes and characteristics important to meeting the challenges they may face in building rewarding lives. By the time of graduation, students must demonstrate **Competency** and have a strong foundation built through **Character & Culture**, **Critical & Creative Thinking**, and **Community** upon which to move forward as a member of their community and a global society.



**Competency** - Graduates exhibit mastery of all assigned and self-selected learning standards as outlined in Board Policy 411.01

**Character & Culture** - Graduates exhibit traits that build a foundation leading to success in any chosen future and contribute to a caring and inclusive community.

- Understanding the importance of respecting individual and cultural diversity.
- Empathy, including a willingness to seek and understand the perspective of others.
- Ability to employ strategies that support their own physical and mental wellness.
- Awareness to recognize an injustice and advocate for oneself and others.
- Adaptability, flexibility, and perseverance in the pursuit of meaningful educational, career, and personal goals.
- Anticipation and acceptance of the consequences of their actions.
- Motivation, curiosity, and the inspiration to be a lifelong learner.
- Skills necessary to be self-sufficient, including a knowledge base in personal finances.

**Critical & Creative Thinking** - Graduates think critically and creatively in a variety of situations.

- Ability to gather and analyze information while evaluating source credibility.
- Ability to utilize critical thinking to identify and solve problems.
- Ability to think creatively and innovatively on a variety of levels (e.g., cognitively, intellectually, and socially).
- Ability to work collaboratively and independently.

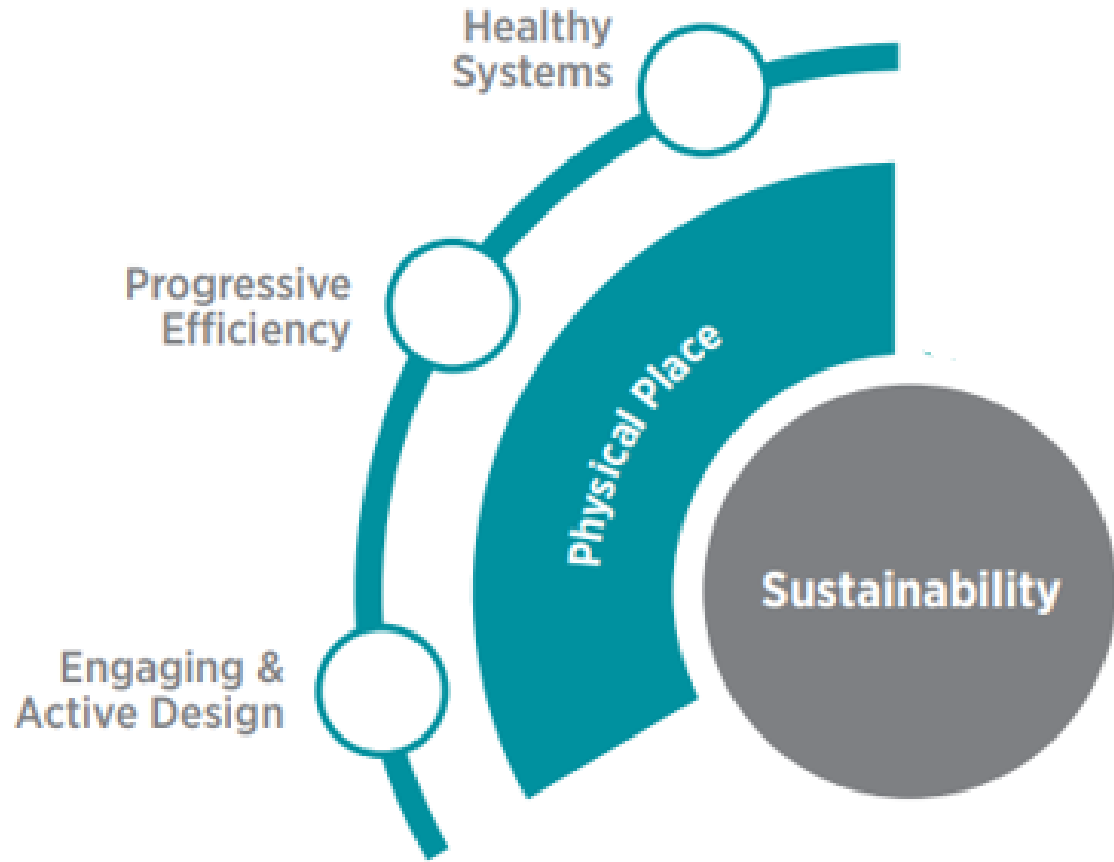
**Community** - Graduates display the skills and understanding necessary to learn from and contribute to local and global communities.

