



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

Gladstone High School

Gladstone School District

Gladstone, Oregon

March 20, 2012

Stu Evans, Principal

Bob Stewart, Superintendent

SUMMARY OF ACHIEVEMENTS
GLADSTONE HIGH SCHOOL

Submitted by Stu Evans, Principal
Gladstone School District; Gladstone, Oregon

Gladstone High's vision for establishing sustainable environmental practices starts with our wonderful students. Our students have led the way, forming a Green School Club and initiating several major changes at our school; conducting trash & energy audits, researching information about and placing water bottle filling stations, adoption of a no-idling plan and posting no-idling signs, and convincing the school board to adopt a sustainable practice board policy.

With over 90 students out of a 730-student population, the Green School Club conducted energy audits, eventually reducing our power consumption and electrical costs by approximately \$250 a month. The club spent many hours dissecting trash to determine our recycling and composting needs. As a result, Gladstone High School put specific recycling practices in place to collect and compost waste for our culinary class' herb garden. The members also remodeled our school courtyard using natural materials to build cob structures, a rainwater collection system, and a raised garden.

Green School Club representatives also extended their impact to groups off-campus. Students spoke to our local city government as well as the Oregon Sustainability Board about their ongoing work. Club members pressed the governor's office for help in finding high school curriculum on sustainability, as well as resources to help improve our sustainability practices. Gladstone's work in this area was recognized with the Governor's Sustainability Award in 2010.

Currently, the Green School Club is working to build a strong farm-to-table program that would significantly reduce the energy cost of transportation of fresh food, increase the quality we serve, and support local farmers.

Our school infrastructure has undergone major changes in recent years, much of which is the direct result of priorities identified by students. A 2006 school bond funded a full remodel of Gladstone High School that incorporated the use of materials that contained significant recycled content. This, along with extensive recycling of demolition debris, may allow us to earn gold, if not platinum, LEED certification by the summer of 2012. Despite adding 13% more square footage to our school, we were able to reduce our overall electrical consumption by 9%, and our overall natural gas consumption by 3%. A 100-kilowatt photovoltaic system has helped mitigate our remaining electrical consumption. We also installed a highly efficient digitally controlled HVAC system that provides improved air quality and temperature balance. The net result of these improvements and others is a reduction in monthly energy costs of \$1,300. Additionally, we have installed low-flow devices in 72% of the water fixtures, which have reduced our potable water usage by 30%. We also added a water-bottle filling station, which has contributed to a reduction in use of disposable plastic water bottles. In addition, our building has transitioned to 100% use of no/low-VOC, non-toxic, biodegradable cleaning products, as well as extended life, non-disposable cleaning pads and mops. We are also changing food service practices to eliminate the use of plastic water bottles and paper plates from our campus.

We are looking after our students' bodies and minds, as well. Over 20% of all students engage in 200 minutes per week of required supervised physical education activity, and an additional 10-15% engage in elective supervised physical education activity—much of it outdoors. Our district has also switched to a food distributor that provides more locally grown and organic options. A new student-run garden will provide additional produce for our cafeteria by next school year.

As Gladstone High works on these multiple fronts, we have also set our sights on exploring and developing lessons to address social equity, environmental impact and economic stewardship. One of our teachers took on this task and began a staff development project for our district. In the end, we not only saw new lessons being developed, but we also saw a growth in knowledge and practice of our staff moving from 10% to 90% understanding of sustainability. Another program developed during this time was a renewable energy course that focuses on wind, solar, hydrogen fuel cell and thermal uses of energy. The course is all about clean energy, where students use actual hands-on trainers and software programs to acquire engineering foundations and use state-of-the-art technologies for clean energy.

Our students and staff continue to increase their understanding of sustainability and use of green practices, thanks in large part to our student-leaders who have caught the vision for making our school and our world a better place. Trace Webster, a senior at Gladstone High School sums it up by saying, “Together, with my peers, teachers, and community, I learned to identify problems regarding sustainability at Gladstone High School..... I learned to solve these problems. These experiences capture the true essence of learning.”

