

# PPS Climate Crisis Response Policy 3.30.080-P V.19

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 \(the district\)](#) is committed to immediately mobilizing resources and taking action to restore a safe climate. To this end, the district commits to reducing greenhouse gas (GHG) emissions and building a culture of learning, responsibility, and resilience around ~~climate~~-[racial equity and environmental](#) justice. Our two overarching goals are:

**Emissions Reduction and Resilience:** PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero [emissions](#) by 2050 while making PPS systems more resilient to ~~the~~ [environmental](#) impacts that are now unavoidable.

**Engagement and Preparedness:** All PPS staff and students will have opportunities to learn about and engage in climate solutions, climate change preparedness, and climate justice practices.

## **Emissions Reduction and Resilience Goals Operations, Maintenance, and Facilities**

**Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management.**

1. Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.
2. Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.
4. Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems.
5. In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).

## **New Construction and Renovations**

**Target: Design, construct and operate new schools and renovations that are energy-efficient and high-performance – conserving energy while reducing GHG emissions.**

1. Avoid adding fossil fuel infrastructure/equipment to new buildings.
2. Achieve average district [source](#) Energy Use Intensity (EUI) goal of 30.
3. Meet at least LEED Gold and achieve Net-Zero ready standards for all new construction and major modernizations.
- ~~4. The district will limit the amount of refrigerants used. Exclude Variable Refrigerant Volume systems in all new construction.~~
4. Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).
- ~~6. Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space.~~
6. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.

## **Grounds and Gardens**

**Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes.**

1. Increase shade trees, pollinator habitats, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered.
3. Phase out gas powered equipment for grounds maintenance.

4. Decrease water consumption and minimize the use of pesticides and herbicides.
5. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements.
6. Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.

### **Transportation**

**Target: Minimize greenhouse gas emissions from student and PPS transportation.**

1. Evaluate bus routes annually to improve route efficiencies and capacities.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.
3. Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting.
4. Refine “no idle” policy for fleet vehicles, buses, and family cars at schools.
5. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

### **Contracting/Purchasing**

**Target: 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.**

1. Divest banking investments from fossil fuel industries.
2. Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.
3. Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic.
4. Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.
5. Transition from virgin paper to maximum post-consumer recycled content paper goods.
6. Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).

### **Food**

**Target: Create and implement a low-waste, low-carbon food and cafeteria system.**

1. Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program.
2. Use bulk serving over single-use plastic packaging when possible.
3. Provide student opportunities to learn about food waste and carbon impacts of foods.
4. Donate excess food that would otherwise be collected as food waste.
5. Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.

### **Engagement and Preparedness Goals**

#### **Frontline Community Support**

**Target: ~~Protect~~ ~~Empower~~ frontline communities to build resiliency from climate change induced stresses and ~~help them support prepare~~ preparation for and recover from these events.**

1. Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth.
- ~~1~~.2. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.
- ~~2~~.3. 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

and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources.

- ~~3.4. Host climate related emergency preparedness event(s) for students, staff, and teachers.~~
- ~~4. Build capacity within frontline communities by supporting community-specific student-led projects, initiatives, and events.~~
- ~~5. Support and advance climate justice and climate action initiatives led by the community, especially Black, Indigenous and other communities of color and youth.~~

### **Climate Justice and Climate Science Curriculum**

**Target:** ~~Develop~~ **With the help of BIPOC students and communities, 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.

1. Consider climate science and anti-racist climate justice content (that includes representation of people with disabilities) before approving new curricula and/or teaching materials.
2. Offer climate justice learning opportunities that are culturally relevant, solutions focused, designed to build a sense of personal efficacy, focusing on individual behaviors and understanding ways to make changes in bigger systems.
3. Increase workforce training in living-wage green jobs, with special opportunities for students from frontline communities.
4. Develop and deliver content to help students understand, prepare for and respond to likely climate change impacts, with special support and resources available to schools serving the most vulnerable populations.

### **Campus Action**

**Target:** Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth engagement opportunities around climate solutions.
2. Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.
3. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.
4. Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities.

### **Professional Development**

**Target:** Empower all PPS teachers and staff as allies for a healthy climate.

1. Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.
2. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
3. Provide training so custodians, kitchen staff, teachers, and principals understand climate impacts and solutions relevant to their job and establish accountability.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

### **Reporting and Communications**

**Target:** Establish metrics to evaluate and communicate progress to stakeholders.

1. Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations.
2. Share climate justice awareness materials (i.e., video, website) with staff and families.
3. Continually revise the effectiveness of the district's Climate Crisis Response Policy Administrative Directive as needed to reflect changing realities and innovations.

4. Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff.

**Climate Crisis Response Committee**

To carry out this work, a Climate Crisis Response Committee (CCRC) will develop recommendations to meet the goals in the form of an Administrative Directive (AD). The AD will include strategies to achieve each goal, with targets. CCRC will include representatives from frontline communities, students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. CCRC will provide regular progress reports to the School Board. A PPS administrative position will be created to help with implementation, monitoring and reporting.

DRAFT