



June 2022

## Oscar Landa Samano places third in Poetry Out Loud national competition

June 25, 2022

Recent Coconino High School graduate, Oscar Landa Samano, finished third place in the 2022 Poetry Out Loud National Championship earlier this month and he received \$5,000 as his prize. The winner was Mia Ronn, a junior at Archer School for Girls in Los Angeles, and the second-place winner was Aidyn Lorin Jai Reed, a senior at Fountain Valley School of Colorado in Colorado Springs, Colorado.

In March, Samano placed in the top three in the statewide competition which allowed him to advance to the national finals which was held virtually.

Samano will start college at Columbia University this coming fall semester and he will be studying architecture.

Samano was featured in an article titled, **Flagstaff student places third in Poetry Out Loud national finals**, in the Arizona Daily Sun.

LINK to article [https://azdailysun.com/news/local/education/flagstaff-student-places-third-in-poetry-out-loud-national-finals/article\\_987bbc70-e5c7-11ec-b456-33961101ae08.html](https://azdailysun.com/news/local/education/flagstaff-student-places-third-in-poetry-out-loud-national-finals/article_987bbc70-e5c7-11ec-b456-33961101ae08.html).



## IN THIS ISSUE



Governing Board calls for election for bond... Page 2



Climate Action Report... Page 4



CHS JROTC Raider Team staying active during summer... Page 7



## FUSD governing board calls for election of \$100 million bond

June 29, 2022

The Flagstaff Unified School District's governing board called for an election June 14 to authorize a \$100 million bond in the upcoming November 2022 election.

During the June 14 governing board meeting, the following report was presented by the Office of the Superintendent:

After assessment of FUSD's facilities, interviews with staff, and discussion of priorities, a Bond Steering Committee, comprised of staff, parents, and community stakeholders, recommended low (\$75 million) and medium (\$100 million) Bond Options/Projects. These were discussed with the governing board at a work session on May 23, 2022. A high (\$125 million) option was considered, but not recommended by the committee.

The superintendent recommends the governing board adopt a resolution to call for a bond election on November 8, 2022, in the amount of \$100 million to fund capital improvements over and above those funded by the state. If approved by the voters, the \$100 million bond is projected to increase the secondary property tax rate by approximately \$0.05 - \$0.06 above the current rate. It is estimated that a six (6) cent increase in tax rate will cost a homeowner with a home valued at \$100,000, an additional \$0.35 per month or a homeowner, with a home valued at \$200,000, an additional \$0.70 per month.

A general outline of the prioritized projects utilizing a \$100 million bond issue include:

- \$25 million - Replacement/Rebuild, and possible relocation, of Kinsey Elementary
- \$25 million - Replacement/Rebuild, and possible relocation, of Marshall Elementary
- \$12 million - Replacement/Rebuild of Transportation and Maintenance Facilities
- \$12 million - Major maintenance life cycle projects
- \$5 million - Camp Colton Master Plan improvements
- \$6 million - Campus specific projects
- \$7 million - Bus/Transportation fleet replacement
- \$8 million - Technology replacements and upgrades



**Kinsey Elementary School**, constructed in 1957 and located at 1601 S. Lonetree Road, requires extensive repair and replacement of aged systems. The facility does not meet current building code, ADA compliance requirements, and the needs of next generation learning environments.

Replacement/Rebuild of the school is recommended. Relocation of the school may be considered due to site drainage issues, traffic, safety and noise concerns due to planned expansion of South Lone Tree Road, and an opportunity to strategically locate the school near planned future residential and commercial development in the Flagstaff community.



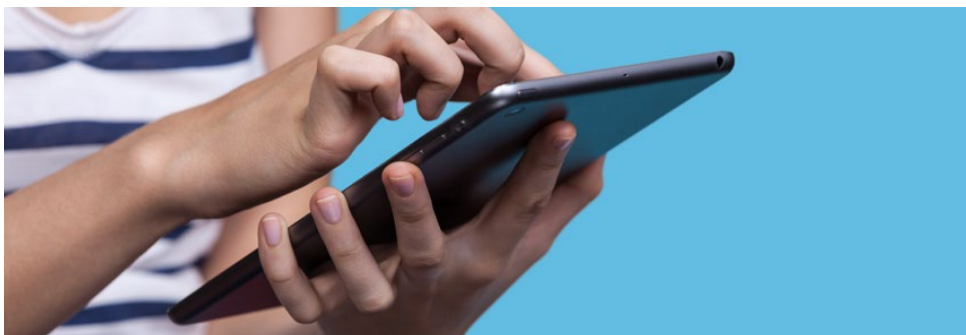
**Marshall Elementary School**, constructed in 1952 and located at 850 N. Bonito Street, requires extensive repair and replacement of aged systems. The facility does not support the next generation learning needs of its magnet and special education programs.

