



U.S. Department of Education Green Ribbon Schools

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

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

School and District's 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 [X] Title I [] Magnet [] Choice

Name of Principal Ms. Carrie Zimbrick
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name WILLAMINA ELEMENTARY SCHOOL
(As it should appear in the official records)

School Mailing Address 1100 OAKEN HILLS DRIVE
(If address is P.O. Box, also include street address.)

WILLAMINA OR 97396
City State Zip

County YAMHILL State School Code Number* 2255

Telephone (503) 876-2374 Fax (503) 876-4321

Web site/URL www.willamina.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.

Carrie Zimbrick Date 3/13/12
(Principal's Signature)

Name of Superintendent* Mr. Paul H. Foster MR. GUSTAVO D. FORSTER
(Specify: Ms., Miss, Mrs., Dr., (Mr), Other)

District Name* WILLAMINA SCHOOL DIST. Tel. 503 876-4525

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.

Mr. Paul H. Foster Date 3/14/12
(Superintendent's Signature)

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

WILLAMINA ELEMENTARY SCHOOL

1100 Oaken Hills Drive
Willamina, Oregon 97396
P: 503-876-2374 F: 503-876-4321

To Whom It May Concern,

Willamina Elementary is very proud to be one of the Green Ribbon nominees from Oregon. Located in a small rural town in the Willamette Valley, we are a K-6 school of about 370 students, 1 out of 4 of whom are Native American.

Sustainability is at the forefront of our approach to education. Every student at Willamina Elementary is involved with conservation in some way, learning the value of sustainability through lessons both inside and outside the classroom. All our grade levels have integrated environmental and social sustainability into the curriculum through meaningful, real-world study and experiences, such as projects in which our students create their own inventions using recycled materials.

All our students are encouraged to recycle as part of the daily routine. Every classroom has organized a recycling center for paper, drink cartons, glue sticks, and other classroom items. Our cafeteria has a recycling center that all students use to separate cartons, trash, and compostable food waste as they empty their lunch tray. Recycling drink cartons alone reduced our waste significantly; instead of filling up ten 30-gallon garbage cans everyday at lunch we fill up less than two! All students are active in the Campus Beautification Project, recycling during meal and class times and participating in the school farm, which produces many vegetables used in our food service program. Raising food on site makes conservation a hands-on project, so students are involved in every phase, from propagating and planting to harvesting.

Our Green Team of student leaders takes the lead in our conservation efforts. Led by our outstanding teacher, Cera Norwood, these students collect all the recycled materials from each classroom and get them to the proper containers in our pick-up area. They also produce a quarterly newsletter which offers recycling tips for school and home. The Green Team, along with Mrs. Norwood, also created a school conservation policy for our District, which was adopted in July of 2011. The policy's overarching goal is to reduce waste and encourage an ethic of environmental responsibility throughout the district. Some specific guidelines include electronic communication, ordering and filing; recycling paper, aluminum, glass and plastic; and purchasing products with the highest post-consumer content available.

The Willamina School District's nutrition service director has been directly involved in all of the sustainability efforts in the district, working with local vendors for food items and supplies. While many schools have turned to throw-away containers for meals, we have consciously chosen the other route, avoiding Styrofoam, plastic and products that over-package. In the past few years we have implemented, through the help of local partnerships, the Backpack Blessings program which gives food to local deserving families over the weekend.

We are committed to a healthy environment for everyone in our building. Our ventilation meets or exceeds state and local codes for CO2. We have been ahead of the curve using 100% green, plant-based cleaning products. We are committed to getting our kids exercise, averaging about 270 hours a week of school-sponsored physical activity, much of it outdoors. We also have established the Fresh Fruit and Vegetable program, which offers fresh fruit and vegetables to students daily and focuses on a "harvest of the month" to educate students about new foods.

We partner extensively with our community to promote this work. The school farm was collaboration with Yamhill County. Western Oregon Waste (WOW), the local service provider for our area, has been a major resource in our recycling efforts. WOW representatives frequently visit the school to give presentations to students and to offer ideas and advice to our Green Team and their advisor. Recently the district partnered with the Energy Trust of Oregon on a major energy overhaul, replacing windows, lighting, and heating systems with energy efficient items and methods.

