



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools 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.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school 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 Mr. Paul Hogan

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

Official School Name Jesuit High School

(As it should appear on an award)

School Mailing Address 9000 SW Beaverton-Hillsdale Hwy

(If address is P.O. Box, also include street address.)

Portland OR 97225 City
State Zip

County Washington State School Code Number* 380897

Telephone (503) 292-2663 Fax (503) 292-0134

Web site/URL www.jesuitportland.org E-mail phogan@jesuitportland.org

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

Date 1/28/2014

(Principal's Signature)

Name of Superintendent* Mr. John Gladstone

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

District Name* N/A Tel. (503) 291-5421

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.

Date 1/28/2014

(Superintendent's Signature)

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



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school 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 school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, 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 school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school 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 and sustainability education.
3. The school 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 school meets the provisions above.

A handwritten signature in black ink, appearing to read "B. Reeder".

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.

Jesuit High School of Portland, Oregon was founded in 1956 by the Society of Jesus as part of the 465-year Jesuit educational tradition. Jesuit High School is a non-profit, coeducational, college-preparatory school for grades 9-12 that serves approximately 1,270 students of all religious faiths. Jesuit practices responsible environmental stewardship and teaches students to care for all of the world's resources: human, environmental, and economic. In light of the Society of Jesus's call to operate the school in "kinship with Creation" and be mindful of intergenerational justice, Jesuit has made significant steps over the last several years toward enhancing sustainability around campus and equipping students to be active leaders in creating a sustainable future.

Jesuit's landmark decision in 2010 to construct the new \$6.5 million, LEED-gold certified Center for Science and Mathematics focused on sustainable design as a logical expression of its values. The 17,281-square-foot Elorriaga Center is environmentally responsible in construction, usage, and building maintenance. Instead of air conditioning, it features a night-flush system and has low-flow fixtures, solar panels, efficient lighting, environmentally friendly building materials, and other green features that make the building a living, breathing extension of sustainability.

In 2011, Jesuit received recognition as an Oregon Green School and one of its teachers traveled to Japan on the Japan-U.S. Teacher Exchange Program for Education for Sustainable Development. In 2012, Jesuit received a significant grant made possible by The Coca-Cola Foundation for 15 recycling bins designed specifically for placement in the cafeteria and on athletic fields. In 2012 and 2013, the Oregon Department of Education recognized Jesuit in the Oregon Sustainable Schools Award Program (Pillar 3: Educating for Sustainability).

Jesuit has also made significant curricular and programmatic steps toward sustainability that encourage students to examine the world surrounding them and the interconnectedness of all living things. The school believes that a strong STEM (science, technology, engineering and mathematics) background, combined with a student's knowledge of civic and environmental issues, creates "men and women for others" who will go out and improve their communities. For example, in fall 2013 the school introduced an AP Environmental Science course whose students design self-sustaining ecosystems in an Eco-Column and analyze the interconnectedness of habitats. Jesuit's International Studies class holds a Climate Conference during its climate change unit in which students research a particular country's relationship with climate change. Additionally, Jesuit has an active student-led Green Team Club responsible for organizing, promoting and educating our community about schoolwide recycling efforts. In 2013, Jesuit formed a Global Engagement Committee to enhance students' global and environmental awareness and connect with schools in the developing world.

Jesuit's Theology program closely examines social sustainability issues and is deeply connected to the Christian Service program, in which all students complete at least 65 hours of sustained service with poor and marginalized people. All students take the Peace & Justice course in which they consider unjust as well as life-giving aspects of modern culture and social structures. Each year, 94% of Jesuit's student body attends weekend retreats that take place in the outdoors and allow students to reflect on our environment as a manifestation of God's creation. 940 students take Health and/or Physical Education classes, and over 700 participate in athletics, developing lifelong healthy habits.

Jesuit also recently completed an extensive audit of the school's energy use, custodial and maintenance practices, and student and staff behavior. 9.4% of the school's energy is from renewable sources including solar panels on the school roof and a renewable power mix from our utility provider. An additional 17% is derived from hydroelectric power via the local utility company. Jesuit uses cleaning products that are 98% certified sustainable and maintains a large bioswale filtering surface water runoff from parking lots and sidewalks before it moves into the groundwater. In December 2013, Jesuit purchased six "No Idling: Young Lungs at Work" signs, now visible in the school's parking lots.

Jesuit's partnerships with community organizations are diverse: Jesuit is actively involved in the Jesuit Secondary Association. Last November, four staff and 25 students traveled to Washington, D.C. to the Ignatian Teach-in for Justice to learn about civic engagement and attend sessions on climate change, recycling, fracking, and environmental justice. Jesuit has very healthy partnerships with local experts in sustainability, including the recycling liaison for the Beaverton mayor's office. Through the school's Christian Service, Campus Ministry and Adult Formation Programs, Jesuit has high-quality partnerships with organizations such as Blanchet House, Portland's Downtown Chapel, Oregon Food Bank, Migrant Head Start of Hillsboro and the Jesuit Volunteer Corps. These local partnerships are integral to Jesuit's mission to educate men and women for others. By graduation, Jesuit students have acquired considerable knowledge of the many needs of local, national and global communities and are preparing to take a place in these communities as competent, concerned, and responsible members of society.

Oregon Sustainable School Awards Application

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

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

(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.)

