

Climate Crisis Response Committee

ANNUAL REPORT TO THE PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

JUNE 13, 2023

The Climate Crisis Response Committee (CRCC) advises the Portland Public Schools Board of Education on implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy.

Committee Members

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Executive Summary

In the Fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop groundbreaking climate change policy that will advance PPS' efforts at a pace necessary to address the climate crisis. In March of 2022, the PPS School Board (the Board) adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy).¹ The Policy includes a requirement for a Climate Crisis Response Committee (the Committee) of up to nine (9) persons to monitor the effectiveness of implementation, ensure transparency, and track the progress of initiatives needed to meet the policy.² The Committee is required by a Committee Charter, to report to the Board at least once per year to ensure the Policy is met and comment on how effectively PPS is implementing the Policy thus far.

Appendix C illustrates on a timeline the work done to date since the policy was adopted in March of 2022. There are four notable milestones to mention. First, PPS hired its first Climate Justice Advisor in June of 2022. Secondly in August of 2022, the Board selected nine (9) members reflecting the PPS community from a pool of over 70 applicants, which worked together to develop and submit this annual report to the Board. Thirdly, in December of 2023, PPS completed its Greenhouse Gas Inventory. Lastly, in February of 2023, PPS began its work to conduct an evaluation plan for the policy.

In brief, the Committee feels that PPS is making genuine efforts to implement the Policy. Progress has been made in quantifying the challenge. For example, PPS Staff completed its first comprehensive greenhouse gas (GHG) inventory in December of 2022 and began to define metrics for measuring progress in other areas of the Policy. We support PPS in these efforts, but the current pace, rate and scale is not likely sufficient to meet the Policy's aggressive goals. We acknowledge that this is the first year of the policy's adoption within PPS, and much foundational work is required to build systems and capacity throughout the organization. We hope to see an acceleration of progress in the next fiscal year (FY) as this groundwork was laid.³ Continued support from PPS leadership and the Board is required to ensure the goals of the Policy are integrated into "how PPS does its work", as opposed to being seen as an "extra" task. The Policy's principles are a perfect complement to actualizing PPS' Graduate Portrait vision - developing students as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world.

PPS Graduate Portrait

A graduate of PPS will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

The Committee has three findings and recommendations to share: 1) Continue using and developing the dashboard and provide more information in specific areas, 2) Augment organizational leadership and development, and accelerate pace of implementation, and 3) Enhance transparency.

¹ Appendix A.

² Appendix B.

³ PPS' fiscal year is July 1 through June 30.

Overview

The mission of the Committee is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Policy and the goals within it. The Committee informs and advises the Board, but does not have decision-making authority. The PPS Superintendent has responsibility for performance of PPS Staff engaged in the implementation of the Policy that collaborates with the Committee.

This report includes an assessment of the following tasks, which the Committee is responsible for overseeing and reporting on to ensure the Policy is met.

1. Reports and Data. The Committee receives regular reports and data from PPS Staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities.

2. Status and Implementation. The Committee determines whether such status and implementation are consistent with the identified goals of the Policy.

3. Findings and Recommendations. The Committee, at a minimum, shares written findings with the Board on an annual basis, and may make recommendations to the Board as part of its work.

Committee Public Meetings

September 16, 2022

October 27, 2022

Feb 2, 2023

March 23, 2023

April 27, 2023

May 25, 2023

To ensure these tasks are met, the Committee met six times between September 2022 and May 2023. These meetings included an orientation, policy progress updates, emerging topics, PPS updates, data tracking and evaluation updates, and working group updates.⁴

Assessment

The Committee received reports from PPS Staff and its consultants during each meeting. This included information about the implementation of discrete pieces of the policy, as well as a high-level overview of activity via a “dashboard”. Some areas in which we received more detailed information were related to: the design and construction of the new Benson High School, PPS’ greenhouse gas inventory (GHG), the Policy evaluation plan, green school yards, and solid waste management. We have identified several opportunities to better advance the Policy, such as an understanding of overall efforts on the renovation of building to be low carbon (e.g., construction timelines), sources of funding needed to support implementation of the policy (e.g., bond cycles, federal, state, Portland Clean Energy Fund), additional staff needed to support the Policy, explicit engagement needed by senior-leadership, possible need for third-party consultants, ease of access and transparency, and overall pace of efforts.

We have narrowed our findings and recommendations to three key areas: 1) Continue using and developing the dashboard and provide more information in specific areas, 2) Augment organizational leadership and development, and accelerate pace of implementation, and 3) Enhance transparency.

