



2022 Climate Crisis Response Committee Application

DEADLINE: JUNE 15, 2022

Submit Your Paper Application in PDF to Aaron Presberg at apresberg@pps.net or by dropping it off at PPS headquarters located at 501 North Dixon Street, Portland OR 97210

If you prefer to submit your application online, please visit [PPS.net/CCRC](https://pps.net/CCRC).

Introduction

Earlier this year, the PPS School Board unanimously adopted one of the most aggressive school-based [climate crisis response policies](#) in the nation. Now, PPS is recruiting students and members of the Portland community to join the district's first Climate Crisis Response Committee (CCR Committee). The CCR Committee will bring together a diverse group of individuals with unique thoughts, expertise and lived experiences to ensure the District's work to cut greenhouse gas emissions in half by 2030 is realized. The impact of this policy and work will impact:

- What students learn
- How district buildings are constructed
- What kind of equipment is used to maintain schoolgrounds

Mission

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

Composition of the Committee

The CCRC is composed of no more than nine volunteer members appointed by the Board to initial staggered terms of one and two years with all subsequent terms being two years. At minimum, the majority of members (5 of 9) will identify as people of color. Two members will be current PPS students and each serve one-year terms.

Commitment

After the Committee's initial organizational meetings occur, the Committee will convene **quarterly**, assess district actions and data relating to the goals outlined in the district's Climate Policy and will report to the Board on an annual basis on the implementation and progress on the goals outlined in the Policy.

The Board will supply a template to be used by the Committee to produce a report that will be provided to the Board in written format and align to the structure and goals of the Policy.

To learn more about the Climate Crisis Response Committee, please visit [insert website] for additional information. For more information, please contact Aaron Presberg at apresberg@pps.net.

General Information

First Name: _____ Last Name: _____

Primary Phone: _____ Email: _____

What is your age?

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Under 18 | <input type="checkbox"/> 55 to 64 |
| <input type="checkbox"/> 18 to 24 | <input type="checkbox"/> 65 to 75 |
| <input type="checkbox"/> 25 to 34 | <input type="checkbox"/> Over 75 |
| <input type="checkbox"/> 35 to 44 | <input type="checkbox"/> Prefer not to disclose |
| <input type="checkbox"/> 45 to 54 | |

Which of the following describes your racial or ethnic identity? Please mark all that apply.

- | | |
|--|--|
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Hispanic/Latinx | <input type="checkbox"/> Middle Eastern/Northern African |
| <input type="checkbox"/> Asian | <input type="checkbox"/> I do not know my race |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander | <input type="checkbox"/> Prefer not to disclose |
| <input type="checkbox"/> African American or Black | |

If you prefer to describe your race or ethnicity, please do so here:

What is/are language(s) are spoken at your home? If multiple, list in order of preference.

What is your gender? Please mark all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Female | <input type="checkbox"/> Transmasculine |
| <input type="checkbox"/> Male | <input type="checkbox"/> Two spirit |
| <input type="checkbox"/> Gender expansive (e.g., non-binary, agender, gender fluid) | <input type="checkbox"/> Not sure or undecided |
| <input type="checkbox"/> Transfeminine | <input type="checkbox"/> Prefer not to disclose |

What is your highest education level attained?

- | | |
|--|---|
| <input type="checkbox"/> No schooling complete | <input type="checkbox"/> Associate's degree |
| <input type="checkbox"/> Nursery or Preschool through grade 12 | <input type="checkbox"/> Bachelor's degree |
| <input type="checkbox"/> High school graduate or equivalent | <input type="checkbox"/> Graduate degree |
| <input type="checkbox"/> Some college | <input type="checkbox"/> Prefer not to disclose |

What is your field of expertise?

