EXEMPLAR: WATER

Your Report Card is your opportunity to share out all the effort your school put into your certification project. Please respond to each question with as much detail as possible.

STEP ONE: BUILD YOUR GREEN TEAM

1. Please describe your Green Team. Please include the number of members, their roles in the school community, and any other details.

Our Green Team includes 12 members. Myself, a 4th grade science teacher, our 5th grade math teacher, and 10 students in 4th grade.

2. How often does your Green Team meet?

We meet the second Wednesday of every month after school from 2:45 to 3:45 pm.

3. What general goal does your Green Team have in making your school greener and healthier this year?

By the end of the school year, we will have installed storm drain medallions by all 6 storms drains surrounding our school plus two Mutt Mitt dispensers behind our school. We will also have educated our classmates about the importance of limiting the amount of pollution in our local waterways.

4. Give us a brief description of your school. Include whether it's in a rural or urban community as well as any other details that makes your school stand out.

We are a small, suburban school that serves grade K-5. Our campus has a lot of unused property and is attached to a small community park. Over half of our students have families involved with the navy. Due to this, it is rare students will stay at our school for all six years. We are also a very diverse school with about 40% of our students speaking another language besides English.

5. If you have already certified as a Washington Green School, please share how you are maintaining your Lasting Change from previous environmental categories.

Last year we certified in Transportation by installing "No-idling" signs. The signs and monitoring still remain today and we have also arranged for

grades to be dismissed at different times to avoid a cluster of cars outside of the school.

Two school years ago we certified in healthy school buildings. Members from our Green Team still take turns wiping down desks during lunch. We also continued our proper handwashing campaign by making new signs that hang above all bathroom sinks.

STEP TWO: ASSESS
Please complete the audit found within the Water Classroom Supplement and then answer the questions below.

General

6. In what watershed is your school located? *Locate your local watershed by using the EPA's "Surf Your Watershed" site. www.epa.gov/owow/surf*
Burnt Bridge Creek Watershed

7. What is the source of your school's water supply?
Clark County Public Utilities

8. Where does wastewater from your school go?

Municipal sewer system__**X**_ On-site septic system and drainage field ___

9. In what month are you completing this assessment?
February

Water Use

10. Do you have any faucets that leak or toilets that run continuously?
Yes

11. Have your toilets and urinals ever been upgraded with low-flow or no flow features?
No

12. Are students taught to turn off the water when they are lathering up their hands with soap?
Yes

13. Do your school grounds include landscaping features like rain gardens or bioswales to help reduce storm water runoff?

We have one rain garden in front of our school.

14. Are there any leaks in pipes outside of the school building? *You can check for this by identifying wet spots on your school grounds when it has not rained in several days.*

Yes, we observed two wet spots on one side of our school building.

Water Quantity

If the district pays the bills, contact the school district and ask them for the meter readings for your school. This information should help you answer the next two questions.

15. How much water did your school use this month in **gallons/month**? (If your bills are in ft^3 per month, please convert to gallons; $1ft^3 = 7.48gal$)

16. How much did this water cost your school this month in **dollars**?

17. Does your school have a rainwater collection system, such as cisterns or rain barrels, for rainwater re-use?

No

18. Please choose any of these water-intensive features in your school:

Locker room showers ____ Cafeteria kitchen w/ sinks, dishwasher **X**

Swimming Pool ____ Lawn Sprinkler System **X**

Water Quality

19. Is your drinking water tested for chemical contaminants and bacteria? If so, please provide date of most recent testing.

□ **Yes** □ No Testing Date **5/1/17**

20. Are there storm drains on or near your school campus?

□ **Yes** □ No

If so, do they have signage and/or filters to reduce pollution entering them?

□Yes □**No**

21. Are chemical pesticides, herbicides and/or fertilizers used on your school grounds?

□**Yes** □No

22. Do any clubs or organizations within your school organize car washes?

□ Yes □ **No**

If so, are they ensuring best practices to manage runoff?

□Yes □No

23. Are there any other distributed (or non-point) sources of water pollution coming from your school? (Consider non-point sources such as oil, pet waste, chemicals, or nutrients such as fertilizer).

□**Yes** □No

If yes, please describe

We have a small park attached to our school grounds so dogs and their pet owners often walk on our property. We've noticed a lot of pet waste.