- kBTU/yr divided by student count from page 1: 7,693.23 (See values below)
- kBTU/yr divided by total area (ft. sq.) from page 1: 41.52 kBTUs/ft²/yr (See values below)

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

Year	Total kBTUs/yr	kBTUs/student/yr	kBTUs/ft ² /yr	% Change in kBTUs/ft ² /yr
2012	11,728,464	9,420	49.34	Baseline year
2013	10,913,200	8,627	45.91	7% decrease from 2012
2014	9,870,420	7,693	41.52	16% decrease from 2012

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

- In 2012, we retrofitted our cafeteria lights, which will save approximately 20,500 kWh/yr and about \$1600/yr. Payback time is 4.8 years. We retrofitted our Hall of Fame lights with LED floodlights, reducing our energy costs in that area by 80%. We are implementing LED floodlights in all outside facilities. Both of our gymnasiums now have energy efficient lighting that also allows us to have variable light settings.
- 90% of classrooms and school buildings have automatic light sensors. In our Performing Arts Center, the lights are set to shut off each night, unless there is a manual override. Our Performing Arts Center costume shop uses energy efficient washing machines and dryers.
- The school has a programmable thermostat program that controls the boiler and the air conditioning. The programmable thermostat is able to control the temperature in certain rooms or areas of campus. For example, when no one is on campus, the school is not heated or cooled. During school days, the thermostats are set at standard heating and cooling points of 68-70 degrees during the heating season.
- Our maintenance staff inspects the school regularly for potential energy waste and does an excellent job of addressing issues promptly. The school has a special email address (fixit@jesuitportland.org) that faculty can email if there are any maintenance concerns, including issues with heating, cooling, lighting, etc.
- Most teachers adjust blinds & curtains in classrooms to make the most use of sunlight during the day, and close blinds on hot days.
- Windows and doors are closed when the heating or cooling systems are on.

GREENHOUSE GAS (GHG) ACCOUNTING (1 point)

- Enter current annual Greenhouse Gas emissions (MT eCO₂/person):
- Describe any offsets:
- If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented).

RENEWABLE ENERGY (2 points)

Percent of school's total energy consumption derived from renewable energy sources (don't include transportation)

- **Produced on-site** %, **Type:** Solar panels installed on the north entrance roof of Elorriaga.
- Purchased from off-site:** 5% (possibly 22%: see note) **Type:** 5% is the renewable mix from our utility provider. An additional 17% of utility-provided power is from hydropower through Portland General Electric.

BUILDING OPERATION (2 points)

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

- Jesuit's three maintenance staff have been at the school for 17, 19 and 25 years for an average of 20.3 years! All three know the school very well and seek training where needed, for example with newly installed systems.

- See Energy Use above for more detailed information
- Eight percent of our building square footage is LEED Gold certified. In this building, we have low-flow fixtures, which use 30% less water, Variable Air Volume (VAV) Units control the amount of fresh air and heated air delivered to each room, ensuring that minimum ventilation requirements are met and keeping each room at a comfortable temperature. The building also has large concrete slabs added to the ceilings to help maintain a constant temperature in the building. We have windows that were chosen specifically to balance heating in the winter, block solar heating in the summer and provide ambient lighting. 90% of the materials from the previous building demolition and construction waste were diverted from landfills and reused or recycled. Twenty percent of the materials used for construction were extracted, harvested, or recovered from within 500 miles of the school. At least 50% of the wood-based material and products are certified with the Forest Stewardship Council's principles and criteria for wood building components. Solar panels were installed on the north entrance to help offset energy used by the building.
- Our main office has instant hot water in the bathrooms to save on energy used by a water heater.

BUILDING DESIGN (2 points)

Total building area constructed or renovated since 2000: 23,694 ft²

- 2011: Elorriaga Center (new construction) **17,832 ft²**
- 2012: Dieringer Office (renovation) **5,862 ft²**

Percent of all above building area that meets a high performance standard. 10 %

Designate standard, and if certified, the date and certification level.

- In 2011, Jesuit opened the Elorriaga Center for Science and Mathematics, a LEED Gold certified building. It is a new construction, two story building, and occupying 17,832 ft². In 2012, the Dieringer remodel brought the building up to current standards from a 70s era building.

(Examples: LEED, CHPS, Green Globes or comparable standards)

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)

- All restrooms have faucets that are either auto on or auto shut off. In the Knight Gymnasium bathrooms, we have automatic faucets for hand washing. We have two sets of energy efficient washers and dryers.
- We replaced outside facility lights with LED floodlights and switched from T-12 fluorescent lighting tubes to more energy efficient T-8 fluorescent tubes. We have installed energy efficient lighting in the cafeteria, library, Hall of Fame and the T-12 bulbs in classrooms. 90% of rooms have automatic light sensors.
- 100% of the paper napkins purchased by the school are made out of 100% post-consumer recycled paper. We purchase compostable coffee cups from a Portland-based vendor. The Sustainability Committee now puts mugs (vs. paper cups) out at faculty meetings.
- In the faculty lunchroom, we use durable cutlery, dishes, glasses and mugs. Our Sustainability Committee recently received a grant to purchase additional dishes and cutlery to provide enough for every staff member.
- 90% of drinking fountains have water spigots for easy refilling of water bottles & we only sell water bottles at lunch a few days a week.