⁴ Additional materials regarding the Committee agendas and meetings can be found at: <https://www.pps.net/Page/20035>.

1. Reports and Data

a. PROJECT MANAGEMENT DASHBOARD CREATED

PPS hired its Climate Justice Advisor, Kat Davis, to manage and coordinate PPS efforts in promoting **climate justice** and sustainability in June of 2022. An early priority identified by the Committee was the need for a framework that may be used to evaluate progress toward the goals and directives outlined in the Policy, including specific attention to the impact of the policy implementation on frontline communities. In response, the Climate Justice Advisor developed a dashboard to track and report on the progress of the Policy (**Figure 1**). **PPS’ Project Management Dashboard is thorough and highly detailed, outlining all aspects of the policy and work needed to accomplish it. PPS should continue to refine the Dashboard over time to enhance it’s usefulness in tracking progress and managing implementation.**

Figure 1. Sample Portion of PPS Project Management Dashboard

Pillar	Goal	Strategy	Stage	Status	Connection to Sub-Goals	Anticipated Project Completion Date
Foundational	Building the system and foundation to move the policy forward	0. GHG Analysis, using 1 consultant	Implement	Complete	Foundational	December, 2022
		0. Administrative Directive 2	Pre-Work	On Track	Foundational	July, 2023
		0. Hire a Climate Justice 3 Advisor	Implement	Complete	Foundational	June, 2022
		0. Create the Climate Crisis 4 Response Committee, as directed by the policy	Implement	Complete	Foundational	October, 2022
		0. Create a standing meeting 5 for all heads of involved departments	Implement	On Track	Foundational	Ongoing
		0. ECONorthwest Scope - 6 Define Policy baseline data and indicators for measuring progress		On Track	Foundational	June, 2023
		0. Create a public-facing 7 dashboard to track Policy progress	Ideate	On Track	Foundational	July, 2023

The Committee appreciates the PPS Project Management Dashboard, especially given the scope of the Policy, as there is a great deal of information to convey. Striking a balance between providing adequate information to inform the Committee and community at large, while presenting it in an accessible manner is important. For example, the current dashboard has a lot of detail that requires a lot of time to digest, and may be challenging to navigate without context and additional information. This comprehensive version of the dashboard is suitable for PPS Staff to project-manage the implementation of the policy, and to some extent for the Committee’s use. We believe PPS Staff has created a good foundation, and over time as the dashboard gets used it can be improved to bolster its usefulness for both the community and PPS Staff. In addition to the Project Management Dashboard, **PPS should develop an accessible “Community” dashboard that shares information regarding the policy’s implementation status in a way that is relevant to the community. This community reporting**

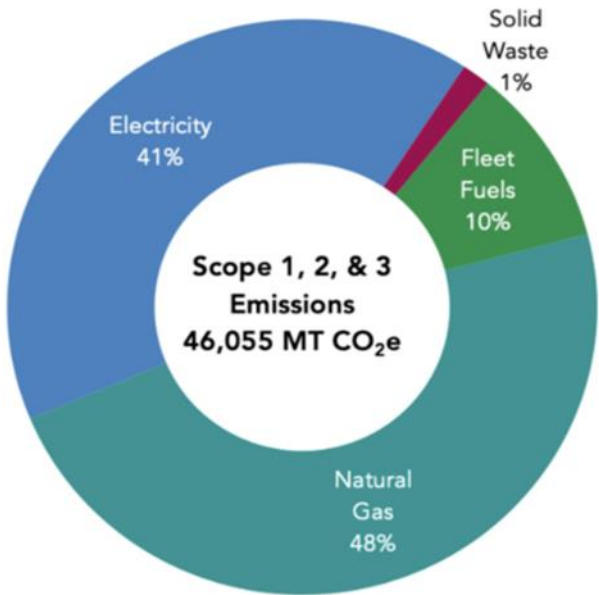
mechanism should be developed with input from students, the Committee and the community. It should transparently measure PPS’ progress toward the Policy’s goals and be made available on PPS’ website.