Willamina Elementary has been a certified Oregon Green School from the Oregon Green Schools Association for many years now, and we recently elevated that status to Merit-level Green School with the Green Team's work in extending these efforts to our high school. Our school is the recipient of the Healthier US Schools Challenge award for excellence in nutrition and physical education. The Willamina School District was also recognized as a School Nutrition Association District of Excellence for best practices in nutrition and nutrition education.

Environmental sustainability plays a vital role in our school and in the lives of our students at Willamina Elementary. We hope to only gain momentum as we move forward on all fronts - in the classroom and in our community and world.

"When I first came to school, I needed to be reminded about recycling. Now I do it without thinking, it's just what we do." Brayden Scranton, 6th Grader



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: Willamina Elementary School

School Type: Public Charter Alternative Private

School District: Willamina School District 30J **County:** Yamhill

Grade Span at School: K-6

Current Total Enrollment: 437 **Total Number of School Staff:** 64

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? 73 %

School Street Address: 1100 Oaken Hills Drive

Principal / Head of School: Carrie Zimbrick

Principal / Head of School E-mail & Phone #: carrie.zimbrick@willamina.k12.or.us 503-876-2374

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

Applicant Title: Recycling Director/Teacher

Applicant E-mail and Phone #: cera.norwood@willamina.k12.or.us 503-876-2374

Number of permanent buildings that make up your school: 1 **Number of portable buildings:** 3

Total area of all buildings: 94000 square feet (Elementary and High School are connected)

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.

All award documents available at <http://www.sustainableschools.org/sosi/oregon-award-program>

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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)

All lighting throughout the building meets the EPA's Energy Star certification. The light bulbs are all T5/T8 and were replaced with help from the Energy Trust of Oregon. Automatic light sensors have been installed in both gymnasiums and outside each classroom. Reminders are posted to turn off lights when a room is left vacant. An energy audit is conducted at least once a year by a classroom of 5/6 graders. After that, they report their findings and create solutions and suggestions. Standard heating and cooling points are 68-70 degrees during the heating season and no higher than 75 degrees for air conditioning. We do have a programmable system as well as weekend/vacation shutdown procedures for the HVAC system. Each classroom has blinds/curtains that are closed each evening and opened during the day. Windows and doors are kept closed when heating/cooling systems are on.

100% of the buildings have been retro-commissioned since Jan 2006 with new, energy efficient lighting and new windows. 100% of the building operation staff is trained annually. They are trained in safety, system controls and blood born pathogens each year.

For energy calculation, our elementary school and high school are connected. Therefore, all of the calculations are based on the total energy usage and square footage for both buildings. I was unable to separate them. There has been a 26% reduction of Energy Use Index since January 2006. EUI in 2006 was 35 kBTU/sq.ft./year. EUI in 2011 was 26 kBTU/sq.ft./year.

We use 0% energy consumption derived from renewable resources.

Our buildings are not designed or constructed to a high performance standard. While they operate as efficiently and sustainably as possible, they are not defined by a standard.

The building was assessed with Federal Guiding Principles Checklist in Portfolio Manager through the Energy Trust of Oregon who advised us on upgrades to the building. Total energy for 2006 was 964,400 kWh (3,291.5 mmBTUs). Total energy for 2011 was 708,400 kWh (2417.77 mmBTUs) Total energy reduction was 27% from 2006 to 2011. BTUs per staff/students = 4,889,350.4 BTUs per Sq. ft = 35,006. Information from our PGE summary was used to obtain this information.

Our energy is monitored monthly. Several times a year staff members brainstorm strategies to decrease energy use that include behavior related incentives. Actual energy use is connected to the curriculum and there is a clear communication plan about actions and impacts. Our lighting and window upgrade costs were covered by Energy Trust of Oregon.

According to the carbon calculator, our GHG emissions have been reduced by 24% since 2006. 2006 GHG emissions for both the HS and elem. were 763.6 metric tons (.995 MT eCO₂/person). In 2011 GHG emissions were reduced to 583.6 metric tons (.76 MT eCO₂/person). Sources include kWh and Natural Gas therms.

Water and Energy Efficient Products (5 points possible)

We do have an energy and water efficient product procurement policy in place and it is utilized. It is run by computer. 100% of all the products purchased within the last year are Energy Star compliant. These include a hot water containment tank and T-5 lighting. We have not purchased any furniture for this building in the past two years.

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)

Our grounds/fields are watered only on a need basis during the months of June-September. We get a large amount of rainfall during the winter and spring months and the summer is mild. The soil conditions are not good, consisting of mostly clay. 100% of our irrigation water use comes from the Yamhill River. 100% of landscaped and athletic field areas utilize water-efficient and regionally appropriate materials. In the past year, we have focused on landscaping around classrooms and social areas with native plant species, rock gardens, and sitting areas.

