

Part One: Introduction

Context

In March 2022, the PPS Board of Education (the Board) unanimously adopted the [Climate Crisis Response, Climate Justice, and Sustainable Practices Policy](#) (the Policy). This Policy commits Portland Public Schools to immediately mobilize resources to reduce its impact on climate change. In addition to responsibility for reducing and eventually eliminating district greenhouse gas emissions, the Policy includes a commitment to center frontline communities in building resources for climate resilience, developing a climate justice education, and working with students, parents, teachers, staff, and community partners as leaders in climate solutions.

While this policy is the first of its kind for a public school district, climate action is not new to PPS. However, there is a strong sense of concern and doubt within the community and internally across the district that the activities in the policy are happening and progressing at a reasonable rate. Therefore, the first foundational year of Policy implementation (FY23) was characterized by 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 harmfully impacted by climate change, and identify the gaps in tracking programs and accessibility to participation. The outcome of this scope of work resulted in the [2022-2023 CCRP Annual Report to the Board](#) which presented a narrative overview of activities that advanced each policy pillar objective, along with a series of recommendations to leadership to effectively systematize the CCRP goals and values including:

- Advance Coordinated and Effective Leadership
- Inclusive, Collaborative, and Data-Driven Decision Making
- Strategic Allocation of Resources

FY24 Foundational Policy Activities

Despite a challenging year, PPS has made meaningful progress and built foundational structures to advance each of the recommendations presented to leadership last year. The Portlance Clean Energy Funds Strategic Allocation (\$17M for energy efficient infrastructure and \$3M for student-led projects over 5 years) provided a tangible path of collaboration, planning and action to give the community hope in the face of budget cuts. The following activities advance the foundational infrastructure necessary for long-term systems change, and elevate student and community voice in defining how we mobilize these additional resources. Due to district-wide delays and challenges, many of these scopes were intended to be complete by June 2024, and will now be fully completed by October 2024.

Coordinated and Effective Leadership

Building off of the work from FY23, the primary goal of FY24 was to capture the activities across the district that advance the Policy. The Climate Justice department developed the Climate Crisis Staff Advisory Group composed of over 40 project managers from departments

across the district to provide a comprehensive update of activities related to the Policy. This information was used to create the foundation of the [Climate Crisis Response Policy Envisio Dashboard](#). This pilot year has created the framework for mobilizing a district-wide approach to sharing updates on activities and metrics related to the Policy to better communicate to our community our accountability to justice-centered climate action.

Inclusive, Collaborative, and Data-Driven Decision Making

One of the biggest challenges with the Policy is that only the Greenhouse Gas emission reduction goals have specific, time bound and measurable targets. Other Policy goals and objectives are varied in specificity and vague (Ex: minimize waste). To advance policy accountability and transparency in updating the community on Policy progress, the Climate Justice department contracted with evaluation group, ECONorthwest, to research best practices and meet with stakeholders to define Key Performance Indicators and target outcomes for each Policy objective. In addition, ECONorthwest has also created a survey question bank of high quality questions that can be included in future surveys to gather data on Policy objectives we currently do not have the means of tracking, as well as identifying questions in existing District surveys that could inform Policy scopes. The outcomes of this process will be available in Fall, 2024.

This Spring, the Climate Justice department partnered with the Innovation Studio to launch a community-centered Design Team to Co-Create Pathways for Student Leadership in Climate Action at PPS. This Design Team will wrap up its recommendations by June 26, 2024, and by Fall 2024 this work will be translated into a series of best practices to support our most underserved students and community members to thrive despite a changing climate.

Strategic Advocacy and Allocation of Resources

PPS is working in partnership with PAE, New Building Institute, and Oh! Planning and Design to finalize a Decarbonization Roadmap that will create a prioritization matrix for capital projects that will allow PPS to meet our GHG goals while prioritizing frontline communities, equity and health. This deliverable will be complete by the end of September, 2024.

PPS is working with Green Schools National Network to develop a Climate Justice Curriculum Roadmap that will highlight where students already encounter climate justice teaching and learning across their K-12 experience and provide a series of recommendations that can deepen student and teacher engagement with adopted curriculum through a climate justice lens. This scope will be complete by October, 2024.