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):** 3873 gal/student/year
- **If possible, show % change from 2006 or other baseline year (note baseline year, describe how documented):**

Year	Total Water Use (gal/yr)	Total Water Use per Student (gal/student/yr)	% change
2012	Unknown	Unknown	unknown
2013	4,034,712	3113	Baseline year
2014	4,969,712	3873	1.2% increase

Note: this was a particularly dry summer and we had to irrigate more than normal. We also added more students to the campus.

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

- Our facilities and irrigation water systems are audited annually in June to identify water leaks and reduction opportunities.
- Approximately 25% of landscaped and athletic field areas utilize water-efficient and regionally appropriate materials. We now have over 7000 square feet of turf fields, which do not require irrigation. Well water accounts for approximately 70% of our irrigation water.
- All bathrooms have automatic shut-off or motion sensor sinks in the bathrooms. Most of our toilets are 3.5 gal/flush. We have 10 that are more efficient than 3.5 gal/flush.

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:

- In December 2013, we tested the lead levels in our drinking water and are awaiting results from the test. This is significant as it will be the first lead test on record.
- All taps, faucets and drinking fountains that are used for drinking and cooking are cleaned daily to reduce possible bacteria contamination. The drinking fountains receive a deep clean twice a year.
- All of our drinking fountains have water filters to encourage student refilling of durable, reusable water bottles.
- Every drinking fountain station has at least one water spigot for filling reusable water bottles. Many drinking fountain stations have two spigots, in addition to the drinking fountains themselves.
- All faucet screens, filters and aerators are cleaned annually to remove particulate lead deposits.

GROUNDS USE (0.5 point)

Describe beneficial grounds uses (select from options in Part 3-Metrics, or other)

Approximately 77.3% of our 34 acre campus grounds contains green spaces or athletic fields with ecological or social benefits. (12.7% of that space is occupied by buildings). Examples of our green spaces include: Hayes Plaza, Satterberg Courtyard, Areas with benches and picnic tables, athletic fields, grassy areas along Mary's Way, our bioswale, flower and shrub gardens, etc. Students tend to congregate in these natural areas.

SURFACE WATER (0.5 point)

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

- We have a storm water management program in place and it has been revisited within the last 5 years, most recently with our Dieringer and Elorriaga building construction and remodel, as well as with each of our turf maintenance projects.
- Jesuit maintains a large bioswale. Surface water runoff from the parking lots and sidewalks flows into the bioswale, where it gets filtered before moving into the groundwater.

Element 1C: Material Resource Management

5 points for this Element

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

WASTE STREAM (2 points)

- Enter quantity to landfill and incinerator per month (volume or weight/student): **144 cubic yards**
(Sample calculation: Size of dumpster(s) x percentage full when collected x number of collections/month)
If possible, show % change from 2006 or other baseline year (note baseline year and describe how documented): This amount is the same as the 2013 number, which is impressive as our student population increased from 1264 to 1283 students.

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

- We recycle or donate 100% of all computers and electronics through e-cycles.
- We recycle 20 gallons of plastic bottle caps annually through [Aveda's cap recycling program](#).
- We recycle 4 boxes of batteries/year (the size that reams of paper come in). All Math and Science classrooms have a battery recycling container so it is easy to properly dispose of calculator batteries.
- For our annual Coat and Blanket Drive, we collected 50 bags (30 gallon size) of coats, blankets, scarves and hats that got donated to [JOIN](#) or [Rose Haven](#).
- In December 2013, we created a spreadsheet so one of our maintenance staff can easily track our weekly use of garbage and comingled recycling dumpsters. Our annual food drive generates numerous paper grocery bags and we donated them to a local organization.

- Recycling System: Every Thursday morning during 1st period students bring classroom recycling bins to the dumpsters.
- In March, we hold a Toiletries drive: students and faculty bring unused toiletries to school, which then get donated to local shelters.
- We have built and are in the process of painting a new four-compartment Recycling station for our Student Commons. It will go into use in the New Year.
- We separate bottles with Oregon deposit out of our comingled recycling. The redeemed funds are used for an education fund.
- In 2012, we received a grant from the Coca-Cola/Keep America Beautiful (KAB) for 15 Clearstream recycling containers, which are now placed around campus and used as comingled recycling containers.
- We have eliminated plastic water bottles on our school retreats and Campus Ministry events. Students bring durable, reusable water bottles instead. We use napkins that are 100% post-consumer recycled.
- The faculty use durable dishes and silverware in the faculty lunchroom. We now put out coffee mugs at faculty meetings and have received a grant to purchase more. Use of paper coffee cups is discouraged.
- Faculty members collect coffee grounds and paper hole punches for use in home compost bins.
- Two years ago, we adopted a new learning management system called Canvas. Teachers post assignments online and students are able to submit assignments online, which saves significantly on paper.
- All teachers have iPads, in addition to their laptop computers. Having both devices requires less printing of paper as teachers can work from two screens rather than printing a paper copy of something.