All of our irrigation systems are located underground. They are audited and water leaks are easily identifiable when they occur. Grounds are monitored on a daily basis and action is taken when necessary.

The school district pays for its water based on the number of students enrolled in the district. We pay a flat fee and the meter at the elementary school does not work. We have water rights for irrigation to pump water directly from the Yamhill River.

This water is not metered or measured.

Water Quality (2 points possible)

Our potable water is safe for drinking. We are on city water rather than a well. Our school has not been cited with the past three years for failure to meet water standards. Our active program to control lead involves the city testing lead exposure on a monthly basis. All taps and faucets are cleaned on a daily basis to reduce possible bacterial contamination. There are very few faucet screens in the building, however, the ones we do have are cleaned at least annually. Our Stormwater Management Plan includes water draining and runoff going to a pond onsite. The pond then drains to the Yamhill River.

Grounds (1 point possible)

There is a total of 47 acres. About 43% of this area is used for social benefit and includes playgrounds. The rest of the area is for ecological benefit and contains native wildlife and plants. The later also includes a cross country running course. Roughly 80% of the 47 acres is covered by pervious surface. This includes undeveloped land, fields, gravel, school garden, etc.

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)

The only hazardous waste that is generated is computer monitors. 100% of these are recycled through Western Oregon Waste or the Federal Correction Institution.

There is 24 cubic yards per month going to the landfill. 48 cubic yards per month is recycled. 5 cubic yards is composted in the school garden site. The recycling rate is 69% based on volume. Our recycling program started in 2007, so in 2006, everything was going to the landfill. In 2006, about 700 cubic yards went to the landfill. In 2011, only 216 cubic yards went there. This is a reduction of 69%. In 2011 the rate per person was .56 cubic yrds/person. In 2006, is was 0 cubic yrds/person.

Specific Type of Goods (1 point possible)

We have not purchased any office paper within the last two years due to over-ordering three years ago. We will not have to order paper for at least another two years. The paper we do have currently is SFI Certified Fibersourcing. We have purchased 0 EPEAT certified computers in the past two years. We do have documentation and specifications for all computer/monitor donations and other electronic products that are recycled. We recycle them at the Federal Corrections Institute and Western Oregon Waste.

We do several fundraisers throughout the course of the year. These include collecting empty ink cartridges, Frito Lay chip bags, aluminum cans, plastic water bottles, glue sticks, glue bottles and Capri Sun and drink pouches. The entire school collects these items for recycling. Therefore 74% of our fundraiser dollars come from the sale/support sustainable goods and services.

Cleaning Products and Practices (1 point possible)

100% of all cleaning products are all child safe, flushable and 100% environment friendly. We do not purchase any cleaning supplies that do not fall into those categories. The custodial program is well managed for health, safety and use sustainable practices, however, they are not certified. We are interested in obtaining the certification though and will look into it.

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)

According to an all student survey, 62% of all students ride the bus on a daily basis. 7% either bike or walk to school and 25% carpool. This is a total of 94% of all students who bike, walk, ride a bus or carpool to school.

We have established, "Safe Walk and Bike Routes" to school. They have been distributed to parents and are posted in main office and on the school website. Students receive education regarding Safe Routes to School, are encouraged to participate and are encouraged to walk or bike to and from school. We have an identified contact person at the school.

According to a staff survey, 16% of the staff commutes to work on a regular basis. When the weather gets bad, the number of commuters goes up.

Idling (1 point possible)

All vehicle loading and unloading areas are at least 25 feet away from all building air intakes. We are currently in the process of contracting out our transportation services and will be using First Student. They have an anti-idling policy already in place.

Vehicles (2 points possible)

We currently do not have any electric or hybrid vehicles serving the school. A golf cart was purchased to maintain grounds rather than using a truck.

By using the carbon calculator, our GHG emissions for transportation went from 84.7 MT eCO2 in 2006 to 31.7 MT eCO2 in 2011. This is a percent reduction of 63%. 2006 = .11 MT eCO2/person 2011 = 0.04 MT eCO2/person

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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)

Pest control applications are mostly used during non-school days, such as summer vacation. When they are used, signs are posted for at least 24 hours following the application and prohibiting children onsite. The school maintains annual summaries of pesticide applications, copies of labels and MSDSs in accessible locations. The school monitors pests on an ongoing basis and they are identified before treatment. Non-chemical pest control measures are implemented before any pesticide application takes place.

