

Agenda

1. 4:00 pm - Introductions (5 minutes)
2. 4:05 pm - Staff Updates (none)
3. 4:05 pm - Items / Policies for Discussion (1 hour 45 minutes)
 - 3.(a) 4:05 pm - Climate Crisis Response (Aaron Presberg, Shanice Clarke) (60 minutes)
 - Discussion about newest draft, public engagement timeline
 - 3.(b) 5:20 pm - Review of policy work in the pipeline (Mary Kane) (30 minutes)
4. 5:50 pm - Policies in Public Comment Period (None)
5. 5:50 pm - Public Comment (10 minutes) 5 *Two-Minute slots*
**To sign-up for public comment*
email PublicComment@pps.net or
call Kara Bradshaw at 503-916-3906.
6. 6:00 pm - Adjourn

Tracked changes version

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~~ environmental justice.

Climate change will disproportionately impact 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 environment by using 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 efforts that have the largest environmental return on investment for immediate action, 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 and require major changes in infrastructure can be implemented over the longer term.

Our two overarching ~~objectives~~ goals are:

Emissions Reduction and Resilience: 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 2050. ~~while making the district~~ PPS systems more resilient to environmental impacts that are now unavoidable.

~~To begin this process,~~ For the sake of emissions tracking, PPS will use a 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 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.

Engagement, Resilience, and Wellness Preparedness: ~~The d~~ District will take steps to prepare schools for the effects of climate change; All PPS will ensure ~~provide~~ staff and students will have opportunities to learn about and engage in climate solutions, climate ~~resilience,~~ change preparedness & adaptation, and climate justice practices.

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 and ~~objectives~~.

Pillar 1: Reduce Environmental Impact and Costs

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

1. 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 and minimize the indirect 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 are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resilience to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.
8. Include infrastructure to support sustainable practices in school nutrition programs.

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

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

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

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

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation. The District will:

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.
3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.
5. Enforce the "no idling" policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions. Purchase products, where possible, based on long-term environmental and operating costs.
2. Include ecological and resulting social costs in large, centralized purchasing decisions.
3. Work with purchasing networks to incorporate environmental concerns and environmentally preferable product recommendations into their purchasing decisions.
4. Reduce paper copying by transitioning to increased electronic communication.
5. Where feasible, divest banking investments from fossil fuel industries.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. 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. Work with USDA to advocate for nutrition programs to be **sourced from regenerative agriculture practices** ~~less carbon-intensive~~.

Goal 2.2: PPS will empower frontline communities to build resilience from climate change induced stresses and support preparation for and recover from these events. The District will:

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, **landslides, wildfires,** and flooding.
3. Incorporate climate justice **priorities** and climate-**resiliencey design-efforts into inform long-term facility capital-**planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
4. Host climate related emergency preparedness events for students, staff, teachers, and families.

Pillar 3: Provide Effective Environmental and Sustainability Education

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

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a **program to have a sustainability liaison in every school.** ~~School Sustainability Network for school-based staff.~~
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. The District will:

1. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
2. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
3. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
4. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
5. Support partner organizations that provide hands-on, place-based, experiential climate education for students.

Goal 3.4: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
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Policy Committee 2020-2021: Summary of Policy Work and Contemplated Next Steps

Board Members

Dr. Rita Moore - Committee Chair

Scott Bailey

Julia Brim-Edwards

Eilidh Lowery

District Student Council Representatives

Oscar Calvert

Jackson Weinberg

The Board Policy Committee met approximately every three weeks from July 13, 2020, through June 28, 2021. In September, the Committee discussed priorities for agenda items and created a planning worksheet to track the progress of discussion, meeting dates, and final adoption.

[2021 Policy Committee Planning Worksheet](#)

The Committee reviewed and gave feedback to a staff-initiated [User Guide to Writing Policies](#), which includes an [RESJ lens tool](#), and a [Student and Community Engagement Project Planning Worksheet](#).