- Understanding and appreciation of the importance of being a responsible community member who exchanges ideas respectfully and values the input of ideas different from their own.
- Understanding of the manner in which our government operations at the local, state, national and global level.
- Ecological literacy and an understanding of the importance of sustainability and being a responsible environmental steward.
- Willingness to pursue opportunities such as a club and extra-curricular participation, mentorships, internships, and community

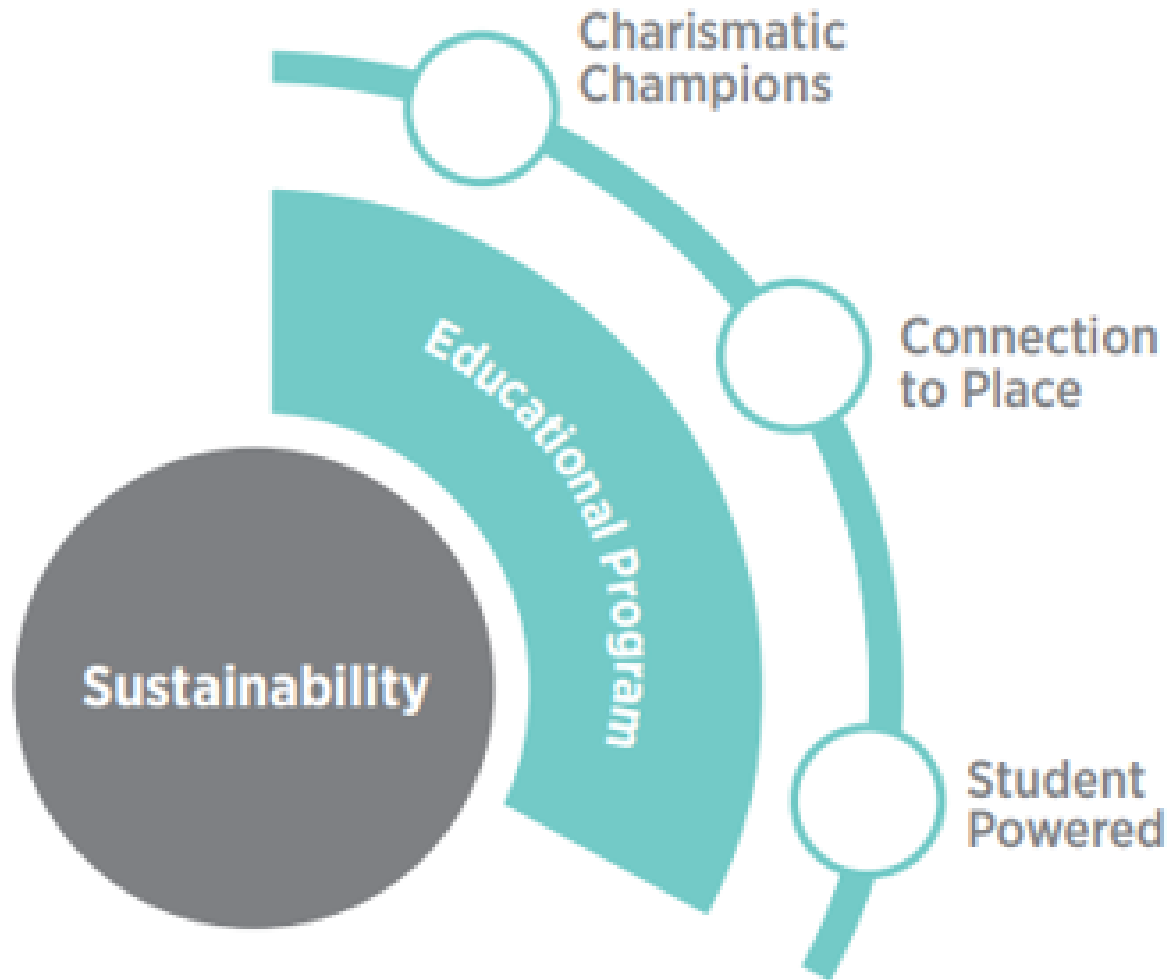
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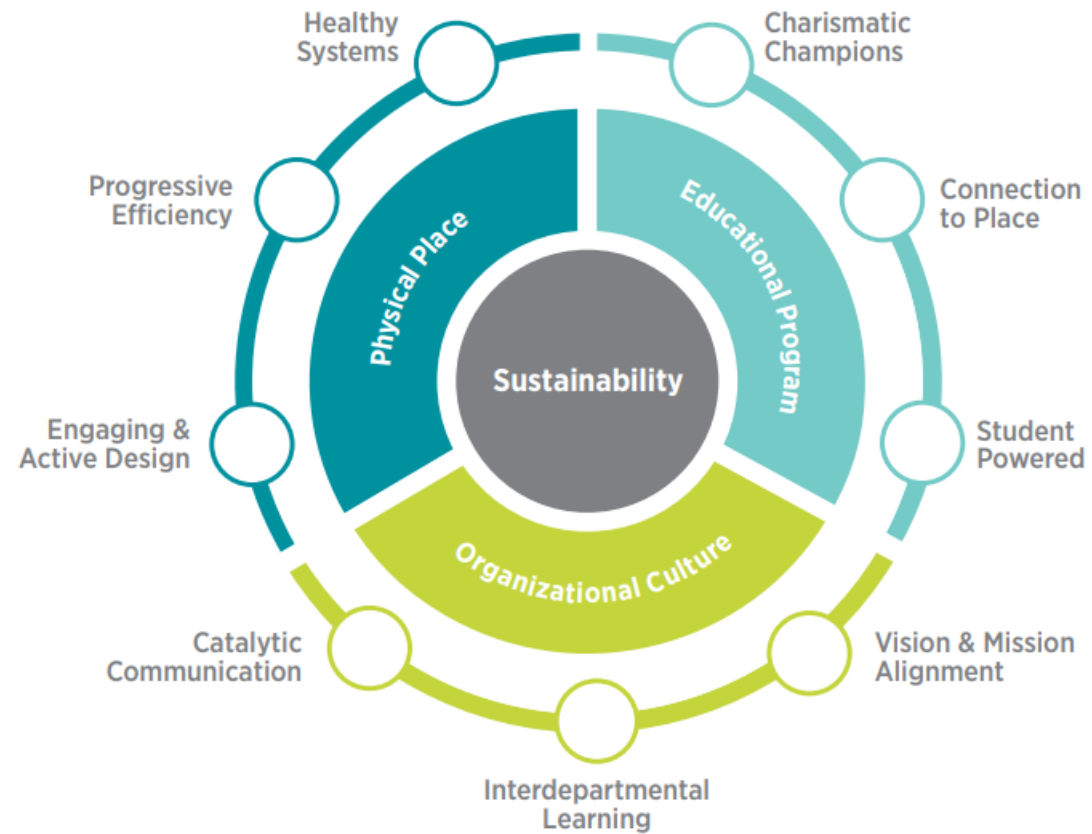
# 2 PHYSICAL PLACE



# 3 EDUCATIONAL PROGRAM



# Whole Schools Sustainability Framework



Coming to a  
School near  
you soon!

**LEED** **V5**

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USGBC



# Resources Available



## Buildings and the IRA: The New Incentives for Going Green



## Advancing Equity

A guide for local governments to build equity with LEED v4.1 for Cities and Communities



## School District Indoor Air Quality Management Plan Toolkit

Centerforgreenschools.org  
Cynthia Carter, Project Manager  
Ale Jaramillo, M.S. Candidate, Duke University Intern, Center for Green Schools at the U.S. Green Building Council



## Making the Case for K-12 Sustainability Staff

A Toolkit for Success



## State-Level Legislation Concerning K-12 Climate Change Education

James Elder | Campaign for Environmental Literacy  
Anisa Heming | Center for Green Schools at the U.S. Green Building Council  
Jacqueline Maley | Center for Green Schools at the U.S. Green Building Council