Indoor Air Quality (8 points possible)

The ventilation meets and/or exceeds state or local code for CO2 levels. The system is automatic with warnings above 700 ppm and redline at 1100 ppm. We do not have a need for local exhaust systems within the schools because there are no paint booths, fume hoods or chemical storage rooms. There is an energy recovery ventilation system installed that brings in fresh air while recovering the heating or cooling from the conditioned air.

We do not have a moisture control plan, however, all structures are visually inspected annually and are free of mold, moisture and water leakage. The relative indoor humidity is maintained below 60% and when freezing, 20-30%. Moisture-resistant materials/protective systems are installed where needed.

We do not have an indoor air quality management program in writing; however, the staff are assigned and trained in facilities operation and management, housekeeping, shipping and receiving, occupant relations, renovation, remodeling, redecorating, and smoking. All staff are trained in pest control and there is a written program in place for that particular strand.

There is not an official "asthma management program" in place, however, the following components are implemented: smoke-free environment for all activities; school-wide emergency plan for asthma episodes; written medication policy; professional development for all school personnel on school medication policies and yearly training for medication and inhaler administration for staff administering medication.

100% of students are on an asthma action plan. These are students who have moderate-severe asthma or have been hospitalized due to the condition.

Chemical and Toxics Management (4 points possible)

There is zero mercury exposure risk.

There is zero chromated copper arsenate exposure risk.

The school campus is smoke and tobacco free with signs posted and rules enforced at all hours.

We maintain an inventory of all combustion appliances and inspect them annually to ensure no release of CO. We also have CO alarms installed and meet NFPA requirements code 720.

The school was tested for radon within the last 24 months. All classrooms tested came back with less than 1%.

We do have a school chemical management program in place that addresses all 8 of the following elements: Chemical purchasing policy; chemical inventory; storage and labeling; training and handling; hazard communication; spills, clean-up and disposal, guidance including when children should/should not be present and environment – approved cleaning products.

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)

Students in grades K-6 average 270 hours/week of school sponsored physical activity, including indoors, outdoors and recess time. Students have the option of taking part in the Morning Miler program, where students walk/run the track before school and earn prizes for laps completed.

Outdoor physical education is weather dependent, so about 60% of the time it is outdoors. In the fall and spring when it is not raining, all physical education is done outdoors with units such as kickball, softball, baseball, football, etc. The school also hosts "Morning Milers" which is held everyday and students walk/run the track before school. Their laps are counted and prizes are earned. 16% of our students participate in the Shape Up Across Oregon Program open to 3-6th graders. 100% of the study body received education on UV protection and skin health in physical education and health classes. 15% of the student population received 150 min/week of school supervised physical education. The percentage is probably greater because a number of students participate in the Morning Miler Program as well as supervised, structured recess games, but these numbers were difficult to collect.

Food and Nutrition (5 points possible)

Nutrition and physical activity is promoted through school activities such as poster contests, essay contests, Kids Iron Chef Competitions, etc. It is marketed on the school web site, lunch menus and other social media such as Facebook. All foods and beverages meet HealthierUS Schools Challenge and Oregon Law 00455. The nutrition program is monitored and policies are reviewed on an annual basis. We have a Wellness Council that meets.

65% of all food is processed locally and 30% is grown locally.

For Farm-To-School educational activities, we participate in a Harvest of the Month, which features information on a fruit or vegetable, posters, newsletters, and fruit/veggie tastings. We also have a school farm onsite where students garden, plant, harvest and care for plants.

COORDINATED SCHOOL HEALTH – In order to address overall student health, we have a wellness committee, Student Health Advisory Council (SHAC) that meets every other month to address overall health concerns.

The school partners with community groups such as Polk County Mental Health, Yamhill County Youth and Family and we have a Student Based Health Clinic on campus. Both Polk County and Yamhill County organizations pay for half of the salaries for three full-time counselors. The Student Based Health Clinic is able to see students who need medical advice or attention by appointment.

Coordinated School Health (1 point possible)

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)

All buildings, staff and students take place in a monthly fire drill. We also practice earthquake and lockdown drills twice a year. 100% of the classrooms and instructional areas are inventoried and have had steps taken to reduce/correct falling hazards. These steps include carpet removal, carpet patching and gluing and cord coverage. We also have a safety committee that addresses concerns on a monthly basis. They inspect all rooms on a quarterly basis.

