| Mike & Amy's Draft Policy   |   |  |  |
|---|---|--|--|
|   |   |  |  |
| Operations, Maintenance, and Facilities   | Current Status  | Comments/Notes   | What is Needed?  |
|   |   | maximizing efficiency can be implemented,  |  |
| Maximize efficiency in the use of electricity, fuel, and water,   |   | achieving a 100% renewable energy portfolio is   |  |
| a 100 percent renewable energy portfolio through purchase   |   | not realistic unless the utilities actually produce  |  |
| production for remaining energy requirements  | not likely to be implemented  | 100% clean energy by a certain date  |  |
| 2 Dayslan a sustainable progurement and life sucle considers  |   |  |  |
| Develop a sustainable procurement and life cycle considera  | · · · · · · · · · · · · · · · · · · ·   |  |  |
| Establish standardized recycling and composting systems in  |   |  |  |
| 3 buildings, along with standard waste prevention measures i  |   |  |  |
| campuses.   | can be implemented/needs leadership support   |  | funding  |
| 4 Establish materials reclamation and reuse programs in all b   |   | Vague  | dedicated staff/new position   |
| New office appliances and kitchen equipment will be U.S. E  | EPA PARTIE DE L'ARTE  |  |  |
| <sup>3</sup> ENERGY STAR rated.   | In place/implemented  | For OSM & FAM projects   |  |
|   |   | This is already implemented in OSM projects.   |  |
| 6 Full utilization of materials will be expected before disposal,   | , limit the use   | This suggestion seems a little vague to me as it   |  |
| of disposable materials, and non-biodegradable products.  | In place/implemented  | relates to operations and maintenance  |  |
|   |   |  |  |
| 7   |   | This also seems vague to me. We are at capacity  |  |
|   |   | in many of our buildigns already and this is more  |  |
| Use space in existing buildings to full capacity.   | In place/implemented  | driven by district boundaries than anything else   |  |
|   |   | , ,  |  |
|   |   |  |  |
|   |   |  |  |
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|   |   |  |  |
| New Construction and Renovations  | Current Status  | Comments/Notes   | What is Needed?  |
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| New Construction and Renovations  1 When existing mechanical systems reach end-of-life, replace   |   | Not sure what a "renewable" mechanical system  | What is Needed?  |
| 1   |   | Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-  | What is Needed?  Funding (OSM) and leadership committment  |
| 1 When existing mechanical systems reach end-of-life, replace   | ce them with can be implemented/needs leadership support  | Not sure what a "renewable" mechanical system is. We are looking into this as part of the lifecycle cost and carbon anlysis in OSM projects.   |  |
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| 7 | Reduce and reuse demolition materials.   | In place/implemented                        | All bond projects do a cost and impact analysis to decide whether we rebuild or modernize a school. Either way, all building materials are reused and/or recycled close to 100%                         |  |
|---|--|---|---|--|
| 8 | New buildings and infrastructure will be designed to recover quickly from the impacts of a changing climate such as flooding, landslides, and heatwaves. |   | Vague request, but some of this is inherently already being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations)                                | Better building envelope standards (in progress).  |
| 9 | Train teachers and staff to properly use energy-saving systems like passive heating, etc.  | can be implemented/needs dedicated staff    | We currently do not have the staff or the leadership support for this. Kellogg team is working on a building occupant training manual so that could get ushalfway there.                                | Dedicated staff  |
|   |  |   |   |  |
|   | Grounds and Gardens  | Current Status                              | Comments/Notes  | What is Needed?  |
| 1 | Plant and maintain additional shade trees and diverse native species.  | can be implemented/needs dedicated staff    | Comments/Notes  | Wilat is Needed:   |
| 2 | Decrease use of gas-powered equipment (such as mowers, blowers, etc.) and convert equipment to electric when possible.                                   | can be implemented/needs leadership support |   |  |
|   |  |   | Currently, PDRs would need to be submitted.   |  |
| 3 |  |   | Maybe this could be changed for a wider implementation by the District. Also schools that do not have safe routes for pedestriants or bikers  |  |
|   |  |   | are not likely to receive bike parking due to low   | Perhaps more carpooling, or 'TriMet Trekkers' who meet   |
|   | Include convenient bike parking at all schools.  | not likely to be implemented                | participation.  | together before taking transit.  |
