

<a href="#">Mike &amp; Amy's Draft Policy</a>			
<b>Operations, Maintenance, and Facilities</b>			
	<b>Current Status</b>	<b>Comments/Notes</b>	<b>What is Needed?</b>
1	Maximize efficiency in the use of electricity, fuel, and water, and achieve a 100 percent renewable energy portfolio through purchase or production for remaining energy requirements	not likely to be implemented	maximizing efficiency can be implemented, achieving a 100% renewable energy portfolio is not realistic unless the utilities actually produce 100% clean energy by a certain date
2	Develop a sustainable procurement and life cycle consideration policy.	can be implemented/needs leadership support	
3	Establish standardized recycling and composting systems in all buildings, along with standard waste prevention measures in all campuses.	can be implemented/needs leadership support	funding
4	Establish materials reclamation and reuse programs in all buildings.	can be implemented/needs dedicated staff	Vague dedicated staff/new position
5	New office appliances and kitchen equipment will be U.S. EPA ENERGY STAR rated.	In place/implemented	For OSM & FAM projects
6	Full utilization of materials will be expected before disposal, limit the use of disposable materials, and non-biodegradable products.	In place/implemented	This is already implemented in OSM projects. This suggestion seems a little vague to me as it relates to operations and maintenance
7	Use space in existing buildings to full capacity.	In place/implemented	This also seems vague to me. We are at capacity in many of our buildings already and this is more driven by district boundaries than anything else
<b>New Construction and Renovations</b>			
	<b>Current Status</b>	<b>Comments/Notes</b>	<b>What is Needed?</b>
1	When existing mechanical systems reach end-of-life, replace them with all-electric or renewable systems.	can be implemented/needs leadership support	Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-cycle cost and carbon analysis in OSM projects. Not sure it is feasible for FAM projects
2	Avoid adding fossil fuel infrastructure or equipment to new buildings or renovations – if existing systems need to be supplemented, these systems are to be all-electric.	can be implemented/needs leadership support	This seems redundant with #1 on this list. We are already looking into this for new construction/complete rebuilds.
3	Set a district EUI (Energy Use Intensity) Goal of 30. To achieve this, prioritize high-quality building envelopes; high-efficiency heating systems; natural ventilation (operable windows and ceiling fans); and lighting power density goals below 0.45 W/ft <sup>2</sup> .	In progress/not yet implemented	Plan is to be implemented for 2020 bond projects and beyond
4	Meet at least LEED Silver and Net-Zero energy efficiency standards for all new construction.	can be implemented/needs leadership support	LEED Silver is already our baseline target for modernizations (gold for rebuilds/new construction). Net-zero READY is doable, but just needs leadership commitment
5	Purchase greener concrete for new construction.	can be implemented/needs leadership support	Currently, OSM is not really doing much around low-carbon concrete, but it is starting to become more popular in the industry.
6	Minimize the volume of refrigerants used on any new system. When used, ensure systems are accessible and maintainable, and that piping length is minimized.	can easily be implemented with current resources	Currently no commitment to limit refrigerants (Madison is installing VRF system). However, if we have carbon reduction goals and do carbon life cycle analysis for all bond projects, we could easily advocate for this

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.	can be implemented/needs leadership support	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 us halfway there.	Dedicated staff
<b>Grounds and Gardens</b>				
1	Plant and maintain additional shade trees and diverse native species.	can be implemented/needs dedicated staff		
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		
3	Include convenient bike parking at all schools.	not likely to be implemented	Currently, PDRs would need to be submitted. Maybe this could be changed for a wider implementation by the District. Also schools that do not have safe routes for pedestrians or bikers are not likely to receive bike parking due to low participation.	Perhaps more carpooling, or 'TriMet Trekkers' who meet 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	Could be expanded, however, water sources are unlikely to be changed.	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.
<b>Nutrition Services</b>				
1	Include infrastructure for reusable trays, utensils, and refillable bulk milk dispensers (dishwasher, storage space, the configuration of line, etc.) at all new schools.	not likely to be implemented	Think further up the chain, buying/sourcing different products. This could be done as we modernize schools, but not likely to be district-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)