Replacement/Rebuild of the school is recommended. Relocation of the school may be considered due to safety concerns of students crossing Bonito Street, current location of the school in the Rio de Flag floodplain, and opportunity to address needed campus and parking improvements on the Flagstaff High School confined campus and community needs in the area.

*Continued on page 3 / Bond Election*



...Bond Election / From Page 2



**Transportation and Maintenance Facilities** require extensive repair and replacement to address aged systems and safety issues. The current facilities do not support infrastructure for needed equipment and technology advances, such as electric and alternative fuel vehicles, adequate storage and security, and amenities for employees.

**Major Maintenance Life Cycle Projects** include both interior (flooring, wall finishes, doors/door hardware, restroom upgrades/accessibility, HVAC) and exterior (roofing, parking areas, playgrounds, fencing) improvements.

**Camp Colton Master Plan Improvements** will increase program capacity for students' outdoor learning experiences. Camp Colton programs have connected FUSD and non-FUSD students with nature for over 50 years and are an integrated component of K-12 education programs. Improvements to Camp Colton would be funded in partnership with the Friends of Camp Colton non-profit organization and private donors.

**Campus Specific Improvements** include support for next generation learning environments (flexible, multi-use space and furniture, outdoor learning and play spaces, natural light and views, community spaces, inclusive of cultural identities) and campus-specific projects by site (security, dining areas, auditorium, artificial field).

**Transportation/Bus Fleet Replacements** address needs to replace high-mileage buses due to transportation of over 2,000 daily riders within the largest school district geographically in Arizona at 4,427 sq. miles, and plan to transition to low-emission alternative fuel and electric vehicles.

**Technology Replacement and Upgrades** include student and staff device refreshes, infrastructure and cybersecurity, future ready classrooms, and safety and security equipment. 🌲

## Governing board calls for budget override election

June 29, 2022

The governing board of Flagstaff Unified School District (FUSD) passed a motion to call for a Maintenance and Operations budget override election scheduled for November 8, 2022.

The goal of the override election is to continue the existing 15% override that was authorized by voters in November 2018. The override is estimated to generate nearly \$7.9 million in Fiscal Year (FY) 2023 to support staffing and programs not funded through the state education's budget.

The current Maintenance and Operations Override is fully-funded for five fiscal years, from FY 2020 to FY 2024, before it begins to phase down by one-third in FY 2025 and another one-third in FY 2026 as required by state law. The override will then terminate thereafter unless such authorization is renewed by the

voters in the school district.

The ballot measure will ask voters the question of authorizing the school district, for a period of seven years, to continue to exceed its applicable revenue control limit by 15% for the first five years, 10% for the sixth year, and 5% for the seventh year.

FUSD appreciates the continued support from parents and the community to provide and expand programs which challenge and prepare students for success, such as: preschool, full day kindergarten, Advanced Placement and International Baccalaureate, arts, athletics, and STEM offerings. FUSD is committed to providing quality education for all students and preparing them for college and careers.

The last day to register to vote in order to be eligible to vote in this election is October 10, 2022. 🌲







## Climate Action Report

The Flagstaff Unified School District's Climate Action Report was presented to the governing board on June 28, 2022. 🌲

## INTRODUCTION

Climate change is a global issue requiring both an individual and collective response. Through education and action, the Flagstaff Unified School District can limit its contribution to the effects of climate change seen locally through increased temperatures, drought, and forest fires.

In August 2019, the Governing Board of the Flagstaff Unified School District (FUSD) passed a resolution outlining priorities to expand the District's efforts to influence and encourage proactive student, family, and staff climate action behaviors, continue to implement renewable energy and energy efficient heating/cooling systems, reduce emissions and waste, and support climate education.

The Flagstaff City Council approved The Flagstaff Carbon Neutrality Plan in June 2021 which provides a framework for achieving three key climate goals:

1. Achieving carbon neutrality by 2030;
2. Prepare Flagstaff's communities, systems, and resources to be more resilient to climate change impacts; and
3. Address climate change in a manner that prioritizes those most impacted and ensures the costs and benefits of climate adaptation and mitigation are equitably distributed.

