

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Draft 1/5/2022

3.30.080-P amendments proposed

Intro language: The district will maximize, minimize, and take actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet the district standards, are aligned with carbon reduction targets, are cost competitive over time, and available technology exists."

These goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; the District will allocate general fund budget to help reach these goals.

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Potentially further divide this into additional amendments if topics substantially different

Amendment 2 – proposed deletion and modification

Goal 1.1: PPS will design and construct new low-carbon, ~~high-performance~~ schools and renovations that are energy-efficient, resilient, sustainable and adaptable. ~~The District will:~~

1. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels. where feasible. (Note: language added to intro to set context)
2. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology. (agreement to restore proposed deletion)
3. Transition to building materials produced with less carbon and that are more sustainable (e.g. green concrete). (agreed upon changes.)
4. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies. (agreement on revisions)
5. ~~Include infrastructure to support sustainable practices in school nutrition programs.~~ (agreement to delete if 1.2.3 remains)

Amendment 3 - proposed deletions, modifications

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management. ~~The District will:~~

1. Maximize efficiency in fuel, electricity, and water use

~~Establish standardized systems for waste prevention practices, including ~~reuse~~, recycling, and food waste reduction at all campuses.~~ (agreement on revisions)

Minimize disposable materials. ~~and fully utilize all materials before disposal~~ (agreement on revision given retention of 1.2.2 and intro language refines the "minimize" language to not be an absolute standard but to take into account budget, available technology, etc.)

Amendment 4 - proposed deletions, modifications

Goal 1.3: PPS will maximize the carbon ~~sequestration-absorbing~~ potential and other environmental benefits of green school yards grounds and increase the ability of school grounds to adapt to climate extremes. ~~The District will:~~ (agreement on revised language)

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods. (agreement to restore the proposed deletion)

2. Maximize onsite stormwater management, to the extent feasible and in compliance with City code techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding. (agreement on the revised language)
3. Establish green school yard maintenance plans to care for school grounds, including through community partnerships and student stewardship programs. (agreement on revised language, waiting on staff response to green school yards adjective)
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly. (agreement to delete; an action that is part of a larger plan)
- 5.
6. ~~Phase out the use of pesticides and herbicides where feasible.~~ (climate advocates agree to staff proposal to delete this as the language remains in the sustainable business practices policy)

Amendment #5 – Proposed deletions and modifications

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. The District will: (agree with this new language)

1. Establish ~~incentives and school-based tools and systems infrastructure~~ for staff and students to walk, bike, bus, or telecommute, in order to reduce single-occupant car commuting. (staff proposed to delete: potential disagreement on revised language)
2. Offer free TriMet Youth Passes to all high school students. (no agreement to okay to proposed deletion; only agreement to the proposed delete if 1.4.1 remains and is modified as proposed)
3. Transition PPS and contracted vehicle fleet to electric or low emissions ~~by 2050, or~~ renewable fuels, ~~based on a vehicle life-cycle evaluation of carbon impact.~~ Work with the industry, utilities, and state and federal governments to reduce the defray costs of shifting towards electric or low emission vehicles. (agreement on revised language)
4. ~~Evaluate bus routes annually to improve route efficiencies and capacities.~~ (agreement to delete as it is a specific task)
5. ~~Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling. (Educate and communicate to students and staff about benefits of and opportunities to reduce single-occupant car commuting and idling. (possible agreement on revised language if 1.4.1 stays in.)~~

Amendment #6 – Proposed deletions and modifications

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. ~~Use best practices related to Environmentally Preferable Purchasing to make product recommendations to staff and make centralized purchasing decisions, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper. Climate advocates propose this replacement language: Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidances to schools to support sustainable, climate-preferred product and services purchasing. (agreement on revised language)~~
2. ~~Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions. (agreement to delete as covered in revised 1.5.1~~
3. ~~Reduce paper copying by transitioning to Encourage increased electronic communication. Transition to increased electronic communication and reduce paper copying while maximizing recycled content in paper used. (agreement on revised language. Disagreement remains on the proposed deletion of “maximizing recycled content in paper used.”~~
4. ~~Where feasible, divest banking investments from fossil fuel industries.~~ PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be

reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds. (agreement on revised language)

5.

