

| Operations, Maintenance, and Facilities  |  |   |                            |               |   |  |                 |
|--|--|---|----------------------------|---------------|---|--|-----------------|
| Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management. |  |   |                            |               |   |  |                 |
|  |  | Current Status                              | Carbon Reduction Impact    | Budget Impact | Check-In Comments   | Comments/Notes   | What is Needed? |
| 1  | Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.  | In progress/not yet implemented             | High                       | Medium        | As a part of the 2020 bond effort and Aaron's EUI targets. Update language that 'projects must work toward current energy efficiency goals' to keep numbers and potential revisions to a minimum. |  |                 |
| 2  | Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses  | can be implemented/needs leadership support | Medium                     | Medium        | Composting/food waste would need staff support to help monitor. District-wide standardization may be a capital size project.  |  | Funding.        |
| 3  | Minimize disposable materials and fully utilize all materials before disposal.   | In place/implemented                        | Medium                     | Medium        |   | Implemented in OSM projects. A little unclear on this suggestion as it specifically relates to operations and maintenance. |                 |
| 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. | can be implemented/needs leadership support | No Direct Carbon Reduction | Low           |   |  |                 |
| 5  | In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).     | can be implemented/needs leadership support | No Direct Carbon Reduction | Low           | Unsure on who's responsibility this would be. Need feedback from Risk Management  |  |                 |

| 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. |   |  |                            |               |   |  |   |
|  |   | Current Status                                   | Carbon Reduction Impact    | Budget Impact | Check-in Comments   | Comments/Notes   | What is Needed?   |
| 1  | Avoid adding fossil fuel infrastructure/equipment to new buildings.   | can be implemented/needs leadership support      | High                       | High          | Update language for just new buildings. Life Cycle Carbon Analysis, operational and embodied carbon. This will be a recommendation and guideline for decision makers.   | Seems like it could be combined with #1. We are already looking into this for new construction/complete rebuilds.  |   |
| 2  | Achieve average district source Energy Use Intensity (EUI) goal of 30.  | In progress/not yet implemented                  | High                       | Medium        |   | Plan is to be implemented for 2020 bond projects and beyond.   |   |
| 3  | Meet at least LEED Gold and Net-Zero ready standards for all new construction and major renovations.  | can be implemented/needs leadership support      | Medium                     | High          | Path to Net Zero program with Energy Trust. Bond budget constraints to complete net zero system requirements (solar).   | LEED Silver is already our baseline target for modernizations (Gold for rebuilds/new construction). Net-zero READY is doable, but just needs leadership commitment.  | Leadership commitment. <span style="color: purple;">Changed from Silver to Gold</span>      |
| 4  | The district will limit the amount of refrigerants used.  | can easily be implemented with current resources | High                       | Medium        | Update language to exclude VRF systems in future projects.  | 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. | Leadership support for carbon reduction goals and/or low carbon construction and operations |
| 5  | Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).   | can be implemented/needs leadership support      | No Direct Carbon Reduction | High          |   | This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations).   | Better building envelope standards (in progress).   |
| 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.                               | not likely to be implemented                     | Medium                     | High          | 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).  |   |
| 7  | 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. | can be implemented/needs leadership support      | No Direct Carbon Reduction | High          |   | This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations).   | Funding   |

| Grounds and Gardens  |  |   |                            |               |  |   |  |
|--|--|---|----------------------------|---------------|--|---|--|
| Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. |  |   |                            |               |  |   |  |
|  |  | Current Status                              | Carbon Reduction Impact    | Budget Impact |  | Comments/Notes  | What is Needed?  |
| 1  | Increase shade trees, pollinator habitats, and depave projects, with highest priority in low-canopy neighborhoods.   | can be implemented/needs dedicated staff    | Medium                     | Low           |  | Approved species list (not fruiting, low maintenance, evergreens). Maybe use language about pollinator planting vs native to avoid overgrowth.  | Focus on lower canopy school 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. | In place/implemented                        | Medium                     | Medium        |  |   | PPS does not have staff that would oversee these projects. Currently, handled on a grant availability basis and partnership availability between Depave and planting organizations. PPS pays to haul away asphalt from projects. To increase depaves on a wide scale at the same tie would be a huge cost. |
| 3  | Phase out gas powered equipment for grounds maintenance.   | can be implemented/needs leadership support | Medium                     | Low           |  | Phase out situation of old, gas powered equipment. Leaf blowers may be purchased/replaced, but mowers are likely to be phased out.  |  |
| 4  | Decrease water consumption and minimize the use of pesticides and herbicides.  | can be implemented/needs dedicated staff    | Low                        | Low           |  | Irrigation is currently minimal except for newer schools and turf fields. Steward 'Adopt a Spot' idea to have more community care of green spaces and lessen need for herbicides/pesticides. Model: West Lynn/Wilsonville district has school-specific family sign-up days. | Grounds teams use EPA approved list of products, but are unlikely to fully eliminate due to high work load and small team. Irrigation is a small use and cost.   |
| 5  | Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements  | In place/implemented                        | No Direct Carbon Reduction | Low           |  |   | Could be expanded if integrated into curriculum, however, water sources are unlikely to be changed.  |
| 6  | Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.  | In progress/not yet implemented             | No Direct Carbon Reduction | Medium        |  | Using survey data to analyze which school grounds are most in need of improvements. Also building more ADA accessible playgrounds.  |  |