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. We do not produce any hazardous waste other than those chemicals used by our Science Department, which are either recycled or disposed of in a proper manner. We file a report with the state on an annual basis. In December 2013, all Science Department members watched a video from Oregon OSHA regarding changes to Safety Data Sheets (SDS)

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

Describe hazardous waste management efforts (select from options in Part 3-Metrics, or other)

- Jesuit uses water-based paint and at least 95% of paints used are low or no VOC.
- The Science Department carefully regulates the storage, management and disposal of laboratory chemicals and other hazardous materials. Between 2009 and 2013, we took an inventory of our current chemical supply and used a certified waste disposal company to dispose of all unwanted or hazardous laboratory chemicals and mercury thermometers in a proper manner. Our recently built LEED Gold certified Science Center has a chemical storage room meeting LEED standards.
- A few years ago, we did a hazardous waste inventory and took hazardous items to DEQ for waste disposal. The main sources of our current hazardous waste generation stems from CFLs and batteries, both of which we recycle.
- The Science Department has an enforced hazardous materials policy.
- We have not been cited within the last four years for improper management of hazardous waste.

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)

- 100% of all our computers purchased in the last two years are Lenovo EPEAT Gold, Green guard certified and EnergyStar qualified. We have a documented and implemented specification for computer donations and for responsible disposal of unwanted computer and other electronic products. We use local certified recyclers or donate computers to other schools.

CLEANING PRODUCTS AND PRACTICES (1 point)

Detail sustainable cleaning efforts in your school (select from options in Part 3-Metrics, or other)

- All custodians are trained on how to use equipment, and are trained in safety and chemical usage and management.

- All cleaning products, chemicals and supplies are purchased through a commercial cleaning supply company.
- The cleaning products we use are 98% certified sustainable through the following: EPA Design for the Environment (DFE), Green Seal (the most widely recognized name in sustainability certification in environmental cleaning products standards), and the EPA's Sustainable Earth cleaning products by Staples, which have been formulated to comply with and to the environmental product design standard.

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.

- Of our survey respondents, students do the following regularly (3 or more days a week): 44% carpool, 3% take public transportation, 0.5% ride their bike and 1% walk to school.

Describe how this info was collected: GoogleDocs survey. We had 555 student responses

Describe efforts to increase sustainability of student commuting (select from options in Part 3-Metrics, or other)

- Faculty who commute by alternate means of transportation speak of this in their classrooms and encourage students to bike, walk or use public transportation. Periodically throughout the year, Student Government offers incentives to students who carpool or use alternate means of transportation. We provide bus passes for our St. Andrew Nativity School graduates. Jesuit shares the cost of operating a bus, driver and gas for St. Andrew Nativity School to bring students from NE Portland. We recently added an additional bike rack to campus. Our principal bikes to school and promotes cycling.

STAFF COMMUTING (1 point)

Percent of all staff who regularly walk, bike, bus or carpool (2+ in the car) to/from school.

- Of our survey respondents, staff do the following regularly (3 or more days a week): 24% carpool, 1% take public transportation, 2% ride their bike and 2% walk to school.

Describe how this info was collected: GoogleDocs survey. We had 85 faculty and staff responses

Describe efforts to increase sustainability of staff commuting: In September, we competed in a bicycle challenge through the Bicycle Transportation Alliance with our neighbor school staff, Thomas Edison HS. Team Jesuit logged 400 miles over that month.

IDLING (1 point)

Describe efforts to eliminate negative impacts from idling (select from options in Part 3-Metrics, or other)

In December 2013, the school purchased 6 "No Idling" signs that will be placed in the school's two parking lot areas. Our principal addressed the dangers of idling in the school's January "Principal's Newsletter" and asked parents to turn off their car engines while waiting for students. We contributed quotes about our efforts to the Catholic Sentinel for an air pollution article to be published in February 2014. We have asked school security guards to help enforce the new anti-idling policy and have plans to continue to educate parents on the dangers of idling in school parking lots. Almost all of our vehicle loading and unloading areas are at least 25 feet away from all building air intakes. All are at least 25 feet from building doors.

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) In 2013, the school owned eight vehicles (1 pick-up (gas), 2 vans (gas), 2 ground carts (gas), 3 electric golf carts). 37.5 % of our vehicles were electric. In 2014, the school purchased two additional electric golf carts and now owns 10 vehicles (1 pick-up, 2 vans, 2 ground carts, 5 electric golf carts). This year, 50% of our vehicles are electric.

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

Each year at the end of 2nd semester, the Sustainability Committee organizes a school-wide locker clean out. During this time, we place more recycling bins in each hallway and encourage students to recycle the contents of their lockers. We also collect new or gently used school supplies and we donate them to a local organization for re-use. Students donate unwanted locker shelves and a teacher holds on to them over the summer and re-distributes them to students who need them in the fall. Each year, more and more gets recycled and donated and less goes into

the trash. We have a team of 6 faculty that help out with this project over the course of finals week. School supplies get donated to organizations like St. Andrew Nativity School and Schoolhouse Supplies. We donate old athletics uniforms to communities such as the one in Zambia. We have additional statistics on the sustainability of our LEED building available upon request.

Oregon Sustainable School Awards Application

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?** 5 out of the 7
- **Who is your IPM coordinator, and what training have they received?** We contract our pest management to Paramount Pest Control. They keep a log in our maintenance office. Jeff Wood and Kevin Buckingham-Hayes are our staff contact persons, but Paramount serves as our coordinator.

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 No

2) School maintains annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location. Yes. Our IPM coordinator keeps records of all documents in our Maintenance office relating to the application of, directions for use, and notices regarding pesticides.

What is your school's annual pesticide use (gal/student/year)? Less than 1 gallon/year

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. Directions on the pesticide label are always followed—prohibiting contact or close proximity to the pesticide application area.