| 4 | Decrease water consumption and minimize (eliminate?) use of herbicides and pesticides.   | can be implemented/needs leadership support | I believe Gary's staff uses select herbicides and pesticides to complete jobs quicker.  | EPA approved list. Irrigation is a small use/cost.   |
| 5 | Conduct de-paving projects to reduce the impervious area and create space for trees, vegetation, and gardens.  | In place/implemented                        | To increase these on a wide scale - would be a huge cost to haul away asphalt. Currently, handled on a grant availability basis and partnership availability between Depave and planting organizations. | Funding & leadership support and more project managers needed to expand district-wide  |
| 6 | Treat the grounds and garden of each school as a space for learning.  Provide water sources to each school in the best location for a school garden.     | In place/implemented                        |   | Expanded partnerships and staff support from outdoor education and garden education organizations and PPS teachers to also use/maintain the space. |
| 7 | Involve students in meaningful ways when emissions-reducing activities take place on school grounds (such as tree plantings, etc.).                      | In place/implemented                        | Could be expanded, but can't add work to Landscaping crew.  | Leadership support. Expanded partnerships with Friends of Trees in addition to current partnership with Learning Landscapes/Urban Forestry.        |
|   | Nutrition Services   | Current Status                              | Comments/Notes  | What is Needed?  |
| 1 | Include infrastructure for reusable trays, utensils, and refillable bulk milk  |   | Think further up the chain, buying/sourcing different products. This could be done as we modernize schools, but not likely to be district-  |  |
|   | dispensers (dishwasher, storage space, the configuration of line, etc.) at all new schools.  | not likely to be implemented                | wide all at once. Employee safety concern with bulk milk dispensers due to weight of lifting.   | upgraded electrical capacity in kitchens (for dishwashers and milk dispensers)   |

|   |  | Already hiring for washing trays and utensils; not  |  |
|---|--|---|--|
|   |  | logical to hire specifically for service due to     |  |
|   |  | minimal hours unless paired with another part       |  |
| 2   |  | time FTE district staff. AD already exists for      |  |
| <sup>Z</sup>  |  |   |  |
|   |  | student volunteers and helpers which also can       |  |
| Hire additional cafeteria staff to dish out foods (rather than serving iter | ns <mark>en servición de la composition della composi</mark> | assist with service and less need for single use if |  |
| in disposable serving boats), and to wash durable trays and utensils.       | not likely to be implemented   | supported across the district.                      | Funding/dedicated staff                                    |
|   | ,,   | Not likely unless serious electrical upgrades       | <u> </u>   |
|   |  |   |  |
|   |  | occur. If we were able to implement a policy        |  |
|   |  | against personal appliances - would that be         |  |
|   |  | enough additional electrical capacity for           |  |
| 3   |  | additional large appliances/dishwashers? Lack       |  |
|   |  | of space in most elementary kitchens without        |  |
|   |  |   |  |
|   |  | dishwashers; remodel triggers code compliance       |  |
| Add infrastructure that facilitates the use of reusable trays and utensils  |  | which would increase need for space, drain          |  |
| for all schools where students eat in the cafeteria.                        | not likely to be implemented   | upgrade, grease trap(s), etc.                       | Electrical; space  |
|   |  | 10 ,0 1( ),   | , ·  |
|   |  | What District staff would be recognible for         |  |
|   |  | What District staff would be responsible for        |  |
|   |  | verifying these and rating their performance.       |  |
|   |  | Maybe we could provide a template, but unsure if    |  |
|   |  | this would hinder minority owned or small           |  |
| 4   |  | businesses to win contracts. Already included in    |  |
|   |  |   |  |
|   |  | some RFPs (most recent supply RFP); how             |  |
|   |  | company will support districts initiatives; in some |  |
|   |  | RFPs when possible, conduct onsite inspections      |  |
| Vendors will be required to provide an environmental impact statemen        | In progress/not yet implemented  | and discuss sustainability practices.               |  |
| When selecting commercially purchased foods (beyond USDA Foods              | progress, not yet impromente a   | ,   |  |
|   |  | Already being done for the most part, but district  |  |
| entitlement), foods meeting the following criteria will be prioritized whe  |  | Already being done for the most part, but district  |  |
| fiscally possible:  |  | still has to meet federal USDA National School      |  |