| Transportation   |   |  |                         |               |   |                                      |
|--|---|--|-------------------------|---------------|---|--------------------------------------|
| Target: Minimize greenhouse gas emissions from student and PPS transportation. |   |  |                         |               |   |                                      |
|  |   | Current Status                                   | Carbon Reduction Impact | Budget Impact | Comments/Notes  | What is Needed?                      |
| 1  | Evaluate routes annually to improve route efficiencies and capacities.  | In place/implemented                             | Medium                  | Low           |   |                                      |
| 2  | Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.                                    | In progress/not yet implemented                  | High                    | High          | Student Transportation is already beginning the early stages of transition to EV buses (it will be a slow phase out deisel/propane). There are not good EV alternatives for many maintenance vehicles, but we are looking into alternatives for any passengaer sedans in our fleet as well as charging infrastructure.  | Funding for incremental cost of EVs. |
| 3  | Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting. | can be implemented/needs leadership support      | Medium                  | Medium        | 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 suport and I'm not optimistic that will happen). Reduction in single-car trips will be difficult given everyone has different meetings and schedules, etc. |                                      |
| 4  | Refine "no idle" policy for fleet vehicles, buses, and family cars at schools.  | can easily be implemented with current resources | Medium                  | Low           | 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.  |                                      |
| 5  | Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.           | can be implemented/needs leadership support      | Medium                  | Medium        | I believe this has and is already being done through the district partnering with PBOT Safe Routes to School measures. There is probably room for improvement.  | Funding.                             |

| 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. |  |   |                         |               |  |  |
|  |  | Current Status                              | Carbon Reduction Impact | Budget Impact | Comments/Notes   | What is Needed?  |
| 1  | Divest banking investments from fossil fuel industries.  | not likely to be implemented                | High                    | High          | Not sure what this entails exactly. Change who we use for banking? P&C is not involved in investment choices. This requires CFO input. Also, changing our utility providers is not possible.   |  |
| 2  | Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.  | not likely to be implemented                | Medium                  | High          | 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. See above re: decentralized purchasing decisions. Not sure that P&C would/could have any role in operationalizing other than possibly including environmental impacts and costs as a scoring category in RFPs for certain goods or services.  | District-wide requirement  |
| 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. | can be implemented/needs dedicated staff    | Medium                  | High          | Might be possible to include in formal solicitations (RFPs) for certain goods - e.g., nutritional products. Outside of the formal solicitation scenario, most purchases are determined by each budget-holder/department/school, so this would be extremely hard to implement and enforce across all schools and departments - most of which would be unsophisticated in this type of analysis. Might be more successful if limited to a few specific departments or product categories.  | 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 climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.   | can be implemented/needs leadership support | Low                     | Medium        | "green standards" is vague and this will not be applicable to all contracts. EC: Agree that this is vague and not sure what it entails. Would need very detailed specifications to include and score in solicitations, and well as clarity re what kinds of goods and services to which it applies. Construction? Personal services? Maintenance? Is this meant to apply to RFPs only? (ITBs - low bids - are typically used in construction and maintenance services. Also, RFPs and ITBs only apply above 150k. What about lower value solicitations (quotes) or direct appointments?)   | District-wide mandate/policy (similar to Equity in Public Purchasing & Contracting policy and administrative directives)   |
| 5  | Transition from virgin paper to maximum post-consumer recycled content paper goods.  | can be implemented/needs leadership support | Low                     | Medium        | Paper expenditures are a large part of schools' consolidated budgets. Increasing price would negatively impact schools - especially low SES schools - unless more money was allocated to schools for paper. May be a hard sell in challenging budget times and with paper prices on the rise across the board. Note also that some schools ask parents to bring in paper reams. Easier to implement for central departments/BESC. Another option would be requiring schools and departments to come up with plans for reducing paper use. Given that we have all gone paperless recently, this might be a good time to start that process. | Funding (incremental cost of recycled content paper products). District-wide mandate/policy would be required. Currently, each school gets to choose which paper to order off of one of our approved nationwide cooperative contracts. They tend to choose one of the cheapest varieties, which is nonrecycled. Removing choice would require a Board mandate. |
| 6  | Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).  | can be implemented/needs leadership support | Medium                  | Low           | This is currently on an individual basis as some employees/teachers prefer hard copies and other prefer electronic copies. We would need leadership support to push everyone towards 100% digital.   |  |

