

Climate Crisis Response Committee

ANNUAL REPORT TO THE PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

JUNE 11, 2024

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

Barbi Alexander

Isaac Barrow

Jane Comeault

Charity Fain (Chair)

Angela Long

Tess Nestel

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Executive Summary

In the Fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop ground breaking 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). 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. 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.

The Committee notes three main areas advancing the Policy this fiscal year:

- First, staff made significant progress on a Project Management Dashboard to track policy implementation.
- Second, an Evaluation Plan by ECONorthwest to identify KPIs for tracking the goals and targets of the Policy within the Project Management Dashboard is nearing completion.
- Finally, a Decarbonization Plan led by PAE consultants is underway.

In brief, the Committee feels that PPS is making genuine efforts to implement the Policy. While progress towards evaluation, planning, and implementation has been made, the current pace, rate and scale is not likely sufficient to meet the Policy's goals. This is especially concerning since we reported the same issue last year. We acknowledge that disruptions in the school year impacted workflow, 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. 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 Committee has four recommendations to share:

- 1. Make Dashboard publicly available on the PPS website by Fall 2024 to enhance transparency and community engagement.**
- 2. Add fundraising and project management staff to increase capacity for Policy implementation.**
- 3. Pursue additional funding sources more aggressively to enable more rapid implementation of the Policy.**
- 4. More effectively reach students about climate related opportunities and evidence of PPS efforts to address climate change, while expanding the pre-existing pathways for students to get involved.**

Introduction

In the fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop ground breaking 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). The Policy includes a requirement for a Climate Crisis Response Committee (the Committee) of up to nine persons.

The Committee's mission, outlined in its Charter¹, 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.

The Committee is required to meet quarterly at a minimum; to ensure the above tasks are met; the Committee met nine times between August 2023 and June 2024. Agenda items during these meetings included an orientation, and information or updates about policy implementation, data tracking and evaluation, student engagement, and grants and budget issues.

¹ Attached in Appendix B

Committee Public [Meetings](#) 2023-24

August 21, 2023 Orientation

September 21, 2023

November 9, 2023

February 1, 2024

March 14, 2024

April 4, 2024

May 9, 2024

May 23, 2024

June 6, 2024

Assessment of Progress in 2023-24

This assessment is organized according to the Committee's three areas of responsibility under its Charter: Reports and Data, Status and Implementation, and Findings and Recommendations.

1. Reports and Data

The Committee is aware of three major projects underway that relate to reports and data: Project Management Dashboard, Evaluation Plan, and a Decarbonization Plan.

A. Project Management Dashboard

One of the earliest priorities identified by the Committee in 2022 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. It could also serve as a mechanism to inform the community about progress on the Policy.

A draft dashboard was developed in 2022-23, and one of the Committee's main recommendations last year was to continue using and developing the dashboard and provide more information in specific areas. The Committee reviewed the latest version of the Dashboard at our May 9, 2024 meeting and were impressed by its development. There remains a need for a way to ensure that the impact of policy implementation on frontline communities is at the forefront of consideration and there may be an opportunity to embed that in the Dashboard.

We believe the Dashboard will be a critical tool in PPS' management of Policy implementation and will also significantly enhance transparency. The Committee looks forward to its launch in Fall of 2024.

B. Evaluation Plan

PPS hired ECONorthwest in February 2023 to develop an evaluation plan for the Policy. ECONorthwest attended the May 9, 2024 Committee meeting to share progress on the Key Performance Indicators (KPIs) and Targets that it helped PPS staff to develop. The KPIs and Targets are a main component of the Dashboard and were presented together with the tool. The KPIs and Targets were mostly complete and mostly met the Committee's expectations. We look forward to the KPIs and Targets being made public, as integrated within the Project Management Dashboard, this fall.

C. Decarbonization Plan

PPS hired a team of consultants led by PAE to develop a Decarbonization Plan for the District. The Decarbonization Plan will provide a roadmap to the Policy's greenhouse gas reduction goals: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-19 school year baseline, and reach net zero by 2040. The consulting team attended the September 21, 2023 Committee meeting and provided an overview of their community engagement plan to which we provided input. The Committee fully supports the development of a Decarbonization Plan and looks forward to an update on it in Fall of 2024.