Policies Referred to Board and Adopted/Revised

The Committee brought forward 10 revised or new policies, and three rescissions, to the full Board, which were all adopted. They are as follows:

- Non-Discrimination/Anti-Harassment 1.80.020-P
- Anti-Racist and Anti-Oppression Learning Communities 2.10.015-P
- Student Suicide Prevention 4.30.050-P
- Student Anti-Harassment and Teen Dating Violence 4.30.060-P
- Formal Public Complaints 4.50.032-P
- Workplace Harassment 5.10.060-P
- Professional Conduct between Adults and Students 5.10.064-P
- Comprehensive Health Education 6.40.013-P
- Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P
- Responsible Technology Use 8.60.040- P

Policies in Progress

- **Climate Crisis Response:** The Committee is expected to finalize policy language in the June 28 meeting so that the policy is in a form with which to engage the community for feedback in the Fall of 2021.
- **Parent Groups and The Schools Policy 7.10.020-P:** This policy addresses the roles parent groups play in supporting schools and the Fund for PPS and was brought forward when discussions of revision of the District Foundation Policy began. Staff believes the equity concerns around school fundraising are better addressed in this policy and intends to conduct stakeholder engagement this summer and into the Fall to better understand the issues to be addressed.
- **District Foundation Policy 7.10.030-P:** This policy was revised to better align with the current governance structure of the Fund and to reflect best practices in the relationship between the District and its foundation.
- **Indemnification of Employees:** Staff will bring back information responsive to Board member questions and, as applicable, changes to the draft language for Committee consideration in the 2021-22 year.

Policies on Pause

Some policies were introduced or contemplated during the last year but a number of factors caused them to be put on pause. The 2021-2022 committee may want to revisit them to determine the next steps necessary to put them back on the committee's agenda. They are:

- **The Student Enrollment and Transfer 4.10.051-P and Student Assignment to Neighborhood Schools 4.10.045-P**
These policies were brought to the Committee for review in late 2019 but were tabled so that staff could focus its energy on the Southeast Guiding Coalition work. Director Moore suggests that the current policies may be appropriate as guidelines once a system of regular boundary/feeder pattern adjustments to respond in a timely manner to shifting enrollment patterns, although staff and the Board should apply the RESJ lens to the current language in order to avoid unintended consequences. These policies will not, however, be workable in the context of the SEGC enrollment balancing process or any of the other similar efforts being contemplated for the next few years, since they would require a timeframe for implementation, especially of boundary changes, that would span many years. The Board should consider suspending these policies and developing guidelines by resolution for a more rapid implementation of recommended changes coming out of the impending enrollment balancing processes.
- **Ethics X.XX.XXX-P**
This policy was developed to complement the Conflict of Interest: Nepotism policy, 5.10.065-P, already in place. Staff has prepared some draft language, but

this work was largely paused while Board protocols and ethics statements were discussed. Staff and Director Moore recommend that it remain on the Committee work plan for 2021-22.

- **Student Conduct and Discipline 4.30.010-P**
This policy was put before the full Board in 2020 but PAT asked to bargain certain provisions. This policy and the Student Rights and Responsibilities Handbook are subjects of a process that will begin in late summer. Once bargaining is completed, the policy will need to be reviewed to determine whether additional changes need to be made to conform with any agreement.
- **Student Representative Duties 1.20.012-P**
Revisions to the policy began in early 2021, but work was paused when it became clear that a firmer understanding of the governance structure of the District Student Council was necessary before it could be formalized in policy and a need for additional and broader student engagement.
- **OSBA proposed revisions/Updating and rescinding policies**
In 2019, PPS requested OSBA staff review the District's policies and administrative directives and to provide the District with recommendations for revisions and rescissions of policies. OSBA began its review of the District's Community and Business policies. Its recommendations were then reviewed by District staff, but more pressing policy work caused this work to be paused. Staff recommends resuming in 2021-22 the work of updating and rescinding out-of-date policies and conforming language, where needed, to OSBA policies. Director Moore recommends that the next Policy Committee and, ultimately, the full Board consider the broader recommendation from OSBA review (which aligns with the framework recommended by the Council of the Great City Schools) that the policy manual should be sufficiently comprehensive, but also parsimonious.