Building (3 points possible)

100% of the school's buildings are not in 100 year floodplain or trunami zone.

We were unable to find information on the percent of buildings that meet or exceed a life safety performance level for design level earthquake ground motions, however, the building was built in 1981.

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)

100% of the grade levels have environmental and social sustainability integrated into the curriculum on some levels.

100% of the grade levels have students engaged in the study of environmental and social sustainability.

100% of the grade levels have students engaged in meaningful, real-world experiences in learning about environmental and social sustainability topics.

5/6 Grades - Standards for these grade levels include types of energy, energy conservation, ecosystems and resources related to ecosystems. 5/6 graders also participate in the "Living Wise Program" sponsored by Energy Trust of Oregon. During this program students collect data from their homes showing water usage and energy usage. Then they swap their bathroom aerator, kitchen aerator, light bulbs, and showerheads with more energy /water efficient ones. They collect new data and compare the numbers. During this experiment students form hypotheses, plan and carry out investigations, analyze and interpret data, use math, construct explanations and engage in argument from evidence. Students participate in the school garden, campus beautification, Green Team and SMILE

¾ Grades – Students in ¾ grades participate in a project where they create an invention out of recycled materials. They also conduct a sustainability science experiment and ecosystem research project. With all of these projects, they ask questions, develop models, plan and carry out investigations, analyze and input data, use math and computational thinking, construct explanations and present evidence from findings. Students participate in the school garden, campus beautification, 4th grade – SMILE.

½ Grades – Focus on recycling, ecology and plant life especially around Earth Day. They also use resources provided by PGE regarding energy usage and conservation. Students at this level begin to learn how to question, plan and carry out investigations, analyze and interpret data, use math and construct explanations during experiments with plant life, energy conservation and recycling. These grade levels also integrate recycled materials into arts and craft projects as much as possible. Students participate in the school garden and campus beautification.

K – Kindergarteners study lifecycles and ecosystems. During the study of the lifecycle of the Monarch butterfly and plants, they ask questions, form hypotheses, plan and carry out investigations, analyze data, draw the butterflies and plants, use math, construct explanations, keep journals, and present their findings. Kindergarteners learn how to separate their recycling and trash in the cafeteria, participate in the school garden and participate in campus beautification.

We have an outdoor garden that the students visit frequently to learn hands-on lessons with gardening, plant life, composting, ecology, harvesting etc. 100% of all students participate in the school garden to some extent.

Roughly 1% of students participate in school-based extracurricular opportunities focusing on environment or social sustainability. The two clubs we have are The Science & Math Investigative Learning Experiences program (SMILE) and the Green Team. SMILE is open to students grades 4-6 who are considered a minority. The program focuses on math and science enrichment for underrepresented and educationally underserved students. Outdoor school is also part of the SMILE curriculum. The Green Team is a group of 5/6 grade leaders who collect the recycling daily, conduct trash and energy audits, write for the district newspaper about conservation and provide education to staff and students on recycling.

Professional Development (4 points possible)

The school has identified at least three teachers to provide mentoring and resource materials for environmental and social sustainability education.

Within the past two years, we have had 100% of the staff participate in a Yamhill Community Action Partnership (YCAP) presentation regarding the school garden, activities to do with students in the garden and plant info. This was a district sponsored professional development event. In the past four years, we have had staff members attend a Green Classroom

conference at the Oregon State Gardens. This focused on garden, compost and worm bin activities with students and best practice, green activities for the classroom.

Demonstration of Skills (3 points possible)

Currently, we do not have an established environmental and social literacy requirement outside of the ones listed in the Common Core State Standards. We will be working on one that is separate from these requirements.

56% of our students successfully complete two or more environmental or social sustainability work samples each year. This include energy conservation, creating inventions using recyclable materials, sustainability science experiments, etc.

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)

Students in the upper grade levels demonstrate the ability to use STEM concepts and skills in order to understand environmental and sustainability topics/issues. This accounts for 56% of the student body.

