

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 (PPS) 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. Implementation of this policy should prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

**Emissions Reduction:** 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.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

**Engagement, Resilience, and Wellness:** 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.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

## **Pillar 1: Reduce Environmental Impact and Costs**

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

Goal 1.2: PPS will prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.

Goal 1.3: PPS will phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.

Goal 1.4: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

Goal 1.5: PPS will maximize the carbon sequestration potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes.

Goal 1.6: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

Goal 1.7: 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.

## **Pillar 2: Improve Health and Wellness**

Goal 2.1: PPS will empower frontline students to build resiliency from climate change induced stressors and support preparation for and recovery from these events.

Goal 2.2: PPS will incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans will prioritize serving people with disabilities, communities of color, and vulnerable populations.

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.

## **Pillar 3: Provide Effective Environmental and Sustainability Education**

Goal 3.1: With guidance from Black, Indigenous, and other People of Color (BIPOC) 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.

Goal 3.2: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate and climate justice learning, leadership, preparation, and practice on a regular basis at all PPS schools.

**Climate Crisis Response Committee:** To monitor effective implementation, transparency, and tracking of progress, PPS will establish a nine-person committee that is made up of at least five members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

