



Oregon Green Schools Premier Level Application

First Time Applying at Premier Level Renewing at Premier Level

Use this application to apply for or renew at the third and highest level of recognition, the Oregon Green School Premier Level.

Please download the application, complete it, and then **submit it electronically** to your local Oregon Green Schools Coordinator, followed by a hard copy with signatures by mail. He or she will be able to answer any questions you may have about the application or about the Oregon Green Schools Program.

To find the name of your Coordinator, refer to: <http://www.oregongreenschools.org/coord.cfm>

Applicant's
Name: Leslie Winchester Date: Oct. 26, 2007
Applicant's Job
Title: head custodian
Name of
SCHOOL: Powell Valley Grade School
Address: 4825 S.E. Powell Valley Road Gresham, Oregon 97080
Phone: (503) 661-1510 Fax: _____
Number of
students: 525-550 Number of staff: 65
On-site resource conservation
coordinator's name: Leslie Winchester
Coordinator's job
title: custodian
Phone: (503) 661-1510 E-mail: leslie_winchester@gbsdk12.gresham.or.us
Name of Garbage
Company: Rockwood Solid Waste
Name of Recycling
Company: Rockwood Solid Waste

Green School Application Filed and Approved:

Date Your School Became an Oregon
Green School 1999

Certification of Merit Application Filed and Approved:

Date Your School Became a Certificate of Merit
Green School 2000

1. INVOLVEMENT

How your school involves staff, students, and their families in your resource conservation program

A. Describe your waste reduction/resource conservation program. What is your school currently doing to reduce waste and conserve resources? Explain how your staff and students are involved in everyday activities that support waste reduction, and energy and water conservation. Things to consider:

- How you educate, train, and encourage staff and students to participate in your program
- How you publicize your program
- How your parent group participates and supports your program
- How you practice resource conservation in your everyday facilities operations
- How you integrate resource conservation into school functions (classroom activities & responsibilities, clubs, staff positions, community events, curriculum, etc.)

Powell Valley has a fourth grade class that is responsible for providing recycling pick up to every room in the building. Each room in the building has a curby for recycling. Any non-recyclable waste found in the curby by the team is left in the curby when the recycling is emptied. The teacher then explains to the students why that particular material cannot be recycled. Second grade students from one or two rooms are mentored during this pick-up service by the fourth grade team members. The second graders learn from the fourth graders how to pick up the recycling from the curby's, sort it and put it in the large collection containers. This provides a sustainable base of students trained to provide recycling services from second through 5th grades. Each classroom teacher explains to their class how to use the curby located in the room for recycling cardboard, paper, plastic bottles and tin, and these instructions are integrated into regular curriculum lessons. There is a very strong focus from 3rd grade up on the environment, including topics such as water quality, life cycles of plants and animals, renewable resources and how human behavior affects the world. Weekly awards are given at school assemblies for the 3 classes doing the best job of recycling materials in their room. The PBS (Positive Behavior Support) program at Powell Valley teaches all students through verbal and video media to use one squirt of soap for handwashing, and one pull on the towel dispenser for hand drying. Each class assigns a student to turn out the lights and close the door when the entire class leaves the room as a group. Classrooms focusing on environmental studies submit articles about what they are learning to the parent newsletter, which goes home with every student. Empty printer cartridges are also solicited from district patrons in the newsletter. These cartridges are recycled through Toner Inx, and the school receives money or rebates for them. Annual waste audits are performed by student teams, and the results, in graph form, for each room are posted on a bulletin board in the hallways. All students learn how well they are keeping recyclable materials out of the waste stream in this way.

The parent teacher committee at Powell Valley has supported the school's conservation efforts by purchasing playground toys manufactured from recycled plastics as well as bringing in printer cartridges from local businesses for recycling. This group also recycles cardboard from fund raisers, and collects soup labels, box tops etc. for manufacturer rebates. This keeps these materials out of the waste stream. The Powell Valley PTC and parent volunteer group also hold a holiday craft bazaar, where students come to make gifts for exchange. Many of the gifts are made from reused materials. Examples would be advent calendars made from egg cartons and decorations made from scrap fabric and notions.

Custodians at Powell Valley monitor energy usage with a computer program, and track the results so adjustments to heating/cooling, lighting and water usage can be made to lower usage whenever possible. Start up of lights and heating in the building is staggered in the morning to lower the highest demand for energy as well as the total usage. During those times when only custodial staff is in the building, only the work areas are illuminated and the HVAC run time is limited to one hour per day. Earth friendly green seal cleaning products are ordered in bulk (less packaging) to minimize impact on the environment and are dispensed through automated dispensing machines that insure the correct dilution rate.

