



2013-2014 District Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal 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 2013-2014

Charter Title I Magnet Private Independent

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

Official School Name: Willamette High School
(As it should appear on an award)

School Mailing Address: 1801 Echo Hollow Rd., Eugene, OR 97402

County: Lane State School Code Number* 588

Telephone (541) 689-0731 Fax (541)689-7119

Web site/URL: www.bethel.k12.or.us/willamette E-mail: mindy.leroux@bethel.k12.or.us

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.



(Principal's Signature) Date: 1/28/14

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

District Name*: Bethel School District Tel. (541) 689-3280

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.



(Superintendent's Signature) Date: 1/28/14

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



U.S. Department of Education Green Ribbon Schools 2013 – District Sustainability Award

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

District Name* _____ Tel. (____) _____
(As it should appear on an award)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to District Superintendent

Provide a concise and coherent "snapshot" that describes how your district is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your district worthy of the U.S. Department of Education Green Ribbon School District Sustainability Award.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. Please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

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

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.



- 2. The district meets all applicable federal civil rights and federal, state, local and tribal 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. Brian Reeder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the district meets the provisions above.

Date 1/31/14

(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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

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.

Willamette High School (WHS) was a leader in sustainability before the members of today's senior class were even in kindergarten. While names and faces of students and staff have changed over the years, the school continues to advance all three of the Green Ribbon School (GRS) Pillars.

Pillar 1:

WHS' efforts to reduce environmental impacts and costs started in 1999 when we began our journey toward Zero Waste and resource conservation. At that time, WHS earned Oregon Green School (OGS) status and elevated to Merit Status in 2006 and Premier in 2010. Today, WHS recycles over 2,000 pounds of material every week: a 48% increase from 2010. Each year we partner with local nonprofits NextStep Recycling (electronics recycler) and St. Vincent de Paul (SVdP) for our annual Recycling Roundup. In 2013, WHS students accepted more than nine tons of electronics that were recycled at NextStep, as well as clothes, toys, appliances, mattresses, and 160 cubic feet of Styrofoam that were sold or recycled at SVdP. We make conscious purchasing decisions by using paper towels that are EPA certified 85% post-consumer waste, toilet paper that is 35% post-consumer waste, and plastic garbage liners that are at least 25% post-consumer waste.

This year, WHS joined Eugene's Love Food Not Waste (LFNW) commercial compost program, where kitchen food scraps are composted locally and resold as a retail compost product by Rexius, Eugene's commercial compost facility. WHS currently pilots the program with the intent to roll it out district-wide next year.

WHS is Bethel School District's largest campus and is a district leader in the following new facility management approaches: automatic light sensors, a policy to turn off unused or unnecessary lights, end of day reminders to all teachers to shut down computers and electronics, programmable controls to regulate classroom temperatures, and weekend/vacation HVAC shutdown procedures. Our energy management plan includes monthly use-monitoring and assessment through Oregon's Cool Schools Program.

Voters passed a 2012 Bethel School District bond which will provide a new science wing at WHS in 2015. The new wing will be Oregon's first LEED for Schools project built outside of the Portland Metro and Bend areas. The project features extensive daylighting, an efficient HVAC system inside a high-performance building envelope, low-VOC finishes, and a rooftop 40KW photovoltaic array that is integrated into the new science curriculum for students to learn about green technology.

Pillar 2:

Through our health, wellness, and physical activity efforts, sustainability is part of the school's DNA. WHS' kitchen is identified as a national leader in using fresh, locally grown foods in school meals, with recognition from the National School Nutrition Association, *Today's Dietician* (magazine), and School Meals That Rock. Our school district purchases 35% of food from farms and ranches located within a 100-mile radius of the Willamette Valley; this is a higher percentage than any other school district in Lane County.

Outside, a sizable school garden features more than two dozen large, raised beds that serve as skills-training for students in the Youth Transition Program. With assistance from two local business partners students also operate a self-contained indoor hydroponic garden which provides starts for vegetables and herbs, as well as aquaponic and aeroponic gardens. School buses follow a no-idling policy which minimizes diesel emissions and maximizes air quality for students.

WHS participates in our district's Safe Route to Schools program, which increases student walking and biking opportunities. The combination of district programs and a long-term partnership with the City of Eugene's Peterson Barn Recreation Center provides students with quality recreation and sports programming to maintain a healthy mind/body balance. We even have Eugene's only year-round outdoor swimming pool co-located at our school!

Pillar 3:

WHS offers an array of civic engagement classes that have hands-on learning components to boost individual development and team-building skills. These classes range from the Willamette Improvement Team, which beautifies the school campus and creates a safe environment, to an Electrathon class, where students build electric go-cart sized cars and compete in races around the Pacific Northwest.

Currently the most exciting project happening at WHS is the construction of our new science wing. This new building will provide us with the opportunity to focus our ongoing activities and raise the level of integrated sustainability education for students. We are cultivating public and private partnerships to develop a STEM program through a regional cooperative including the Lane Education Service District and the University of Oregon. Further sustainability education efforts are supported by community partnerships with a wide variety of public, private, and nonprofit agencies.

We believe our future is bright. Our Green Ribbon School efforts continue to strengthen our role in students' education by improving their lives and our community as a whole. WHS proves that when it comes to going green, today's kindergarteners will be tomorrow's innovators.

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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.

(You'll probably need to involve the district Facilities Department in responding to this section)

Element 1A: Greenhouse Gas Emissions

13 points for this

Element

Quantify and describe how your school has reduced its greenhouse gas emissions (not including transportation uses).

Leave a section blank if your school has no progress to report.

ENERGY USE (5 points)

- Enter your school's total annual kBTU consumption, Show how derived: *(See Resources Pg for BTU conversion factors.)*

Total kBTU consumption in 2013 was 21,352,308.

- kBTU/yr divided by student count from page 1: 14,048
- kBTU/yr divided by total area (ft. sq.) from page 1: 80

If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented).

3% increase from 2006 until 2013 – these numbers are documented annually by the District Energy Manager (it is important to note that since the year 2000 WHS installed two chillers which have resulted in a significant energy draw).