PART I - ELIGIBILITY CERTIFICATION

Gladstone High School and Gladstone School District - Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal Mr. Stu Evans

Official School Name Gladstone High School

School Mailing Address 18800 Portland Avenue

City Gladstone State OR Zip 97027

County Clackamas State School Code Number* 1931

Telephone (503) 655-2544 Fax (503) 655-5201

Web site/URL www.gladstone.k12.or.us E-mail _____

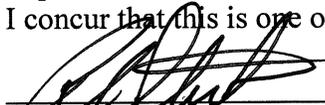
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date - March 15, 2012
(Principal's Signature)

Name of Superintendent* Mr. Robert Stewart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Gladstone School District Tel. (503) 655-2777

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date - March 15, 2012
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*



APPLICATION FORM
2012 Oregon Sustainable Schools Award
(Part 3 of 3 award documents)

This application form works together with the "Award Information" and the "Award Framework" documents.

Name of School: Gladstone High School

School Type: Public Charter Alternative Private

School District: Gladstone School District **County:** Clackamas

Grade Span at School: 9-12

Current Total Enrollment: 732 **Total Number of School Staff:** 63

For public schools: Is your school Title 1 eligible? Yes No

What percentage of the school's student body is eligible for Free and Reduced Lunch? 38.7 %

School Street Address: 18800 Portland Ave. Gladstone, OR 97027

Principal / Head of School: Stu Evans

Principal / Head of School E-mail & Phone #: evanss@gladstone.k12.or.us / 503-655-2544

Applicant Name (if different from Principal / Head of School): ---

Applicant Title: ---

Applicant E-mail and Phone #: ---

Number of permanent buildings that make up your school: 2 **Number of portable buildings:** 1

Total area of all buildings: 172,250 square feet

Please try to fill out the section for each pillar. For which pillars have you provided data?

- Pillar 1: Environmental Impact: Buildings, Grounds and Operations
- Pillar 2: School Environment Supports Healthy, Safe Students and Staff
- Pillar 3: Education for Sustainability: Environmental and Social Literacy
- Pillar 4: Social Sustainability

If your application indicates progress in Pillars 1, 2 and 3, you will be considered for Oregon's nomination to the U.S. Department of Education for Green Ribbon School Recognition. Pillar 4 only applies to the state award program.

Oregon Sustainable Schools Awards Application

PILLAR ONE: Environmental Impact - Buildings, Grounds and Operations **30 points total**

Utilize the 4 following Elements to demonstrate progress toward the goal of net zero environmental impact.

Select metrics from Award Framework Document that are relevant for your school, or provide other evidence of progress.

Element 1A: Greenhouse Gas Emissions

15 points

Quantify and describe how your school has reduced its greenhouse gas emissions since January 2006.

Energy, Greenhouse Gases and Buildings (10 points possible)

- 1) We use Lightspeed Power Manager to force power management settings on all computers in the District. The system forces the monitor to power-save after 20 minutes of inactivity and at 5:00 pm it forces any computer still on to shut off. Users are prompted before their computer shuts off and have the option to continue working. Average monthly power savings is \$435.
- 2) Overall electrical consumption at GHS dropped 9.2% from 1527029 kwh in 06-07 to 1401611 kwh in 10-11 due to energy upgrades and retrofits accomplished as part of the renovation and expansion of GHS. During the time span mentioned, the school footprint expanded by 13.1%. Upgrades include, but are not limited to - auto light sensors in all areas, energy saving settings deployed in HVAC programming for both heating and cooling cycles, off-hours/night/vacation ramp-down HVAC settings employed, ambient light access increased, variable shading to reduce cooling needs, outside air transfer managed to reduce heating/cooling demand.
- 3) Starting in 2010, GHS began participation in PGE's Clean Wind program to purchase wind power, as available, rather than GHG based power. In 2010 we offset 46,609 lbs of CO₂ and in 2011 we offset 68,413 lbs of CO₂, an increase of 46.8%.
- 4) In Sept 2011, GHS commissioned a 99.9kW PV solar system as part of a district wide solar project that will result in PV installations at all schools. To date, over the last five months, GHS has produced 20,759 kwh of electricity, valued at \$1300.
- 5) Overall natural gas consumption has declined slightly, despite the additional square footage added (13.%) as mentioned above. Usage dropped from 68,456 therms in 06-07 to 66,380 therms in 10-11, a reduction of 3.1%.
- 6) The entire facility is in the process of being re-commissioned as part of the project mentioned above, completion is expected in July 2012, or sooner.
- 7) The added footprint, mentioned above, was designed for, and is on-track to receive LEED Gold, possibly Platinum, certification. Verification and certification are in progress and expected to be completed in late Spring 2012.
- 8) During the development of the Bond that lead to the renovation work mentioned earlier, the goal of "Energy Free in Three" was established for the added footprint at GHS. The intent was that efficiencies in all phases of work would enable the school to use the same or less energy. Even with notable increase in square footage, as noted above, this has been accomplished, without even considering on-site PV generation.
- 9) Gladstone received a total of \$465,113 in project related energy cost reimbursements from BETC, SB 1149 and the Energy Trust of Oregon.