Powell Valley's principal is a key member of the district resource conservation committee.

B. Describe how your school provided direct waste reduction education and assistance to another school within the last year. Briefly describe the outcome of your school's assistance to the other school.

Students at Powell Valley shared information on recycling and waste reduction with 3 other schools in 2007. Third grade students shared posters and pen pal letters with McLoughlin Elementary in Oregon City and Middleton Elementary in Sherwood. Fifth grade students wrote letters about how to conserve resources and practice the 3 R's to students from Kelly Creek Elementary. Head custodians from Powell Valley and Kelly Creek exchanged bulletin board materials with each other. The bulletin boards described recycling and conservation efforts at each school.

C. Describe how your school provided waste reduction/resource conservation education or assistance to the local community during the last year. Briefly describe the outcome of your school's community efforts.

A fourth grade student from Powell Valley gave a presentation to the Gresham Kiwanis club describing what students and staff at the school do to conserve resources and preserve the environment. Peyton finished the presentation by making suggestions to the audience about what they could do at work and and home to help save the earth.

2. EVALUATION / WASTE AUDITS

A. How much garbage is disposed at your school? What's in it? Where is it generated?

Weekly volume OR weight of solid waste: _____ 4 _____ cubic yards pounds
(check one)

HINT: When in doubt, check with your garbage hauler for this information.

B. Conduct a waste audit and identify the school's key waste materials and the sources of waste. Compare this audit to the one reported in your Merit Level Application and explain the differences in you results. *Be sure to submit an electronic copy of your completed audit form with this application.*

HINT: You will find an easy-to-use audit form and instructions at:

http://www.oregongreenschools.org/waste_audits.cfm

	Type of Material	Weekly Volume <small>(indicate gallons or cubic yards)</small>	Source <small>(area in school)</small>	% of Total Waste
1.	paper towels	295 gallons	restrooms, classrooms,offices	34.00%
2.	food waste	282.15 gallons	classrooms, cafeteria	30.00%
3.	recyclable materials	34.05 gallons	classrooms	4.00%
4.	packaging materials	198.75 gallons	classrooms offices	28.00%
5.	trash from building rental	60 gallons	church/YMCA/other	7.00%

C. How much water and energy does your school use?

Enter your school's average monthly water and energy usage.

Water usage: 54.9 cubic yards gallons Oil: 0 gallons
(check one)

Natural gas: 194.8 therms Electricity usage: 26,000 kWh

Other: _____

HINT: Check with your school district facilities department or your utility companies for help with this information or learn how to read your school's meters at:

<http://www.jea.com/customer/meter.asp>

D. How do these figures compare to those reported in your Merit Level Application or previous Premier Level, if this is a renewal application?

Powell Valley is using approximately 60 cubic yards of water per month in 2006-07 as compared to 89 cubic yards in 2004. Average electricity useage in 2006-07 is 26,000 as compared to 35,810 in 2004. Natural gas useage averaged 194.8 in 2007 as compared to 257 at the beginning of 2004 (last available records from 03/04).

3. GOALS

A. ACCOMPLISHED: How did you carry out your plan and complete your waste reduction and resource conservation goals described in your original Basic and Merit Level applications or Premier Level goals if this is a renewal application? List the achieved goals, including additional goal(s) developed in the process. Tell us how you've met each of these goals. List those goals not achieved and their obstacles.

A primary focus of PV's waste reduction and conservation plan has been to ensure sustainability of the program. Powell Valley has successfully made resource and energy conservation efforts a part of the daily routine for everyone at the school. Powell Valley's recycling team is highly visible when doing their job. They wear special badges identifying them as recyclers and students aspire to be a member of the team. This increases the incentive for them to learn about the recycling/reducing process. Reducing waste in the cafeteria had been targeted for improvement, and progress has been made in that direction as well. Daily charts were posted showing the weight and volume of wasted food. Waste from student hot lunches has been reduced approximately 30%, even with increased enrollment and an increase in non- recyclable plastic in the school lunch program (see additional information sheet). More waste seems to be generated in the form of packaging from snacks and lunches brought from home. Powell Valley continues to have the same level of garbage service despite having more students in the building than in 2003/04 as well as other building users that generate trash, such as a church on Sundays.