2. Status and Implementation

The Committee believes that progress towards achieving the Policy's goals is being made. The exact status of Policy implementation will remain unclear until a new greenhouse gas inventory is completed and the Dashboard is fully populated with data. Our sense is that some momentum has been built since the first year of the Policy adoption, but the pace is still inadequate to successfully achieve the goals of the Policy. Highlights of implementation efforts that we are aware of are outlined below.

A. Staffing

The Climate Justice team expanded adding two Americorps hires (three in total) compared to one in the 2022-23 school year. The goals of the Policy will be met with support from the entire organization, and we reiterate our call to PPS leadership to continue to explicitly support the work of the Policy by continuing to reinforce its

importance and allocating the necessary resources. We wrote and testified to the Board about this need during the recent budget process. Increasing staff capacity is critical to the success of this policy. Specifically, **PPS needs more staff capacity to secure grants or other external funding mechanisms for implementing the Policy and to manage the numerous projects necessary to meet its goals and targets.** Both crucial roles for the policy to become reality.

B. Student Engagement

The Committee is aware of three major avenues for student engagement on climate action:

i. Youth Climate Summit

The PPS Youth Climate Summit was held on May 22, 2024. Committee members volunteered at last year's Summit and based on that experience, fully support it as an annual event.

ii. Student Climate Action Design Team

Students were part of a design team in collaboration with PPS staff, community members and educators to create a plan that outlines pathways and supports for students to take action on climate justice in PPS. This is a relatively small opportunity for student engagement now that will hopefully result in a great deal of student engagement in the future.

iii. Climate Crisis Response Committee

As dictated by the Committee Charter, two of the nine Committee members must be students. The 2023-24 student representatives were active contributors and the Committee added a standing agenda item to better facilitate input from student representatives. Specific recommendations from PPS students collected by the student representatives is included in the Committee Oversight section below.

C. Funding Mechanisms

The Committee acknowledges the exceptionally restrictive budget environment of the upcoming fiscal year. Public schools across Oregon, including PPS, are dramatically underfunded. At the same time we strongly believe in the critical need for full and timely implementation of the Policy, and therefore the need to maintain staff and other resources necessary to be successful. In addition to regular sources of funding for public schools, PPS must become better adept in seizing grant opportunities from other levels of government and any other avenues for which it qualifies.

The Committee recognizes progress in this area and is aware of a couple of wins in 2023-24:

PPS began operating its first two all-electric school buses in 2023 thanks to partial funding support from Pacific Power and Portland General Electric

PPS was awarded more than \$16 million for physical improvements to reduce greenhouse gas emissions and improve climate resiliency in buildings, transportation and schoolyards and \$3 million for student-led initiatives over the next five years by the Portland Clean Energy Fund (PCEF). These funds became critical to successfully negotiating an agreement with the Portland Association of Teachers, for whom classroom safety and comfort was a key bargaining issue (heating and cooling).

Still, more grant opportunities are available and should be pursued. Admittedly grant applications take time and effort; the Committee has knowledge and experience in this area and is willing and able to support these efforts. **We recommend pursuing grants and other external funding mechanisms more aggressively.** We have mentioned adding project management staff above in section 2A of this report because we see a direct correlation between increased staff capacity and the ability to secure grant dollars that become missed opportunities without capacity to complete the required applications.

D. Committee Oversight Efforts

In addition to attending and contributing to regular Committee meetings, a few special projects were undertaken, or need to be improved, in the areas of student leadership, advocacy and recruitment.

i. Student Leadership

The 2023-24 student representatives, Tess Nestel and Diego Romero, have been exceptionally valuable members of the Committee. One initiative they undertook was a survey compiling student input about PPS climate action. Their results are summarized below.

Summary of the CCRC Student Reports for the CCRC Annual Report

As student representatives, we surveyed 30 high school students at a District leadership conference including representatives from all high schools in the district, and compiled some general student attitudes towards climate action from our experiences among our peers. We hope that the concerns and experiences of students remain a central focus in the implementation of PPS climate policy.