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



4	Establish a green transportation incentive program for staff of district and schools (incentives to walk, bike, use mass transit, and carpool), normalize compressed workweek and telecommuting options, and aim to achieve a reduction in single-occupant car/truck commuting.	can be implemented/needs leadership support	Transit incentives already in the works, but not for bike/walk/carpool to work. compressed work week might be impossible for some since we have a lot of site work, but could be possible for some staff (will need leadership support and I'm not optimistic that will happen). Reduction in single-car trips will be difficult given everyone has different meetings and schedules, etc.	
5	Install personal vehicle charging stations at all new and existing schools.	can be implemented/needs leadership support	Likely to be implemented in OSM projects, but not for all existing buildings	
6	Maintain X environmental certifications for shops.	In place/implemented	Student Transportation shop is already certified, I believe. Need to confirm with Teri/Brandon	
7	Continually revisit and refine "no idle" policy for fleet vehicles and campus buses, and family cars in front of schools.	can easily be implemented with current resources	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 Teri/brandon to confirm). Signs exist at some sites. We would encourage this to be a student engagement activity to make signs.	
8	Purchase carbon offsets to negate emissions related to staff air travel.	not likely to be implemented	I don't think the district would spend taxpayer money on purchasing carbon offsets	
9	Invest and collaborate with partners to ensure that every school, regardless of socio-economic status, has easy walk and bike access from families' homes to school.	can be implemented/needs leadership support	I believe this has and is already being done the district partnering with PBOT on safe routes to school measures. There is probably room for improvement.	Funding
10	Collaborate with the City of Portland and Safe Routes to Schools for safe route improvements beyond school property, and invest in safe walk and bike infrastructure on school property (bike parking, crosswalks, signage, preferred parking spots for carpools), etc.	can be implemented/needs leadership support	This can be combined with #9. Schools for the most part already have bike parking and crosswalks	Staff time
<b>Purchasing &amp; Contracting</b>				
		<b>Current Status</b>	<b>Comments/Notes</b>	<b>What is Needed?</b>
1	Reduce the demand for new materials and resources.	not likely to be implemented	This is vague. As a school district, we will continue to need new materials and resources in order to provide modern education. We could advocate for e-textbooks and more online learning vs. paper. However, using paper is inevitable in the classroom	
2	Purchase products based on long-term environmental and operating costs and include ecological and climate costs and resulting social costs in purchasing decisions.	not likely to be implemented	Currently not likely since each department controls their own budget and will look for cheaper options. Will need to be a district-wide mandate. might not make sense for smaller items, such as bins, furniture, and school supplies.	District-wide requirement

3	<p>Implement a life cycle analysis tool or a standard set of criteria to evaluate and prioritize products based on life-cycle factors, including:</p> <ul style="list-style-type: none"> <li>High durability and reusability</li> <li>Low-emissions</li> <li>Locally produced</li> <li>Sustainably certified</li> <li>Biodegradable</li> <li>Bulk purchasing for reduced packaging</li> <li>Percent of recycled material content</li> <li>Low content of hazardous materials</li> <li>Minimally packaged, or packaged in biodegradable materials</li> <li>Energy efficiency</li> </ul>	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	"green standards" is vague and this will not be applicable to all contracts.	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 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
<b>Climate Justice &amp; Climate Science Curriculum</b>				
		<b>Current Status</b>	<b>Comments/Notes</b>	<b>What is Needed?</b>
1	Develop learning opportunities in the curriculum to ensure that all PPS graduates know how climate change works, understand climate justice, 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	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.			
3	Climate science content (and lack thereof) will be considered before the Board approves new curricula and/or teaching materials.			
4	Motivate all students and staff to change their behavior in ways that reduce carbon emissions.			
5	PPS commits itself to provide teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor field studies that explore the breadth of cause and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment.			





5	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 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		
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