The City identified key areas that FUSD could have a positive impact on to help the community reach carbon neutrality by reducing Greenhouse Gas (GHG) emissions, building a stronger community, and preparing for coming change. The Sustainability Director for the City of Flagstaff presented to the FUSD Governing Board on November 9, 2021, about possible ways the Flagstaff Unified School District could contribute to these climate action goals.

The Governing Board recommended that a temporary climate action ad hoc committee be formed to prepare recommendations to the Governing Board regarding climate action goals by June 2022. The committee, made up of staff, students, parents, and community members who met monthly on January 20, February 17, March 24, April 21, May 19, and June 16.

The committee explored the strategies of REDUCE, LEARN, and ENGAGE to organize the ways the Flagstaff Unified School District can become an active partner with the City of Flagstaff and other agencies to respond to this climate emergency and strive towards carbon neutrality by 2030.

## FUSD CLIMATE ACTION GOALS

1. The City's Carbon Neutrality Plan identified mitigation target is to reduce greenhouse gas emissions by 44% by 2030, from the business as usual emissions projection. FUSD will identify a Greenhouse Gas (GHG) reduction target, in alignment with the City's mitigation target, and develop monitoring tools for Governing Board approval by December 2022.
2. Prepare FUSD's school communities, systems, and resources to be more resilient to climate change impacts.
3. Implement the strategies identified in this Climate Action Report while prioritizing the cost/benefits equitably.
4. Foster students' engagement in climate education and action.
5. Develop minimum energy efficiency standards for new facility projects that can yield savings by managing energy, water, waste, and stormwater while improving the student learning experience.

*Prepare FUSD's  
school  
communities,  
systems, and  
resources to be  
more resilient to  
climate change  
impacts.*



## STRATEGIES

### REDUCE

*Why?*

The Flagstaff Unified School District is one of the community's largest consumers of energy and producers of greenhouse gas emissions and waste. The District is comprised of over 10,000 students and staff, 15 separate school campuses and other work sites, hundreds of buses and vehicles- all making an impact on our local environment.



### Recommendations

#### Energy Efficiency and Use

- Support a paid internship of graduate student(s) in Northern Arizona University's Climate Science and Solutions program to conduct a Greenhouse Gas Emissions Inventory which calculates Scope 1 and 2 emissions used to maintain the operations of buildings and vehicles used by the District and Scope 3 emissions for water and wastewater. The internship outcomes include integration of data from the inventory into the District's software for monitoring and analysis, and presentation of findings to administration and the Governing Board to support the setting of mitigation goals.
- Review existing building, site and infrastructure standards and update, if needed, to meet carbon neutrality goals.
- Transition to the electrification of HVAC systems as they are replaced and improved.
- Pursue opportunities to generate renewable energy sources such as solar and wind, coupled with battery storage.
- Educate staff and students to reduce energy waste (ex: turn off the lights).

#### Transportation

- Develop a zero emissions transition plan and build capacity for future use of electric and alternative fuel vehicles within the district's fleet of vehicles and workforce.
- Optimize yellow school bus schedules to reduce travel times.
- Promote the use of the yellow school bus with an education campaign on bus use, bus tracking apps and the increased safety of riding a bus versus driving a personal vehicle.
- Promote carpooling/ride sharing for parent pick-up/drop-off.
- Promote active modes of transportation to and from school or work through communication of safe routes for walking and biking. Establish a committee to coordinate with the City and County about safe pathways near the school.
- Develop safe and secure areas for bicycle and electric mobility storage and charging during the day.
- Develop a partnership with Mountain Line to provide staff with an ecoPASS for public transportation.
- Promote No Idling zones in pick-up and drop-off areas at school sites to reduce on-campus pollution through signage, driver training and parent communication.



## Waste

- Audit waste of food and materials waste during breakfast and lunch meal programs and identify ways to reduce waste from non-recyclable and non-biodegradable products.
- Explore a district wide plan for composting.
- Partner with City of Flagstaff Sustainability to explore options to donate leftover food.
- Educate students and staff on City recycling programs (trash vs. recycle).
- Reduce use of paper copies for classroom and operational uses.
- Implement recycling of paper and plastics at schools and sites.