|   |  | Lunch requirements for servings and maintain        |  |
| Local over nonlocal   |  | breakeven operation; cost may prohibit. USDA        |  |
| Organic over conventional   |  | Foods (commodities) must also be utilized which     |  |
|   |  | · · · · · · · · · · · · · · · · · · ·               |  |
| Seasonal over non-seasonal  |  | will take precendence or be the priority for use in |  |
| Sustainable meats, poultry, seafood and dairy                               | In place/implemented   | the program over this initiative.                   |  |
|   |  | BOH District-wide. FOH on school-by-school          |  |
|   |  | basis, monitored by volunteers. Standardized        |  |
| 6 Establish and implement a plan to begin collecting all back of kitchen    |  | bins/waste stations in cafeterias may make this     |  |
| , , ,   |  | · · ·   | Overto Pel comment   |
| and cafeteria organic material.   | In place/implemented   | easier to roll out district-wide.                   | Custodial support.   |
|   |  | Engage staff at annual custodial training in the    |  |
| 7 Include reuse, recycling, and composting procedures in custodial job      |  | summer for all custodians. Develop new hire         |  |
| descriptions, and provide training annually and for new hires.              | In place/implemented   | engagement strategy.                                |  |
| Provide infrastructure, maintenance, and support for cafeteria food         |  | gg  |  |
|   |  |   | Leadarchia august 0 dediested et # /f FOLD                 |
| scrap collection and recycling at each school; durable, standardized        |  |   | Leadership support & dedicated staff (for monitoring FOH), |
| recycling and composting receptacles, and standardized lunch waste          |  | Would be a huge cost in bins and sorting            | unless we can involve students on a regular basis (could   |
| sorting lines in each cafeteria.  | can be implemented/needs leadership support  | stations.   | be spun as a learning opportunity)                         |
| Develop and implement annual student, staff, and teacher training on        |  |   |  |
| 9 proper composting, recycling, and waste prevention and handling.          |  |   |  |
|   |  |   |  |
| Involve students in monitoring waste systems.                               | can be implemented/needs dedicated staff   |   |  |
|   |  | To meet the same protein requirements as a          |  |
|   |  | meat product, plant-based options have to           | Education and outreach around plant-based options need     |
|   |  | increase their serving size and thus increase       | to happen first. Whitney's comment - concerned about who   |
| 10 Switch more many items from negative fish, and recently plant bear a     |  |   | i i i  |
| Switch more menu items from poultry, fish, and meat to plant-based          |  | their purchasing cost. If students are unfamiliar   | is vetting the education and making sure students are      |
| foods, while meeting requirements of the National School Lunch              |  | with a food offering, they are much less likely to  | receiving information that is evidence and science- based  |
| Program.  | In progress/not yet implemented  | choose it resulting in additional food waste.       | that does not lead to food bullying or food shaming.       |
| · · ·   | _ , _ , _ ,  |   | , 5  |

|   |                                 | Lucas dal manada a la sale cuida NA/laideane de la del manada de la composición del composición de la |  |
|---|---------------------------------|---|--|
|   |                                 | I would need to check with Whitney, but there are   |  |
|   |                                 | stats around breakfast offerings that are NS's  |  |
|   |                                 | most single-use packaged items. Already   |  |
|   |                                 | reducing at lunch, FFVP, supper. Breakfast  |  |
|   |                                 |   |  |
| 11  |                                 | where we have most single use items; but due to   |  |
|   |                                 | service style and time required to serve hundreds   |  |
|   |                                 | of kids in less than 10 minutes. Also need to   |  |
|   |                                 | utilize USDA Foods which may come in individua  |  |
|   |                                 |   |  |
| Encourage bulk serving over single-use packaging (especially plastic      |                                 | packages and do not allow for control over  | Need to see what COVID-19 impact will be on service style    |
| when possible.  | In progress/not yet implemented | packaging.  | and foods offered in large group setting moving forward.     |
|   |                                 | Menu items change regularly and staff would be  |  |
|   |                                 | needed to research, generate new messaging,   |  |
|   |                                 |   |  |
