



1 **State Board of Education Resolution**
2 **Calling for a Green New Deal for Schools**
3 **SR24-3**

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5 **WHEREAS**, the Green New Deal for Schools demands the following:¹
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- 7 1. Schools provide locally sourced and sustainably grown lunch to all students for free, to
8 make sure no student goes through the school day hungry.
9 2. Students are taught a comprehensive climate justice curriculum – developed by
10 educators, scientists, and students, not politicians and lobbyists – that helps them
11 understand our history and prepares them to face the climate crisis.
12 3. Schools offer opportunities to connect students with meaningful and good paying union
13 jobs combatting the climate crisis.
14 4. School buildings, buses, and other school infrastructure are updated to run on 100%
15 renewable energy, be climate resilient, and ensure safe, non-toxic learning environments.
16 5. When climate disaster strikes, school administrations have plans to help students recover
17 and use buildings as designated relief zones for the whole community.
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19 **WHEREAS**, students of District of Columbia Public Schools (DCPS) and supporters of the
20 national Sunrise Movement² are calling for updated school policies about the climate crisis and
21 petitioned the District of Columbia State Board of Education (State Board) to take action;
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23 **WHEREAS**, the District of Columbia still has much work to do to meet the demands of the
24 Green New Deal for Schools and ensure that students, staff, and school buildings are equipped to
25 face the climate crisis, and the contents of this resolution outline the underlying issues behind
26 each demand and how leaders can address them;
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28 **WHEREAS**, supply and labor challenges consistently negatively impact school meals,³ and
29 DCPS students frequently have grievances about the quality of school meals;⁴
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31 **WHEREAS**, bolstered standards for locality, health, and quality of food would improve
32 students’ diets, health, and lives;
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34 **WHEREAS**, the District ranked higher than many states in terms of climate education standards
35 but is still deficient in integrating comprehensive coverage of the scientific, geographical,
36 historical, social, and cultural causes and effects of the climate crisis throughout a diverse range
37 of subjects;⁵

¹ <https://www.sunrisemovement.org/campaign/green-new-deal-for-schools/#demands>

² <https://www.sunrisemovement.org/>

³ <https://wset.com/news/local/service-provider-responsible-for-lunches-at-dc-schools-cite-supply-and-labor-challenges>

⁴ <https://streetsensemedia.org/article/dc-public-school-food/>

⁵ https://ncse.ngo/files/MakingTheGrade_Final_10.8.2020.pdf





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WHEREAS, the 2020 Environmental Literacy Plan outlined many strategies for ensuring schools create opportunities for students to develop into environmental stewards, including the expansion of curricular resources for environmental education, development of career and technical education programs in environmental studies, and student exposure to environmental careers, but the District has fallen short on many of these goals;⁶

WHEREAS, D.C. traditional public and public charter schools are not preparing students sufficiently to enter a workforce that is responsive to the impending effects of the climate crisis, for example, the estimated need for nearly 1 million⁷ trained solar energy workers in the next 22 years;⁸

WHEREAS, outreach to and expanded inclusion of preexisting federal programs would bolster sustainable career opportunities for D.C. high school graduates, such as the national Climate Corps,⁹ the Job Corps Civilian Conservation Centers of the US Forest Service,¹⁰ and Green Jobs Youth Pathways from Sustainability Ambassadors;¹¹

WHEREAS, the District has a goal of reducing carbon emissions by 50% by 2032 and becoming entirely carbon-neutral by 2045, including in school buildings,¹² but changes must be made more aggressively and efficiently to meet these goals and prepare for climate crises;¹³

WHEREAS, school districts across the country are working to build and renovate schools to be sustainable, transition to renewable energy, and prepare for climate disasters, modeling solutions that could be used in the District;¹⁴

WHEREAS, all construction and substantial renovations of public buildings in the District are subject to the Green Building Act¹⁵ and Greener Government Buildings Amendment Act,¹⁶

⁶ https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2020_Environmental_Literacy_Plan.pdf

⁷ <https://www.seia.org/research-resources/national-solar-jobs-census-2020>

⁸ Other school districts have implemented programs that encourage students’ participation in the sustainable workforce, such as [New York City’s Solar Schools Education Program](#) and [Virginia’s specialized CTE programs](#) focused on construction, energy, and power that emphasize sustainable energy.