Water and Energy Efficient Products (5 points possible)

- 1) During the renovation work mentioned above, 72% of existing water fixtures were replaced with low-flow fixtures. Dual-flush toilets were installed, along with other similar upgrades throughout the school. 100% of all new fixtures in the added instructional space met similar criteria.
- 2) The school is in the process of phasing out the use, by students and staff, of plastic water bottles. The first step was the installation of a water-bottle filling station last June, which has been heavily used and the school will be installing another station within the next three months.
- 3) A bioswale was added to the school's stormwater management system which was planted with native species. In addition, the landscaping features plantings of similar species which are watered by rainwater collected from roof areas. Unused water is channeled to the bioswale.

Element 1B: Water Quality, Efficiency, and Conservation

5 points

Quantify and describe how your school has improved water quality, efficiency, and conservation since January 2006.

Water Quantity (2 points possible)

- 1) Net billed use for potable water use has declined at GHS from 1,586,508 gallons in 06-07 to 1,104,048 gallons in 09-10 (the latest year for which we have complete data) a reduction of 30.4%.
- 2) The installation of artificial turf athletic space has reduced the demand for irrigation water from on-site well water. Specific data is not available at this time.

Water Quality (2 points possible)	
<p>1) The bioswale, mentioned above, acts as a settling basin for rain/storm/other run-off water, allowing it to enter local natural drainages cleaner and more slowly than previously occurred.</p> <p>2) All filters, fixtures, taps and fountains that provide potable water are cleaned more than twice annually.</p>	
Grounds (1 point possible)	
<p>1) The bioswale is used as an outdoor learning lab for biology, environmental science and other courses.</p> <p>2) Of the 17 acres comprising the GHS campus, 59.6% is pervious space able to absorb stormwater into the ground. Only 17.5% is hard surface that drains immediately into storm drains. In addition, approximately 40% of the school roof area drains into the bioswale for delayed/prolonged release to storm drains.</p> <p>3) By design, the artificial turf athletic area has underground water storage capacity, as well as regulation valves to slow/delay release of storm water and enhance ground absorption.</p>	
Element 1C: Material Resource Management	5 points
Quantify and describe how your school has improved material resource management since January 2006.	
Waste Stream (3 points possible)	
<p>1) Since January 2006 the school has met its goal of placing a paper and cans/bottles recycling bin next to each trash can on campus.</p> <p>2) Since 2006 we have begun the recycling of 5 additional materials that we previously were not recycling: plastic cups and utensils, plastic film, food scraps, electronics, and batteries.</p> <p>3) Our technology department is committed to keeping electronics out of the waste stream; they only use reputable recyclers.</p> <p>4) The principal has given his initial okay to ban the sale of disposable plastic water bottles in the lunch room upon the installation of another water bottle filling station.</p> <p>5) Our students donate still usable school supplies at the end of the year. These supplies are redistributed to students who need them in the Fall.</p> <p>6) The kitchen staff is working with the student environmental organization to switch food service to reusable trays instead of paper plates.</p> <p>7) During renovation of the school, over 50% of all demolition residue was recycled or reused.</p>	
Specific Type of Goods (1 point possible)	
1) The school has not made computer purchases within the last two years, however 100% of all electronic devices that are no longer needed are disposed of through a certified electronics recycler.	
Cleaning Products and Practices (1 point possible)	
<p>1) The school has recently transitioned to 100% use of no/low-VOC, non-toxic, biodegradable cleaning products.</p> <p>2) In addition, the entire district has adopted extended life, non-disposable cleaning pads, mops and related materials.</p>	
Element 1D: Environmental Impacts from Transportation	5 points
Quantify and describe how your school has reduced environmental impacts from transportation since January 2006.	
Commuting (2 points possible)	
No Response	
Idling (1 point possible)	
1) The school has adopted a voluntary no-idling plan, including the posting of no-idling signs in prominent places and student research projects on the impacts of idling and the changes in idling behavior as a result of the school plan.	
Vehicles (2 points possible)	
No Response	
Total response for PILLAR ONE <u>may not exceed TWO pages</u>	

Oregon Sustainable Schools Awards Application

PILLAR TWO: School Environment Supports Healthy, Safe Students and Staff **30 points total**

Utilize the 3 following Elements to demonstrate progress toward the goal of healthy, safe students and staff.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 2A: School Environmental Health Program

15 points

Quantify and describe how your school has positively impacted environmental health for students & staff since January 2006.