|   |                                 | etc. I would push back on this somewhat   |  |
| 40  |                                 | because carbon impact data will not engage  |  |
| 12  |                                 |   | Whitney's comment - I do not like this at all. This has huge |
|   |                                 | more relevant to every day life is often more   | implications for food bullying and shaming. All foods        |
| Office since and advantaged control of the control of                     |                                 |   |  |
| Offer signage and educational materials about the carbon impacts of       |                                 | successful in getting attention or changing   | offered should be seen as healthy and not compared to        |
| menu items.   | not likely to be implemented    | behavior.   | one another.   |
|   |                                 |   |  |
|   |                                 | NS internal system is in place to resuse 'share   |  |
|   |                                 |   |  |
|   |                                 | table' items after rinsing or using items that were   |  |
|   |                                 | not sold later in the week. Would need to check   |  |
| 13  |                                 | with Whitney's team on details. NS already has  |  |
|   |                                 | regularly donated unused, perishable foods  |  |
|   |                                 |   |  |
|   |                                 | before long breaks in service (i.e. Thanksgiving,   |  |
|   |                                 | Winter, Spring, Summer) to nonprofits. This has   |  |
| Donate excess food that would otherwise be composted.                     | In place/implemented            | been happening for over 10 years.   |  |
| ·   |                                 | NS provides annual and ongoing training for staff   |  |
|   |                                 |   |  |
|   |                                 | to cover all areas of the job but also as required  |  |
| 14 Include procedures in kitchen staff's job descriptions for washing     |                                 | by USDA. Each new hire/employee is provided   |  |
| durable trays and utensils, food scrap collection, recycling, and food    |                                 | with orientation within the first 30 days of hire per   |  |
| donation. Provide training annually and for new hires.                    | In place/implemented            | law.  |  |
| denation. I revide training armatany and for flow fillies.                | in place/implemented            | iaw.  |  |
|   |                                 |   |  |
|   |                                 |   |  |
|   |                                 |   |  |
|   |                                 |   |  |
| Transportation  | Current Status                  | Comments/Notes  | What is Needed?  |
|   |                                 |   | Triacio itoucui  |
| 1 Evoluate routes appually to improve route efficiencies and some sixter  | In place/implements d           |   |  |
| Evaluate routes annually to improve route efficiencies and capacities     | In place/implemented            |   |  |
|   |                                 | Student Transportation is already beginning the   |  |
|   |                                 | early stages of transition to EV buses (it will be a  |  |
|   |                                 | slow phase out deisel/propane). There are no  |  |
|   |                                 |   |  |
| 2   |                                 | good EV alternative for many maintenance  |  |
|   |                                 | vehicles, but we are looking into alternatives for  |  |
| Transition fleet of PPS-owned vehicles to electric or low-emissions,      |                                 | any passengaer sedans in our fleet as well as   |  |
| renewable fuels.  | In progress/not yet implemented | charging infrastructure.  | Funding for imcremental cost of EVs                          |
|   |                                 | onarying initastructure.  | 1 driding for inforcinctial cost of EVS                      |
| Transition fleet of contracted transportation services to electric or low | -                               |   |  |
| emissions, renewable fuels.   |                                 | Not sure. Need feedback from Teri/Brandon   |  |
|   |                                 |   |  |

|  |   | Transit incentives already in the works, but not      |                           |
|--|---|---|---------------------------|
|  |   | for bike/walk/carpool to work. compressed work        |                           |
|  |   | week might be impossible for some since we            |                           |
| 4  |   | have a lot of site work, but could be possible for    |                           |
| Establish a green transportation incentive program for staff of district   |   | some staff (will need leadership suport and I'm       |                           |