b. GREENHOUSE GAS INVENTORY COMPLETED

PPS staff hired a third-party consultant, Good Company, to conduct a GHG Inventory in 2022 (**Appendix D**). The inventory was completed in December of 2022, which was presented to the Committee by PPS staff at the February 2022 Committee meeting. **The Committee found it to be a comprehensive and professional report.** The data confirmed that buildings are, by far, the greatest opportunity to reduce PPS’ GHG emissions (i.e., natural gas and electricity consumption). With a FY19 baseline of more than 46,000 metric tons of carbon dioxide equivalent (MT of CO₂e), PPS has a great deal of work to do to eliminate 23,000 MT CO₂e within the next seven (7) years and ultimately get to net zero within 17 years. This is the equivalent of emissions from 10,000 passenger vehicles driven for one (1) year.⁵

PPS should continue to build off this work by developing a status graph that shows annual progress toward reducing GHGs in each category. This graph should be supported by a plan to address any risks or gaps, identify trade-offs, resource needs and capture any future opportunities. In addition to presenting this progress to the Committee, PPS staff should present this progress to the community and the Board on a regular basis with recommendations and an opportunity for each group to provide input.

Figure 2. PPS Emissions by Category (Source: Good Company 2022 PPS Operational GHG Inventory Report)



c. EVALUATION PLAN UNDER DEVELOPMENT

PPS hired a third-party consultant, ECONorthwest (ECO NW), to develop an evaluation plan for the Policy in February of 2023. The scope of work (SOW) states that they will, in consultation with relevant staff, define evaluation metrics, develop evaluation activities, set targets, and draft an evaluation plan. ECO NW will focus on

⁵ Source: Good Company’s 2022 PPS Operational Greenhouse Gas Inventory Report.
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20FY18%20and%20FY20%20Ops%20GHG%20Report%20_FINAL2.pdf.

elements of the Policy that address infrastructure, GHG reduction, and resilience focusing on Pillars 1 and 2 (with limited focus on Pillar 3) of the Policy. ECO NW provided the Committee with an overview of their proposed plan development and scope in March 2023.

The Committee supports PPS working with a consultant to develop an evaluation plan. This work is needed and if implemented in partnership with community will provide effective implementation, transparency, and tracking of progress. The Policy states that the Committee exists “to monitor effective implementation, transparency, and tracking of progress.” **We recommend that PPS engages with the Committee and/or community at large prior to hiring and scoping for work related to meeting the Policy, especially as it relates to those areas.** This will ensure alignment and co-development of work between PPS and the community. We also recommend that the community be given ample opportunity to provide input at major project milestones.

Additionally, we would like more information about ECO NW’s data analysis approach; specifically, as it relates to climate justice. We have concerns that the SOW and ECO NW’s approach to the evaluation does not have an explicit discussion of impact on frontline communities. We recommend that the final product includes data disaggregated by ethnicity and zip code delineation, as this data relates to frontline communities, specifically climate justice/environmental justice. Additionally, we are interested in how associated cost-benefit analysis will be conducted to capture the implications for these communities.

2. Status and Implementation

a. HIGHLIGHTS OF STAFF IMPLEMENTATION EFFORTS

The first fiscal year of the Policy’s adoption was a foundational year in building the staff and systems needed to kick-start the implementation of the Policy. One key action was hiring a Climate Justice Advisor in June of 2022; and with their help, appointing and launching the Committee in August/ September of 2022.

A few highlights of PPS Staff efforts the Committee is aware of include: building a project management dashboard for ongoing monitoring and evaluation of progress toward implementing the Policy (discussed in [Reports and Data](#) section), and putting on a Youth Climate Summit in April of 2023 that hosted more than 200 students (mostly high school students inside and outside the district). A few Committee members volunteered at the day-long event and were very impressed. It was a great example of action in support of student learning opportunities that contribute to meeting the Policy’s Pillar 3 - to provide effective environmental and sustainability education. It is important to note PPS schools each had their own approach to attending the event. For example, schools had different modes of transportation that caused some schools to arrive later than others (e.g., biking to the event or parent drop off), while some schools did not have high participation at the event due to inability to consider the event as a school activity (meaning they would be considered absent from class). We recommend PPS establish this as a larger PPS event with equitable access for PPS students.

PPS is clearly making an effort to implement the Policy, especially in areas such as building operations and capital projects. For example, PPS has included topics regarding the design and construction of Benson High School in the Fall of 2022. This effort was in response to interest from the community about the project and its alignment with the Policy. Information in the dashboard indicates other key projects and processes underway, some of which the Committee is keen to better understand in future meetings.