⁹ <https://www.climatecorps.org/>

¹⁰ <https://www.fs.usda.gov/working-with-us/careers/job-corps>

¹¹ <https://www.sustainabilityambassadors.org/green-jobs-youth-pathways>

¹² <https://doee.dc.gov/service/climate-change#:~:text=Climate%20Mitigation&text=The%20District%20has%20cut%20citywide.become%20carbon%20neutral%20by%202045>

¹³ https://doee.dc.gov/sites/default/files/dc/sites/ddoe/service_content/attachments/CRDC-Report-FINAL-Web.pdf

¹⁴ For example, [Arlington, Virginia](#) has introduced bioretention technology, geothermal HVAC systems, rain gardens, high-waste material emission, stormwater filters, and other additions to their new and renovated schools.

¹⁵ <https://doee.dc.gov/publication/green-building-act-2006>

¹⁶ <https://code.dccouncil.gov/us/dc/council/laws/24-306>





65 which requires compliance with LEED B4 v4 BD+C Schools standards;

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67 **WHEREAS**, the Department of Energy and the Environment (DOEE) has committed to its
68 Transportation Electrification Roadmap¹⁷ to help the District transition to zero-emission vehicles,
69 including 100 percent replacement of D.C. school buses with electric buses at the end of their
70 useful life, which began with the Office of the State Superintendent of Education (OSSE)
71 Division of Student Transportation recently ordering 25 electric buses to serve students starting
72 in the 2024-25 school year¹⁸;

73

74 **WHEREAS**, increased climate disasters will impact the day-to-day lives of students in and
75 outside of schools, although schools will be impacted differently, especially those who are
76 already medically at risk and those in Wards 7 and 8;¹⁹ and

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78 **WHEREAS**, the District’s School Emergency Response Plan and Management Guide was last
79 revised in January 2014²⁰ and does not account for the extent of preparation needed for the
80 climate crisis like many other districts’ plans do.²¹

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82 **NOW, THEREFORE BE IT RESOLVED**, that the State Board calls on Congress and the
83 President of the United States to pass the Green New Deal for Public Schools Act of 2023 and
84 make landmark investments in K–12 educational equity, clean energy infrastructure, and climate
85 resilience for students in communities across America;

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87 **BE IT FURTHER RESOLVED**, that the D.C. Council should revise the Universal Free School
88 Meals Amendment Act of 2023 to include higher standards for locality, health, and quality of the
89 food provided to students;

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91 **BE IT FURTHER RESOLVED**, that the State Board calls on the D.C. Council to enact the
92 Universal Free School Meals Amendment Act of 2023, which would provide free, universal
93 school breakfast, lunch, and after-school snacks to all students in DCPS, public charter, and
94 participating private schools,²² as well as increased funds for meal programs;

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96 **BE IT FURTHER RESOLVED**, that District agencies and partners should prioritize the
97 strategies and action items outlined in the forthcoming 2023 Environmental Literacy Plan to
98 promote the integration of environmental literacy into standards, curriculum, professional

¹⁷ <https://doee.dc.gov/release/doee-announces-release-%E2%80%98roadmap%E2%80%99-electrify-vehicles-2045>

¹⁸ <https://osse.dc.gov/release/bowser-administration-announces-purchase-electric-school-buses-osse-dot>

¹⁹ https://cdn.who.int/media/docs/default-source/climate-change/55232_o3_who-city-profile_washington_web.pdf?sfvrsn=ee7b4a6b_3&download=true

²⁰ <https://esa.dc.gov/release/new-and-revised-protocols-school-emergency-response-plan-and-managment-guide>

²¹ For example, [Sequoia Union High School District](#) has detailed measures in place for air quality disasters, including advanced vent technology, special measures for students with lung conditions, entrances that can be sealed to prevent dangerous air from entering schools, and excused absences for climate-related student absences.

²² <https://lims.dccouncil.gov/Legislation/B25-0035>





99 development, post-secondary advising, career and technical education programs, and school
100 building infrastructure and maintenance;

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102 **BE IT FURTHER RESOLVED**, that upon the next revision of any District of Columbia state
103 education standards, the State Board should adapt standards, when appropriate, to include
104 environmental literacy and the climate crisis;

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106 **BE IT FURTHER RESOLVED**, that the State Board calls on OSSE, DCPS, and charter local
107 education agencies to add to existing college and career resources to emphasize post-graduation
108 opportunities for sustainable careers;

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110 **BE IT FURTHER RESOLVED**, that DCPS and DGS should evaluate the feasibility of solar
111 panel installation for all schools that are not scheduled for modernization; and

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113 **BE IT FINALLY RESOLVED**, that the State Board calls on the Emergency and Safety
114 Alliance to review and update the District's School Emergency Response Plan and Management
115 Guide to detail up-to-date procedures for climate crisis-induced disasters and protect the safety
116 of students.

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119 Date Adopted: 1/17/2024 Signed: _____