| and schools (incentives to walk, bike, use mass transit, and carpool),   |   | not optimistic that will happen). Reduction in        |                           |
| normalize compressed workweek and telecommuting options, and aim   |   | single-car trips will be difficult given everyone has |                           |
|  | and the final content of the end of the standard of |   |                           |
| to achieve a reduction in single-occupant car/truck commuting.   | can be implemented/needs leadership support         | different meetings and schedules, etc.                |                           |
| Install personal vehicle charging stations at all new and existing   |   | Likely to be implemented in OSM projects, but         |                           |
| schools.   | can be implemented/needs leadership support         | not for all existing buildings                        |                           |
|  |   |   |                           |
| 6  |   | Student Transportation shop is already certified, I   |                           |
| Maintain X environmental certifications for shops.   | In place/implemented                                | believe. Need to confirm with Teri/Brandon            |                           |
|  |   | Not sure what would need to be "revisited and         |                           |
|  |   | refined." Student bus drivers have policy in place    |                           |
|  |   | to not idle more than 5 minutes (need                 |                           |
| 7  |   | Teri/brandon to confirm). Signs exist at some         |                           |
| Continually revisit and refine "no idle" policy for fleet vehicles and   |   | sites. We would encourage this to be a student        |                           |
| campus buses, and family cars in front of schools.   | can easily be implemented with current resources    | engagement activity to make signs.                    |                           |
| campus buses, and family cars in none of schools.  | can easily be implemented with current resources    | I don't think the district would spend taxpayer       |                           |
| 8 Dunch and a set of the second and a second a s | n - A lille by to the line insurface and a d        | · · · ·   |                           |
| Purchase carbon offsets to negate emissions related to staff air travel.   | not likely to be implemented                        | money on purchasing carbon offsets                    |                           |
|  |   | I beleive this has and is already being done the      |                           |
| Invest and collaborate with partners to ensure that every school,  |   | district partnering with PBOT on safe routes to       |                           |
| regardless of socio-economic status, has easy walk and bike access   |   | school measures. There is porbably room for           |                           |
| from families' homes to school.  | can be implemented/needs leadership support         | improvement.  | Funding                   |
| Collaborate with the City of Portland and Safe Routes to Schools for   |   |   |                           |
| safe route improvements beyond school property, and invest in safe   |   | This can be combined with #9. Schools for the         |                           |
| walk and bike infrastructure on school property (bike parking,   |   | most part already have bike parking ad                |                           |
| crosswalks, signage, preferred parking spots for carpools), etc.   | can be implemented/needs leadership support         | · · · · · · · · · · · · · · · · · · ·                 | Staff time                |
| crosswams, signage, preferred pariting epote for earpeeley, etc.   | dan se implemented/neede leaderemp eappert          | o o o o o o o o o o o o o o o o o o o                 | oun uno                   |
|  |   |   |                           |
|  |   |   |                           |
|  |   |   |                           |
| Purchasing & Contracting   | Current Status                                      | Comments/Notes  | What is Needed?           |
| - aronaonig aroonaaonig  | - an one of the or                                  | This is vague. As a school district, we will          |                           |
|  |   | continue to need new materials and resources in       |                           |
|  |   | order to provide modern education. We could           |                           |
| 1  |   |   |                           |
|  |   | advocate for e-textbooks and more online              |                           |
|  |   | learning vs. paper. However, using paper is           |                           |
| Reduce the demand for new materials and resources.   | not likely to be implemented                        | inevitable in the classroom                           |                           |