Amendment #7 – Proposed deletions and modifications

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees. ~~The District will: (ok with new wording)~~

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in ~~e~~District real property asset assessment and management. (agreement on revised language)
2. ~~In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).~~ (agreement on this proposed deletion as already highly regulated by OSHA and CBAs)
3. ~~Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.~~ (ok at delete per staff proposal as 1.4.1 as modified is included)
4. Where possible, prioritize foods that are ~~less carbon intensive~~ local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. (agreement on the revised language. Staff will include definitions of “local, organic, seasonal...” terms in the glossary.

Amendment #8 – proposed deletion and modifications

Goal 2.2: PPS will empower support frontline student communities to build resiliency from climate change induced stresses and support preparation for and recovery from these events. ~~The District will: (agreement on revised language)~~

1. ~~Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.~~
2. ~~Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding. (PPS will coordinate with state, regional and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters and make available its facilities, as appropriate, during community response efforts to climate events. (agreement on the revised language)~~
- 3.
4. ~~Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).~~ (agreement to proposed deletion as now covered elsewhere)
5. Develop district-wide plans for how to communicate available local resources and help to support to students and families during address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.t (climate adv support this language) (staff supports alternative language proposed by climate adv in 2.2.1 and has added language in that subgoal which makes this subgoal duplicative and propose deleting (was there agreement to delete?)
6. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities ~~of color, and vulnerable populations.~~ (agreement on revised language)
7. ~~Host climate-related emergency preparedness events for students, staff, teachers, and families.~~ (agreement with proposed deletion)

~~Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.~~ (agreement to delete as it is duplicative)

Amendment #9 – proposed deletion and modification

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. ~~The District will:~~ (agreement on revised language)

1. Provide learning opportunities for all staff on ~~key aspects of~~ climate science/climate justice, ~~and the mobilization needed to respond.~~ (agreement to delete if agreement on 3.1.2)
2. ~~Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position. Identify opportunities for staff to utilize sustainability practices in the performance of their work and provide information and tools to help implement those practices.~~ (double check agreement on revised language to replace 1/2)
3. ~~Establish a program to have a sustainability liaison in every school.~~ (no agreement on the proposed deletion) climate adv do not support staff deletion; proposed replacement language: Establish climate policy liaisons in every school to work with the district's Climate Response and Justice leader on implementation of the district's climate response policy and to support sustainable practices at the school site) Staff does not agree to the alternative language; continues to propose deletion.
4. ~~Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.~~ (agreement to proposed deletion as it is out of policy scope)
5. ~~Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.~~ (climate adv ok with staff proposal to delete if other 3.1 subgoals are retained (Staff does not agree with other subgoals so no agreement yet)

Amendment # 10 – proposed deletions and modifications

Goal 3.2: With guidance from ~~Black, Indigenous, and other People of Color (BIPOC)~~ frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. ~~The District will:~~ (agreement on revised language)

Develop and deliver ~~content curriculum and resources~~ to help students understand, prepare for, and respond to climate change impacts and climate justice, ~~with priority special support and resources available to prioritizing~~ schools serving ~~the most vulnerable populations~~ frontline communities. (agreement on language revisions)

1. ~~Integrate climate justice into curriculum so all students have access and opportunities to engage in understanding climate change and climate solutions~~ (agreement on proposed deletion as it is duplicative now)
2. ~~Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.~~ (agreement to proposed deletion so as not to put pedagogue into policy)
3. ~~Offer climate justice learning opportunities that are culturally relevant and solutions focused.~~ (agreement on the proposed deletion as this is now in the goal)
- 4.
5. ~~Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.~~ (agreement on the proposed deletion as it is now duplicative)
- 6.
7. ~~Support partner organizations that provide hands-on, place-based, experiential climate education for students.~~ (agreement on proposed deletion)

Amendment #11 – proposed deletions and modifications

Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. ~~The District will:~~

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities opportunities for students from frontline communities. (agreement on revised language)
2. ~~Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate-related programs.~~ (agreement to the proposed deletion as it is duplicative)

3. ~~Support student-led climate justice, climate action, and climate resiliency initiatives.~~ (agreement to restore proposed deletion)
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space. (okay with this language) (agreement on revised language)
5. ~~Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.~~ (agreement to the proposed deletion as support for student climate participation is in 6)
6. ~~Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.~~ Support students in their ongoing and critical role as climate response, climate justice and sustainability advocates. (agreement on revised language)