

PPS Climate^[1] Crisis Response Policy – Potential sample draft format Draft

3.30.080-^[2]P amendments proposed

Potentially further divide this into additional amendments if topics substantially different

Amendment 2 – proposed deletion and modification

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

- ~~1. Increase energy efficiency and minimize the indirect use of fossil fuels, where feasible.~~
- ~~2. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.¹~~
- ~~3. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).²~~
- ~~4. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets³. and provide community respite during climate related emergencies.~~
- ~~5. Include infrastructure to support sustainable practices in school nutrition programs.⁴~~

Amendment 3 - proposed deletions, modifications

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. ~~The District will:~~

- ~~1. Maximize efficiency in fuel, electricity, and water use.⁵~~
- ~~2. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses. [3]~~
- ~~3. Minimize disposable materials and fully utilize all materials before disposal[4]⁶.~~

Amendment 4 - proposed deletions, modifications

Goal 1.3: PPS will maximize the carbon sequestration-absorbing potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes. ~~The District will:~~

- ~~1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.⁷~~
- ~~2. Maximize onsite stormwater management, to the extent feasible and in compliance with City code techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.~~
- ~~3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.⁸~~
- ~~4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.⁹~~
- ~~5.~~
- ~~6. Phase out the use of pesticides and herbicides where feasible.¹⁰~~

¹ This is an implementation tactic.

² Encompassed by higher-level statement in #1.

³ Encompassed by higher-level statement in #1.

⁴ This is an implementation tactic and addressed in [1.2.2]

⁵ Redundant.

⁶ Not capable of implementation as drafted; covered in #2, above.

⁷ This is an implementation tactic.

⁸ This is an implementation tactic.

⁹ Not in PPS wheelhouse.

¹⁰ Content should be in modified 3.30.082-P; see comment at front of document.

Amendment #5 – Proposed deletions and modifications

Goal 1.4[5]: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. ~~The District will:~~

1. ~~Establish incentives for staff to walk, bike, bus, or telecommute, in order to reduce single-occupant car commuting.~~^{11, 12}
2. ~~Offer free TriMet Youth Passes to all high school students.~~
3. ~~Transition PPS and contracted vehicle fleet to electric or low emissions by 2050, renewable fuels, based on a vehicle life cycle evaluation of carbon impact.~~¹³. Work with the state and federal government to defray costs of shifting towards electric vehicles. These goals, and the 2050 target, are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals
4. ~~Evaluate bus routes annually to improve route efficiencies and capacities.~~¹⁴
5. ~~Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.~~¹⁵

Amendment #6 – Proposed deletions and modifications

Goal 1.5: 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. ~~The District will:~~

1. Use best practices related to Environmentally Preferable Purchasing to make product recommendations to staff and make centralized purchasing decisions, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non post-consumer 100% recycled paper.~~[6][7][8]~~¹⁶
- ~~2. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.~~¹⁷
- ~~2.3. Reduce paper copying by transitioning to Encourage increased electronic communication.~~
- ~~3.4. Where feasible, divest banking investments from fossil fuel industries.~~¹⁸

Amendment #7 – Proposed deletions and modifications

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees. ~~The District will:~~

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in ~~a~~District real property 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).~~¹⁹

¹¹ This is an implementation tactic.

¹² M. DePass comment: “This option assumes good public transportation infrastructure around District facilities.”

¹³ Deleting this text makes implementation easier.

¹⁴ This is an implementation tactic.

¹⁵ This is an implementation tactic.

¹⁶ Subject to further work between staff and Director DePass, staff does not think this can be implemented as proposed by community advocates and has offered alternate language.

¹⁷ Deleted because redundant of #1 above.

¹⁸ Staff concerned that District doesn’t have resources to determine fossil fuel subinvestments across banks or other investment vehicles; effect on returns unknown. CFO is researching..

¹⁹ Redundant; implementation tactics; already required by OSHA; health and safety measures dictated by risk not source so should not be parsed out in this policy; need to not have conflict between laws and policy as law may change..