Describe energy reduction efforts (select from options in Part 3-Metrics, or other)

Percent of energy project costs offset through utility-offered programs or rebates include: Energy Trust of Oregon (rebate for new energy efficient boiler - \$3,000) and Eugene Water and Electric Board (rebate for relamping - \$1,530 and rebates for replacing personal heaters with energy efficient flat panel heaters - \$520). Willamette High School (WHS) has the following energy saving practices in place: automatic light sensors, policy for turning lights off, notification sent to all teachers to shut down computers and electronics by the end of the day (IT department is currently working on a policy for this), temperatures control (temps remain in the 68-70 degree range in colder months and do not go over 74 degrees in warmer months), programmable system and weekend/vacation shutdown procedures for HVAC, window blinds and curtains used in conjunction with heating and day-lighting, windows and doors closed when heating/cooling system is on, and regular communication between maintenance staff and teachers/administration regarding all energy saving practices. WHS has an actively implemented energy management plan which includes the following components: monthly use monitoring, strategies to further decrease energy use (behavior incentives include competitions between schools and grade levels), and policies related to actions and impacts of energy use. As of now, all WHS buildings are assessed through the Cool Schools program. Additionally, a new science/administration building will be constructed by 2015, and will feature extensive daylighting and an efficient HVAC system inside a high-performance building envelope. It will include rooftop 40KW photovoltaic array that will not only create energy but will engage students in interactive learning through the ability to track the performance of the school's sustainable technology via an energy monitor indicating the amount of renewable energy being produced in real time.

GREENHOUSE GAS (GHG) ACCOUNTING (1 point)

- Enter current annual Greenhouse Gas emissions (MT eCO₂/person): Unsure
- Describe any offsets: School's participation in the Love Food Not Waste commercial compost program: (65 gal/week).
- If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented).

You can calculate this yourself. Use GHG calculator such as inventory module from Clean Air Cool Planet's Campus Carbon Calculator or similar.

RENEWABLE ENERGY (2 points)

- Percent of school's total energy consumption derived from renewable energy sources (don't include transportation)
 - Produced on-site: 2.4 kilowatts, Type: Solar: The school's solar panels deliver an average of about 10 kilowatt hours per day during the summer. On very cloudy days it puts out about four kilowatt hours. Assuming the

system creates an average of eight kilowatt hours per day, that equals 2,920 kilowatt hours per year.

- **Purchased from off-site:** 8%, **Type:** Wind, biomass, solar, and geothermal. An additional 74% of energy at WHS is clean/renewable hydroelectric.

BUILDING OPERATION (2 points)

- **Describe efforts to operate efficiently and sustainably (select from options in Part 3-Metrics, or other)**

There are nine total maintenance staff at the district level. All maintenance workers and custodial staff are trained annually. The new science/administration building will be LEED silver. This will be about 10% of the total campus.

BUILDING DESIGN (2 points)

- **Total building area constructed or renovated since 2000:** 11,735 sq. ft. (WHS Metals Shop, year 2004)
- **Percent of all above building area that meets a high performance standard:** No percentage specified, but the WHS buildings are run and monitored with DDC.
- **Designate standard, and if certified, the date and certification level:** N/A

PURCHASING WATER AND ENERGY EFFICIENT PRODUCTS (1 point)

Describe efforts to procure resource-efficient products (consumables and durable) for your school, (select from options in Part 3-Metrics, or other): WHS uses paper towels which are EPA certified 85% post-consumer waste, in addition to toilet paper that is 35% post-consumer waste and plastic garbage liners that are at least 25% post-consumer waste.

Element 1B: Water Quality, Efficiency, and Conservation

7 points for this

Element

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

Leave a section blank if your school has no progress to report.

WATER USE (4 points)

- **Enter total annual water use/student (gal/student):** 5,306 gal/student in 2013
- **If possible, show % change from 2006 or other baseline year (note baseline year, describe how documented):** 5,670 gal/student in 2006 – this is a 7% reduction. Documented annually by the District Energy Coordinator.
(If possible, list domestic and irrigation water separately. Could track in ENERGY STAR Portfolio Manager, other...)
- **Describe water use reduction efforts (select from options in Part 3-Metrics, or other):**
Every month the water bill is analyzed to detect leaks. During the summer months, sprinkler heads and irrigated areas are physically checked often. 70% of the plumbing fixtures at the school are low-flow. Willamette has a turf football field that does not require irrigation. The irrigation schedule for the rest of the fields is five minutes per night. The new science building will have stormwater mitigation built into the infrastructure.

DOMESTIC WATER QUALITY (2 points)

- **Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards?** Yes No **If yes, how was the problem addressed?**
- **Describe efforts to maintain/improve domestic water quality (select from options in Part 3-Metrics, or other):**
WHS has an active program to control lead in drinking water, including voluntary testing and implementation of measures to reduce lead exposure in drinking water. WHS gets water from EWEB, our local utility, which has some of the cleanest drinking water in the country. There is a well on-site at the school, but it is used for heating purposes. All taps, faucets, and fountains that are used for drinking and cooking are cleaned at least twice annually to reduce possible bacterial contamination, and all faucet screens and aerators are cleaned at least annually to remove particulate lead deposits.

GROUNDS USE (0.5 point)

- **Describe beneficial grounds uses (select from options in Part 3-Metrics, or other):**
WHS has a large field that is used for social interaction and recreation. There is a small stream that runs along it, providing habitat for several animals. This is a spot that geese stop at during their migration. The campus itself is full of courtyards and little alcoves full of plants and benches. The grounds make up 50% of the campus.

SURFACE WATER (0.5 point)

- **Describe surface water management (select from options in Part 3-Metrics, or other):**

There is currently no Stormwater Management Plan in effect.

Element 1C: Material Resource Management

5 points for this

Element

Quantify and describe how your school has improved material resource management.

Leave a section blank if your school has no progress to report.

WASTE STREAM (2 points)

- **Enter quantity to landfill and incinerator per month (volume or weight/student):** 3.9 gal/student
- **If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented):**
There has been a 15.7% decrease in trash from 2006 until the present. Percent change calculated using current volume of trash per student (3.9%) and 2006 volume of trash per student (4.26%).
- **Describe material waste reduction efforts (select from options in Part 3-Metrics, or other):**
WHS has been a consistent leader in reducing waste, conserving resources, and providing waste reduction education and assistance to other Bethel schools and the community. WHS recycles approximately 2,000 pounds of material every week. Students in a special education class use 90-gal totes and large boxes to collect co-mingled materials (cardboard, paper, aluminum, and plastic) from bins in nearly every room and hallway in the school; they separate the materials each week as part of a workplace readiness program. Additional students collect recyclables that cannot be put into a co-mingle bin and sort and store them for recycling at a specialized facility at a later date. Materials include milk/juice cartons, Styrofoam, light bulbs, plastic bags, batteries, clothing, and more. All teachers and aides in these programs (nine adults) review sorted materials in the recycling program to ensure quality collection and sorting. The National Honor Society and Leadership program make daily announcements and educate during pep assemblies. Science teacher David Novak coordinates the entire program, including calling together meetings with administration and teachers, making recycling part of his professional goals, arranging collections from the school's garbage hauler, organizing all yearly trainings for students and staff, and adding directions for the program to the school's website, student and faculty handbooks, and school board presentations. Other efforts to reduce and conserve resources include electronic mailing and communication with parents, becoming a Premier Level Oregon Green School, setting goals to reduce material consumption, event recycling program for school events, and presentations made to the school board.