Integrated Pest Management (3 points possible)

- 1) The Gladstone School Board will adopt an Integrated Pest Management policy and administrative rules in June, 2012.
- 2) All outdoor overhead facilities now have avian netting to eliminate the need for repellent baits, devices and other aversion options. This has reduced cleaning demand and associated fuel and cleaning material usage.

Indoor Air Quality (8 points possible)

- 1) Ventilation systems in all areas of the school meet/exceed existing building codes.
- 2) Additional code level ventilation systems and capacity are installed in areas such as labs and chemical storage areas.
- 3) "Economizer" devices are installed in HVAC fresh air inlets to minimize heat loss while maintaining necessary air exchange.
- 4) The school and district have an extended history of frequent and regular air quality testing/monitoring, including mold assessments.

Chemical and Toxics Management (4 points possible)

- 1) The school has 0% of its wooden structures built with wood treated with CCA or comparably toxic preservatives.
- 2) The entire district is a tobacco-free zone, per recently re-adopted district policy.
- 3) Carbon monoxide sensors are installed as part of the current HVAC system.
- 4) Prior to renovation/remodeling, the entire school was tested for radon to identify any mitigation/remediation work that might be needed. 100% of all tests in all areas of the school showed NO measurable radon.
- 5) During renovation/remodeling, all existing mercury containing devices were removed and disposed at a State approved facility. Non-mercury devices were used as replacements as well as in all newly constructed areas.
- 6) The GHS Science Dept uses current best-practice procedures for the purchase, inventory, storage, labeling, use and disposal of all laboratory chemicals. Approved disposal practices are used for any/all heavy metal residue.

Element 2B: Nutrition, Fitness and Outdoor Time for Students and Staff

10 points

Quantify and describe how your school has improved nutrition, fitness and outdoor time for students & staff since Jan 2006.

Fitness and Outdoor Time (4 points possible)

- 1) Just over 20% of all students engage in 200 minutes per week of required supervised physical education activity each year.
- 2) An additional 10-15% (depending on the year) engage in elective supervised physical education activity each year.
- 3) Based on 2010-11 data, over 40% of the GHS student body participated in one or more OSAA athletic activities. The school assertively recruits participation, maintains no-cut participation rules in nearly all sports, provides scholarships for students in need and actively solicits parent and community support to make sure as many students as possible are active and involved.
- 4) GHS PE classes spend a significant amount of time engaged in outdoor activities, contingent on the time of year and weather. The following shows the minimum outdoor PE time, by trimester: Fall - 5312 out of 14080 minutes = 37.7% outdoor time. Winter - 640 out of 11136 minutes = 5.7% outdoor time. Spring - 4672 out of 14080 minutes = 33.2% outdoor time. Overall - 10,624 out of 39296 minutes = 27% outdoor time.

Food and Nutrition (5 points possible)

- 1) The school has a student-run garden, which we expect will provide produce for student consumption next year.
- 2) The District has switched to a food distributor that provides more locally grown foods and has organic options available as well.
- 3) The Culinary Arts Program uses locally grown foods, as available, as part of their event catering activities.

Coordinated School Health (1 point possible)

- 1) The district has a fully equipped health clinic, located across the street from the high school, that focuses on making services

available to all children (birth through post-secondary), teen parents and families in the community, no matter their income, ethnicity, religion or race.

2) Similar mental health services are available at the same site, with comparable access for community members.

3) A relief nursery is available at the same site, with services for all families including teen parents, aimed at preventing and mitigating child abuse and family stress.

Element 2C: Emergency Preparedness

5 points

Quantify and describe how your school has increased emergency preparedness since January 2006.

Classrooms and Students (2 points possible)

1) Regular emergency preparedness drills take place at GHS, including earthquake, intruder, weather and fire drills.

2) All classrooms have been assessed for falling hazards, and remedies applied, as part of the renovation work done in the last several years.