Though PPS is making efforts to implement the Policy, the Climate Justice Advisor has an enormous scope of work and could benefit from additional resources. And while the Climate Justice Advisor is highly skilled and brings many strengths to the implementation of the Policy, they could provide even more value with additional resources and support. This would enable them to advance the Policy at a faster pace than they could do on

their own. The scope of the Policy requires that implementation is owned by PPS Staff throughout the organization. **It would be useful for the Committee to see a staffing plan** that identifies the process and procedures used to manage staff throughout the Policy's life, to understand how PPS plans to meet its goals and sub-goals across the organization. The staffing plan should describe any new or consulting staff required and ensure senior-level staff participates in the Policy implementation. Additionally, the plan should describe the responsibilities assigned to each member of staff and discuss workforce transformation needed to achieve the Policy goals.

b. HIGHLIGHTS OF COMMITTEE OVERSIGHT EFFORTS

The first fiscal year of the Policy's adoption was a foundational year in appointing and launching the Committee. One key action was voting in a Committee Chair, Jane Comeault, who has been instrumental in working with the Climate Justice Advisor, the Board, and PPS at large. Additionally, to improve participation in the Committee, we recommended a two-year extension to the one-year term members. This will better harness Committee skills, experience, and knowledge as well as ensure knowledge transfer to future new members of the Committee. It was approved by the Board in February 2023.

The Committee also opted to form three working groups (WG): 1) Dashboard, 2) Community Engagement, and 3) Board Report. Forming working groups allows Committee members more time to tackle aspects of Committee Charter outside of the formal 1.5-hour meetings. Going forward, a fourth working group will convene in the upcoming fiscal year to focus on supporting PPS' efforts to resource the Policy.

i. Dashboard Working Group

The Dashboard WG provided input to PPS Staff in the development of a dashboard. They met with staff to share relevant examples ideas for PPS' Project Management Dashboard with the goal of providing transparency around PPS' activities related to implementing the Policy. Going forward, this WG will convene only as necessary - either as is helpful to staff, or as the Committee determines there is need for improvement of the Project Management Dashboard.

ii. Community Engagement Working Group

The Community Engagement WG aims to explore how best to support PPS in enhancing community engagement with the Policy, especially in making information about the Policy and its implementation more accessible to the broader PPS community. The Committee will move ahead on this work in the upcoming fiscal year, one area of focus may be in supporting the development of a Community Dashboard.

iii. Board Report Working Group

The Board Report WG led the development of this report and its subsequent presentation at the June 13, 2023 Board meeting. The WG's goal of reflecting the sentiment of the entire Committee, in a timely and professional manner, was achieved through multiple opportunities for the Committee to comment and review the report. This report was discussed at the April 2023 and May 2023 Committee public meetings.

3. Findings & Recommendations

a. CONTINUE USING AND DEVELOPING THE PROJECT MANAGEMENT DASHBOARD AND PROVIDE MORE INFORMATION IN SPECIFIC AREAS

PPS' Project Management Dashboard is thorough and highly detailed, outlining all aspects of the policy and work needed to accomplish it. PPS should continue to refine the Dashboard over time to enhance its usefulness in tracking progress and managing implementation. PPS should build off this work and develop an accessible "Community dashboard that shares information regarding the policy's implementation status in a way that is relevant to the community. This community reporting mechanism should be developed with input from students, the Committee, and the community. It should transparently measure PPS' progress toward the Policy's goals and be made available on PPS' website.

This inaugural year for both the Policy and Committee's creation was foundational, one of development and learning. The Project Management Dashboard, reports and data presented to the Committee this year were useful and informative. For the next FY, the Committee looks forward to receiving additional information, especially in certain areas. One area in which the Committee would like to see more data pertains to climate justice. Specifically, how implementation of the Policy is advancing climate justice and an overall picture of how it fits into the broader PPS landscape of work. Other areas of interest include: purchasing, curriculum, financial planning for Policy implementation (e.g., partnerships, grants and bonds), and building upgrade planning (i.e., existing and new).

b. AUGMENT ORGANIZATION LEADERSHIP AND DEVELOPMENT, AND ACCELERATE PACE OF IMPLEMENTATION

PPS hiring of its first Climate Justice Advisor in June of 2022 was a significant milestone. The Climate Justice Advisor is managing and coordinating PPS' efforts in promoting climate justice and sustainability as well as actively monitoring and partnering with operational and instructional leadership. The Climate Justice Advisor is making important progress towards laying the foundation for the implementation of the Policy as well as supporting events such as PPS' inaugural Youth Climate Summit on April 24, 2023. To ensure the continued success of this broad portfolio of work and keep pace with the Policy goals, PPS should regularly report on its staffing implementation plan and leadership support of the policy to the Committee, the community and the Board.