HAZARDOUS WASTE (1 point)

- **Enter annual quantity of each hazardous waste type generated:** Flammable liquid , Corrosive liquid , Toxics , Mercury , Other
Describe how these are measured and tracked.
If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented):
Describe hazardous waste management efforts (select from options in Part 3-Metrics, or other):
School has very little hazardous waste on-site. Pick-ups and drop-offs of any hazardous material are coordinated with Lane County Hazardous Waste – very infrequent.

PAPER, COMPUTERS, FUNDRAISERS (1 point)

- **Describe efforts to purchase sustainable goods (at least consider paper, computers and/or fundraising goods (select from options in Part 3-Metrics, or other):**
All computers purchased within the last two years are Energy Star certified. All computers are recycled after they are no longer in use (see Additional Innovations at the end of this section for more info on electronics recycling). Paper purchased for WHS has at least 30% recycled content; sometimes more.

CLEANING PRODUCTS AND PRACTICES (1 point)

- **Detail sustainable cleaning efforts in your school (select from options in Part 3-Metrics, or other):**
Custodians have decreased the use of major cleaning chemicals school-wide from six down to two, and restroom bulk soap is also eco-friendly certified.

Element 1D: Transportation

5 points for this

Element

Quantify and describe how your school has reduced environmental impacts from transportation.

Leave a section blank if your school has no progress to report.

STUDENT COMMUTING (2 points)

- **Percent of all students who regularly walk, bike, bus or carpool (2+ students in the car) to/from school:** 23% of students take the bus to school. There are 80 spaces at WHS to lock up student bicycles; these spaces are consistently about 75% full (so, about 4% of students ride bikes). Information on biking, walking, and carpooling has not been officially collected.
- **Describe how this info was collected**
Bus information is collected through bus enrollment. Information about walkers, bikers, and carpoolers is collected for grades K-8 only at the district level. Data are collected in school, as well as through parent surveys and teacher tallies. Bicycle information has been observed by the Adaptive Physical Education Specialist.
- **Describe efforts to increase sustainability of student commuting (select from options in Part 3-Metrics, or other):**
Bethel School District has a staff member that serves as the Adaptive Physical Education Specialist. She is also part of the regional Safe Routes to Schools (SRTS) group that recommends walking routes available to all students and parents in the Bethel School District. This is the fourth year the district is participating in SRTS; Bethel SRTS at the elementary level and is now reaching out to the middle schools. This program highlights pedestrian safety information (taught in 2nd grade) and bike safety education (5th grade). The Adaptive PE Specialist coordinates a free and reduced price bike helmet program for the entire district, which is advertised at WHS. There is a biking club at WHS that the Adaptive PE Specialist works with to share district resources. This year WHS hopes to increase the number of bike racks at the school and plans to administer a survey to gauge alternative transportation use. Finally, WHS participates in a Walk/Bike day at the school each spring which encourages students and staff to commute to school.

STAFF COMMUTING (1 point)

- **Percent of all staff who regularly walk, bike, bus or carpool (2+ in the car) to/from school:** Unsure
Describe how this info was collected: Information has been collected by nonprofit Bicycle Transportation Alliance (BTA), where nine WHS staff members self-selected to be a part of a challenge to bike to work in 2012-13. Chances are there are many more staff that walk, carpool, bike, and/or take the bus, but this information has not been collected.
Describe efforts to increase sustainability of staff commuting: A teacher at WHS sends out emails to staff that encourage others to bike. He also coordinates the BTA “challenge” program that incentivizes students and staff to bike, carpool, or take the bus to school.

IDLING (1 point)

- **Describe efforts to eliminate negative impacts from idling (select from options in Part 3-Metrics, or other):**
Vehicle loading and unloading areas are at least 25 feet away from all building air intakes, including doors and windows.

SCHOOL VEHICLES (1 point)

- **Describe efforts to track and eliminate negative impacts from school vehicles and district vehicles serving the school (select from options in Part 3-Metrics, or other):** None as of now.

If desired, add any additional innovations that help your school reduce its environmental impacts, and that don't fit within an above section. Possible bonus points

There are various fundraisers held at WHS that are specifically meant to promote a waste prevention mindset and encourage the community to recycle different materials and educate the public about community resources. The most notable of these events is the Recycle Round Up, where students partner with two local nonprofits (St. Vincent de Paul and NextStep Recycling) to gather non-co-mingled items from community members and send them to special recycling facilities. Items collected include all electronics, housewares, outdoor tools, clothing, furniture, and more. In 2013, 9.5 tons of electronics were collected on 21 pallets. The second most important event that occurs at the end of every school year is a locker clean-out. All unclaimed items are collected, cleaned, and provided at the beginning of the next school year to families in need. This is a huge endeavor organized by students who are trained as Master Recyclers in the community. Finally, custodial staff and faculty are educated through yearly trainings (regular updates and check-ins are held to monitor the program and make improvements) and WHS is recognized as a Premier Level Oregon Green School – one of only two high schools in the state to achieve this rating.

Total response for PILLAR ONE may not exceed FOUR pages

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PILLAR TWO: 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.

Element 2A: School Environmental Health Program

14 points for this Element

*Quantify and describe how your school has positively impacted environmental health for students & staff.
Leave a section blank if your school has no progress to report.*

Integrated Pest Management (IPM) PLAN (1 point)

- Is your school covered by a school or district board-adopted integrated pest management (IPM) plan? Yes No

- If so, how many of the 7 practices listed in the next section are documented in it? All seven.

- **Who is your IPM coordinator, and what training have they received?**
The IPM coordinator is Jennifer Hendrix, District Energy Manager for Bethel School District. Jennifer received pesticide licensing and training, as well as IPM trainings on rules. Once per year all facility managers need to renew certification through an eight-hour course.

