

1 SENATE JOINT RESOLUTION NO. 29

2 INTRODUCED BY M. PHILLIPS

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4 A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF
5 MONTANA REQUESTING AN INTERIM STUDY TO INVESTIGATE THE BENEFITS AND IMPACTS OF
6 ADOPTING GREEN SCHOOL STANDARDS; AND REQUIRING THAT THE FINAL RESULTS OF THE STUDY
7 BE REPORTED TO THE 64TH LEGISLATURE.

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9 WHEREAS, the Legislature desires to grow Montana's 21st century economy by establishing policies
10 to advance the state's communities and unleash the potential of our buildings and our children to usher in a
11 healthier, safer, more efficient, resilient, and prosperous future; and

12 WHEREAS, "green schools", which are healthy, high-performance schools, create a healthy environment
13 that is conducive to learning while saving energy, resources, and money; and

14 WHEREAS, deteriorating school infrastructure and poor environmental quality threaten the health,
15 well-being, and achievement of students and staff; and

16 WHEREAS, children in green schools are healthier and more productive because green schools
17 emphasize excellence in areas such as natural day lighting, thermal comfort, and classroom design, all of which
18 have been shown to improve children's well-being and ability to learn; and

19 WHEREAS, the benefits of superior indoor air quality, which is a key emphasis of green schools, have
20 been linked to lower asthma rates, fewer allergies, reduced absenteeism, and increased teacher retention rates;
21 and

22 WHEREAS, green schools use an average of 30% to 50% less energy than conventional schools; and

23 WHEREAS, instruments like the LEED (Leadership in Energy and Environmental Design) green building
24 rating system can optimize building performance, resolve operational inefficiencies, and dramatically reduce the
25 utility costs in new school construction and existing school renovation; and

26 WHEREAS, green schools provide an educational experience that transcends the classroom by creating
27 a host of opportunities for curriculum innovation and hands-on, project-based learning in which the building itself
28 becomes an interactive teaching tool; and

29 WHEREAS, green schools do not cost more to build than conventional schools, as proven by green
30 schools in hundreds of communities across the United States; and