4) School monitors for pests on ongoing basis YES. Maintenance staff and Paramount Pest Control continually monitor the campus and facilities for pests.

5) Non-chemical pest control measures are implemented before any pesticide application takes place? YES. Practical steps are taken to prevent pests on campus, such as removing any potential sources of food, covering or blocking entrances so pests can't get into buildings, etc. The school only sprays for serious fly infestations. In all other circumstances, insect and rodent traps are used.

6) Pests are identified before any treatment When possible. Paramount also comes once a month to provide preventative pest management services and to address pest problems that might arise.

7) A process is in place to verify that pest control decisions are based on monitoring and thresholds? YES

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. All unit ventilators and ventilation systems are checked monthly by maintenance staff to ensure filters and belts are in proper working order. Units are also inspected by a third party every 3-6 months. Additionally, filters are changed every 4-6 months.

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. We have a minimum of 10% outside air circulation in all buildings. Our new science building was designed with Night Air Flush capacity and Variable Air Volume units.

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: We have fume hoods in all 4 biology and chemistry laboratories.

- copy/printing facilities: We have both ceiling ventilation and windows in the faculty work room
- chemical storage rooms: We follow LEED guidelines for chemical storage
- Other: Over 70% of our school does not have air conditioning, so we cool buildings by opening windows, thus increasing air flow and natural ventilation.

If desired, describe any other ventilation efforts (select from options in Part 3-Metrics, or other)

- Over 70% of our school does not have air conditioning, so we cool buildings by opening windows, thus increasing air flow and natural ventilation. All buildings are connected via outside walkways; students must exit a building in order to enter another building. Hallway doors are constantly opened.

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)

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

Describe the mold control steps practiced at your school. (select from options in Part 3-Metrics, or other)

- We visually inspect all structures at least annually to ensure they are free from mold, moisture and any water leakage. Whenever possible, we use moisture resistant materials and protective systems are installed where needed. For example, our science laboratories and some classrooms have linoleum instead of carpet floors.

RADON (0.5 points)

List percent of all ground-contact classrooms tested for radon within the past 24 months.

- 6/24 classrooms tested (14%)

What percent of those with levels over 4 pCi/L were mitigated in conformance with ASTM E2121?

- Zero rooms tested had radon levels above 4pCi/L

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)
- Gas stoves in the kitchen are connected to the exhaust system at all times. The boiler has an exhaust pipe that goes directly outside.

MERCURY (0.5 points)

- Has your school eliminated all mercury sources? Yes No
- If not, describe steps to manage mercury at your school. (select from options in Part 3-Metrics, or other)
- We recycle CFL bulbs, our only current source of mercury.

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 ?

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)

- 95% or more of our paint purchases are low or no VOC.
- We do regular chemical inventories and properly disposal of chemicals used for science classrooms, maintenance and cleaning products.

- Chemicals are stored and labeled in our bus barn on campus, away from students.
- Individuals using chemicals have experience and knowledge of how to use and handle the chemicals properly and how to keep children away from potential hazards.
- We have a Hazardous Waste Permit, but have not had to use it in over 3 years because we have not had any of these substances requiring disposal.
- We have compiled a notebook to document our Pest Management Plan and usage.

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.

Wellness Policy: Jesuit HS follows the wellness policy of the Archdiocese of Portland:

VIII. MEDICAL

- (A) Communicable Diseases: In the school environment, many communicable diseases or conditions are easily transmitted from one individual to another. Among the most common school restrictable diseases or conditions in students are head lice (pediculosis), rashes, chicken pox, mumps and measles. Students who have restrictable diseases or conditions must be excluded from school. They may return with written physician's permission directed to the school.
- (B) Illness: Sick children should not be sent to school. Parents should notify the school immediately if their child has come into contact with or has any contagious disease or condition, such as but not limited to, chicken pox, pink eye, or head lice.
- (C) Guidelines for Exclusion: Per Archdiocesan regulations, students will be excluded from school if they exhibit symptoms such as, but not limited to, fever greater than 100.5, vomiting, rashes, stiff neck or headache with fever, jaundice, diarrhea, or difficulty breathing.
- (D) Immunizations: Health Department guidelines are followed. Students entering Archdiocesan schools must provide a signed Certificate of Immunization Status (CIS) form documenting either evidence of immunization or a religious and/or medical exemption prior to initial attendance. Students will be excluded from class if immunizations are not up to date.
 - We have a health room and restroom for students who are ill.
 - We have a program called SEPH (spiritual, emotional, physical health) curriculum for all sophomore students. SEPH is cross-curricular program taught in sophomore English, Theology, and Health classes.

PHYSICAL ACTIVITY (2 points)

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

- At least 76% of all Jesuit students play at least one sport and have well over 150 minutes of physical activity a week. 100% of Jesuit freshmen take a year-long physical education class which meets four times a week for a 55 minute period. In addition, many students also take Aerobics, Power Training, Fitness for Life or Recreational Sports. Additionally, half of the World Language Department has been trained in OWL (Organic World Language, a kinesthetic approach to learning a second language) and use this methodology daily in class. Over 48% of our student body takes a PE class each year (617 students).
- Each year, 94% of our students attend weekend retreats that take place in the outdoors.