Integrated Pest Management (IPM) PRACTICES (2 points)

Comment briefly on how each of these practices takes place at your school

- 1) School (or district) provides notification of pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees:** If regular IPM practices do not control the pest, staff post notification 24 hours before an application, and they post a warning directly after the application. Any application is done on days when students are not in session (with one extra day for lag time).
- 2) School maintains annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location:** Yes
What is your school's annual pesticide use (gal/student/year)? 0.003 gal/student
- 3) Children are prohibited from entering the pesticide area for at least 8 hours following the application or longer if feasible, or if required by the pesticide label:** Yes – access to the area is restricted for 24 hours.
- 4) School monitors for pests on ongoing basis:** Yes. Staff uses monitoring strips. All staff must have IPM training and testing on the Safe Schools website.
- 5) Non-chemical pest control measures are implemented before any pesticide application takes place:** Always.
- 6) Pests are identified before any treatment:** Always.
- 7) A process is in place to verify that pest control decisions are based on monitoring and thresholds:** Approval of applications must be made by both the Maintenance Supervisor and the Assistant Maintenance Supervisor (both are IPM coordinators).

VENTILATION (2 points)

- **Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly.**
Unit ventilators are cleaned two times per year; filters are changed two to three times per year unless the need to be changed sooner.

- **Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.**
WHS complies with ventilation standards through the local code.

- **Indicate which airborne contaminant sources exist at your school and which type of local exhaust system each is served by (including dust collection systems, paint booths, fume hoods, etc):**
 science labs: Hoods for ventilation.

- copy/printing facilities: N/A (Print shop is off campus).
- chemical storage rooms: Exhaust fans in science chemical storage area.
- Other: Welding shops: hoods and exhaust are used.

- **If desired, describe any other ventilation efforts (select from options in Part 3-Metrics, or other):**
Energy recovery ventilation systems are installed where feasible to bring in fresh air while recovering the heating/cooling from the conditioned.

ASTHMA TRIGGERS (2 points)

- **Does your school have a documented asthma management program (Examples: National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines, or equivalent):** Yes No
- **Which of the following practices are implemented?**
 - 1) Smoke-free environment for all school activities policy
 - 2) Written medication policy that allows safe, reliable and immediate access to medications
 - 3) School-wide emergency plan for handling asthma episodes
 - 4) Professional development for all school personnel on school medication policies
 - 5) Other (describe): There is an action plan associated with every student that uses an inhaler.

INDOOR AIR QUALITY (IAQ) MANAGEMENT (3 points)

- **Is your school covered by an approved school or district IAQ Plan?** Yes No
- **Describe your indoor air quality management program, including whether it is documented, comprehensive, active and consistent with EPA's Tools for Schools:** N/A
- **Describe the mold control steps practiced at your school. (select from options in Part 3-Metrics, or other):**
Maintenance staff check for mold and try to use mold resistant materials where appropriate, but WHS does not have an official plan in place as of now.

RADON (0.5 points)

- **List percent of all ground-contact classrooms tested for radon within the past 24 months.** Unsure
- **What percent of those with levels over 4 pCi/L were mitigated in conformance with ASTM E2121?** Unsure

CARBON MONOXIDE (0.5 points)

- **Does your school have combustion appliances?** Yes No
- **If so, describe steps practiced to manage the CO. (select from options in Part 3-Metrics, or other):**
These steps are currently taken to manage the CO: maintain an inventory of all combustion appliances, inspect appliances annually to ensure no release of CO, and CO alarms are installed and meet National Fire Protection Association requirements of NFPA code 720.

MERCURY (0.5 points)

- **Has your school eliminated all mercury sources?** Yes No

CHROMATED COPPER (0.5 points)

- **Has your school eliminated all wooden decks, stairs, playground equipment or other structures treated with chromated copper arsenate?** Yes No
- **If not, what percent of them have been replaced or sealed within the past 12 months?** N/A

TOBACCO (0.5 points)

- **Is tobacco use prohibited on school grounds and school buses, and is this enforced at all hours?** Yes No

CHEMICAL MANAGEMENT (1.5 points)

- **Describe steps to manage chemicals at your school. (select from options in Part 3-Metrics, or other):**

The following eight elements are included in a documented school chemical management program: chemical purchasing policy (including low- or no-VOC products); chemical inventory; storage and labeling; training and handling; use guidance including when children should/should not be present; hazard communication; and spills, clean-up, and disposal.

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

11 points for this Element

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

Leave a section blank if your school has no progress to report.

Wellness Policy (1 point)

- **Describe the role and implementation of your school wellness policy and school health/wellness council.**

Willamette High School has a Wellness Policy that is primarily geared toward students. The Wellness Committee meets regularly to implement the goals set forth in the policy. The policy discusses food in the classroom, physical education, nutrition, and more. There is also an Oregon Employee Wellness Grant through the OEA Choice Trust in place to reach all employees in the district about healthier living. This includes screening, nutrition classes, and activity classes.

PHYSICAL ACTIVITY (2 points)

Describe your students' physical activities during the school day. (select from options in Part 3-Metrics, or other):

There are 10 physical education classes at WHS; students are required to take one full year of physical education within their four years of high school (two total semesters).

- **How many minutes/week is each student engaged in school-sponsored physical activity or for high schools, how many credits are provided/student/year?** Students average 225 minutes per week in physical education class.

OUTDOOR TIME (2 points)

- **Describe time spent outdoors by your students during the school day. (select from options in Part 3-Metrics, or other):**

Physical education class is dependent on the weather; students will go outside if the weather is nice. There is open campus for lunch – that is when most students get to spend time outside during the day. There are different classes at WHS that offer time to spend time outside; these are mostly science classes as well as the Youth Transition Program – these are both discussed at length in Part 3: Environmental and Social Literacy.

- **What is the % of school's students that spend time each day/week with these outdoor activities?** Varies.

