Pillar	Goal	Status	2023 - 2024 Activities
		On Track	Develop Evaluation Plan
Foundational	Administrative	On Track	Create a district-wide CCRP staff advisory structure
		On Track	Create a public-facing dashboard to track Policy progress
		On Track	Decarbonization Roadmap (Completion Date September 2024)
		On Track	Further activities data forthcoming
	Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.	On Track	Implement waste standardization pilot at 3 schools (King, Woodlawn, Astor)
		On Track	Over 13 sites collect food scraps in cafeterias, adding another 7 this fall (used to be over 30 sites pre-pandemic, rebuilding those programs)
		On Track	Over 81 PPS sites collect food scraps for compost in the kitchens
		On Track	28 sites with resuable utensils, adding an additional 7 sites this fall
	Goal 1.2: PPS will maximize reductions in Green House Gas emissions	On Track	Complete Green Schoolyard Inventory - Data points included tree canopy, gardens, impervious + pervious surface areas, stormwater facilities, covered play structures, etc.
Pillar 1: Reduce Environmental Impact and Costs	from district operations, maintenance, and facilities management.	On Track	Finalize Districtwide Schoolyard Program 1) collaborate with schools, partner organizations, and communities to design, build, and sustain green schoolyards and 2) will support the development of community-led Vision Plans, new community partnerships, increasing outdoor learning, and equitable access to greenspace.
	Goal 1.3: PPS will maximize the carbon sequestration potential and other	On Track	4 New Electric School Buses (8 total by end of FY24)
	environmental benefits of green school yards and increase the ability of	On Track	Potential 25 New Electric School Buses (submitted EPA Grant application)
	school grounds to adapt to climate extremes.	0.7.1	Safe Routes to School Implementation Plan
		On Track	Activities data forthcoming
		Pending	Food & Garden Education Partnerships are Growing - 21 sites including 7 new sites in the 23-24 school year through partnerships with Grow Portland, FoodCorps and Growing Gardens Over 6,000 students are learning how to grow food and eating it
	Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.	Complete	Building Garden Communities with families: PPS Partner, Growing Gardens, focuses on Title 1A schools to connect cafeterias and school gardens to students' home experiences. Growing Gardens provides seed and plant take home kits, and bring in guest speakers from the community, like BIPOC farmers, local food system leaders, cooks, to deepen student relationships with food through culture and expose students to future careers.
		On Track	Implement heat response communication protocol
		On Track	25 School Sustainability Champions Pilot year
		On Track	Complete Engagement Pathways Design Process and Planning
	Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates	On Track	Climate Justice teacher resource site launch
	climate considerations, fiscal responsibility, and equity priorities.	On Track	Student engagement and leadership pathways design process completion
	Goal 2.1: PPS will address climate-based impacts on health, safety, and	On Track	Students reached with classroom presentations on PPS climate action opportunities (data forthcoming)
Pillar 2: Improve Health and Wellness	wellness of its students and employees.	On Track	PDAL Grant opportunity to better support teachers: Professional Development for Agricultural Literacy (PDAL) Program grant opportunity, in partnership with Growing Gardens. If funded, project would provide training and stipends for participating teachers.
	Goal 2.2: PPS will support frontline student communities to build	On Track	Students reached with climate fairs (Data forthcoming)
	resilience from climate change induced stresses and support preparation	On Track	Students engaged in clubs and leadership programming (data forthcoming)
	for and recovery from these events.	On Track	Students participating in climate action planning and events (data forthcoming)
	Goal 3.1: PPS will empower staff as allies for a healthy climate.	On Track	25 School Sustainability Champions Pilot year
	Goal 3.2: With guidance from frontline students and communities, PPS	On Track	Complete Engagement Pathways Design Process and Planning
	will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice,	On Track	Climate Justice teacher resource site launch
Dillow 2. Descride Effective	and have opportunities to practice climate solutions.	On Track	Student engagement and leadership pathways design process completion
Pillar 3: Provide Effective Environmental and		On Track	X students reached with classroom presentations
Sustainability Education	Goal 3.3: PPS staff will collaborate with students to create opportunities	Pending	PDAL Grant opportunity to better support teachers: Professional Development for Agricultural Literacy (PDAL) Program grant opportunity, in partnership with Growing Gardens. If funded, project would provide training and stipends for participating teachers.
	to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.	On Track	X Students reached with climate fairs
	on a regular dasis at all PPS schools.	On Track	X students engaged in clubs and leadership programming
		On Track	X students participating in climate action planning and events