B. NEW GOALS: Please list the new resource conservation goals that your school will strive to accomplish over the next three years related to solid waste, recycling, energy, and water:

1. Garbage

- Goal – Powell Valley would like to hold the line on waste production as student enrollment increases.
 - Steps to achieve – Conduct waste audits, increase awareness through bulletin boards and presentations at Panther Pride assemblies.
- Goal – Reduce waste from snacks and cold lunches brought from home.
 - Steps to achieve – Increase awareness through presentations at PTC and volunteer meetings. Include information on reducing packaging materials in weekly newsletters to parents.

2. Recycling

- Goal – Increase printer cartridge recycling.
 - Steps to achieve – Include information about this program more frequently in the newsletter. Also make other building patrons (groups using building for meetings) aware of the option to recycle printer cartridges.
- Goal – Target building users to participate in program.
 - Steps to achieve – Present options for recycling and reusing materials at PTC event planning meetings, provide recycling containers for groups renting facilities.

3. Energy

- Goal – Continue to reduce electrical use for lighting.
 - Steps to achieve – Continue to replace incandescent bulbs with compact fluorescents as bulbs burn out.
- Goal – Minimize heat loss through windows and doors.
 - Steps to achieve – Continue to educate staff and students about keeping doors and blinds closed in inclement (hot or cold) weather. Verify that night staff closes all window coverings to conserve heat over night.

4. Water

- Goal – Reduce water useage in restrooms
 - Steps to achieve – When replacing flush valves, be sure the water saver features are installed with the new hardware. Continue to be sure that no fixtures leak or have excessive pressure.
- Goal – Maintain classroom fixtures so there are no leaks.
 - Steps to achieve – Ask staff and students to report any leaks or drips.

4. REDUCE, REUSE, RECYCLE, CONSERVE

A. Reduce: Describe how your school has reduced the consumption of a product in the past year. List the product(s) or material(s) and a description of what your school did. Please estimate the cost savings and impact (if any) on your school's waste stream. (For example: campaign to use less paper towels, switched to reusable lunch plates or utensils, switched to electronic newsletter delivery instead of paper, eliminated straws, double-capacity toner cartridges, etc.)

B. Office staff has reduced the amount of paper used by changing over to electronic record keeping and communications. Daily attendance and state reports are filed electronically and backed up on the district server rather than on paper.

Attendance records for one year would use one full case of copy paper alone. School newsletters are no longer sent home with each child. Instead, one copy is sent per family, resulting in about 120 copies of 4 pages in savings each week, almost one ream of paper. This newsletter to patrons is also made available online at the schools webpage. Staff bulletins communicating news in building are also done electronically rather than printed on paper. Office staff also orders supplies electronically, rather than on paper. Half of all supply orders are done online, reducing the paper trail from school to business to the district billing office.

Custodial staff submits various forms and reports electronically also. Forms for property transfer/discard, weekly energy reports, work orders for repairs and supply orders are all done electronically.

Powell Valley has also replaced it's old kiln with a new more energy efficient unit. The new kiln has electronic controls that automatically fire the ceramics, resulting in a shorter firing time. The wiring of the kiln itself also uses less electricity to generate the same heat levels as the old unit. The ventilation system for the kiln was upgraded by the maintenance department at the same time. The new system ventilates directly out of the kiln itself instead of exhausting heat out of the entire room. This has resulted in less heat loss in the room during the winter, and less heat build up during warmer months.

Powell Valley has earned Energy Star certification the past two years in a row for significant reductions (40% below the average) in utilities useage as compared to other schools and businesses across the United States.

Examples to consider:

- *Routing messages rather than printing one for everybody*
- *Using e-mail rather than paper*
- *Choosing less toxic alternative products*
- *Making art projects from old office supplies*
- *Double siding*
- *Using half sheet forms rather than full sheet*
- *Using durable rather than disposable*
- *Setting up a REUSE IT closet or materials exchange for students or staff*
- *Donating unwanted items that are in good condition*

C. Reuse: List ways your school reuses materials.

D. All copy paper at Powell Valley is printed on both sides. Every printer has a paper file sitting adjacent to it for collecting printed materials that can be reused or double sided. Partially used sheets are used for note pads, as are outdated flyers received by the school from other sources.

Powell Valley's production room manager has collection containers for scrap copy paper, construction paper and railroad board that can be reused for other projects. Reminder notes are posted by printers and paper cutters to help staff remember to reuse materials if possible. Smaller sections of colored papers are that can be used to die cut letters and shapes have a special box for collection as well. There are also recycling containers kept

in this room for paper scraps that can't be reused. Bulletin board borders, art materials and prints and community use books are also returned to this room for reuse by other staff.