FOOD SOURCE (2 points)

- **Describe the source of the food served at your school. (select from options in Part 3-Metrics, or other):**

35% of the food served at the school is considered local (from less than 100 miles away). In 2005-2006 food service staff optimized their budget to buy local and save money – the school did such an efficient job in saving money that WHS now offers free breakfast to all students. The revamped menu includes things like fruit smoothies and fresh salads to help students make healthier meal selections. There are 30 items purchased on a regular basis that are made locally from locally-owned vendors. Fifteen of the items (marked with a *) are made in our county (Lane). These items are: Lochmead Dairy milk and yogurt*, Painted Hills ground beef, Camas Country Mill whole wheat flour*, Tillamook cheddar cheese, Trident Seafood Company Pollock, Hearthside Food Solutions granola*, Franz Family Bakery bread*, Creative Growers specialty produce*, Satterstrum Farms grapes and berries*, Hensey's Family Farm green beans and corn on the cob*, Detering Orchards apples*, Carmen's Tortilla Factory tortilla chips*, Don Pancho's (Reesers Fine Foods) tortillas, Pendleton Mill bread flour, Norpac frozen corn, Grain Millers oats*, Truit Brothers canned beans, King Estate Orchards pears and berries*, Johnson's Farm carrots*, Hey Bales! Farm spring mix*, Red Hat Melons melons, Green Gable Farms kiwi fruit and kiwi berries, Wong Potatoes red potatoes, Bartell's Farm ground beef*, Oregon Spice Company spices, Wild Mike's Pizza French bread pizza, Yamhill County Mushrooms mushrooms, Bob's Red Mill bulgur, Thistledown Farm cherry tomatoes*, and Montecucco Farms squash.

GARDEN (1 point)

- **Does your school have an on-site school garden?** Yes No

- **Describe how it's being used. (select from options in Part 3-Metrics, or other):**

WHS has a truly unique gardening program. The school's garden is run by the Youth Transition Program (YTP) class, which

specifically targets students with barriers to employment such as learning or physical disabilities (more details about YTP in Part 3). There are 22 raised beds in the garden, thanks to funding from a “Champion In Education” Rotary award given to YTP teacher, Terri Boekhurst. The garden also boasts a raspberry and native berry garden, compost site, and tool shed. Additionally, the WHS garden serves as a supplemental food source for Youth Transition Program students. The Bethel community has a free farmers’ market (produce only) in collaboration with Food for Lane County, the regional food bank – this is located at Cascade Middle School and serves the entire district.

FARM TO SCHOOL (2 points)

- **Describe your school’s farm to school program. (select from options in Part 3-Metrics, or other):**

The WHS Farm to School program consists of a “Harvest of the Month” program, which highlights one new fresh local product every month, usually in the salad bar. There are Farm to School posters hanging in the cafeteria depicting farmers that grow food the students eat. This is the 5th year WHS has participated in the Farm to School program. WHS works with local nonprofit Willamette Farm and Food Coalition on Farm to School efforts, but there is currently no high school component at this time – rather, elementary and middle schools in the Bethel district receive more hands-on education.

COORDINATED SCHOOL HEALTH (1 point)

- **Describe your coordinated school health efforts. (select from options in Part 3-Metrics, or other):**

WHS has a school nurse onsite at the school, as well as staff located at the nearby Bethel Health Center. The nurses help community members sign up for Cover Oregon. The Bethel Health Center can temporarily fill prescriptions for students if needed – there is a medication fund that all nurses have access to if a student is in need. The district has a Homeless Liaison who helps students that are living in someone else’s house. The primary objective for this position is to ensure the student stays enrolled in school. Finally, the Family Resource Center helps people connect to services they need, and has free clothing available for families that need it. The school partners with various groups to support student health and safety. Partners include the Willamette Improvement Team (or WIT – more details about WIT in Part 3), the Child Center (an onsite therapist provides mental health counseling), local nonprofit the Assistance League of Eugene (provides dental care to students), the Lions Club and local business Rainbow Optics (provides students glasses at a reduced cost). Wellness policy elements include healthy vending machines, physical education requirements, a Teen Health Council, and more. The Bethel School District recognizes the direct link between healthy children and their ability to learn better and in turn become more productive members of society. Comprehensive health services are offered, including: evaluation and treatment of non-urgent, acute, and chronic health conditions; comprehensive physical exams; pre-assessment of educational, achievement, and attendance issues; triage of medical emergencies; screening, including height/weight/BMI, blood pressure, vision, dental, and scoliosis; immunizations; prescriptions for non-urgent, acute, chronic issues, including administration of over the counter and prescription medication; laboratory tests for diagnostic purposes; individual mental health screening; alcohol and drug pre-assessment; crisis intervention; mental health treatment referrals; risk factor assessment; targeted patient education; reproductive health exam; pregnancy testing and counseling; and sexually transmitted disease diagnosis and treatment. There is a staff team at WHS dedicated to parenting and providing preschool services at the school’s Infant/Toddler Center. The program is set up so all expecting mothers and fathers can attend parenting classes before or after having a child. Preschool and childcare is available on-site as well.

Element 2C: Emergency Preparedness

5 points for this Element

Quantify and describe how your school has increased emergency preparedness.

Leave a section blank if your school has no progress to report.

CLASSROOMS AND STUDENTS (2 points)

- **Describe your practices to maintain student safety during natural disaster events. (select from options in Part 3-Metrics, or other):** Bethel’s Safety Committee tours all rooms in all buildings annually, including classrooms. 100% of classrooms and other instruction areas are inventoried and steps are taken to correct falling hazards. WHS conducts monthly emergency preparedness drills: the school has a monthly fire drill that includes audible alarms and the complete evacuation of all buildings on campus. The school also conducts an annual earthquake drill, consisting of drop/cover/hold training and practice. WHS conducts periodic lockdown drills during which all students are swept out of hallways and open spaces and

into rooms, which are then locked from the inside. Window shades are drawn and further instructions are relayed to staff.

BUILDING (3 points)

- **List each building, its year of initial construction, year of any additions or major remodels, and specifically any structural upgrades.** Original construction in 1949; additions in 1952, 1960, 1963, 1965, 1974, 1978, 1979, 1981, and 2004.
- **Which of these buildings IS NOT in a 100 year floodplain or tsunami zone, AND meet or exceed a life safety performance level for design level earthquake ground motions?**
Willamette is not in a 100 year floodplain or tsunami zone. School administration is uncertain about the life safety performance level for design level earthquake ground motions.

If desired, add any additional innovations that help your students and staff to be healthy and safe, and that don't fit within an above section. Possible bonus points

The district's Adaptive PE Specialist coordinates the Staff Health and Physical Enhancement (SHAPE) program. SHAPE is a grant-funded program designed to promote and foster health and wellness among Bethel School District employees. SHAPE seeks to address the primary health needs of physical activity, nutrition education, and stress management through fun, rewarding, and free activities open to all district staff. The program coordinator keeps an updated blog on the district's website with informative articles on healthy living. Classes that are offered include a beginner running/walking group, morning basketball, yoga, Tabata, Latin fusion, and many more. The website also gives information for tracking weight loss and exercise with different technologies. WHS staff participation in this program is growing. District-wide there is a core group of 150-200 staff that participate; some participants take multiple classes each week.