Building (3 points possible)

1) The school campus is 0.6 miles from the 100-year flood plain and is not within any current tsunami inundation zones.

2) During renovation work, the building was brought up to current earthquake safety design levels and all new construction was designed to the same level of safety.

Total response for PILLAR TWO may not exceed TWO pages

Oregon Sustainable Schools Awards Application

PILLAR THREE: Education for Sustainability: Environmental and Social Literacy 35 points total

Utilize the 3 following Elements to demonstrate progress toward the goal of environmental and social literacy.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 3A: Interdisciplinary learning: Relationships between Human and Ecological Systems 15 points

Quantify and describe how your school uses interdisciplinary learning to educate about relationships between human and ecological systems.

Curriculum and Instruction (8 points possible)

- 1) Environmental Leadership focuses on decreasing the environmental footprint of our school and community through project based learning about sustainability. Ecology Projects is a project based course exploring several environmental sustainability topics. Renewable Energy is a course that teaches aspects of the various forms of renewable energy. Culinary Arts explores sustainable and local food and food service. Leadership class focuses on social sustainability through blood drives, children's hospital fund raisers, canned food drives and more. Horticulture teaches students the fundamentals of planting and growing plants. Health Occupations does a social sustainability unit on cultural awareness within the health world. Health II is focused around the Challenge Project which deals with tolerance, bullying and more social sustainability issues. Drafting has students exploring energy efficiency in buildings. Computer Technology teaches students about the environmental and social side of electronics recycling and encourages volunteering at a non-profit electronics organization. Environmental Science teaches about maintaining eco-systems through native habitat restoration. Biology and Advanced Biology teach how resource management affects food chain sustainability.
- 2) Environmental Leadership students do projects that result in changes to school systems and culture that reduce the environmental impact of the school and community. Ecology Projects students do substantive investigations of real-world environmental sustainability topics. Renewable Energy students engage in detailed, hands on projects around the engineering of renewable energy. Leadership students directly improve social sustainability in our school and community through organizing events for the good of our community like food, clothing, and blood drives. Health Occupations engages in social sustainability projects through the exploration of culture in the health world. Health II students improve social sustainability through combating bullying and nurturing tolerance directly in our school community. Students in Drafting do hands on projects around energy efficiency of buildings. Computer Technology students do investigations into the environmental and social impacts of electronics recycling. Environmental Science students do projects related to native habitat restoration.
- 3) Two raised garden-beds are used to teach the basics of gardening. A bioswale is used to study storm-water management and watersheds as well as ecosystems that include native plant species and bird populations. A greenhouse is used to teach horticulture. A local park is used to teach ecology and native/invasive species management. Outdoor School has our students actively teaching and learning local ecology. Our courtyard is used for teaching about low-impact building materials, rainwater harvesting, eco-roofs and is used for a Math in the Real World course.
- 4) 15% of students participate in extra-curricular organizations that focus on environmental or social sustainability. Green School Club works directly in the school and community to reduce our environmental impact. National Honor Society engages in social sustainability as it performs community service and completes projects for the betterment of our district and community. Gay-Straight Alliance promotes tolerance and fights prejudice. Key Club devotes its efforts to the betterment of the world through service. Art Club uses art to express important ideals aimed at improving school and community culture. Electric Car Club is physically converting a conventional vehicle into an electric car.
- 5) Recently GHS students completed an art project transforming litter into artwork. The project by the Art Club was sponsored by SOLVE as means of closing the garbage loop and showcasing efforts to clean-up streams in Clackamas County. SOLVE's Student Green Team did a clean-up of litter from Phillips Creek, a stream that flows beside the Clackamas Town Center and is surrounded by a sea of parking lots. The Art Club used the litter to make a creative representation of SOLVE's founder, former Governor Tom McCall. <http://solvgreenteam.wordpress.com/2012/02/22/gladstone-high-transforms-trash-into-treasure/>

Professional Development (4 points possible)

- 1) 30% of staff have been involved in out-of-district professional development, including the SOSI conferences and the SESI conferences as well as training in teaching renewable energy courses.
- 2) GHS staff members have participated in required bullying/ abuse awareness training, a Clackamas ESD Sustainability Consortium seminar on water and water quality and the Cloud Institute conference on sustainability education.