The school provides options that focus on environmental and social sustainability fields and/or careers in the 21st century economy by integrating hands on knowledge into the curriculum, experimenting with ideas in the field, and preparing all students for undergraduate studies. Anytime an opportunity arises, we take students directly into the work force by visiting places such as the local landfill, recycling center, tribal center, State Capitol, museums, school garden, outdoor school, etc. This makes learning firsthand and as real as possible. We also try to prepare students by having them take responsibility for environmental issues here at the school and at home. Students are encouraged to share information with families regarding recycling, conservation, composting etc. Students also take care of all the recycling duties t the school, such as collecting, washing and squashing milk cartons, organizing and maintaining a recycling closet, separating their lunch trays into compost, plastics, milk cartons and waste and auditing trash and energy usage. Students also maintain campus beautification by cleaning un the campus on a daily basis.

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)

100% of all grade levels and students participate in age appropriate civic engagement. These activities include: fundraisers for non-profit organizations such as the Leukemia and Lymphoma Society and Doernbecher Children's Hospital; participation in the school garden; daily campus beautification; Red Ribbon Week; decorating the city for Christmas, etc.

Civic engagement knowledge and skills are related to environmental and social sustainability and integrated into the curriculum in 100% of the grade levels and student body. Each class participates in civic engagement on some level including fundraisers, campus beautification, school garden, field trips, Red Ribbon week, or helping the local community.

Professional Development (2 points possible)

100% of the staff received training and professional development in the past two years on the school garden which was completed through YCAP. YCAP educated the staff on the garden, lessons for students, activities and ideas for sustainability.

Demonstration of Skills (2 points possible)

We do not currently have a civic engagement requirement at the elementary level outside of the Common Core State Standards. We would like to work on developing and implementing one. 100% of students participate in one way or another in Civic Engagement. All students make signs and march down to City Hall for Red Ribbon (drug free) week, they participate in fundraisers for the Leukemia/Lymphoma Society, Doernbecher Childrens' Hospital, Run for the Arts, Food For All, etc.

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)

Our school provides Breakfast in the Classroom (BIC) for all students everyday. Any unused portion of a student meal goes on a "sharing table" for others. Students get fresh fruit and vegetables each day. We also have the "Backpack Blessings" which provides families in need with a bag of non-perishable goods each weekend. The school has food drives which benefit local families. For students with unmet health care needs, we have a Student Based Health Clinic on campus. We also have counselors from Polk County Mental Health and Yamhill County Youth and Family on campus and available to students at all times. All three resources refer families to the Oregon Health Plan. We also have a teacher liaison for the Oregon Healthy Kids Insurance plan. These materials are available in the front office at all times and given to parents/guardians during conferences. The liaison makes sure that materials are readily available and teachers are educated with information to share with parents. As previously mentioned, 65% of our cafeteria food is processed and 30% is grown locally. We also use local electricians and mechanics when we are unable to repair using our own staff. Our maintenance department buys tools, hardware, and smaller purchases at the local hardware store. If building supplies are needed we buy from the local lumber mill.

Equity (6 points possible)

For pre-school aged children who have special needs, we have entrance meetings with Kindergarten teachers, parents and preschool teachers. Kindergarten teachers attend preschools to observe these students. We also host a Kindergarten screening in order to assess students' strengths, weaknesses, needs and any intervention they may require. The school has student/computer ratio of 1 : 4.25. These computers are available throughout the building in each grade level area and are available for student use before, during and after school. We use a staff created discipline matrix for all students, therefore everyone is treated equally regardless of subgroup. By using PBIS strategies, we are able to address factors that lead to unwanted student behaviors. We also come up with behavior plans for students who repeatedly get into trouble. All students receive technology education once a week and often in core classes. Teachers use formative and summative assessments to track student skills and knowledge of technology literacy. We also assess student skills using "Type to Learn." Rather than traditional grades (A, B, C, D & F) we track students' proficiency of the CCSS, which include technology. Educators use an inventory of teacher technology skills to identify basic skills and knowledge that need reinforcement through professional development activities ensuring that all students receive benefits from use of technology. Professional development activities include SMART board training which is provided by the district. We have also had trainings in and outside the district regarding the Common Core State Standards, which ensure students are receiving benefits of technology.

Element 4B: Community Partnerships and Family Involvement

5 points

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

Community (2 points possible) We used to have a community school program, but do not anymore. We do offer access to online homeschooling and curriculum through our building. Partnerships include: Yamhill County Youth and Family and Polk County Mental Health. These two organizations help pay for three full time counselors on campus. We also partner with Polk County Service Integration Team (SIT). This organization helps financially and volunteers time at student functions. Yamhill County Action Partnership (YCAP) assists with the school garden and the "Backpack Blessings" program which provides weekend food for students and families in need.