Part Two: Highlights of Accomplishments

Pillar One: Reduce Environmental Impacts and Costs

Brief overview: In terms of reducing environmental impact and costs, we will prioritize investments that achieve the greatest emissions reduction. As we work to meet these climate and sustainability goals and targets, we will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are cost

competitive over time, and available technology exists.

Designing and constructing new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable is a top priority, as is maximizing reductions in greenhouse gas emissions from district operations, maintenance, and facilities management. Additionally, our goal is to 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.

Transportation is a major priority as well, with our goal being to minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. Creating long-lasting alternative transportation options is also a key component under the transportation umbrella.

Finally, a reduction in the demand for new materials and resources is critical for the future, and we will focus on procuring materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

Metrics to Highlight:

- # of LEED certified buildings - 10 buildings
- Electrified Leaf Blowers progress - 19 leaf blowers total. 10 gas, 9 electric.
- Safe Routes to Schools
 - 99 SRTS one-off events were participated in over the 23-24 school year.
 - 72 total programs participated in throughout all the schools.
- # of schools with kitchen composting - All schools collect food scraps since 2019.

Narrative of Celebrations:

Decarbonization Roadmap

- The team has conducted 5 in person engagement sessions at various high schools and 1 virtual session to create awareness of the project and solicit input on community priorities
- The team met with representatives from OSM, Planning and Real estate, Climate Justice, and Maintenance to create awareness of the project and solicit input on PPS stakeholder priorities
- The team is currently calculating the carbon reduction of up to 15 efficiency measures for each of 101 sites based on the unique existing conditions of each site.
- The team is currently creating a prioritization tool to include health and equity impacts in project decision making. The prioritization is directly informed by the community and stakeholder input.

Transportation:

PPS currently has 3 small buses on route in the district with 4 more in the middle of the build process. We were just given another round of grant funding through PGE's Electric School Bus

Fund. This is for another 4 buses and funds the amount above and beyond our traditional bus costs. This will be a total of 11 small electric buses for the district when everything is complete. Our contractor First Student was one of the awardees of the Round 2 funding through the EPA as well. They are in the planning stages of what will eventually be 17 full size buses servicing PPS students. All totalled, PPS will have 28 electric buses servicing both general education and special education students alike. If all goes well, expect these buses to be delivered and in operation sometime within the 2025/2026 school year.

Minimize waste:

The Sustainability & Climate Team expanded the implementation of sensor technology to all waste containers (garbage, recycling, food waste) during FY 23-24. Sensor technology allows for data-based problem solving focused on 'right sizing' waste service frequency, 'right sizing' waste container size, and increases efficient communication between Custodians and the waste service provider. 'Right sizing' efforts decrease utility costs, reduce waste truck trips to and from schools, which decrease GHG emissions, and provide more robust data we can use to inform engagement campaigns to increase the District's diversion rate.

Pillar Two:

Brief Overview:

Climate change disproportionately impacts the vulnerable members of our communities. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

In order to achieve this, we will address climate-based impacts on health, safety, and wellness of PPS students and employees as well as supporting frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

Metrics to Highlight:

- RESJ food/community gardens engagement/sites? (NAYA-LIdia)
- % of local food purchased

Narrative of Celebrations:

Green Schoolyards:

The Sustainability & Climate Team completed a data inventory of our school grounds, all 29,000,000 square feet of it! This new resource allows staff to have a baseline database of exterior assets such as areas of pervious vs. impervious surface, tree canopy, vegetation and gardens, stormwater management facilities and so much more. This grounds database will track improvements and progress towards removing asphalt, increasing greenspace, and other exterior physical improvements.

Throughout the year we have also been on the lookout for examples of climate justice in PPS classrooms. We are delighted to celebrate the four PPS schools that received Farm to Community Non-Profit/School grants from the Oregon Department of Education for expanding their garden programs. These programs highlight the intersectionality we strive for in climate justice at PPS from enhancing physical and linguistic accessibility, to integrating education opportunities into the lunchroom, to providing culturally relevant ways to engage with the outdoors to learning climate resiliency skills like growing food.