3) 17 staff members have participated in leading professional development opportunities for staff from other schools. The presentations have been connected with events conducted by the following organizations: OACTE in Eugene, OACTE in Sun River, NAAEE, OSBA, NWEI, Oregon Green Schools Association, SOSI, Clackamas Community College, Clackamas County Office of Sustainability, AASA (national and regional), Oregon State Board of Education, Oregon Sustainability Board, ASCD, SESI. In addition, two staff members have published articles and book chapters focused on sustainability.

Demonstration of Skills (3 points possible)

1) Students have the option of completing their required senior project in a wide range of topics and formats. A number of students have selected a Sustainability related topic, but until now we have not tracked projects by topics. Several senior projects have produced changes in practice for the school including - implementation of no-idle practices, installation of water-bottle filling stations, use of new food suppliers, pending elimination of all disposable plastic water bottles and the return to fully reusable utensils and dinnerware.

Element 3B: Use of Education for Environmental & Social Sustainability to Develop and Apply STEM Skills 10 points

Quantify and describe how your school uses education for environmental and social sustainability to develop and apply STEM skills.

STEM Content and Thinking Skills (10 points possible)

1) Several courses at GHS are aligned to environmental or social sustainability topics and/or have standards embedded within them regarding career exploration. When topics are explored, such as renewable energy resources, the careers and impact on our society dealing with renewable energy are also researched. An example of this is within our Renewable Energy course. Students study solar and wind energy resources and related careers are explored. Students who take this course have the fundamentals necessary to begin training programs for Solar and Wind Energy Technicians. In Ecological Projects, students explore water quality and the fields of Water and Waste Water Treatment Specialists.

2) GHS offers the following courses which have STEM and Sustainability components embedded in the curriculum - Renewable Energy, Environmental Leadership, Environmental Science, Ecological Projects, Engineering Technology I & II, Introduction to Culinary Arts, Introduction to Robotics, Pacific NW Geology and Computer Technology. 58% of students(431/732) have taken at least one of these courses and 20% of students(152/732) have taken two or more of the courses listed above.

Element 3C: Apply Civic Engagement Knowledge and Skills to Sustainability Issues in the Community 10 points

Quantify and describe how your school's students apply civic engagement knowledge and skills to sustainability issues in your community.

Curriculum and Instruction (6 points possible)

The Environmental Leadership class works closely with the Gladstone community. They have appeared with proposals before the City Council as well as the Gladstone School Board. Environmental Science and Ecology Projects have worked with SOLV to restore a local watershed area and creek bed as well as to remove invasive species. Our students involve themselves in civic opportunities during our annual Doernbecher Children's Hospital Fundraiser to raise funds/awareness of Childhood Cancers, Adopt-A-Family provides Christmas gifts, food, clothing and hygiene products for local families in need. The school-wide Red Cross Blood Drive is held two times a year. The student-run Community Education 101 course, sponsored by PGE, provides mini-grants for community improvement projects. There are 70 students in Leadership and National Honor Society who manage these events (approximately 10% of our student body) as well as extensive participation by the rest of the student body.

Professional Development (2 points possible)

No Response

Demonstration of Skills (2 points possible)

No Response

Total response for PILLAR THREE may not exceed TWO pages

Oregon Sustainable Schools Awards Application

PILLAR FOUR: Social Sustainability

30 points total

Utilize the 4 following Elements to demonstrate progress toward the goal of a healthy, just, sustainable school and local community.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 4A: Social Responsibility, Justice and Equity

10 points

Quantify and describe how your school is socially responsible, just and equitable.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Community Needs (4 points possible)

1) The school district intentionally considered social, economic and other demographic factors when it developed plans for the Gladstone Center for Children and Families (GCCF). This facility, currently one of a kind in Oregon, houses a dozen educational, social service, medical and community organizations that serve the needs of families in the Gladstone / Jennings Lodge area. From the very beginning, the intent of the GCCF was to serve the needs of all families and to provide access to support and services not typically available to low-income, minority or highly mobile students and their families. Students from GHS are able to serve as tutors, work as mentors and help with projects at the GCCF. Some also receive services, medical care and social/emotional support from one or more of the collaborating agencies.

Equity (6 points possible)

1) Summary analysis of school academic and athletic participation data shows comparable rates for majority and minority ethnic and racial groups. Similar comparability is seen in disciplinary referral rates.
2) GHS and the entire district are one of only a handful of districts in the state that consistently has met ELL instructional targets (AMAOs) as determined by the Oregon Department of Education.