From the survey, students reported that climate change is a very pressing issue in their lives. In particular, they reported on how climate change affects their daily life at school, citing examples ranging from dealing with uncomfortable classroom temperatures to missing school entirely due to snow days. With the ever increasing impact of climate change on student's lives and the influx of unsettling information about climate change, these issues can seem daunting to students. In addition to this, for the students who are looking to get involved, students can oftentimes struggle with where to start and where to find climate related opportunities. To help address these issues, we see it as essential to **find more ways to reach students about climate related opportunities and what PPS is doing to address climate change, while expanding the pre-existing pathways for students to get involved**. Not only are students ready to engage with climate advocacy, they are also bringing their own ideas as well. In the survey, students offered ideas ranging from creating more school gardens to remodeling buildings and implementing more effective and energy efficient AC systems.

ii. Advocacy

The Committee advocated for advancement of the Policy in several ways through the year:

- Met with School Board members in support of the Decarbonization Roadmap contract in August 2023.
- Testified at a Portland City Council meeting on September 20, 2023 in support of the Portland Clean Energy Fund Climate Investment Plan's proposed allocation of funding for climate based improvements to Portland schools.
- Signed on to a MESD Letter of Intent in May 2024 advocating for Portland-area schools to receive additional PCEF funding.
- Wrote a letter and provided testimony to the Board in March-April 2024 to advocate during the 2024-25 budget process for funding additional project management and grant writing staff to help implement the Policy.

iii. Recruitment

A systematic process to recruit new Committee members must be put in place. Last year student members had a late start due to recruitment issues and did not join until November 2023. This is the first year that new community members will be recruited to the Committee and as of May 2024 the Committee is not aware of

a process underway for either students or other community members. The lack of a systematic process makes it difficult for existing Committee members to assist with recruitment of new members.

3. Findings & Recommendations

The Committee made three recommendations in last year's annual report². They are listed below with our observations of progress achieved in 2023-24:

- Continue using and developing the dashboard and provide more information in specific areas.
 - Significant progress was made and the Dashboard should be made public on the PPS website in Fall 2024.
- Augment organizational leadership and development, and accelerate the pace of implementation
 - The addition of two Americorps members was helpful to the Climate Justice team. The pace of implementation seems to be improved but remains inadequate.
- Enhance transparency
 - The PPS Climate Justice and Energy and Sustainability website is significantly improved from last year. The dashboard including KPIs and Targets should be added as soon as possible. Also, dates and headings for Committee meeting YouTube recordings should be added to the YouTube page.

2023-24 Recommendations

The Committee has four recommendations for continued advancement of the Policy:

1. Make Dashboard publicly available on the PPS website by Fall 2024 to enhance transparency and community engagement.

² Full report is available at:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/5910/CCRC%202023%20Annual%20Report.pdf>

2. Add fundraising and project management staff to increase capacity for Policy implementation.
3. Pursue additional funding sources more aggressively to enable more rapid implementation of the Policy.
4. More effectively reach students about climate related opportunities and evidence of PPS efforts to address climate change, while expanding the pre-existing pathways for students to get involved.

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.

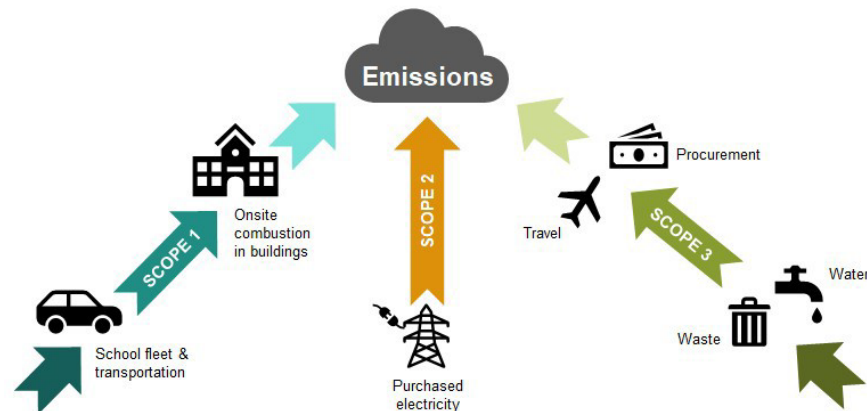
Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization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