Total response for PILLAR TWO may not exceed FOUR pages

Oregon Sustainable School 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.

Element 3A: Interdisciplinary learning: Relationships between Human & Ecological Systems 15 pts for this Element

Quantify and describe how your school uses interdisciplinary learning to educate about relationships between human and ecological systems. Leave a section blank if your school has no progress to report.

Curriculum and Instruction: FRAMEWORK & INTEGRATION FOR ENVIRONMENTAL LITERACY (2 points)

- **Describe how the school's curriculum addresses each of the following 5 content strands as detailed in the Oregon Environmental Literacy Plan:**

Systems Thinking: Courses that address systems thinking include Ecology (Grade 10), General Biology (grade 10), Zoology (grades 11-12), Botany (grades 11-12), Cell Biology (grade 10), Electronics (grades 10-12), Government (11-12), Social Studies (grades 9-12), Anatomy, Physiology, Business, and Commerce classes. These classes draw together inter-related parts to understand a collective whole – often a set of behaviors. Classes draw on one another and allow students to engage on a level where they must work as a team to reach a common understanding. For example, General Biology and Cell Biology classes feed directly into thinking about larger systems within Botany and Zoology. **Physical, Living, and Human Systems:** Science courses (General Biology, Botany, Zoology) connect students directly with physical, living, and human systems. Textbook examples relate to real world issues, such as Genetics and its relation to the Human Genome Project. **Interconnectedness of People and the Environment:** General Biology and Ecology courses teach the interconnectedness of People and the Environment. These courses cover real world topics to make it easier for students to apply their coursework to their lives (acid rain and climate change, stem cells, and cancer research are covered). In addition, other courses in Social Studies, such as World Studies, American Studies, and Native American History delve into topics of history and how it relates to present day. Students in Literature classes at WHS read a number of environmentally focused books that are applicable to all coursework taught in the science curriculum and World Studies. **Personal & Civic Responsibility:** The senior level (required) Government class gives students an introduction to civic responsibility, and all students are required to take a Personal Finance class. Students are also encouraged to join extracurricular clubs and activities which foster a culture of personal development, guidance, and leadership. **Investigate, Plan, and Create a Sustainable Future:** All General Biology and Ecology classes are taught within a sustainability framework. These classes promote resource conservation. The Willamette Improvement Team (WIT) is a unique class taught by the WHS Principal and Superintendent. This class focuses on sustainability and provides students with opportunities to update and implement an improvement plan at WHS. Students come from every walk of life on campus, and the class is designed to break down barriers to form alliances and camaraderie between student groups.

What percent of students are engaged each year in the above? 100%

Curriculum and Instruction: FRAMEWORK & INTEGRATION FOR SOCIAL LITERACY (2 points)

Describe how the school's curriculum develops social skills, knowledge and positive human values that engender the desire and ability in human beings to do the following things: 1. Act positively and responsibly in a range of complex social settings. 2. Think and act on social and political concerns 3. Have a sense of social responsibility 4. Be involved with and connected to the community 5. Clearly communicate with one another and be media literate 6. Develop active, collaborative and co-operative working patterns, focused on real problems in a real community:

All classes at WHS have a basis in the future. Teachers set up their courses in Science, World Studies, English, Math, and Technology with the goal of creating productive, responsible systems. Students are required to take World Studies before graduating – this is a 9th grade requirement. This class focuses on the global community and connecting people around the world, while emphasizing the importance of valuing cultural similarities and differences through a “global village” concept. This class has a role play component that allows students to interact with each other. 10th graders take an American Studies class that allows them to apply similar concepts learned in World Studies while focused on becoming active, engaged citizens of the US. WHS offers a Social Justice class which teaches and encourages social responsibility and appreciation of various cultures. All of the classes mentioned require students to clearly communicate with one another and be media literate. Human studies classes in particular focus on active, collaborative learning models that focus on real problems in the community.

What percent of students are engaged each year in the above? WHS does not have a way to measure the exact engagement of students in these topics year to year. However, all of the classes listed are at their capacity. These classes are so popular that they tend to fill immediately before the semester begins.

Curriculum and Instruction: USE OF OUTDOORS (3 points)

- **For each grade level, describe use of outdoor spaces experienced by all students to support education for environmental and social literacy (for ex. school garden, outdoor school, park or similar space; NOT PE classes):**

During lunch and recess, WHS students have access to a variety of outdoor spaces that support creativity and environmental and social literacy. There is an on-site Japanese Garden that was created by a science teacher and an art teacher. The Metals Class designed and built the gate for this space. Students have planted bamboo, irises, and other plants; there is a fountain, pond, gazebo, benches, and grass area for students to interact, create, and play. There are other courtyards on campus that students use during lunch and classes; one of these is a memorial for one of Eugene's fallen police officers. Additionally, Art and Literature classes use the school's flower and vegetable garden as a creative space (more on this garden included below).

- **Percent of students each year who experience education in outdoor spaces:** About 50%
- **Hours/student (Include low, average, high if there is a range):** 1 hour to 40 hours outside per student per semester.

Curriculum and Instruction: SCHOOL-BASED ACTIVITIES OUTSIDE SCHOOL DAY (1 point)

Describe school-based opportunities offered outside the regular school day that focus on environmental or social sustainability: Opportunities that allow students to think and act on social and political concerns are clubs such as the Black Student Union, Latinos Unidos and Native American Club, Gay Straight Alliance club, and the Youth Transition Program. All of these opportunities, including the social justice curriculum, give students a sense of social responsibility while teaching skills needed to enter the workforce.

- **Percent of students who participate in such opportunities:** Unsure

Professional Development: QUALITY (1 point)

Describe on- and off-campus professional development opportunities focused on education for environmental and/or social sustainability utilized by school staff, including topic, length and quality (as described by the content areas cited above in the two "Framework and Implementation" sections): Staff professional development consists primarily of presentations to staff about how to properly recycle goods at WHS. This presentation happens yearly and is primarily for new staff, as current staff is very conscientious about recycling everything. In the new science and administration building, WHS has incorporated green technology and sustainability into the new architecture, including a rooftop greenhouse and drainage systems that will recycle the rainwater from the rooftop. The interconnectedness of people and environment and the importance of acting socially responsible has become a deep part of the culture at WHS. Conversations and actions clearly reflect the sense of importance in considering how today's actions will impact the future of our community and in a greater sense, the world. Several staff run different programs with students that highlight these beliefs. WHS has a hydroponic garden, a vegetable garden, a food composting program, and two different groups of students that recycle goods from all over the school.