How many minutes/week is each student engaged in school-sponsored physical activity or for high schools, how many credits are provided/student/year? 617 students (> 48% of student body) are enrolled in a year-long PE, Fitness, Aerobics, Rec Sports or Power Training class for the current school year. Each class meets 4 days a week for 55 minutes, or 220 minutes/week.

OUTDOOR TIME (2 points)

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

- Students spend time outside for PE classes and outdoor athletics (Football, Cross Country, Soccer, Skiing, Lacrosse, Track & Field, Softball, Baseball, Tennis & Golf). Additionally, many indoor sports do endurance training outside.

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

- At least 25% of the PE and Health Classes take place outdoors (more often if weather permits). Of the 56

athletic teams at Jesuit, at least 71% take place outdoors.

FOOD SOURCE (2 points)

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

- Three years ago, Jesuit switched vending machine companies so that our vending machines now only carry natural and organic products, such as Pacific Foods. Jesuit purchases coffee from a local, organic coffee company.

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)

FARM TO SCHOOL (2 points)

Describe your school's farm to school program. (select from options in Part 3-Metrics, or other) N/A

COORDINATED SCHOOL HEALTH (1 point)

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

- Jesuit follows all health guidelines of the Archdiocese of Portland. Per the Archdiocese, all health records are kept electronically and teachers are notified of major health concerns. All immunization records are checked each year and are in accordance to state requirements. We have an infectious disease policy in effect at all times and it has served us well during Swine flu and MRSA incidents.
- All desks and locker rooms are sanitized on a regular basis year round and more frequently during cold & flu season and when a Staph infection occurs.
- The school partners with community groups to ensure student health and safety. The Washington County Health Department is always contacted when there is a disease threat (such as the flu or whooping cough) or with questions about immunizations.
- Jesuit has a full-time Athletic Trainer who is available for consultation during most of the school day and for all after school practices and home games.
- Jesuit has 8 AEDS mounted around campus and available for use at athletic events and off-campus retreats.
- Two teachers are certified First Aid/CPR trainers and approximately 40 are First Aid/CPR certified.

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) Jesuit conducts monthly emergency drills. These drills rotate between fire, earthquake and lockdown drills in varying different scenarios (i.e. blocked exits during a fire drill, etc.). Jesuit had an inspection by our fire marshal at the beginning of January and she checked the entire campus for potential falling objects, fire hazards and to ensure the campus was up to fire code. We had no major citations from this inspection.

BUILDING (3 points)

List each building, its year of initial construction, year of any additions or major remodels, and specifically any structural upgrades.

Building	Smith Gym	Ignatius Hall	Xavier Hall	Service Bldg	Knight Center	Arrupe Hall	PAC	Softball Press Box	DeSmet Office	Cronin Press Box	Elorriaga Center	Dieringer Office
Year	1960	1961	1961	1961	1992	1993	1998	2001	2005	2005	2011	2012

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? No buildings are in a 100 year floodplain or tsunami zone. We believe all buildings exceed a life safety performance level for design level earthquake ground motions.

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 points

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:**
1. Systems Thinking 2. Physical, Living and Human Systems 3. Interconnectedness of People and the Environment 4. Personal and Civic Responsibility 5. Investigate, Plan and Create a Sustainable Future

Provide short description for each grade level. Consider courses, units, etc.

9th grade: Faith Formation Theology class, World History, English

10th grade: Theology, Physics, English, Health

11th grade: American Literature, Peace & Justice, American History, Christian Service Program, Chemistry

12th grade: Theology, English, Biology, Christian Service Program, Economics, AP Environmental Science

- 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

Provide short description for each grade level. Consider courses, grade levels, units, etc.

- All Jesuit students complete at least 65 hours of Christian Service with poor and marginalized populations and take a semester long Peace & Justice course to coincide with their work. Many of our theology, science and history courses also incorporate lessons on environmental and social sustainability. In Peace & Justice (11th & 12th grade), students consider the unjust as well as the life-giving aspects of modern culture and social structures in light of the student's service experience and Catholic social teachings. In Christian Ethics, a junior/senior year elective, students cover modern ethical issues in the areas of integrity, sexuality, biomedical fields, businesses and the global political arena. For International Studies, a senior year history elective, see "Curriculum & Instruction" under Element 3C. Students in AP Environmental Science (10th – 12th grade) examine the surrounding world through a scientific lens to see the interconnectedness of all living and non-living systems. All students receive education in St. Ignatius' idea that God is present in all things.
- The Millennium Development Goals hang in our school cafeteria, allowing teachers reference the goals.
- In 2013, Jesuit formed a Global Engagement Committee that is looking for ways to make our student population more globally and ecologically minded. We believe those two concepts go hand-in-hand.
- At our Global Perspectives club meetings, students present on cultures outside the United States. Topics typically include regional differences and similarities in culture and food, all of which can be traced back to the importance of sustainable living.
- All science courses at Jesuit are built around the common theme of Energy and students begin to understand the science behind their impact on the environment and their local and global community.
- In all Jesuit courses, our goal is to develop men and women for others, students who are open to growth, religious, intellectually competent, loving and committed to doing justice. By graduation, it is our hope that students have acquired considerable knowledge of the many needs of local, national and global communities and are preparing for the day when he or she will take a place in these communities as a competent, concerned and responsible member of society. Our graduates have been inspired to develop the awareness and skills necessary to live in a global society as a person for and with others.