| Food  |   |                                 |                            |               |   |  |
|---|---|---------------------------------|----------------------------|---------------|---|--|
| Target: Create and implement a low-waste, low-carbon food and cafeteria system. |   |                                 |                            |               |   |  |
|   |   | Current Status                  | Carbon Reduction Impact    | Budget Impact | Comments/Notes  | What is Needed?  |
| 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 | In place/implemented            | Medium                     | High          | Already being done in large 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.  |  |
| 2   | Use bulk serving over single-use plastic packaging when possible.   | In progress/not yet implemented | Medium                     | Low           | 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 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 individual packages and do not allow for control over packaging. | Need to see what COVID-19 impact will be on service style and foods offered in large group setting moving forward. |
| 3   | Provide student opportunities to learn about food waste and carbon impacts of foods.  | not likely to be implemented    | No Direct Carbon Reduction | Low           | Huge implications for food bullying and shaming. All foods offered should be seen as healthy and not compared to one another.   | Education on food systems.   |
| 4   | Donate excess food that would otherwise be collected as food waste.   | In place/implemented            | Medium                     | Low           | NS internal system is in place to reuse 'share table' items after rinsing or using items that were not sold later in the week. For the past 10 years, NS has regularly donated unused, perishable foods before long breaks in service (i.e. Thanksgiving, Winter, Spring, Summer) to nonprofits.  |  |
| 5   | Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.   | In place/implemented            | No Direct Carbon Reduction | Low           | NS provides annual and ongoing training for staff to cover all areas of the job but also as required by USDA. Each new hire/employee is provided with orientation within the first 30 days of hire per law.   |  |

| <b>Frontline Community Support</b>   |   |  |   |
|--|---|--|---|
| <b>Target: Empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events.</b> |   |  |   |
|  | <b>Current Status</b>   | <b>Comments/Notes</b>                            | <b>What is Needed?</b>  |
| 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.  | can easily be implemented with current resources | Additional student feedback on district efforts to support frontlines students, especially feedback from students of BIPOC  |
| 2  | Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.   | not likely to be implemented                     | Not sure if this is in the District's purview to identify and monitor climate impacts and trends. We could perhaps provide external resources and refer families to local partners and experts. |
| 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. | can be implemented/needs dedicated staff         | Not sure if this is in the District's purview to develop these resources, but we should be able to distribute these resources to families.  |
| 4  | Host climate related emergency preparedness event(s) for students, staff, and teachers.   | can easily be implemented with current resources | Youth Disaster Academy is hosted each October at Benson. Could expand to other schools and to include climate related emergency preparedness  |

| <b>Climate Justice &amp; Climate Science Curriculum</b>  |                                 |   |   |
|--|---------------------------------|---|---|
| <b>Target: 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.</b> |                                 |   |   |
|  | <b>Current Status</b>           | <b>Comments/Notes</b>   | <b>What is Needed?</b>  |
| 1  | In progress/not yet implemented |   | Create a systemic approach to reviewing curriculum and instructional materials that is universal across all content areas and includes clearly defined metrics. Need to decide team members need to be involved in this conversation for it to reach across the system. |
| 2  | In progress/not yet implemented | High school Climate Justice elective aims to teach climate justice and help students design hands-on projects that connect to real community needs.                                       |   |
| 3  | In progress/not yet implemented | Intersections with CTE - this is outside the parameters of the CJ Programs Manager role as currently defined. CTE is working on a Sustainability related pathway to emphasize green jobs. |   |
| 4  | In progress/not yet implemented |   |   |



| 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. |   |                                 |   |  |
|  |   | Current Status                  | Comments/Notes  | What is Needed?  |
| 1  | Support development of youth engagement opportunities around climate solutions.   | In progress/not yet implemented | Create an advisory that is embedded into the system and figure out how to support; credit-bearing? Supported with District resources? |  |
| 2  | Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.   | In progress/not yet implemented |   | Discuss the current understanding of the relationships that need to be build. Discuss, study, and share how current practices and historical relationships have contributed to weakened relationships between PPS and frontline, marginalized communities. |
| 3  | Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.  | In place/implemented            |   |  |
| 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. | can be implemented/needs lead   |   |  |