## Water

- Audit water consumption and identify strategies to reduce potable water use.
- Develop a water reduction plan in recognition of the scarcity of water resources and incorporate efficiency standards in new facilities and improvements.
- Explore environmentally-friendly turf including artificial turf where practicable.
- Use reclaimed water and water harvesting when applicable.
- Incorporate leak detection devices to find and correct water waste due to infrastructure failures.
- Establish commitment with the Facility and Maintenance Department for a grounds and landscape management plan to include more native and climate-ready plantings and stormwater capture.



## LEARN

### Why?

The Flagstaff Unified School District engages students from preschool through 12th grade including opportunities for project-based, inquiry-based, and experiential learning which supports The Flagstaff City Carbon Neutrality Plan. The District's Mission and Profile of a Graduate promote citizenship and stewardship which directly align to the global issue of climate change.

### Recommendations

#### Curriculum

- Create a resource hub and provide professional learning opportunities for FUSD teachers to connect climate change and sustainability concepts and Arizona K-12 standards to learning resources and experiences.
- Explore curriculum on Climate Justice and model practices of schools.
- Partner with staff and students of the Northern Arizona University Climate Science and Solutions program and a Youth Climate Leadership Vista supported by the City of Flagstaff Sustainability Department to plan and implement student-led Eco Challenges and afterschool opportunities.
- Expand existing programs (gardening, water conservation, etc.).
- Research grant opportunities to support climate change education.
- Create summer enrichment programs that support conservation activities.

#### Behavioral Change

- Survey students, families, and staff about energy use and transportation practices to determine knowledge, understanding, and values of climate action and sustainability.
- Inform and monitor staff behaviors related to energy and water consumption to promote stewardship of resources and reduce District costs. Survey staff to find out what is happening and what is supported (to determine staff buy in).
- Develop and implement school-based climate action plans. Communicate to promote the understanding of why climate action is important and to motivate engagement.
- Provide opportunities to engage FUSD families and students with workshops, special events (Ride Your Bike to School, Earth Day, Make A Difference Day, STEM night/day).
- Incorporate reduce strategies at ALL FUSD extracurricular activities and athletic events.
- Encourage users of FUSD facilities to be good stewards of energy and water resources.







## ENGAGE

### *Why?*

The Flagstaff Unified School District, being a significant part of the first STEM City, wants to engage students and community members to be an active part of the Climate Action solution. By engaging student ownership within the stewardship program, the Climate Action steps are more sustainable. The District needs to partner with a variety of organizations in order to strengthen climate action possibilities at all schools and enhance environmental education for all students.

### *Recommendations*

#### Expand Partnerships and Initiatives

- Partner with the City of Flagstaff Sustainability Office to utilize an AmeriCorps position for organizing student-led initiatives and school-based climate action plans during the 2022-2023 school year. Identify future opportunities for partnerships with AmeriCorps service members at other sites in FUSD.
- Leverage funding resources and the technical assistance provided by Flagstaff's Green Schoolyards Initiative to adopt green schoolyard outdoor learning areas at each school, find ways to pass on the programs and make them sustainable, include students as stewards of the schoolyards, and look for community partnerships.
- Expand partnerships with Terra BIRDS and other environmental education groups to support schools and teachers with projects which engage and empower students.
- Convene a committee to assess status of and propose improvements to a continuous track of grade level-appropriate environmental education programs for kids in partnership with local entities. Identify sites that are already working on garden projects and those that are interested in getting involved. Tap into local farms, CCSEA, the County Extension Office, and the Master Gardener programs to provide professional development for teachers and other staff.
- Identify funding sources to promote collaborative efforts and partnerships with outside organizations for climate action.
- Continue and expand opportunities for FUSD students to have outdoor learning experiences at Camp Colton, and other field trips and excursions.
- Engage students in tree planting and landscape restoration projects, such as partnering with Kevin Grady at Northern Arizona and Ecoculture and work-based learning or employment with FUSD Facilities and Grounds staff.
- Explore Farm to School opportunities to procure local foods to be served in meal or snack programs, promote health and nutrition education, and engage students in experiential learning through gardening. Partner with the Wellness Policy Committee, Food Services, and the AZ Healthzone.



## MONITORING and IMPLEMENTATION

The FUSD Climate Action Report is a living document that will be reviewed over time and adjusted to adapt to changes in operations, technologies, and culture.