Many art projects are created from reused materials at Powell Valley. All of these student creations are integrated into other lessons plans as well, from social studies to math. Totem poles have been built from empty cans from the kitchen and paper scraps for the native American unit, pioneer lunch boxes from cans during the study of Oregon history, valentine's mailboxes have also been created from empty tin cans. Pendants depicting study topics have been made from metal frozen juice can lids and left over craft materials. Gift planters have been made from old shoes and scrap fabric, paint and other left over decorating items (beads, glitter, sequins etc.) Tesselations are taught using construction paper scraps.

MEDIA SPECIALIST'S LIBRARY CARDS Powell Valley's media specialist, follows in the school's tradition of recycling and reusing by making library cards for students from tag board scraps. Each student is issued their own card in kindergarten, and uses that very same card all the way through fifth grade. Mrs. Padgett color codes the cards for each grade level, so for example all students starting kindergarten will have the same color card, and it will be a different color from any other grade level. The cards have the student's complete name and a bar code sticker for book check out placed on the tagboard, which is then laminated. Once the card is laminated, Mrs. Padgett uses a regular Sharpie marker to add a code indicating the student's class by grade level and teacher. The following year when the student moves up a grade level and has a different teacher, Mrs. Padgett uses rubbing alcohol to remove the prior year's code and put the new code on the card. The library cards are roughly the size and shape of a ruler, and are also used by students to mark a place on the shelf if they remove a book to browse through it prior to check out. This way the students are able to easily replace the book exactly where it belongs. When students graduate from Powell Valley, or move to another school, their old cards are cut up and put to other uses in the media center.

E. Recycle: List any additional materials your school recycles beyond those listed on your Merit Level application.

Recycled Material	Volume (indicate gallons or cubic yards)
1. milk cartons	230
2. plastic and tin	130
3. paper	500
Other: cardboard	318

Buy recycled: Purchase at least one item containing post-consumer recycled content. List the product your school purchases and uses that contains post-consumer content. Include the percentage of post-consumer content.

Envirocopy printer paper is 35% post consumer materials. Truray construction paper is 50% recycled paper.

F. Conserve: Describe how the energy and water conservation methods incorporated into the operations of your school (as described in your Merit Level application or previous Premier Level application if this is a renewal) affected water and energy usage. Using the online “Energy Emissions Calculator” at <http://www.cleanerandgreener.org/resources/pollutioncalculator.htm>, based on your school’s electricity usage over the past year, calculate the total number of pounds of electricity-related air pollution that your school produced during that period of time.

The calculator provides a figure of 180 pounds of CO2, and 1 milligram of mercury .

5. REPORTING

A. Report waste reduction efforts to the School Board. Briefly describe how the school board was notified of the school’s waste reduction plan and program results.

Reports from the District Waste Reduction committee to the school board included information about Powell Valley’s waste reduction and conservation efforts that resulted in the school being certified as an Energy Star facility. As one of the Gresham Barlow district’s qualifying schools the energy conservation program has been featured on PBS television programs.

B. Inform key members of the school community of your school’s waste reduction/resource conservation program and Green Schools Application:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> School Food Service Staff |
| <input checked="" type="checkbox"/> Teaching Staff | <input checked="" type="checkbox"/> Parent Organization |
| <input checked="" type="checkbox"/> Custodial Staff | <input type="checkbox"/> Student Government/Club |
| <input checked="" type="checkbox"/> School Board | |

C. Spread the word about your school’s remarkable program. Provide a “thumbnail sketch” here of your school’s resource conservation program for publication on the Oregon Green School’s web page. Refer to the web page at <http://www.oregongreenschools.org/premiere.cfm> for samples of those already posted.

Powell Valley’s principal, Mrs. Capps has added a special day to the school calendar. Powell Valley now celebrates Green Day every fall, to kick off the school year in a resource conservation frame of mind. Everyone wears green to school on Green Day, and the halls have posters with thought provoking questions about how to conserve resources and reduce waste both at home and at school. This year, the recycling bulletin board topic was how people’s daily choices affect the whole world, not just the immediate neighborhood. On Green Day, the weekly assembly focuses on waste reduction, with a variety of special presentations. This year the PV choir, directed by Miss Bradstreet, performed a vocal piece about reducing, reusing and recycling. At the classroom level, activities include making posters, recycled art projects and talking about how people’s behavior influences the environment.

Powell Valley celebrates Earth Day in a big way also. Every class has a lesson or project dealing with waste reduction or resource conservation. Earth Day 2006 saw Powell Valley’s halls completely decked out in a huge variety of posters, arts, displays, crafts and games, all tied in one way or another to resource conservation and waste reduction.

