

PPS Climate Crisis Response

I. Overview

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community, and the District] will prioritize serving people with disabilities, communities of color, and other vulnerable populations when implementing this Directive.

This directive implements the Board of Education's Climate Crisis Response Policy 0.00.000, which states: "PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040" and "The District will take steps to prepare schools for the effects of climate change; PPS will ensure students and staff learn about and engage in climate solutions, climate resiliency, and climate justice practices."

II. Carbon Baseline Data

The Operations Department will establish a timeline and plan for gathering and updating carbon baseline data. The data gathered will be used to determine XXX. The baseline gathered will include a cost analysis and rate of return on potential investments and practice changes in Portland Public Schools. The data-gathering process will include an analysis of GHG emissions data. The carbon baseline data and cost analysis will help PPS departments prioritize actions when creating implementation plans.

III. Implementation Plans

The following departments will use the data to create implementation plans, including operational, grant, and/or capital budgets, to address the Board Policy 00000. The implementation planning will address specific strategies such as removing fossil fuel-fired equipment from schools and integrating climate change and climate justice principles into everyday student learning. The implementation plans will include timelines, reporting metrics, priority practices and will use the baseline data to examine to create their implementation plans and evaluate the following strategies for feasibility and effectiveness:

A. Facilities and Asset Management

1. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
2. Increase energy efficiency and minimize the indirect use of fossil fuels.
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving students with disabilities, communities of color, and vulnerable populations.

4. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses.
5. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
6. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.

B. Maintenance and Facilities Operations

1. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
2. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
3. Phase out gas powered equipment used for grounds maintenance by 2030.
4. Phase out the use of pesticides and herbicides where feasible.

C. Office of School Modernization

1. Use appropriate industry standards (e.g., LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Transition to building materials produced with less carbon and are more sustainable (e.g., green concrete).
4. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect District assets.

D. Transportation

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
3. Evaluate bus routes annually to improve route efficiencies and capacities.
4. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

E. Emergency Management

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in District asset assessment and management.
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).
3. 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.

H. Purchasing and Contracting

1. Implement best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.
 2. Reduce paper copying by transitioning to increased electronic communication.
 3. Assess the cost and rate of return on transitioning away from banking investments from fossil fuel industries.
- I. Nutrition Services
1. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.
 2. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.
- K. Office of Teaching & Learning
1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
 2. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
 3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
 4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
 5. Partner with organizations that provide hands-on, place-based, experiential climate education for students.
 6. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.
- L. Student Engagement Office
1. Support development of youth leadership and engagement opportunities around climate solutions.
 2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate-related programs.
 3. Support student-led climate justice, climate action, and climate resiliency initiatives.
 4. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.
 5. Support non-partisan advocacy to local, state, and federal jurisdictions for climate policies.

IV. Implementation

- A. The department implementation plans will be carried out across the district by the respective PPS departments.

V. Reporting

- A. Using the metrics agreed upon during the implementation planning process, staff will report annual progress to the Board of Education.

After the AD is drafted, an implementation plan and schedule will be created for each respective department. This will begin with preliminary steps, such as gathering baseline GHG emissions

data, and move into implementation measures, such as removing fossil fuel-fired equipment from schools and integrating climate change and climate justice principles into everyday student learning.

AD History: Approved 00/00

References: Board Resolution 5272 (2016)