Timeline Definitions	
Phase One: Clarify	Understand relationships, healing, history & needs Findings. Engage with historical context, interpretation, and concerns for each Policy Goal
Phase Two: Ideate	Engage stakeholders to understand potential solutions, vision, and external consequences for each Policy goal.
Phase Three: Protype	Engage stakeholders to co-create and refine plans, policies, and programs that will advance the identified Policy indicators and outcomes.
Phase Four: Implement	Implement developed plans, policies and programs. Create pathways for regular feedback on activities.
Iterative Process	This flow includes iterative design, analysis, and community-based feedback at all stages

Climate Crisis Response, Climate Justice, and Sustainable Practices Policy (CCRP) High Level Implementation Plan

In building out an implementation plan for the Policy, it is important to recognize that each Policy goal has varying levels of existing support and structures within the departments that oversee each strand of work.

A phased Policy Implementation Process outlines the large-scale as well as department-specific implementation of the Policy across PPS. These phases are centered in Design Thinking with a framework that centers equity and community-based design, and articulates expectations of Policy activities and timelines.

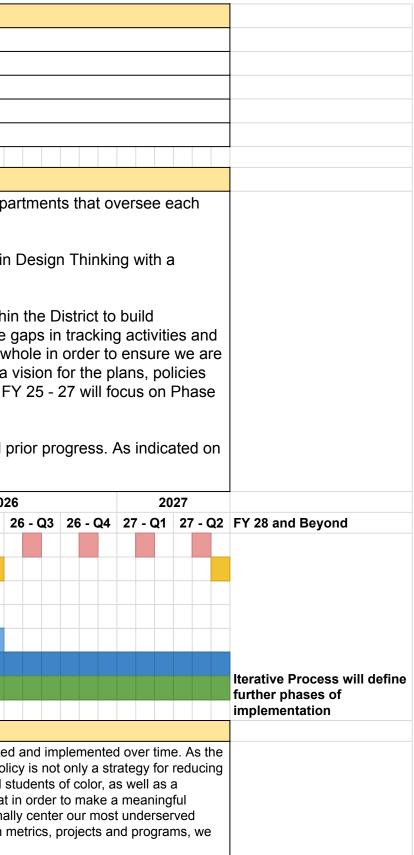
The first foundational year of Policy implementation was characterized by Phase One: Clarify, primarily mapping out where this work exists currently and historically within the District to build relationships, understand how different communities have been historically engaged in climate action at PPS or impacted by climate change inequitably, and identify the gaps in tracking activities and accessibility to participation. Currently we are moving into Phase Two: Ideate, where we will engage stakeholders to define indicators and outcomes for the Policy as a whole in order to ensure we are measuring progress in a way that is aligned with the values of the Policy. Developing tools to track those progress indicators (Phase Three: Prototype) and co-creating a vision for the plans, policies and programs that will advance those indicators and outcomes will define the work of FY24. With the feedback received through visioning and engagement strategies, FY 25 - 27 will focus on Phase Four: Implement as we move forward with created plans and gain iterative feedback to adjust those plans as we analyze the success of the outcomes.

Because the Policy contains such a wide array of goals, each specific Policy Goal will likely move forward at different rates, based on resources, capacity, urgency, and prior progress. As indicated on the FY23 Policy Progress tab, there are often multiple strands of work, each at various phases of development, that support each Policy goal.