STEP THREE: MAKE A LASTING CHANGE

24. Describe *in detail* what actions your Green Team took to address your Lasting Change goals. What did students do? **How many students, Green Team members and beyond, were actively involved in this project?** For assistance, please see exemplar report card here.

Our Green Team researched our local waterway Burnt Bridge Creek along with nonpoint source pollution. They created a presentation about their findings and presented at the county utility meeting. Due to their hard work, we received a small grant to fund the implementation of six medallions by each of the storm drains and two Mutt Mitt dispensers. There were 30 students actively involved in this project. All 30 also presented at the last all-school assembly to educate their classmates about taking care of our watershed.

25. What challenge(s) did you face while implementing your Lasting Change and what kind of solutions were you able to develop to address the challenge(s)?

We initially went to our principal to ask for funding, but we unfortunately had no money available for the medallions or dispensers. Our principal was supportive of our idea and recommended we go to the county meeting to ask for funds. Fortunately, our students' presentation was successful and got us the necessary funding.

STEP FOUR: VERIFY YOUR IMPACT

The purpose of the verification step is to determine to what extent your Lasting Change is having an impact on your school's relationship with water.

26. Did your Green Team reach the goal set in Step 1?

Yes, we were able to install six medallions and two dispensers. We also were able to educate our classmates about nonpoint source pollution.

27. Please elaborate on key factors in achieving this goal or reasons that you did not achieve the goal.
A key factor in achieving our goal was the determination our students showed. Despite the barrier that they ran into at our school, they were excited and prepared to present at the county meeting.

28. In what month are you verifying your impact?
May

29. In the month of verification, how much water did your school use in gallons?

40,039 gallons

30. In the month of verification, how much did the water used cost in dollars?

$341

31. What was the water usage for the same month last year in gallons?

46,257 gallons

32. What was the cost of water in the same month last year in dollars?

$361

33. What circumstances may have influenced your Lasting Change results?
We noticed that this spring was particularly dry so our school may have used more water than in typical years. We also are very appreciative of our Principal encouraging us to go to the county meeting or else none of this would have ever come to fruition.

34. How do you plan to maintain your Lasting Change?
In the future, we can talk to our school administration about limiting the amount of time the sprinklers are in use. We'd also be interested in installing a rain barrel.

35. What are some takeaways or lessons learned from this process that you have yet to discuss in the questions above?

We learned a lot about how to effectively communicate to different audiences. In this one project, students spoke with our school administration, county representatives, facilities operators (who installed the medallions and dispensers) as well as their peers. They were able to communicate differently to each of these stakeholders, but all in a productive way.

STEP FIVE: SHARE YOUR STORY

36. In order for your sustainability efforts to become a part of your school's identity, the entire community has to be aware and involved. How did you share your certification project within your school AND within the greater community?

We held an all-school assembly to communicate to our classmates about the project we did. We also put a note in the last two parent monthly newsletters.

37. What do you consider to be the greatest success that you've seen as a result of your action project?

We have an old school that has had very few changes over the last several years, so it was a great success to implement something new that came from the students.

38. What was the greatest challenge that you faced when completing the certification process?

The greatest challenge was getting the water bill and calculating the necessary data points for our audit.

39. Your community should know about the exceptional work you've done to become a Washington Green School! For example, we may help you get the word out by sharing a press release of your certification story with a local news outlet. We'll need a few things to make that happen:

The name of your local paper where we can send the press release:
The Columbian

A brief synthesis of how your Green Team has made a positive impact on your school:

Our Green Team at Green Elementary noticed the amount of pollution entering our local Burnt Bridge Creek. To address this, students researched and presented at the quarterly county meeting. Their solution of installing six storm drain medallions and two Mutt Mitt dispensers was funded, implemented and students

have since educated their classmates on the importance of local water quality.

A quote from a member of the school community or Green Team about why this certification project was important:

"My favorite part of the project was researching about all the different pollutants that can make their way into the creek. I couldn't believe that much bad stuff could get there. I'm glad that we helped make the creek a little cleaner."

STEP SIX: CERTIFY AND CELEBRATE

40. Please give your Report Card a careful final review to make sure that all of your information is complete and correct. We will follow up with you in about two weeks with a review of your Report Card and information about celebrating your success.