### *Recommendations*

#### Monitoring and Implementation

- Convene a climate action committee quarterly per year to assess the District's progress and guide short-term and long-term climate and sustainability actions. Include feedback and input from student, staff, and parent stakeholders.
- Identify a Greenhouse Gas (GHG) reduction target, in alignment with the City's mitigation target, and develop monitoring tools for Governing Board approval by December 2022.
- Continue collaboration and data sharing with the City of Flagstaff.
- Continue to partner with Veregy to monitor the environmental impact and fund savings of the dynamic LED lighting, boiler replacement project, and monitoring of leak detection data management project. Provide an annual update to the Governing Board.
- Support an annual internship with the Northern Arizona University Climate Science and Solutions program to update and monitor Greenhouse Gas Inventory.
- Prioritize funding for climate action goals.
- Consider climate action and mitigation in the decision-making process.

## CONCLUSION and ACKNOWLEDGEMENTS

Individually and collectively, all those associated with the Flagstaff Unified School District can contribute to the goals and framework of The Flagstaff Carbon Neutrality Plan. Achieving carbon neutral operations will require the continuous implementation of the recommendations included in this report, administrative and community support, and flexibility to address changes in technologies and the natural environment.

Thank you to the FUSD Governing Board for authorizing a Climate Action Committee to convene to establish recommendations and actions. The time and input of the Climate Action Committee is much appreciated.



## Coconino's JROTC Raider Team staying active during the summer break

June 24, 2022

It is summer break for many, but the Coconino High School's JROTC Raider Team continues to focus on fitness and adventure training during the break.

Colonel Donald W. Morris, senior Army instructor at Coconino High School, explained cadets are playing a key role in the development of an innovative training program that teaches teamwork, leadership, navigation, and situational awareness.

"The cadets are pushing the new game, Missions and Madness, to its limits," said Col. Morris. "At the same time, the game is pushing cadets to their [limits] by putting them in the field to face imaginative scenarios and dealing with strategic puzzles. The game teaches valuable skills that are otherwise rarely addressed."

"As soon as I saw this opportunity, I thought how perfectly nested out JROTC mission and objectives are with the game's desired outcomes," said Col. Morris. "Since then, the cadets have just run with it."

"I think it definitely provides a new opportunity and [it] helps us think outside the box," said Elijah Thomas, team captain.

The outdoor adventure game was created by Morgan Boatman, a local entrepreneur, in response to the need for a customizable fitness program that is demanding and exciting as a cadre-led event that can be experienced anytime and anywhere.

"It's a natural fit," said Boatman. "The game, its methodology, and skillset are highly comparable with the JROTC ideology and competencies."

Harlee Peterson, co-captain, said during the game, each cadet has the opportunity and responsibility to

lead the group.

"I think it's great allowing other people to step in and get the experience of being the leader," said Peterson.

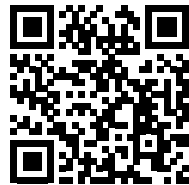
Situational awareness, a crucial skill which is difficult to teach is integrated into every mission as KIM Drills.

"They keep you on your toes and are good at teaching you to be ready for anything," said Cadet Kai Huggard.

Cadet Taylor Wilkes explained the game encourages the principles of good citizenship, safety, appropriate decorum, and responsibility.

"It teaches decision-making and leadership because you have to take responsibility if you don't choose the right path," said Wilkes.

The Missions and Madness game played by CHS's JROTC Raiders can be viewed online at <https://youtu.be/Fak4ZEeAame>







3285 East Sparrow Avenue  
Flagstaff, AZ 86004

(928) 527-6000  
[www.fusd1.org](http://www.fusd1.org)

FIND US ON SOCIAL MEDIA



# NOW HIRING

[www.fusd1.org/jobs](http://www.fusd1.org/jobs)

## ADMINISTRATION

MICHAEL PENCA  
Superintendent

MARY K. WALTON  
Assistant Superintendent of Curriculum & Instruction

BOB KUHN  
Assistant Superintendent of Operations

## SCHOOL BOARD

CAROL HADEN  
President

DOROTHY  
DENETSOSIE GISHIE  
Clerk

ANNE DUNNO  
Member

CHRISTINE FREDERICKS  
Member

CAROLE GILMORE  
Member

## CONTACT

FLAGSTAFF UNIFIED SCHOOL DISTRICT  
3285 East Sparrow Avenue  
Flagstaff, AZ 86004

(928) 527-6000 | [www.fusd1.org](http://www.fusd1.org)