	2022						2023									2024								2025								202				2		
Policy Progress Activities	22 -	- Q2	22	- Q3	22	- Q4	1 23	3 - Q	21 2	23 -	Q2	23	- Q3	23	3 - C	24	24 -	Q1	24	- Q2	24	I - Q3	24	- Q4	25	5 - Q1	25	- Q2	25	- Q3	25	- Q4	1 2	26 - Q	1	26 - (Q2	1
CCRC Meetings																																						
Annual Board Report																																						
Phase One: Clarify																																						
Phase Two: Ideate																																						
Phase Three: Prototype																																						
Phase Four: Implement																																						
Iterative Process																																						

Community Engagement and Centering Frontline Communities

Throughout the implementation of the CCRP, community engagement, communication and centering the voices of frontline communities is central to informing how this policy will be interpreted, evaluated and implemented over time. As the District approaches mobilizing resources to advance Policy goals, it does so through centering our Racial Equity and Social Justice in Education Policy, and through the innate understanding that this Policy is not only a strategy for reducing greenhouse gas emissions, but a strategy to achieve the Board goals of advancing student achievement through eliminating the student proficiency gaps that currently exist between white students and students of color, as well as a strategy for advancing the PPS vision of the Graduate Portrait. Understanding that the climate crisis is a direct result of systems of oppression working exactly as they were designed, we understand that in order to make a meaningful impact on climate change and to best prepare our community and students for severe climatic events, we must do so through re-examining the systems that have historically worked within and intentionally center our most underserved communities in this scope of work. As the Policy as a whole moves from the stage of clarifying goals and where strands of work currently exist, to Ideating, Developing and Implementing new evaluation metrics, projects and programs, we will develop more pathways for intentionally engaging and partnering with community and staff from frontline communities to guide this work.



				Policy I	District-v	vide Implem	entatio	<u>n</u>														
				Polic	y Impler	nentation P	hases															
Phase One: Clarify/Assessment	Understand	Understand relationships, healing, history & needs, and current state Phase Three: Prototype												Co-create and refine plans, policies, and programs								
Phase Two: Ideate	Engage sta	keholders or	n potential s	olutions, vis	ion, and e	ternal conseq	uences	Phase Four	: Impleme	nt			Sy	Systemic implementation of plans, policies, programs								
Below is an anticipated timeline for addressing district-wide systemic implementation of polic								mented on a s	ite-by-site b	asis or ad h	oc. This spre	eadsheet is	to show the	approach for	r ensuring im	plementation	equiably a	across the				
district. The forthcoming public dashboard will track activities associated with measures of succe		ĭ		<u> </u>																		
	Jul Au S	O N D	Ja F M	A M Ju	Jul Au	S O N D	Ja F	M A M Ju	Jul Au S	OND	Ja F M	A M Ju	Jul Au S	OND	Ja F M	A M Ju A	Au S	0				
CLIMATE CRISIS, CLIMATE JUSTICE, AND SUSTAINABLE PRACTICES POLICY GOALS	20	23		2	024			2	025			20	26		20	27						
FY 24 ADMINISTRATIVE	23 - Q3	23 - Q4	24 - Q1	24 - Q2	24 - Q	3 24 - Q4	25 - Q	1 25 - Q2	25 - Q3	25 - Q4	26 - Q1	26 - Q2	26 - Q3	26 - Q4	27 - Q1	27 - Q2	FY28 F	Y29 FY30				
Develop Evaluation Plan																						
Create a district-wide CCRP staff advisory structure																						
Create a public-facing dashboard to track Policy progress																						
PILLAR 1: REDUCE ENVIRONMENTAL IMPACTS																						
Goal 1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.	Der	carbonizatio	n Plan																			
Goal 2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.		Waste Stan	dardization	Pilot																		
Goal 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.	Schoolyard Inventory	Visionir Plannin	ng & Master																			
Goal 4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.	SRTS Transition to	o Electric Ve	hicles																			
Goal 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.																						
PILLAR 2: IMPROVE HEALTH AND WELLNESS																						
Goal 1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.	Continued a	adoption of l	ocal, organio	c foods																		
Goal 2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.	Heat resilie	nce assessn	nent, plannir	ng, pilots																		
PILLAR 3: PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION																						
Goal 1: PPS will empower staff as allies for a healthy climate.																						
Goal 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 lusitoe, and have opportunities to practice climate solutions.	Continued i	Continued identification of standards, crosswalking to existing curriculum																				
Goal 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.	Design proo		r Learning D	Design * I	f PDAL gra	ant is received,	opportun	ity to protoype														