The Policy's scope is broad, touching every aspect of PPS. To date, foundational work has taken place. For example identifying staff roles and responsibilities and creating new business processes and design standards needed to meet the Policy. However, the current pace and scope are not likely sufficient to meet the Policy's goals and objectives by 2030 (and ultimately 2040). It is not clear whether there is adequate buy-in or strategic direction for the Policy's implementation throughout the organization and acknowledging its contribution to meeting the PPS Graduate Portrait. More resources are likely required to accelerate implementation of the Policy over the next seven (7) years. We acknowledge the scarcity of funding for public schools; however, as part of PPS' commitment to this Policy, a funding plan should be developed.

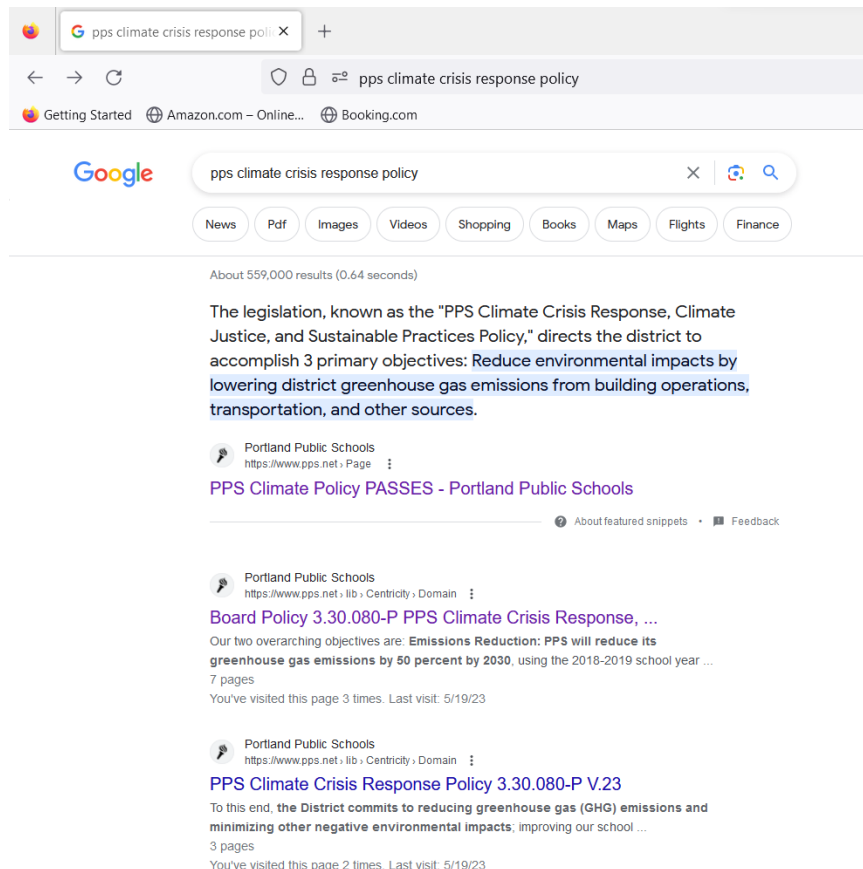
c. ENHANCE TRANSPARENCY

PPS' development and creation of website content is a step toward providing its community with the transparency it needs to monitor the progress of PPS' work toward meeting the Policy. The current website is lacking key content needed to provide important details of the progress of PPS' work. Additionally, it does not connect the dots of the work that has been done to date. PPS should improve its community engagement

regarding the Policy. Having a centralized website that houses all relevant content to the Policy including a progress dashboard is a critical first step.

A centralized website will support transparency, ease of access and provide online outreach to the Committee and the community on the Policy. Information regarding the Policy is scattered and lacking. For example, when trying to search for information regarding the Policy the first search results are PPS Climate Policy Passes, a PDFs of the policy, but not to a centralized site with information on the Policy's progress (**Figure 3**).

Figure 3. Google Search of Policy



The Committee has a webpage, but it only hosts meeting information. Enhanced transparency and accessibility - especially for underserved communities - is required to ensure co-development from the community. We recommend a high-level community-facing dashboard to be developed and launched by the first quarter of 2024. All relevant materials on the website should be easy to find and engaging to look at, as well as nomenclature defined and hyperlinks to resources, information and supporting studies. This includes information such as, but not limited to: Committee meeting dates, minutes and recordings, staff reports, the GHG Inventory status, Committee and consultant reports, Project Management dashboard, Community dashboard, PPS initiatives, opportunities to partner or get involved, student resources, and calendar of events.