Possible options include: Architecture, Education, Business, Government, Health, Sales, Planning, Environment, Lived Experience, Other, or Prefer not to disclose. Prefer to describe:

School and Geographic Information

What school(s) are you connected to? Please mark all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Abernethy (K-5) | <input type="checkbox"/> Glencoe E.S. | <input type="checkbox"/> Pioneer @ Benson |
| <input type="checkbox"/> Access @ Lane | <input type="checkbox"/> Grant H.S. at Marshall | <input type="checkbox"/> Pioneer @ Cleveland |
| <input type="checkbox"/> Access @ Vestal | <input type="checkbox"/> Grout E.S. | <input type="checkbox"/> Pioneer @ Wilson |
| <input type="checkbox"/> Ainsworth E.S. | <input type="checkbox"/> Harriet Tubman | <input type="checkbox"/> Pioneer @ Youngson |
| <input type="checkbox"/> Alameda E.S. | <input type="checkbox"/> Harrison Park K-8 | <input type="checkbox"/> Pioneer K-6 @ Holladay |
| <input type="checkbox"/> Alliance @ Benson | <input type="checkbox"/> Hayhurst E.S. | <input type="checkbox"/> PISA @ Benson |
| <input type="checkbox"/> Alliance @ Meek | <input type="checkbox"/> Hosford M.S. | <input type="checkbox"/> PDX Evening Scholars |
| <input type="checkbox"/> Arleta K-8 | <input type="checkbox"/> Ida B. Wells H.S. | <input type="checkbox"/> PPS Summer Scholars |
| <input type="checkbox"/> Astor K-8 | <input type="checkbox"/> Irvington E.S. | <input type="checkbox"/> Richmond E.S. |
| <input type="checkbox"/> Atkinson E.S. | <input type="checkbox"/> Jackson M.S. | <input type="checkbox"/> Rieke E.S. |
| <input type="checkbox"/> Beach K-5 | <input type="checkbox"/> James John E.S. | <input type="checkbox"/> Rigler E.S. |
| <input type="checkbox"/> Beaumont M.S. | <input type="checkbox"/> Jefferson H.S. | <input type="checkbox"/> Robert Gray M.S. |
| <input type="checkbox"/> Benson Polytechnic | <input type="checkbox"/> Kelly E.S. | <input type="checkbox"/> Roosevelt H.S. |
| <input type="checkbox"/> Beverly Cleary | <input type="checkbox"/> Lane M.S. | <input type="checkbox"/> Rosa Parks E.S. |
| <input type="checkbox"/> Boise-Eliot/Humboldt | <input type="checkbox"/> Laurelhurst K-8 | <input type="checkbox"/> Rose City Park |
| <input type="checkbox"/> Bridger K-8 | <input type="checkbox"/> Lee K-8 | <input type="checkbox"/> Roseway Heights M.S. |
| <input type="checkbox"/> Bridlemile E.S. | <input type="checkbox"/> Lent K-8 | <input type="checkbox"/> Sabin E.S. |
| <input type="checkbox"/> Buckman E.S. | <input type="checkbox"/> Lewis E.S. | <input type="checkbox"/> Scott E.S. |
| <input type="checkbox"/> Capitol Hill E.S. | <input type="checkbox"/> Lincoln H.S. | <input type="checkbox"/> Sellwood M.S. |
| <input type="checkbox"/> Cesar Chavez K-8 | <input type="checkbox"/> Llewellyn E.S. | <input type="checkbox"/> Sitton E.S. |
| <input type="checkbox"/> Chapman K-5 | <input type="checkbox"/> Madison H.S. | <input type="checkbox"/> Skyline K-8 |
| <input type="checkbox"/> Chief Joseph K-5 | <input type="checkbox"/> Maplewood E.S. | <input type="checkbox"/> Stephenson E.S. |
| <input type="checkbox"/> Cleveland H.S. | <input type="checkbox"/> Markham E.S. | <input type="checkbox"/> Sunnyside K-8 |
| <input type="checkbox"/> Creative Science K-8 | <input type="checkbox"/> Martin Luther King Jr | <input type="checkbox"/> Vernon K-8 |
| <input type="checkbox"/> Creston K-8 | <input type="checkbox"/> Marysville K-8 | <input type="checkbox"/> Vestal E.S. |
| <input type="checkbox"/> DaVinci Arts M.S. | <input type="checkbox"/> Metropolitan Lrn Ctr | <input type="checkbox"/> West Sylvan M.S. |
| <input type="checkbox"/> Duniway E.S. | <input type="checkbox"/> Mt Tabor M.S. | <input type="checkbox"/> Whitman E.S. |
| <input type="checkbox"/> Faubion PK-8 | <input type="checkbox"/> Ockley Green 6-8 | <input type="checkbox"/> Winterhaven K-8 |
| <input type="checkbox"/> Forest Park E.S. | <input type="checkbox"/> Odyssey | <input type="checkbox"/> Woodlawn PK-5 |
| <input type="checkbox"/> Franklin H.S. | <input type="checkbox"/> Peninsula K-5 | <input type="checkbox"/> Woodmere E.S. |
| <input type="checkbox"/> George M.S. | <input type="checkbox"/> Pioneer 5-8 | <input type="checkbox"/> Woodstock E.S. |