Volunteerism (2 points possible) The Parent Teacher Student Organization (PTSO) that meets monthly. They plan activities that promote volunteerism and parent involvement. These include fundraisers, teacher mini grants, family art night, family reading night, book donations, coat donations, food drives and more. The SMART program enlists volunteers from the high school and community to read to younger students. Adult volunteer hours for SMART only are 875/year. Both PTSO and SMART have seen a 20% increase in volunteers since 2006. SMART volunteers also mentor students. Because the high school and elementary schools are connected, it is easy for high school students to mentor younger students as well. We also have a

partnership with the Confederated Tribes of Grand Ronde who send tutors/mentors to our building for tribal students. There has been a 30% increase in mentors/volunteers since 2006.

Communication (1 point possible) For communication, we have a K-12/District newspaper that is distributed to the community every two months. We also have a website. Newsletters are sent home monthly per classroom and from the principal. Several programs (such as the Nutritional Program) have their own Facebook pages to keep the public informed of events and progress. The staff and students are updated on progress daily through the use of announcements. E-mail is used to communicate with the staff on a daily basis as well. A weekly schedule and announcements for staff are sent via e-mail. We also use Google Docs to share student progress with other staff members.

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) We have students in blended grade levels. Students are grouped by ability for reading and math and are divided up based on their ability. Teachers can differentiate instruction on a larger scale to meet the needs of students. 95% of our staff are highly qualified in their areas. We have a high population of Native American students. The local tribe offers several tutors for these students and monitors their progress. Kindergarteners go out to the tribe half of the day for Chinook Language. The school also employs two staff members certified in ESOL/ELL. They pullout ELL students each day for English Language instruction and monitor this group of students and their progress. We are data driven, analyzing scores, strengths and weaknesses and then making adjustments where they are needed. We take the needs of student demographics into consideration with staff demographics during class placements. Students are put with staff based on both demographics and what would meet the most needs. Factors include: learning/teaching styles, gender, personality, classroom management style and staff/student strengths and weaknesses.

Respect (4 point possible) We have many posted statements and posters about respect and diversity throughout the school. Teachers also provide bulletin boards with student work, diversity messages and positive messages. Our mission statement, "Committed to learning and respecting one another all the time" is posted on the staff bulletin, school letterhead and notices sent home. We also discuss respect, diversity and values in our student/parent handbook. There are several programs and curriculum that acknowledge and value cultural diversity. Our largest minority population is Native American. We have a partnership with the Confederated Tribes of Grand Ronde. They provide us with tutors that come and work with students. We share professional development opportunities between the staff and take turns hosting a Chinook Language Immersion Kindergarten Program where students are taught in their native language. All students receive 30 minutes of culture class a week. Native American students are also able to participate in SMILE.

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)

We have an active PBIS program. The staff has multiple trainings a year regarding PBIS and we also have three full time counselors. Counselors address issues of bullying, cyber-bullying, drugs, mental health, social issues and sexual harassment. We use regular parent, student and staff surveys to gain insight, knowledge and ideas. Surveys such as this have included: grade reporting, reading, safety, strengths/weaknesses, school climate, community involvement and math. Info from surveys is considered and used to gain new ideas. Staff provide input into decisions through discussion at staff meetings, e-mail to administration and discussions with administration. Opinions, ideas and input is valued and is part of the decision making process. Students provide input through surveys, classroom meetings and discussions with administration. Opinions are valued, appreciated and taken into account.

Leadership and Collaboration (2 points possible)

Students K-12 are located on one campus. Therefore older students can mentor younger students. These relationships are often facilitated and organized by staffmembers or counselors. Older students participate in the SMART reading program and read to younger students on a daily basis. Teachers also collaborate and organize older classes of students to assist younger classes with projects. Teachers collaborate across the curriculum through common planning times, Professional Learning Communities (PLCs) and staff meetings. We have two student led groups on campus. The first one is the "Green Team." This is a group of 5/6 grade leaders who focus on recycling, sustainability and increasing recycling awareness for staff, students and community. They also write articles for the district newspaper, informing the community of recycling ideas, composting and other ways to help the environment. This group consists of less than 1% of the student population for the whole school. The other student led group we have is SMILE – (description mentioned previously). Total percentage for both groups is roughly 1% of the student population. Leadership groups begin in 7th grade and continue through high school.

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)

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