Additionally, we recommend that any work related to meeting the policy and implementation, such as hiring a consultant or developing an approach to meeting the policy, be presented beforehand in a transparent manner. We recommend that PPS engages with the Committee and/or community at large prior to hiring and scoping for work related to meeting the policy. This will ensure alignment and co-development of work between PPS and the community. **We also recommend that the community be given ample opportunity to provide input at major project milestones.**

Appendix A: Portland Public Schools Climate Crisis Response, Climate Justice, and Sustainable Practices Policy



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

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 will 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 on emissions 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.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, it will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

It should be noted that these goals 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 regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

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 and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

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. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.
3. Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management in compliance with city code.
3. Establish green school yard plans to care for school grounds.
4. Phase out gas-powered equipment used for grounds maintenance.

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

1. Establish school-based infrastructure and support for staff and students 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 or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.
3. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

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.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

3. PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness

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

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. 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.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

1. PPS will coordinate with state, regional, and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events.
2. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.

Goal 3.2: With guidance from 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



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

opportunities to practice climate solutions.

1. Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.
2. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, 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.

Goal 3.3: 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.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.
3. 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.
4. Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.

CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of 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.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Glossary of Definitions

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization's GHG inventory because they are a result of the organization's energy use.

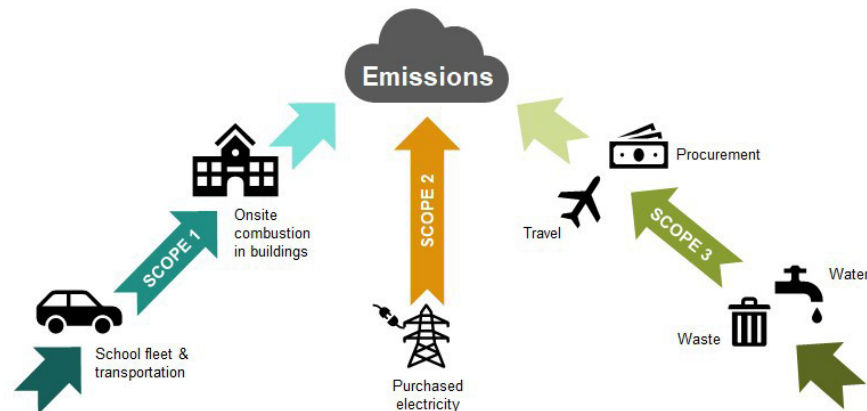
Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding and appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and

Scopes of Emissions in Schools





PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Adopted: 3/2022

Appendix B: Portland Public Schools Climate Crisis Response Committee Charter

Portland Public Schools Climate Crisis Response Committee Charter

Draft: April 18, 2022

Mission

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) and the goals in it. The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

Committee Charge

The duties of the Committee are as follows:

1. To receive regular reports and data from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities;
2. To determine whether such status and implementation are consistent with the identified goals of the Policy; and
3. To share written findings with the Board on at least an annual basis; the Committee may make recommendations to the Board as part of their work.

The Superintendent has responsibility for performance of staff engaged in the implementation of the Policy.

Committee Membership

The Committee is composed of no more than nine members that is made up of a majority of members who identify as people of color and two members who are current PPS students.

From an applicant pool, members are selected and appointed by the Board. Members will initially be appointed to staggered terms of one and two years with all subsequent

terms being two years. Each member may serve up to four years total on the Committee. Student members will be appointed to a one-year term.

A Committee chairperson will be appointed annually by the Board and will not hold that position for more than three years. The chairperson will serve as the sole point of contact between the Committee and District staff between meetings.

Appointed Committee members should have significant experience, expertise, understanding and/or knowledge in one or more of the following areas:

1. Climatejustice: the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;
2. Climate change: major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;
3. Climate literacy: K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;
4. Greenhouse gas emissions (GHG): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;
5. Environmental Sustainability/Green schoolyards: Understands the interconnecting relationships between environmental, educational, and social-emotional learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;
6. Construction: building design, application of renewable energy to architecture, and engineering; and/or
7. Public contracting: procurement, budgets, and schedules.