|  |   | Curently not likely since each department             |                           |
|  |   | controls their own budget and will lool for           |                           |
|  |   | cheaper options. Will need to be a district-wide      |                           |
| Purchase products based on long-term environmental and operating   |   | mandate. migh tnot make sense for smaller             |                           |
| costs and include ecological and climate costs and resulting social costs  |   | items, such as bins, furnititure, and school          |                           |
| <u> </u>   | not likely to be implemented                        |   | District-wide requirement |
| in purchasing decisions.   | Hot likely to be implemented                        | Supplies.   | District-wide requirement |

| 3     | Implement a life cycle analysis tool or a standard set of criteria to evaluate and prioritize products based on life-cycle factors, including:  High durability and reusability Low-emissions Locally produced Sustainably certified Biodegradable Bulk purchasing for reduced packaging Percent of recycled material content Low content of hazardous materials Minimally packaged, or packaged in biodegradable materials Energy efficiency   | can be implemented/needs dedicated staff    |   | Also needs leadership support (and funding since this will likely result in departments/schools spending more money that they currently don't have) |
|-------|---|---|---|---|
| 4     | Incorporate green standards in all contracts for services and goods and include climate impact statement disclosures in all-new RFPs for vendors.   | can be implemented/needs leadership support |   | District-wide mandate/policy (similar to equity in public purchasing/contracting)   |
| 5     | Divest district banking investments from fossil fuel industries and reallocate toward green market sectors.   | not likely to be implemented                | Not sure what this is entails exactly. Change who we use for banking? Changing our utility providers is not possible. |   |
| 6     | Eliminate purchase of virgin-fiber or partially recycled content paper and transition to nonchlorine-bleached office paper that has 100 percent post-consumer recycled content for regular office/ school paper and all other paper products possible.  | can be implemented/needs leadership support |   | Funding (incremental cost of recycled content paper products). District-wide mandate/policy   |
|       |   |   |   |   |
|       | Climate Justice & Climate Science Curriculum  Develop learning opportunities in the curriculum to ensure that all PPS graduates know how climate change works, understand climate justice,  | Current Status                              | Comments/Notes  | What is Needed?   |
| 1     | understand the causes and consequences, and have practice and skills taking action to address climate change. Learning opportunities to be integrated into standard K-12 science and social studies curriculum and supplemented by education services provided by trusted community partners.   |   |   |   |
| 2     | understand the causes and consequences, and have practice and skills taking action to address climate change. Learning opportunities to be integrated into standard K-12 science and social studies curriculum and supplemented by education services provided by trusted community   |   |   |   |
| 2     | understand the causes and consequences, and have practice and skills taking action to address climate change. Learning opportunities to be integrated into standard K-12 science and social studies curriculum and supplemented by education services provided by trusted community partners.  Develop learning opportunities to increase preparedness and resiliency for all PPS students and school communities, with particular attention to the needs of marginalized and vulnerable communities.  Climate science content (and lack thereof) will be considered before the Board approves new curricula and/or teaching materials. |   |   |   |
| 2 3 4 | understand the causes and consequences, and have practice and skills taking action to address climate change. Learning opportunities to be integrated into standard K-12 science and social studies curriculum and supplemented by education services provided by trusted community partners.  Develop learning opportunities to increase preparedness and resiliency for all PPS students and school communities, with particular attention to the needs of marginalized and vulnerable communities.  Climate science content (and lack thereof) will be considered before the   |   |   |   |

| PPS commits itself to draw on local resources to build the climate 6 justice curriculum—especially inviting the participation of people from   |   |  |   |
|--|---|--|---|
| "frontline" communities, which have been first and hardest hit by climate change—and people who are here, in part, as climate refugees.  | ,   |  |   |