| Professional Development  |   |   |  |   |
|---|---|---|--|---|
| Target: Empower all PPS teachers and staff as allies for a healthy climate. |   |   |  |   |
|   |   | Current Status                              | Comments/Notes   | What is Needed?   |
| 1   | Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.  | not likely to be implemented                |  | However, with leadership support we could include sustainability in job descriptions. |
| 2   | Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.                                 | can be implemented/needs leadership support | Would need to hire HR staff to manage this program   |   |
| 3   | Provide training so custodians, kitchen staff, teachers, and principals to understand climate impacts and solutions relevant to their job and establish accountability. | can be implemented/needs leadership support | Custodial and cafeteria staff have annual trainings in the summer. HR would need to help. Would need buy-in and time from orientations for new staff, etc. May be more successful as a 'lens' and framework, like RESJ, than a training. | Also needs dedicated staff.   |
| 4   | Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.                                 | not likely to be implemented                | Unsure. At this time, it would likely need to be on a voluntary basis.   |   |
| 5   | Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment..                    | can be implemented/needs leadership support | This could be accomplished under #2; could possibly be added to staff job descriptions. Would require additional training.   |   |

| <b>Reporting &amp; Communications</b>  |  |   |  |
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| <b>Target: Establish metrics to evaluate and communicate progress to stakeholders.</b> |  |   |  |
|  | <b>Current Status</b>  | <b>Comments/Notes</b>                       | <b>What is Needed?</b>   |
| 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.   | can be implemented/needs dedicated staff    | District would also need to hire a consulting firm to help benchmark and track carbon emissions data   |
| 2  | Share climate justice awareness materials (i.e., video, website) with staff and families.  | In progress/not yet implemented             | Nichole Berg is working towards this as part of her climate justice/curriculum effort. PPS Climate Justice blog with program updates and curriculum development. |
| 3  | Continually revise the effectiveness of the district's Climate Crisis Response Plan as needed to reflect changing realities and innovations.   | can be implemented/needs dedicated staff    | Need staff or consultant to help manage this   |
| 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. | can be implemented/needs leadership support |  |

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| 5  | Purchase greener concrete for new construction.   | can be implemented/needs leadership supp | Update lanuage to: limit amount of concrete, use greener concrete when it makes sense, reduce embodied carbon.   | Low-carbon concrete is not used often for OSM projects, but it is starting to become more popular in the industry.   | OSM and leadership support for lower-carbon building materials beyond LEED requirements. Unsure if funding is needed or could help.        |
| 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%.   |  |
| 9  | Train teachers and staff to properly use energy-saving systems like passive heating, etc.   | can be implemented/needs dedicated staff | Kellogg will be a type of pilot for this. All new schools have a teacher training day. Barrier is staff turnover and site-specific training.   | 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.  | Leadership support and dedicated staff.  |
| 1  | When existing mechanical systems reach end-of-life, replace them with all-electric or renewable systems.  | can be implemented/needs leadership supp | Is happening when we do rebuilds (i.e. Kellogg). Money allocated for repairs, not replacements outside of bond projects. Planned for MPG building. SB 1149 incentive for energy projects vs. capital funds for system replacements.  | Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-cycle cost and carbon anlysis in OSM projects. Not sure it is feasible for FAM projects.  | Funding (OSM) and leadership committment   |
|    |   |  |  |  |  |
| 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 for Grounds crew. Limited space on school grounds that can be approved for additional plantings.   | Leadership support. Expand partnerships and recruit help to maintain grounds.  |
| 3  | Include convenient bike parking at all schools.   | can be implemented/needs leadership supp | Minimum requirement. // Implemented at a good amount of schools, but survey of schools in needs would be great. Within this document, ask for a funds for schools to enhance grounds in how they choose.   | Currently, PDRs would need to be submitted for each bike parking installation. Schools that do not have safe routes for to schools are not likely to participate or would rather have a grounds enhancement their students would want/use. | More carpooling, or 'TriMet Trekkers' who meet together before taking transit.   |
|    |   |  |  |  |  |
| 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 supp | This can be combined with #9. Schools for the most part already have bike parking for participating schools and crosswalks   | Staff time.  |  |
|    |   |  |  |  |  |
| 2  | Hire additional cafeteria staff to dish out foods (rather than serving items in disposable serving boats), and to wash durable trays and utensils.  | 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.   | This got taken out, probably because it was too detailed. But that doesn't mean it wouldn't still be necessary to accomplish related goals |