The Board recognizes that community members bring specialized knowledge and expertise to the Committee. All Committee members shall employ discretion, avoid conflicts of interest and the appearance of conflicts of interest, and exercise care in performing their duties and making recommendations from which they may personally benefit.

The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.

The Committee members may not have an active or pending contract with the District, including being an employee, director or owner of an entity with an active or pending contract with the District, nor enter into a contract during their term on the Committee.

The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.

Committee Operations

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for program or project outcomes and does not direct staff, including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

1. Approval of contracts;
2. Appropriation of funding or budget;
3. Approval of District plans, implementation, and projects; and
4. Selection of contractors, consultants, and other professional service firms

Committee Meetings

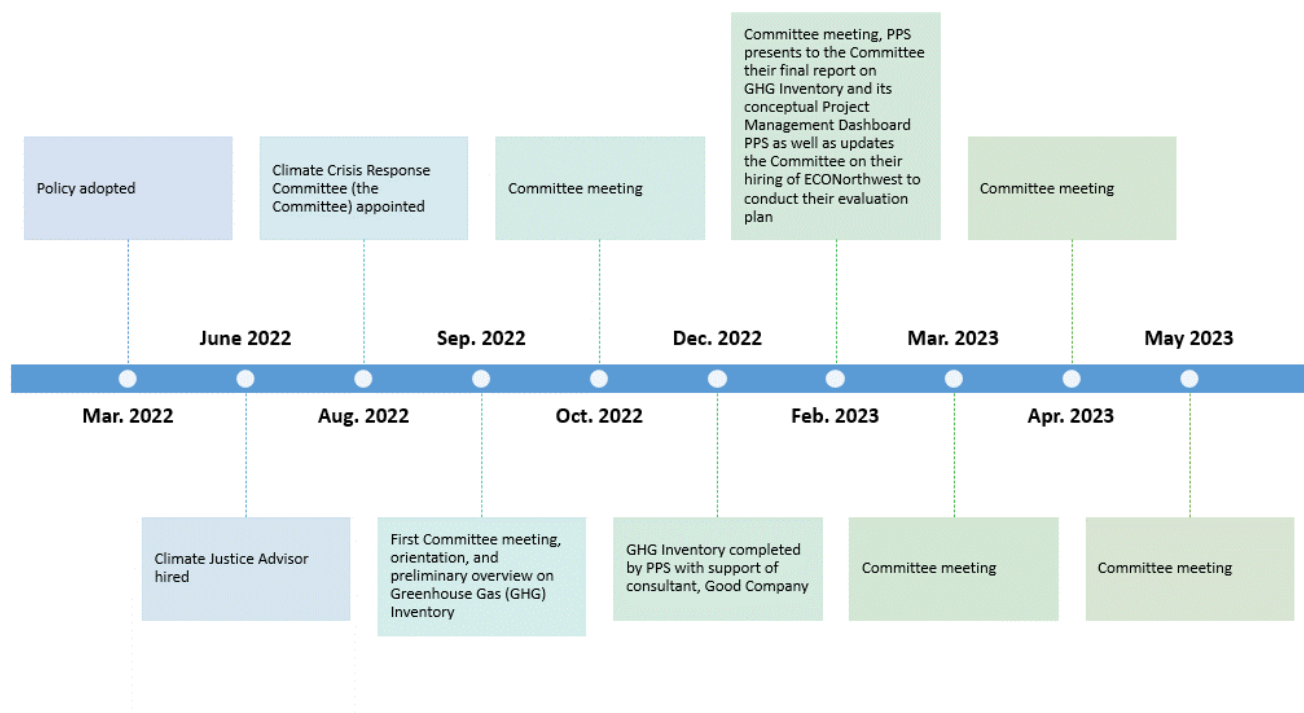
1. After initial organizing meetings, the Committee will convene quarterly.
2. Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comment.
3. The District will provide necessary technical and administrative assistance as follows:
 - a. A meeting room, including any necessary audio/visual equipment;
 - b. Provision of reports covering the status of goals and progress of the Policy directives and disaggregated data so that impacts on students and frontline communities can be assessed;

- c. Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site; and
- d. District staff will attend Committee meetings in order to report on the status of the Policy implementation and to respond to questions. District contractors and/or consultants may attend Committee meetings at the discretion of District staff.