| PPS curriculum will make students aware of training opportunities and living-wage jobs in the just transition away from fossil fuels – e.g., retrofitting old buildings to make them more energy-efficient, the installation of solar panels, and more sustainable agricultural practices.   |   |  |   |
| On a regular basis PPS will sponsor activities that bring together teachers, students and members of the community who are working for a future free of fossil fuels and just solutions to the climate crisis, sharing knowledge, resources, curriculum, and opportunities for students to become active in responding positively to the climate crisis. |   |  |   |
| PPS recognizes the Climate Justice Committee is an equal partner in the above decision making.   |   |  |   |
|  |   |  |   |
| Campus Action Opportunities  | Current Status                              | Comments/Notes   | What is Needed?   |
|  | Current Status                              |  | Wildt is Needed!  |
| Hire district sustainability coordinators to support school-based initiatives.   | can be implemented/needs leadership support | Could incentivize current staff taking on this role instead of hiring new staff.   | Funding/dedicated staff                                 |
| Support the development of youth leadership and engagement opportunities that include student identification and implementation of solutions for climate justice. Opportunities should aim to build both students' sense of hope, their confidence that they can help address climate change and their trust in their community's willingness to act     |   | Youth Advisory formed by the Board. Check with   |   |
| swiftly to address climate change.  Create meaningful opportunities for students most impacted to be in the position of sharing their voices and making decisions on projects and involve communities of color and low-income populations in the development and implementation of climate-related programs and  | In progress/not yet implemented             | Nichole.  Nichole's work. Potentially decisions on school-   |   |
| actions.   | can be implemented/needs leadership support | based projects.  |   |
| Support student and staff participation in non-partisan advocacy and engagement with local, state and federal jurisdictions for commonsense climate policies to protect current and future students.   |   |  |   |
| Ensure that school grounds and gardens at each school provide opportunities for student learning, nature restoration, and where possible, caring for a garden, habitat, or nature play area. Ensure that school gardens are productive and thriving, with adequate support for   |   | •  | Also needs leadership support if we were to fund garden |
| garden education and paid garden educators.  | can be implemented/needs dedicated staff    | gardens, on their grounds.   | educators/organizations.                                |
| 6 Establish durable party supplies for each school that classrooms can borrow (plates, cups, bowls, utensils).   | can be implemented/needs leadership support | Who would be responsible for washing? If it is the group using the party supplies - how do we hold them accountable for thoroughly washing? If kitchen staff, do they have capacity or equipment to do so? |   |
| For student transportation, support the organization of bike trains, walking school busses, parent-chaperoned Trimet groups, carpools, and rideshare programs. Safe Routes maps to be provided to every  |   |  |   |
|  | can be implemented/needs dedicated staff    |  |   |
| school and family electronically.  | can be implemented/needs dedicated staff    |  |   |

| Teacher & Staff Development and Engagement   | Current Status                                | Comments/Notes   | What is Needed?   |
|--|---|--|---|
|  |   |  |   |
|  |   | Custodial and cafeteria staff have annual  |   |
|  |   | trainings in the summer. HR would need to help.  |   |
| 1  |   | Would need buy-in and time from orientations for   |   |
| Provide training for custodians, cafeteria staff, teachers, principals,  |   | new staff, etc. May be more successful as a 'lens'   |   |
| district staff and others as appropriate to ensure accountability.   | can be implemented/needs leadership support   | •  | Also needs dedicated staff.                                   |
| Principals will receive specific training, with the expectation that they wil  |   | , -,   |   |
| help elevate climate learning and lead action in their schools.  | can be implemented/needs leadership support   |  | Also needs dedicated staff.                                   |
| Support widespread education for all staff on key aspects and  | San 20 implemented/incode leadership support  |  |   |
| developments in climate science, and the emergency mobilization  |   |  |   |
| 3 needed in response to climate change and climate resiliency. Including   |   |  |   |
| making resources that will enhance the teaching of climate change and  |   |  |   |