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| 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. |  | I don't see this explicitly |  |
| 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, currently monitored by volunteers. Standardized bins/waste stations in cafeterias may make this easier to roll out district-wide.   | Dedicated staff, Custodial support. Monitoring FOH could be adopted by teachers on a rotating basis or built into curriculum and have students 'trained' to facilitate program. Need more education on how to sort before starting more programs.                        |                             |  |
| 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.   | Leadership support to include in all job descriptions.   |                             |  |
| 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 supp | Would be a huge cost in bins and sorting stations. An average of about \$1,000/station.   | Funding, 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 |   | Leadership support to embed changes in cultural shift.   |                             |  |
| 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.   | Science-based nutrition education need to happen first. Even then, there are high concerns 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  | Motivate all students and staff to change their behavior in ways that reduce carbon emissions.   | In progress/not yet implemented          |   | Apply RESJ lens and take steps to prevent bullying related to a student's ability to contribute.   |                             |  |

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| 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. | can be implemented/needs leadership support | Field studies not likely to be implemented. Professional Development, new employee orientation, employee training modules, etc. may be achievable as a collaboration between departments.  | Need to define parameters for 'participatory, imaginative, and respectful.'  | This got toned down a bit, but is essentially still in there. |
| 6 | PPS commits itself to draw on local resources to build the climate 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.   | In progress/not yet implemented             |  | Need to identify who has relationships with these community resources and how we might work together to support bridging those relationships.  |   |
| 8 | 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.   | In progress/not yet implemented             | Repeating efforts of the Climate Justice Committee? CJ Programs Manager is working towards the Student Advisory Board for Climate Justice. School Sustainability Coordinators (SSC) are staff members interested in engaging students at their schools in sustainability and climate justice. SSC will meet quarterly to start in fall 2020. |  |   |
| 9 | PPS recognizes the Climate Justice Committee is an equal partner in the above decision making.   | not likely to be implemented                |  | The Racial Equity & Social Justice (RESJ) lens needs to be applied in every situation/consideration. Students, particularly students of color, bilingual students, and students with special education needs, will be at the center of all discussions. Group facilitation by an external party or by a member of Central Office. Decision-making protocols/processes need to be defined, agendas need to be co-created between Central Office staff and CJC, norms need to be adhered to, and there needs to be a demonstrated commitment to engage in cognitive conflict/productive struggle around issues of equity in PPS. |   |

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|  | 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 garden education and paid garden educators. | can be implemented/needs leadership supp | All maintenance of gardens and greenspaces, beyond lawns, is the responsibility of school groups or volunteers.        | Needs leadership support to fund nonprofit garden educators/organizations that provide robust service. Needs engagement of school staff to utilize these spaces and integrate into curriculum to fully establish and recognize significance.   |                                      |  |
|  | Establish durable party supplies for each school that classrooms can borrow (plates, cups, bowls, utensils).   | can be implemented/needs leadership supp |  | Funding and buy-in from school leadership and system accountability. Need to identify who would be responsible for management and washing. For example, if the group using the party supplies is responsible, how do we hold them accountable for thorough sanitizing? If kitchen staff is responsible, 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 school and family electronically.  | can be implemented/needs dedicated staff |  |  | Watered down some                    |  |
|  | Hire district sustainability coordinators to support school-based initiatives.   | can be implemented/needs leadership supp | Incentivize current staff taking on this role instead of hiring new staff.   | Funding/dedicated staff  | Not in there, but might be necessary |  |
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|  | Principals will receive specific training, <del>with the expectation that they will help elevate climate learning and lead action in their schools.</del>  | can be implemented/needs leadership supp |  | Interdepartment collaboration is needed to define the training and who creates it. Align training to District improvement efforts. Also needs dedicated staff.   |                                      |  |
|  | Support widespread education for all staff on key aspects and developments in climate science, and the emergency mobilization 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 supp | Nichole's work addresses resources.  | Also needs dedicated staff.  |                                      |  |
|  | Increase workforce training and advancement opportunities in green jobs for students from frontline communities.   | In progress/not yet implemented          | CTE Sustainability Pathway in first stages of development. Student Engagement and Strategic Partnerships are involved. |  |                                      |  |
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| <p>Implement incentives for climate-friendly choices for staff and teachers through financial and social rewards and recognition. Work with third parties to create incentives, discounts, and friendly competition for active transportation, public transportation, energy conservation, continuing education, and participation in efforts like the Drawdown Eco-Challenge.</p> | <p>can be implemented/needs dedicated staff</p> | <p>Oregon Green Schools certifications are an option. Having a point person in each school would help connect these dots and generate a sustainability culture.</p> |  | <p>Commute incentives still there, but the rest got taken out</p> |
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