How are you connected to Portland Public Schools?. Please mark all that apply.

- | | |
|--|--|
| <input type="checkbox"/> I am a current/former employee of PPS | <input type="checkbox"/> I am a current/former PPS student |
| <input type="checkbox"/> I am a current/former parent/family member of a PPS student | <input type="checkbox"/> I am a community member |
| | <input type="checkbox"/> I am a community partner |

What is the geographic area that you are representing for the purposes of this committee (predominant area you are connected to a PPS school). If multiple, select the one that best fits.

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Southwest | <input type="checkbox"/> Northeast |
| <input type="checkbox"/> Southeast | <input type="checkbox"/> North |
| <input type="checkbox"/> South | <input type="checkbox"/> Outer East (East of I-205), |
| <input type="checkbox"/> Northwest | <input type="checkbox"/> Prefer not to disclose |

If you prefer to describe your geographic area, or are outside Portland:

What is your zip code for your residency? (it is understood that this may be different than the geographic area that you are representing for the purposes of this advisory body)

Additional Information

Do you understand that this is a volunteer (non-paid, non-employment) position?

Yes

No

I'm not sure

Are you able to prepare for meetings on your own time? And can you commit to regularly attend and participate in meetings and for the duration of the service term?

Yes

No

I'm not sure

PPS would like to know of any relationship you or a relative has to any organization that could benefit financially from the outcome of the matter to be considered by the Climate Crisis Response Committee. This is also known as a Conflict of Interest, and does not disqualify you.

Do you know of any potential conflicts?

Yes

No

I'm not sure

If you marked "yes" or "not sure", please describe the relationship (meaning is it you or a relative with the potential conflict), and the nature of your connection to the discussions or outcomes of the group.

Please let us know if you believe there are barriers to your participation that we can help eliminate. Examples include bus/parking passes, food at meetings, childcare, or stipends. While we may not have these options available, we are interested in planning and budgeting in the future based on needs expressed here.

Written Response

In 250 words or less, please respond to each of the following 5 prompts. Each response will be scored on a scale of 1 to 5 for a total of 20 points maximum.

1. Describe your relevant skills, knowledge, and lived experience as well as any volunteer, work, and/or educational experience that would serve the PPS Climate Crisis Response Committee ability to meet its mission of monitoring the effective implementation of the District's Climate Action Plan.
2. What excites you about the possibility of serving on the PPS Climate Crisis Response Committee?
3. If selected and appointed to serve, what would you hope to accomplish during your service on the PPS Climate Crisis Response Committee?
4. Please describe your ability to listen and consider other perspectives which may be different from your own. Describe how your ability promotes collaboration grounded on lifting voices of people and communities of color.
5. Please share examples of your experience supporting and/or advancing racial equity, social justice and/or climate justice. Refer to examples from: your school, work, community, family, etc.