Rose City Elem, Portland

Awarded: \$14,967 (470 students)

Since 2020, the Rose City Park (RCP) school community has established and maintained a school garden that is thoughtfully integrated into the school's curriculum and programs. Grow Portland's monthly garden education program has become an integral part of the school day and now—as home to Oregon's only Vietnamese Dual Language Immersion elementary school—RCP wants to extend the garden into the lunchroom to foster deeper understanding of Vietnamese culture and language through food. With this grant, the RCP community and partners will kick off a monthly tasting event in the school cafeteria using produce grown in the garden while also working with a Vietnamese-American farmer and local Vietnamese-American chefs to bring culturally relevant produce and cuisine to students. This program will create much-needed representation in the lunchroom, foster a sense of belonging, and nurture a love for nutritious foods as students grow produce and take part in the tasting experience together.

Sitton Elem, Portland

Awarded: \$5,306 (345 students)

Sitton Elementary School aims to provide school garden-to-classroom experiences for all of their pre-K - 5th graders. They have had one year of successfully growing vegetables, fruits, and herbs in a 100'x30' garden space at the school and have successfully gotten every class out for a garden lesson two to three times. This grant would provide seating, more tools, and better ADA accessibility for garden lessons, supplies to cook the produce in-class, and field trips for one grade level to visit a large, educational farm for a lesson there. The garden will serve as a point of connection for the many diverse groups in their neighborhood that comprise their Sitton community.

Woodstock School, Portland

Awarded: \$15,000 (450 students)

The Woodstock School will partner with Grow Portland to teach monthly garden-and-food-based lessons to 450 students. The teachers and community have built a beautiful school garden over the last 6 years, and 10 teachers teach in the garden, but hiring a professional garden education through Grow Portland will result in double the number of students learning in the garden. This expansion will include the 5 Chinese Mandarin immersion classrooms to also utilize the garden fully, highlight culturally relevant plants and culinary traditions. All students will be able to taste garden produce in the cafeteria in coordination with Nutrition Services and engage in community service through harvesting for a neighborhood food pantry. With this funding they will ensure that all students will have equitable access to a high-quality garden education that is inclusive, culturally responsive, and hands-on.

Kairos PDX

Awarded: \$14,783 (247 students)

This project supports KairosPDX Student Leaders and their families to gain experience and knowledge in planting, harvesting, and cooking healthy foods. Their community, which consists of a majority of Black families, comes from a variety of backgrounds with some living in food deserts and many facing systemic racial barriers to education as well as access to farmland and fresh food. In order to support their community learning about Black-led food systems and the possibilities therein, KairosPDX will offer education and hands-on instruction that demystifies the process of growing food to students and families.

PPS applied and was accepted to the [National Farm to School Network's School District Working Group](#). PPS Staff member Monica Fleisher will attend cohort meetings for the next 2 years. The Working Group will meet with the goal of creating a farm to school coordinator position at their school district, and will help in the creation of resources that will be shared with other school districts also trying to create a farm to school coordinator position.

Climate Resilience:

Goal 2.2.1 of the CCRP states, "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."

When considering the appropriate usage of PPS facilities during community response efforts to climate events, we prioritize the following:

- Student safety
 - Generally we do not open school buildings to the general public while students are present.
- Minimizing disruptions to learning
 - If a school can feasibly stay open for classes during a climate related weather event, we prioritize keeping the school functioning as a place for learning first and foremost before considering public shelter uses.
 - For this reason, many PPS facilities are only available for public use on weekends.
- Limits of climate resilient buildings and infrastructure at PPS including limited HVAC

We have adjusted our building design principles to promote community resiliency and provide healthcare facilities that can be opened to the public, accessed through special exterior entrances, with the ability to close off that area to the rest of the school, minimizing disruption to learning and maintaining safety expectations held by the PPS community. While we prioritize student learning first and foremost, our buildings could also serve as resiliency hubs and even shelters in the midst of a climate emergency or major disaster.

Add: Response to the ice storm and lessons learned from this climate-related event

In Progress and looking forward:

- **Improved temperature response, in alignment with the contract negotiations**

Pillar Three :

Brief overview:

We aim 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.

Success in this involves empowering staff as allies for a healthy climate as well as developing curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice and have opportunities to practice climate solutions. It also requires collaboration with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

Metrics to Highlight:

- Number of students attending district-wide summits/events on student empowerment (1000+),
- Number of schools with a School Sustainability Champion (30)

Narrative of Celebrations:

Outdoor Learning

The PPS Sustainability & Climate Team was awarded funds for the Oregon Department of Education Farm to Child Nutrition Program grant program. These funds will support garden and food education, cafeteria taste tests, and essential garden functions. The grant is \$100K and is able to fund projects through June 2025.