Appendix C: Timeline of Policy Implementation Progress

Figure 4 illustrates on a timeline, the work done since the Policy was adopted in March of 2022. There are four notable milestones to mention. First, PPS hired its first Climate Justice Advisor in June of 2022. Secondly in August of 2022, the Board selected nine (9) members reflecting the PPS community from a pool of over 70 applicants, which worked together to develop and submit this annual report to the Board. Thirdly, in December of 2023, PPS completed its Greenhouse Gas Inventory. Lastly, in February of 2023, PPS began its work to conduct an evaluation plan for the policy.

Figure 4. Policy Implementation Timeline



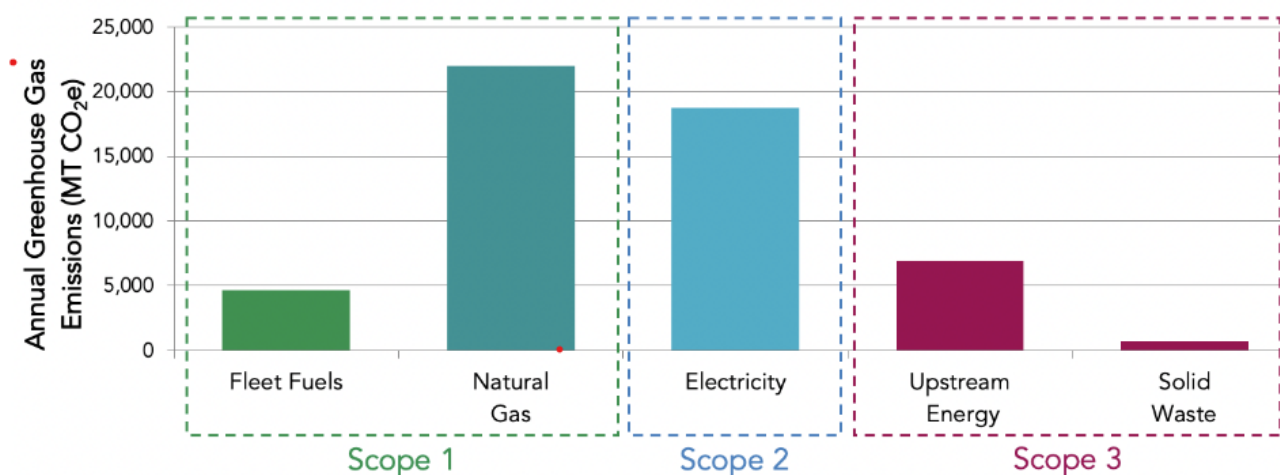
Appendix D: Excerpt of PPS Operational Greenhouse Gas Inventory

In 2022, PPS passed an ambitious climate action plan, the Climate Crisis Response, Climate Justice and Sustainable Practices Policy. A critical first step to implementing the goals in that policy is to conduct a baseline greenhouse gas (GHG) inventory for PPS. PPS hired third-party consultant, Good Company, to conduct the *Portland Public Schools Operational Greenhouse Gas Inventory FISCAL YEARS 2018/19 AND 2020/21* (the Good Company Report).

The report shows the results of the study, using fiscal year 2018 and 2019 as the baseline (**Figure 5**). The baseline GHG emissions as defined in PPS climate policy total 46,055 MT CO₂e. This is the equivalent of emissions from 10,000 passenger vehicles driven for 1 year. Natural gas combustion for building systems (e.g., space heating, water heating and cooking) is the largest source of impacts (i.e., 21,981 MT CO₂e), followed by purchased electricity use (i.e., 18,693 MT CO₂e). Fleet fuel emissions are from propane used in buses (i.e., 3,547 MT CO₂e); and E10 gasoline (i.e., 933 MT) and B5 diesel fuels (157 MT) used in maintenance vehicles.⁶ Solid waste is the smallest of PPS's climate impacts, but offers a hands-on, daily opportunity for students to actively participate in climate action by limiting edible food waste, composting, reducing use of and recycling all appropriate materials.

The report recommends that PPS *“maximize energy efficiency of buildings and equipment; electrify equipment; continue developing onsite solar and consider participation in renewable electricity programs; pilot and establish a supply of renewable propane for buses in the short term; electrify vehicles as soon as possible”*.

Figure 5. presents PPS FY19 GHG emissions from the Good Company Report



Additional information on the Good Company's Report can be found at:

- https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20FY18%20and%20FY20%200ps%20GHG%20Report%20_FINAL2.pdf

⁶ E10 is a low-level blend composed of 10% ethanol and 90% gasoline. It is approved by the U.S. Environmental Protection Agency (EPA) for use in any conventional, gasoline-powered vehicle.