Professional Development: PARTICIPATION (2 points)

- **Percent of all school staff (administrative, certified and classified) participating in each of the above professional development opportunities in the past two years:** 100%

Professional Development: FOLLOW-UP SUPPORT (1 point)

Describe the follow-up support by school administrators following this type of professional development to ensure the new knowledge and strategies are implemented in classroom instruction. (select from options in Part 3-Metrics, or other): Currently WHS has one lead and three additional teachers/classified staff who lead various activities with students.

Demonstration of Skills: EVIDENCE (2 points)

- **Provide evidence that students are actually becoming environmentally and socially literate (as described by the content areas cited above in the two "Framework and Implementation" sections):** Students are required to take World Studies in 9th grade and American Studies in 10th grade. These classes include many aspects of environmental and social literacy. In World Studies, the final class project involves planning for and implementing a microloan project for a developing country. Students choose the project they want to work on and must work together in teams to figure out how best to finance and manage a microloan. This class also includes an activist component, which often involves a letter writing campaign to end genocide. These courses allow students to think critically about the world around them and stimulate behavior change. As 12th graders, students must take a Government class that addresses civic engagement while teaching about how social and government programs work together to produce a healthy and productive environment.

For high schools: List percent of graduates who have passed a course and/or completed a senior project in environmental

science, environmental or sustainability leadership, earth systems science, or equivalent: 80% of seniors pass their American and World Studies requirements. About 2% of students complete senior projects (through International Baccalaureate).

Demonstration of Skills: LITERACY/COURSE REQUIREMENT (1 point)

- **Does your school have a requirement for environmental and social sustainability literacy, and if so describe. (select from options in Part 3-Metrics, or other):** No requirement, but students must take and pass the Government class; they also need to complete a certain number of credits in Social Studies and finish the World Studies course by graduation.

Element 3B: Use of Education for Sustainability to Develop and Apply STEM Skills

10 points for this Element

Quantify and describe how your school uses education for environmental and social sustainability to develop and apply STEM skills. Leave a section blank if your school has no progress to report.

STEM Content and Thinking Skills: EDUCATING FOR STEM (3 points)

- **Describe how the school uses environmental and social sustainability topics/issues as a context to provide science, technology, engineering and mathematics (STEM) content and thinking skills. (Your response should note which sustainability topics and what specific STEM content and skills.)** WHS' Youth Transition Program (YTP) started at the high school level 25 years ago. This program gives students with barriers to employment opportunities to grow; it is supported by Vocational Rehabilitation Services. YTP maintains the following integral sites at WHS: a vegetable and flower garden, which boasts 22 raised beds and a berry garden – the garden provides the WHS cafeteria with salad greens; an operating bakery and kitchen, where students bake bread rings, spinach dip, cinnamon rolls, cookies, soft pretzels, and calzones and send them to Lane Community College for sale; a hydroponic herb system, where manmade nutrients go into the water to grow herbs – herbs are used in school cafeteria; an aeroponic garden that does not require water; and an aquaponic garden that uses tilapia to nourish plants. Terri Boekhurst, YTP teacher, builds systems with students that require hand tools and machinery, equipment cleaning, and agricultural tools. The skills require mathematics, critical thinking, science, and engineering techniques to succeed. Terri offers resume and cover letter writing expertise to outgoing students, and she sets up appointments with the Job Corps and the Community College so students have access to resources on campus. The gardens are open for other teachers to use, and Terri partners with two local businesses to figure out new methods of gardening and self-sustenance. WHS also boasts an Engineering and Design class designed for all students (described below).
- **Percent of students who receive such instruction:** 25%

STEM Content and Thinking Skills: MEANINGFUL EXPERIENCE (3 points)

- **Describe how you provide students with a meaningful sustainability-related experience that engages them in critical thinking, problem solving and decision making around a STEM topic, two or more times while at the school:** The Engineering and Design class teaches students to build electric go-cart-sized cars that they drive in races throughout the Northwest after school and on weekends. Eugene's local utility, Eugene Water and Electric Board, is a major supporter of this program, in addition to many local businesses that offer parts, materials, and supplies for free or at a reduced cost. Additionally, WHS plans to take the old solar panels off of the school's office/science building, which will be torn down this coming spring, and relocate the panels on the WHS Metals shop so the electricity produced can charge the batteries for the cars.
- **What percent of students have had such an experience?** 20%

STEM Content and Thinking Skills: DEMONSTRATE STEM SKILLS (3 points)

- **Describe how your students demonstrate their ability to use STEM (science, technology, engineering and mathematics) concepts and skills in order to understand environmental and social sustainability topics/issues. (Your response should note which sustainability topics and what specific STEM content and skills.)** Students involved in these projects consistently build useful, working tools and machinery that have a functional purpose, leading to increased environmental sustainability and a greater awareness of their surrounding environment and their placement within that environment. Students utilize all STEM concepts in these classes to gain an understanding of how their hands-on projects work within the context of their specific system. These are important skills for students to have upon the completion of high school.

- **What percent of students demonstrate this ability each year?** 25%

STEM Content and Thinking Skills: STEM CAREER PREPARATION (1 point)

- **Describe how the school shares and supports STEM career options that focus on environmental and social sustainability fields and/or careers in the 21st century economy. Please give specific examples.** Karen Wiant runs WHS' College and Career Center located in the Counseling Center. The C&C Center provides inspiration and guidance as every student creates his or her individualized, actionable career plan – the Center offers full assistance to help students reach their goals. The Center includes a college and financial aid reference library, college catalogs and view books, college admissions representative visits, SAT/ACT test registration and practice materials, composter-based programs for career exploration and college selection, financial aid/scholarship information and forms, information about military careers, community service volunteer opportunities, afternoon and evening workshops for parents and students, and foreign travel and study abroad program information. Karen encourages students to assess their skills to find out what best suits their needs – all aspects of STEM are covered.