3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.^{20,21}
4. Where possible, prioritize foods that are less carbon intensive^{[9]²²}, local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.²³

Amendment #8 – proposed deletion and modifications

Goal 2.2: ~~PPS will empower support frontline student communities to build resiliency from climate change induced stresses and support preparation for and recovery from these events. The District will:~~^[10]

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
 - 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.²⁴
1. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).
2. Develop district-wide plans for how to communicate available local resources and help to support to students and families during address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.²⁵
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, and frontline communities of color, and vulnerable populations.
4. Host climate-related emergency preparedness events for students, staff, teachers, and families.²⁶

~~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.~~^{[11]²⁷}

Amendment #9 – proposed deletion and modification

Goal 3.1: ~~PPS will empower all PPS staff as allies for a healthy climate. The District will:~~

1. Provide learning opportunities for ~~all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.~~
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, ~~and integrate sustainable practices into each position.~~²⁸
3. Establish a program to have a sustainability liaison in every school.²⁹

²⁰ Implementation tactic.

²¹ M. DePass: “We could also consider a policy that encourages all kids go to their neighborhood schools reducing the impacts of driving students to school.”

²² Significant concerns about measuring carbon intensity of food purchasing; implementation tactic.

²³ This section 2.1.4 is implementation tactic, and staff recommends deleting from policy.

²⁴ ~~Staff continues to have significant concern about scope of PPS influence and actions here. Also see 3.40.010-P re Emergency Plans and Procedures policy.~~

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/3.40.010-P.pdf>

²⁵ Also see 3.40.010-P re Emergency Plans and Procedures policy.

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/3.40.010-P.pdf>

²⁶ Implementation tactic, not capable of measurement.

²⁷ Redundant of other sections.

²⁸ Implementation tactic; to implement other parts of the policy, applicable staff will need job training. That bridge is not required in policy language.

²⁹ Implementation tactic; budget and operational impact associated with prescriptive approach. Need flexibility to implement policy with other options. M. DePass comment: “This will be unnecessary when the practices are in place. “Sustainability” practices will be the responsibility of all; stakeholders, much like racial equity work.”

4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.³⁰
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.³¹

Amendment # 10 – proposed deletions and modifications

Goal 3.2: With guidance from **Black, Indigenous, and other People of Color (BIPOC) frontline 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. **The District will:**

1. Develop and deliver ~~content curriculum and resources~~ to help students understand, prepare for, and respond to climate change impacts ~~and climate justice, with priority special support and resources available to prioritizing schools serving the most vulnerable populations~~ frontline communities³².
- ~~1.2. Integrate climate justice into curriculum so all students have access and opportunities to engage in understanding climate change and climate solutions~~³³. [12]
- ~~2.3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.~~³⁴
- ~~3.4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.~~³⁵
- ~~5.~~
- ~~4.6. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.~~ [13]³⁶
- ~~5.7.~~
- ~~6.8. Support partner organizations that provide hands-on, place-based, experiential climate education for students.~~³⁷

Amendment #11 – proposed deletions and modifications

Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. **The District will:**

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities~~opportunities~~ for students from frontline communities.
2. ~~Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate-related programs.~~³⁸
3. ~~Support student-led climate justice, climate action, and climate resiliency initiatives.~~³⁹
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space. [14]
5. ~~Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.~~⁴⁰
6. ~~Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.~~⁴¹

³⁰ Creates CBA challenges; assumes facts not necessarily true re current compensation; implementation tactic.

³¹ Too vague to be implemented and monitored.

³² Can leave in, but is redundant of the goal.

³³ Redundant with modified text.

³⁴ Implementation/pedagogy tactic.

³⁵ Redundant of #1 with modified text.

³⁶ Implementation/pedagogy tactic; redundant.

³⁷ "Support" is an unclear standard; "partner ~~organization~~ organization" is not defined either; implementation tactic.

³⁸ Redundant with #1 as ~~modified~~ modified.

³⁹ "Support" is undefined and could lead to unanticipated consequences.

⁴⁰ "Support" is undefined and could have CBA, instructional, or other consequences; implementation tactic.

⁴¹ Vague, implementation tactic; stretches beyond climate policy.