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

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)

- Our Green Team/Service club regularly participates in Environmental Stewardship projects such as Friends of Trees or SOLV watershed habitat restorations.
- Each year, over 94% of our students attend retreats where reflection on the environment and the outdoor settings are stressed as manifestations of God’s creation. The senior class walks a 12 mile pilgrimage and all juniors go on a Junior Encounter in which a river or lake is an integral part of the retreat.
- Percent of students each year who experience education in outdoor spaces. 98%
- Hours/student (Include low, average, high if there is a range) 10 hours/student

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. (Example: Clubs such as environmental, human rights, etc.)

- Jesuit has a variety of clubs focused on environmental or social sustainability. Here are a few: Green Team/Service Club, Bridges to the Poor club, Model United Nations, Youth Ending Slavery club, the Youth Global Connections club, Global Perspectives club, the White Rose Society, and the Rebuilding Together club. During our monthly First Friday Feast, students make sandwiches, cocoa and coffee and hand them out at a local transit center along with coffee and cocoa.

Percent of students who participate in such opportunities: 40%

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).

- The school provides many opportunities for the faculty to heighten their environmental and social literacy. Our weekly faculty meetings rotate between department meetings, Ignatian Identity meetings, professional development meetings and faculty meetings. There are many break-out sessions in which we discuss social media, gender issues, accreditation and sponsorship.
- In the past, the Sustainability Committee has presented a “sustainability minute” at monthly staff meetings to educate the faculty on a particular topic or to heighten awareness of what the school is doing in this realm.
- Our faculty members have participated in the following PD opportunities outside of the school, among others: Toyota International Teacher Program to the Galapagos, Earthwatch Teaching Fellowships to Coffee Farms in Costa Rica, the Japan-US Teacher Exchange Program for Education for Sustainable Development, Northwest Earth Institute Teacher Workshops, Riparian and Aquatic Ecosystem Monitoring Workshops, Social Ministries meeting on Sustainability, Fulbright Teacher Exchange to Germany
- Our Sustainability Chair, a stipended position, provides mentoring and resource materials for environmental and social sustainability education. Members of the Christian Service, Theology, World Languages and History Departments collaborate with the Sustainability Chair and the Global Engagement Committee Chair.

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 JHS has regular professional development meetings that focus on environmental awareness and social sustainability issues. 100% of our faculty participate in these meetings. 40% participate in the activities listed under PD: Quality.

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. For the last 11 years, Jesuit has had a Professional Development Director (PDD). This year, the position was changed into a Vice Principal position and the PDD also coordinates our STEM curriculum and faculty STEM education.

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). (For example: work

samples, mentor others, do presentations, projects, paper, join school efforts)

Senior Science Project, Senior English Project, Senior Statistics Project, AP Environmental Science Project

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. 40%

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)

The school is establishing an environmental requirement in conjunction with a Global Engagement requirement. We have a social literacy requirement through our Christian Service Program: Freshmen (8 hours within a theme of “family”), sophomores (8 hours within the theme of “service with friends”), junior/senior year (65+ hour of service to a marginalized population in our society). It is through this service project that students begin to reflect on injustices and their own call to build a more just world. The requirement includes five components: orientation, service work, journal, paper, and the Peace & Justice class. Students are not given release time, so they must do this work after school, on weekends, vacations or over the summer. Students must complete the program by April of their senior year or they fail the requirement and do not receive a diploma. Many of our students complete over 200 hours of service work. Additionally, to be eligible to receive the Jesuit Commitment cord at graduation, freshmen must complete two hours of service in their community; sophomores: 2 hours of service for the school; juniors: 4 hours of service for the environment; and seniors: 4 hours of service in community events.

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

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

- Our FIRST Robotics program captures the imaginations of our students, engaging their minds in activities that show them the incredible excitement and opportunities created by working with science and technology. Students learn the importance of using resources wisely. The program is based on the idea that students engaged in mentor-based programs that build science, engineering and technological skills will be inspired to innovate, thereby giving students well-rounded life capabilities including self-confidence, communication, and leadership experience. (FIRST website: <http://www.usfirst.org/roboticsprograms/frc>)
- In past years, we offered an Environmental Science Seminar, in which students design and carry out real-world environmental research that was compiled through Portland State University. Students saw how data was collected in the scientific community and got to be part of that process. In our AP Environmental Science class, students work daily with environmental issues and complete research projects and activities related to social, economic and ecological sustainability.
- Jesuit offers a traditional, college-prep science curriculum that focuses on 3 main courses: Physics, Chemistry and Biology (in that order). Our goal is to develop critical thinkers with problem solving skills possessing the ability to evaluate the risks and benefits of technology, possessing an understanding of environmental and societal stewardship, content proficiency and technological skills. By requiring students to take one year each of Physics, Chemistry and Biology, we provide students with a strong background in all of the sciences. We have a scaffolding system in place that allows students to perform significant STEM and Environmental Stewardship research by the time they are juniors or seniors. Over 80% of our students take 4 years of science.

Percent of students who receive such instruction: 100%

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. At all levels of the Jesuit science and mathematics experience, students are required to create, explore, design, engineer and to do so in a sustainable manner. All students take three years of laboratory science. At each grade level, there is a major project that involves inquiry learning and encourages students to utilize resources wisely and consider the impacts of overuse of energy, consumables, etc. We have a physics first curriculum, which

means students take physics as their first science class. We believe this allows students to apply their Algebra skills immediately and understand that mathematics is the language of science.