Element 3C: Apply Civic Engagement Knowledge and Skills to Local Sustainability Issues 10 points for this Element
Quantify and describe how your school's students apply civic engagement knowledge and skills to sustainability issues in your community. Leave a section blank if your school has no progress to report.

CIVIC ENGAGEMENT INTEGRATED INTO CURRICULUM (4 points)

Describe how CIVIC ENGAGEMENT knowledge and skills related to environmental and social sustainability issues are integrated into the curriculum. (Be specific about types of civic engagement and what specific sustainability issues): WHS students participate in and take the lead on the following events throughout the year: MLK Jr. "Day On" event, where the WIT serve as the "foremen" for completing and leading a day of service. This event occurs with the help of 400 University of Oregon students, forming a partnership between the two schools; WHS' "Rake and Run" gives students the chance to volunteer to rake leaves and beautify people's homes in and around the Bethel neighborhood for disadvantaged and/or disabled families; the WIT follows an action plan throughout the year to complete various projects that clean up and beautify civic spaces; the "Jilly Bug" is a fundraiser put together by WHS students every year. This fundraiser is a toy drive for children with terminal illnesses that are patients at Oregon Health and Science University; the Recycle Round-Up allows all community members to bring goods to be recycled – everything from tennis shoes to computers are accepted; the "Transition Crew" is a documented, active, and inclusive program that promotes mentoring within the school. Select juniors and seniors pair up with incoming students to become peer tutors and mentors to get new students acquainted to life in high school. The peer network also includes study sessions and preparation for midterm and final exams; and "Teen Talk Time" gives high school students the chance to mentor middle school students throughout the year. This is another way for middle school students to engage at a more mature level in order to make them feel more comfortable entering a new environment as freshmen.

- **What percentage of the student body receives instruction in these skills?** About 85%

PROFESSIONAL DEVELOPMENT FOR TEACHING CIVIC ENGAGEMENT SKILLS (3 points)

Describe on- and off-campus opportunities focused on strategies for teaching civic engagement utilized by school staff. Consider length and quality: All of the clubs, fundraisers, and after-school activities focused on civic engagement have at least one staff member associated with that particular group. These are volunteer-led efforts by staff to lead by example and help students complete projects that they are passionate about. While staff are not contractually obligated to lead students in civic engagement efforts, many choose to take action because they believe in the students and are passionate about the civic mindedness of the groups. Willamette Pride is an offshoot of the Bethel Education Foundation. Willamette Pride organizes volunteers for Willamette High School for a wide variety of events and purposes. During the 2012-13 school year they brought in more than 470 business representatives, university students, scouts, business mentors, and local community members for a variety of tasks at Willamette, including beautification projects that involved students working side-by-side with outside volunteers. In addition, Willamette's College and Career center regularly arranges school-to-work and community service opportunities for hundreds of Willamette students. In terms of engaging students to respect diversity, there are hundreds of pledges posted on the walls of WHS that promote anti-bullying messages, such as "Be an upstander, not a bystander." WHS builds a community of trust, engagement, and courage around this message to encourage students to take action when bullying occurs. There are regular assemblies that students take part in to receive this message at many different levels throughout the course of their regular day. Perhaps more importantly, the larger message here is that, as a body of students, teachers, and staff, there is an underlying shared value of respect. Bethel School District as a whole contributes to shared

values of diversity by aligning one of the key K-12 missions: as a district Bethel must meet the needs of students. Students' needs are met in a variety of ways at WHS—providing bilingual staff support is second nature at this point – this is a critical piece in communicating with families. Staff meetings delve into instruction, which leads to people talking about diverse learning opportunities and attending trainings necessary to cater to a variety of different students. WHS has different extracurricular activities students can participate in, ranging from the Black Student Union, Latino Student Union, Native American Student Union, Gay Straight Alliance, Willamette Improvement Team, and more. All of these groups are supported by WHS staff and provide leadership opportunities to students. Finally, the district has gender-neutral guidelines that have roots at WHS. Because of the importance these guidelines serve, they became a policy for the entire district.

- **Percent of teachers participating in professional development opportunities in the past two years that focused on strategies for teaching CIVIC ENGAGEMENT skills and strategies (appropriate for use in activities such as service learning, place-based education, outdoor education, etc.): 100%**

DEMONSTRATE CIVIC ENGAGEMENT SKILLS (3 points)

Describe the ways in which students are demonstrating civic engagement skills (select from options in Part 3-Metrics, or other): Many of the classes offered at WHS acknowledge and value cultural diversity. Some examples of these classes are World Studies (where students are required to complete a civic engagement project), Social Justice, and all of the International Baccalaureate (IB)/Advanced Placement (AP) classes. WHS experiments with different ideas to convey civic engagement through cultural diversity values to students. For example, one class brought in two notable leaders in the community (one African American; one Latino) to talk to students about their experiences with diversity and leadership in Eugene. All of the IB/AP classes discuss global and social issues, and the District's Multicultural Coordinator is a guest speaker in many WHS classes. These opportunities give students the ability to think critically about the news and deconstruct what and how they are learning while being able to apply their newly acquired skills in the real world. Many WHS students choose to focus on civic engagement outside of the classroom as well: "Mr. Wolverine" is a fundraiser to benefit the Children's Miracle Network. Twelve male students are chosen in the competition and are assigned a female student who acts as his "trainer." The students work together for months to create and fulfill unique fundraisers with the intent of donating the money earned to the nonprofit organization. The culminating event is a pageant where "Mr. Wolverine" (the school's mascot is a Wolverine) is chosen for the year. In 2013, the Mr. Wolverine competition raised \$50,000 for Children's Miracle Network.

Looking at the district as a whole, Bethel schools participate in a model project working with the University of Oregon (UO) on an anti-bullying campaign. WHS is in a unique situation because the anti-bullying program is integrated into the K-8 structure at Bethel, so students have an understanding of this messaging prior to entering high school. Additionally, the student-led, extracurricular Willamette Improvement Team (WIT) takes on a "mission" each year often relating to student safety. WIT students are trained facilitators that take a pledge to reach out to their younger peers. At WHS, the WIT educates middle school students so they know what to expect before entering high school. The Aspire Program is another UO partnership set up so that UO students and Eugene community members mentor graduating WHS students that will be graduating high school and working or going to school after graduation.

What percentage of students can demonstrate civic engagement skills as described above? 100%

If desired, add any additional innovations that help your students to become environmentally and socially literate, and that don't fit within an above section. Possible bonus points

Total response for PILLAR THREE may not exceed FOUR pages