Third grade teacher, Mrs. Bangle has gone public with her native fishes unit. The tank used to rear salmon, steelhead and trout has been set up in a public area of the building for all students and staff to observe. All third grade classes post materials from lessons about NW native fishes in the halls for everyone to see. Art and dioramas depict healthy habitats for these fishes to hatch and grow, and how to keep the waters and streams healthy. Weekly Panther Pride assemblies include question and answer sessions where 3rd grade students field queries from the student body. Raps are performed that tell what not to do to prevent polluting watersheds, and why this is so important.

Many other daily lessons at PV are integrated with the school's goals of reducing waste and conserving resources. If a subject or activity has ties to the environment, the teacher will always include that information in the lesson.

Please help us assess our program by answering the following question:

“How has your school changed as a result of your Oregon Green School certification efforts?” (Describe how attitudes, behaviors, or systems have changed at school or in staff members’ or students’ homes because of your school’s program.)

The recognition and awards from being certified as a Green School have substantially increased the support for the waste reduction and resource conservation program at PV. There is always someone ready to step up to the plate and help with special activities, and all staff and students support the recycling team by doing their part. Students and staff have come to realize that everyone can do something at some level to help, and that resource conservation isn't just "someone else's" responsibility. People participate in the process without having to be asked, it is just "what we do at PV." The students especially take a great sense of pride in knowing that PV is a Premier Green School because of their efforts, and staff is motivated to take advantage of educational opportunities made available with grant monies. Earning Energy Star status complements the OGS program nicely, by tying utility useage in with the rest of the program and bringing the concept of resource conservation full circle.

Applicant’s signature _____

Principal’s signature _____

Head Custodian’s signature _____

RENEWING PREMIER SCHOOLS ONLY: Do you need a new flag? Yes No

Please send an electronic copy of this completed application to your Oregon Green Schools Coordinator. In addition, mail a hard copy with original signatures affixed. Remember to include an electronic copy of your waste audit form!

To find the name of your coordinator, refer to: <http://www.oregongreenschools.org/coord.cfm>

For Local OGS Coordinator only:

Received: _____ 20 _____ Approved: _____ 20 _____ Awarded: _____ 20 _____

Green School Application Checklist

Use this checklist to help you fill out your Oregon Green School Application. It will also help track your progress up through the three levels of recognition: Entry, Merit, and Premier Green School.

	Entry	Merit	Premier
INVOLVEMENT			
Identify designated on-site resource conservation coordinator.	■	■	■
Provide education, training and encouragement to staff, students & families.	■	■	■
Publicize and promote the program.	■	■	■
Practice resource conservation operation of school facilities.	■	■	■
Demonstrate the integration of waste reduction into the scope of the school's functions.	■	■	■
Provide waste reduction education and assistance to another school.		■	■
Provide waste reduction education and assistance to the community.			■
EVALUATION			
Conduct a waste evaluation and identify the types, volumes, and sources of materials found in the school's garbage.	■	■	■
Determine weekly garbage volume.	■	■	■
Determine water and energy usage.	■	■	■
Estimate the volume OR weight of recycled materials collected at the school weekly.	■	■	■
Devise and implement strategies to target large sources of waste and translate them to GOALS.	■	■	■
Compare results of waste evaluation to previous application and explain differences.			■
GOALS			
Establish waste reduction goals for garbage/recycling, energy and water.	■	■	■
Define method and steps to be taken to accomplish those goals.	■	■	■
Define method for maintaining waste reduction and resource conservation plan over time.	■	■	■
Identify a school-wide policy for reducing waste and conserving resources.		■	■
Demonstrate completion of waste reduction goals and objectives established in the school's original Green School application.			■
REDUCE, REUSE, RECYCLE, CONSERVE			
Describe how the school reduces and reuses materials to reduce waste and conserve resources.	■	■	■
Recycle at least 3 materials.	■	■	■
Describe how the school conserves energy and water.	■	■	■
Recycle at least 6 materials.		■	■
Purchase at least one item containing post-consumer recycled content.		■	■
Incorporate energy and water conservation into the operations of the school.		■	■
Demonstrate a reduction in the purchase or consumption of a product.			■
Describe how implementing resource conservation has affected energy and water usage.			■
REPORTING			
Inform principal, teaching staff, custodial staff, food service provider, parent organization and student government/club of school's program	■	■	■
Inform above people and school board of school's program			■