What percent of students have had such an experience? 100 %

A “meaningful experience” is considered to be a substantive investigative or experiential project/activity that engages students in critical thinking, problem solving and decision making.

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.) All of Jesuit’s science courses are rigorous and interweave themes of sustainability throughout them. For example students do a senior biology research project and in Physics they are required to make a car that will protect an egg out of as few materials as possible. Students in AP Environmental Science design self-sustaining ecosystems in an Eco-Column and analyze the interconnectedness of habitats. **What percent of students demonstrate this ability each year?**

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.

- Each year we have students who participate in the Northwest Science Expo (NWSE) as well as JSHS, the Junior Symposium on Humanities and Science. The school provides a stipend to the NWSE/JSHS faculty moderator. One of our students, Meghana Rao, met President Obama last year, thanks to the sustainable nature of her Science Fair project with biochar! We have numerous students working on research in the medical field, some with groundbreaking discoveries in sustainability and medicine.
- For approximately 10 years, Jesuit’s Science Department also offered a CiSTEMS Lecture Series after school, in which Science professionals speak to students about career paths.
- MedClub invites medical professionals on a regular basis to speak to a group of 30 students about their field.
- This year (for the first time) we offer an AP Environmental Science course. Students in this class regularly learn about STEM professions that focus on environmental and social sustainability.
- A variety of alumni and parents involved in social, sustainable and environmental fields come to talk to juniors during our Junior Career Day in February.

Element 3C: Apply Civic Engagement Knowledge and Skills to Local Sustainability Issues 10 points

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)

- This year, Jesuit added an AP Environmental Science course, which addresses issues related to environmental and social sustainability in the broader context of environmental science. In addition to science classes, 100% of students take a semester-long course entitled Peace and Justice. While the central focus of Peace and Justice is social justice, environmental justice does come up when social and environmental justice intersect. Also, the skills of analyzing an issue and becoming engaged with it is something students in Peace and Justice classes can transfer to work on environmental justice in the future.
- Jesuit’s International Studies class has a climate change unit in which each student represents a country and students do research on a variety of statistics relevant to climate change in their country (e.g. the carbon intensity of their economy, rate of deforestation, GDP growth, etc.) Students then hold a Climate Conference in which the students have to come to an agreement as they represent their nation.
- All students take a year-long history/government/economics class that incorporates current events, online weekly questions, opinion pieces and papers. In this class, students participate in a Senate simulation—one group of Senators attempts to come up with a comprehensive energy bill and then get it passed in the class-wide Senate. This requires independent research of energy, sustainability, research and development.

What percentage of the student body receives instruction in these skills?

- In a given year, 25% of students take Peace and Justice. 100% of students will take the course prior to graduating. This year, 1.5% of students take AP Environmental Science and 5 % of students take International Studies in a given year.

CIVIC ENGAGEMENT knowledge and skills include analyzing an issue (in this case pertaining to sustainability) and being able to make reasoned, evidence-based decisions about what one could/should do to solve or address it, and if possible to engage in that solution.

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

- In November, four staff members traveled to Washington, D.C. along with twenty five students to this year's Ignatian Teach-in for Justice. This Teach-in brings together hundreds of teachers, students, and activists to learn about civic engagement. The Teach-in included sessions on climate change, recycling and fracking, just to list a few of the sessions related to environmental justice.
- Another opportunity for staff to help students learn about civic engagement is through our immersion trips. This year, Jesuit will have seven domestic and international immersion trips in which our students and staff will experience simple living, being in solidarity with the poor and marginalized, and working toward greater justice. These trips range from five to nine days and there is usually one staff member for every six students.
- 100% of our faculty participate in our annual faculty & staff retreat/day of service. We have served at Medical Teams International, Portland's Downtown Chapel, Oregon Food Bank, RoseHaven and a variety of local agencies. A group of faculty and staff regularly volunteer at Downtown Chapel and serve food at Blanchet House. All faculty & staff participate in the school's 3 week long food drive.

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.). Approximately 30% of faculty members participated in some sort of professional development related to teaching civic engagement in the past two years.

This type of professional development involves learning how to facilitate age-appropriate issue investigation and analysis that leads to evidence-based behavior or action.

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)

- Jesuit High School has a rigorous Christian Service program, which requires a minimum of 65 hours of community service, completed between a student's junior and senior year, in order for students to graduate. While this community service focuses on working directly with marginalized people, our students encounter many instances in which environmental injustices and social injustices intertwine. 100% of graduating students have completed this service, combined with a semester long course in Peace and Justice. During their service time, students complete a reflection journal and write a paper documenting their work and their personal paradigm shifts.
- All students are required to complete 16 community service hours during their freshman and sophomore year. These community service hours are also with marginalized communities and encourage students to participate in civic engagement with their family and friends
- Separate from the required community service, some co-curricular clubs that provide opportunities for students to participate in civic engagement include our Green Team/Service Club, Bridges to the Poor club, Model United Nations, Youth Ending Slavery club, the Youth Global Connections club, Global Perspectives club, the White Rose Society, and the Rebuilding Together club.

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

- 100% of graduates demonstrate civic engagement in the form of community service. Most students exceed the school's requirements for community service hours.