| climate justice available to teachers.   | can be implemented/needs leadership support   | Nichole's work addresses resources.  | Also needs dedicated staff.                                   |
| omnato juotioo availabio to todonoro.  | our so implementou/needs leadership support   | CTE Sustainability Pathway in first stages of  | , nee need dedicated stall.                                   |
| 4 Increase workforce training and advancement opportunities in green   |   | development. Student Engagement and Strategic  |   |
| jobs for students from frontline communities.  | In progress/not yet implemented               | Partnerships are involved.   |   |
| Identify where climate considerations fit into various roles and add   | in progress/not yet implemented               | raitherships are involved.   | However, with leadership support we could include             |
| 5 climate justice responsibilities to job descriptions (including those of   |   |  |   |
|  |   |  | sustainability in job descriptions potentially. I don't think |
| teachers).   | not likely to be implemented                  |  | 'climate justice' is the best fit wording.                    |
| C. Deview and remediate inadequate staffing conseits and compensation  |   | Ungura At this time, it would likely pood to be an   |   |
| Review and remediate inadequate staffing, capacity, and compensation   |   | Unsure. At this time, it would likely need to be on  |   |
| for staff taking on extra responsibility for climate mediation efforts.  | not likely to be implemented                  | a voluntary basis.   |   |
| Implement incentives for climate-friendly choices for staff and teachers   |   |  |   |
| through financial and social rewards and recognition. Work with third  |   | One was One and Only and the state of the st |   |
| parties to create incentives, discounts, and friendly competition for  |   | Oregon Green Schools certifications are an   |   |
| active transportation, public transportation, energy conservation,   |   | option. Having a point person in each school   |   |
| continuing education, and participation in efforts like the Drawdown Eco   |   | would help connect these dots and generate a   |   |
| Challenge.   | can be implemented/needs dedicated staff      | sustainabiity culture.   |   |
|  |   |  |   |
|  |   |  |   |
|  |   |  |   |
| Panarting & Communications   | Current Status                                | Comments/Notes   | What is Needed?   |
| Reporting & Communications  Climate Crisis Response Committee to develop and implement a   | Current Status                                | Comments/Notes   | vviiat is Needed?   |
| monitoring and evaluation plan for each of the above areas, with   |   |  |   |
|  |   | District would also pood to hire a consulting firm   |   |
| 1 benchmarks, specified data collection, responsible parties, and annual   |   | District would also need to hire a consulting firm   |   |
| reporting expectations. Frontline communities to be involved in  | con he implemente d'accede de diserte de test | to help benchmark and track carbon emissions   | dedicted staff and loadership support                         |
| evaluating progress.   | can be implemented/needs dedicated staff      |  | dedictaed staff and leadership support                        |
| Observationals alicents in all and a second and the |   | Pretty sure Nichole Berg is working towards this   |   |
| Share simple climate justice and resilience awareness materials (such  |   | as part of her climate justice/curriculum effort.  |   |
| as a video, brochure, and website) and distribute it to all staff and  |   | PPS Climate Justice blog with program updates  |   |
| families.  | In progress/not yet implemented               | and curriculum development.  |   |
| Reduce paper use by using double-sided copying where possible and  |   | Printers are already set to print double sided by  |   |
| sending single copies of memos etc. to schools.  | In place/implemented                          | default  |   |
| 4. Continuelly made the effective of the P. C. S. C.   |   |  |   |
| 4 Continually revise the effectiveness of the district's Climate Crisis  |   |  | Nigod staff on associate to be to occur.                      |
| Response Plan as needed to reflect changing realities and innovations.   | can be implemented/needs dedicated staff      |  | Need staff or consultant to help manage this                  |

|   | The Board directs the district clerk to transmit official copies of this |   |  |
|---|--|---|--|
|   | policy to the following: the Superintendent, the State Superintendent of |   |  |
| _ | Education and the Oregon State Board of Education, the Congressional     |   |  |
| 5 | Climate Solutions Caucus, the Oregon State School Board Association,     |   |  |
|   | the National School Board Association, and our state and national        |   |  |
|   | representatives, and all district staff.                                 | can be implemented/needs leadership support |  |