Element 4B: Community Partnerships and Family Involvement

5 points

Quantify and describe your school's community partnerships and family involvement.

Community (2 points possible)

1) Our community education program brings community members into our school and provides opportunities for self-improvement. The program is affiliated with the District, but is self-supporting. It is open to all members of the community, regardless of age, ethnicity, race, belief or religion.
2) We partner with Clackamas Community College to provide our students with college credits and experiences while in high school at greatly reduced prices. We partnered with Sustainable Oregon Schools Initiative to hold a sustainability conference for teachers. We partnered with City Repair to create an outdoor space that demonstrates environmental sustainability in action. We partner with LaSalle High School and Gladstone Fire Department to provide food for needy, local families. We partner with Kiwanis and Rotary Club to provide deserving students with scholarships and recognition. We partnered with SOLVE to restore a local park by removing invasive species and then replanting with native species. We partner with Oregon Green Schools Association to provide our students and teachers opportunities to reduce their environmental footprint. We partner with Agri-plas to offer more recycling than our curbside hauler provides. Student and teen parents in our school have access to the WIC (Women, Infants and Children) program that offer nutritional support, new parent education and related services.

Volunteerism (2 points possible)

1) Volunteers contributed 3767 hours during the last full school year in ways such as -
Local business men and women provide mock interviews for our careers students.
Local professionals volunteering to create outdoor classroom.
Parents volunteering to run our Robotics Club.
Parents volunteering to assist in office duties.
Community members volunteering in various Environmental Leadership projects
Community members volunteering directly with our student athletes.
Parents volunteering to support athletic programs.

Communication (1 point possible)	
1) The school uses an online newspaper, school newsletter, city paper, emails from superintendent, district website postings and videos on Youtube.com to communicate with students and the community about progress toward sustainability.	
Element 4C: Diversity (socioeconomic, sexual orientation, learning styles, cultural, race/ethnic, etc.)	10 points
Quantify and describe how your school addresses diversity.	
Services and Programs (6 points possible)	
All teachers in Gladstone are highly qualified to teach his/her assigned courses, as is required by the State of Oregon and the US Department of Education. Teachers expected to provide full access to curriculum and classroom experiences for students with learning disabilities, english language learner as well students identified as talented and gifted. All courses have a TAG plan in place. All teachers participate in the development of plans that identify methods and strategies best suited to meet the needs of students in their classes with a learning disability. Professional development is offered to assist staff in implementing Proficiency Based instruction. Sheltered Instruction Observation Protocol (SIOP) training is provided for staff, especially our ELL teachers.	
Respect (4 point possible)	
1) We value cultural/ethnic/racial diversity and openly express the expectation that all students will be respected. We display posters related to bullying, tolerance and social media expectations throughout the school. We host Diversity Week every year where the entire student body is involved and those interested students can share parts of their culture, such as cooking or dance. We welcome our students to perform during assemblies to showcase traditions of their heritage. We've hosted guest speakers from the 1999 Columbine shootings to teach our students about the repercussion of intolerance. We welcome our students to perform during assemblies to showcase traditions of their heritage.	
Element 4D: Personal Behaviors and Choices	5 points
Quantify and describe how your school supports positive student behaviors and choices.	
Self Empowerment and Relationships (3 points possible)	
Gladstone High staff has been actively involved in using Positive Behavioral Interventions and Supports (PBIS) strategies for the last four years.	
Leadership and Collaboration (2 points possible)	
1) Each year GHS students put together a week of events to raise money for our local children's hospital. Student leaders develop a series of activities to raise awareness of the charitable work the hospital does, the opportunities they provide struggling families and then raise thousands of dollars to donate to the hospital. The students that put this together collaborate to lead our entire school through a dedicated week of giving.	
2) Each winter, a student-run program focuses on collecting canned food, clothing and toys for families that cannot afford them. They reach out into the community for donations and volunteers and to raise awareness about hunger and homelessness. For a few weeks in the holiday season, these students provide the entire school the opportunity to give to others in need. These themed weeks impact virtually all of our 700+ students and encourage them to make choices to help other people, and become more active citizens of their community.	
Total response for PILLAR FOUR may not exceed TWO pages	

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the

U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating

Agency: Oregon Department of Education

Name of Nominating

Authority: Mr. Ed Dennis, Deputy Superintendent

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.



Date 3/21/12

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

ED-GRS (2011-2012)

Page 2 of 2