Empowering Students: Climate Justice Youth Advisory Overview

The PPS Climate Justice Youth Advisory (CJYA), made up of dedicated and passionate high school students from across the district, acts as thought partners in defining the Climate Justice

department's goals for climate action, student leadership, and community engagement. CJYA members were key contributors in the planning of this year's Spring Climate Summit. Each student provided input on speakers, tabling organizations, and the overall theme.

When asked about their takeaways from being a part of the CJYA this year, McDaniel student Lucy, said “[the] CJYA opened up a realm of possibilities for me. After I started participating in CJYA, I realized I was able to take other actions as having my voice heard gave me confidence to take part in new things”. CJYA members shared they gained experience in event planning, working on a team, and learned about the process of making something happen.

Empowering Students: PPS Spring Climate Summit Overview

Last month, 150+ students from 7 high schools across the district gathered at the Redd Building on Salmon Street for the 2nd annual PPS Spring Climate Summit! The event's goal was to connect student leaders from across the district around the power of climate action through the theme of the event: *Seeds of Change*. Students heard from keynote speaker, Oregon Representative Khanh Pham speak about environmental issues in District 46 and how to mobilize change for environmental justice in policy, specifically how students can get involved. Following an introduction to the Green New Deal for Schools by PPS Climate Justice Youth Advisory member Evie Richardson, Kat Davis (PPS Advisor for Climate Justice) shared about the PPS Climate Crisis Response Policy (check out <https://www.pps.net/climatejustice> to learn more).

PPS Climate Justice Youth Advisory member Eesa Taylor, introduced representatives from Portland Clean Energy Fund (PCEF) who talked about the funds awarded to PPS that will be distributed to every middle and high school in the amount of \$15,000, each year for five years.

During the session portions of the event, students mingled with 20+ environmental advocacy and community organizations to learn more about their work and get inspiration for practicable, school-based climate projects funded by PCEF. In addition to tabling with organizations, every student participated in a project management workshop created by Ari Ettinger (PPS Climate Resiliency Manager) and Jesse Nienow-Macke (PPS AmeriCorps Climate Justice Project Coordinator). This workshop taught students the basics of how to run a project from start to finish. Special guest, Elizabeth Doerr, led students through an activity designed to help individuals identify the type of climate action that works for them.

Building off of this year's summit successes, our partnership with the CJYA, and constructive feedback offered by summit attendees, we will continue to strive to foster collaboration around climate action that is authentic and accountable to the expressed needs and perspectives of our frontline students.

Empowering Students: District Student Council Summit

The District Student Council held their annual Student Summit at the Oregon Museum of Science and Industry (OMSI). This summit yielded over 100+ PPS high school students from the 9 comprehensive high schools, to learn and discuss student interests and perspectives around the impacts and resources within their school district. Amongst the various work sessions, the students learned and discussed Climate Justice advocacy, state and local advocacy, Title IX, Mental Health resources, and PPS Org structure. They also had the opportunity to participate in a Q&A with district leaders.

Climate Justice Education: SAGE climate fairs overview / classroom presentations

PPS worked with local organization, SAGE (Senior Advocates for Generational Equity) Vision 2030 Team, to host two Climate Solutions Fairs, one at Roseway Heights Middle School and the other at Harriet Tubman Middle School. The Vision 2030 team believes that local, place-based education is a cornerstone to inspire and engage students to solve complex problems like climate change.

Harriet Tubman Middle School opted in for an optional, pre-fair, all-grades interactive lesson on Climate Solutions and Justice, in which 400+ students learned about climate solutions and justice in the Portland area, followed by a hands-on activity in designing a more climate-friendly and equitable school. At the fairs students learned about important local organizations and sustainability practices that help to mitigate climate change impacts and build community resilience in Portland. PPS Climate Justice and Sustainability teams created an interactive exhibit for the fairs in which students were invited to design hypothetical climate projects for their schools. The fairs reached over 1000 students in which, according to their project suggestions, food quality & sourcing, schoolyards design & accessibility, and consumption (recycling and waste services) were of greatest concern.

Empowering Teachers and Staff as Allies in Climate Action: Sustainability Champions Overview: Ari/Hannah

Eco Schools Network in elementary schools

Part Three: Conclusion (Kat)