



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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 2015-2018

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Ms. Jennifer Mouw

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

Official School Name: Broad View Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 473 SW Fairhaven Drive, Oak Harbor, WA 98277

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

County: Island State School Code Number *: 3477

Telephone: 360-279-5254 Fax: 360-279-5299

Web site/URL: <https://www.ohsd.net/bves> E-mail: jmouw@ohsd.net

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

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

A handwritten signature in blue ink that reads "Jennifer Mouw".

Date: 3/29/2018

(Principal's Signature)



Name of Superintendent: Dr. Lance Gibbon
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Oak Harbor School District

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

Date: 3/29/2018

(Superintendent's Signature)

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: Washington Office of Superintendent of Public Instruction

Name of Nominating Authority: Ms. Rochelle Gandour-Rood
(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.

Date: 3/30/2018

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

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: March 31, 2018



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.

Broad View Elementary Green Ribbon Schools Application

Summary Narrative

Nestled on Whidbey Island, Washington in the middle of the Puget Sound, Broad View Elementary Explorers are discovering a greener future. Working towards this goal are 434 students, 55 staff, an active PTA, and award winning Facilities, Maintenance, and Transportation Departments.

Let's look at a day in the life of this school:

During the summer a crew uses green cleaning products to sanitize classrooms from floor to ceiling. New LED light fixtures were installed to brighten up the exterior, and some diesel buses were replaced with propane. All of these efforts have significantly reduced Broad View's environmental impact, and reduced energy, garbage, and maintenance costs.

Students walk "Safe Routes to School" passing by our Department of Ecology approved rain garden that includes beautiful indigenous trees.

Thanks to a student-led project students eat breakfast using real silverware! When finished they stack trays and silverware to be washed in the dishwasher by our friendly cafeteria staff.

Students can head to the library's Makerspace where they can build, create, and problem solve before heading out for the teacher-supervised school walk/run. On the way to the track, students pass by the learning garden and composting bins. Giant cedar trees at the far end of the walk have been growing since long before our school existed. At the near side of the track, there is an outdoor classroom area that has indigenous plants growing around it.

Once the bell rings, the students head inside where teachers proactively teach school-wide Explorer expectations/characteristics and bullying prevention. Throughout the year, we continue this message with presentations from Citizens Against Domestic Abuse and Taproot Theatre.

Some students go see the school counselor for a "GLAD" check in. The counselor also teaches lessons throughout the year to all the students in the school about ways to keep their bodies safe.

At lunch time students are encouraged to take only what they can eat and put unopened food items in a bin to be used again. After eating students put food scraps in a compost bin, recycle water bottles, soak silverware in soapy water, and stack trays to be washed.

A group of fourth graders takes the food scraps to the compost worm bin outside everyday. Students help disperse the converted soil onto the garden beds. Students help plant this garden. Rain barrels will soon collect water for the only irrigation we use.

At recess students play on environmentally safe structures. The library's makerspace is open three times a week during recess giving students another option to form friendships.

If any injuries occur we have school nurses and trained office staff available to help. Teachers are strongly encouraged to not send their students to the nurse for the 15 minutes following recess and to keep their students in the learning environment as long as possible.

Our students are taught to be EPA Sunwise, as physical education is regularly taught outside.

Environmental lessons are integrated into art, music and library classes. Teachers incorporate STEM projects in addition to teaching reading, writing, social studies and science. Students reuse and recycle paper as they study. Once a week, student volunteers collect the recycling throughout the school.

Students look forward to the annual field trips to Whidbey Watershed Stewards Outdoor Classroom located in Washington on South Whidbey Island for all grade levels first through fourth. The Kindergarteners go to a pumpkin patch on a working farm.

Teachers plan additional field trips incorporating science and social studies. Fourth graders go to the SPARK Museum of Electrical Invention, and third graders experience Native American life with hands-on lessons at the Whatcom Museum.

We bring scientists as guests speakers into the school. For the past couple of year a local female astronaut has partnered with our school by attending STEM night and presenting to students and parents. Two teacher were trained and certified enabling us to display moon rocks to compliment her presentations. In the fall fourth graders experience Wheat Week. An environmental educator introduces the science of wheat farming and water conservation.

After school, the learning continues with enrichment courses sponsored by our PTA and taught by community volunteers. There are a variety of classes to choose from, many with environmental and sustainability subjects.

Annually, we host a STEM night, a literacy night and a math night. We feed families and invite them to participate in activities as students and parents in the content area. We encourage families to experience the joy of learning together. As a community, together we all succeed.

Green Schools Program Participation

Washington Green Schools – Bronze Level 2016

Awards Won

1. \$54,000 to Oak Harbor Transportation Department from State Department of Ecology in 2018
2. Platinum Level to Oak Harbor Schools Facilities and Maintenance Department from Northwest Clean Air Agency 2017
3. Applied Learning Grant for School Learning Flower Garden Teachers at Broad View Elementary from Oak Harbor Education Foundation in 2017-2018
4. AAA School Safety Patrol Hall of Fame Inductee Broad View Elementary student Carly VanGiesen from AAA School Safety Patrol Hall of Fame in 2017
5. AAA School Safety Patrol Hall of Fame Inductee Broad View Elementary student Haiden Rogers from AAA School Safety Patrol Hall of Fame in 2016

Pillar 1: Reducing Environmental Impact and Costs

1A. Energy Conservation

Broad View Elementary has a bright future with the recent installment of exterior LED light fixtures installed throughout our campus. Energy savings are estimated at 75 percent. Fluorescent lights are used inside the school and are recycled upon replacement.

Broad View Elementary has the highest efficiency of energy use of any school in our district according to our district's energy manager, Jon Piepenbrink.

Oak Harbor Public Schools partnered with Puget Sound Energy's Resource Conservation Management program to track our energy use, perform audits and make improvements. Our annual energy report details the actions we take to increase efficiency. According to the Puget Sound Energy, 40% of our electricity is from renewable sources. "We've [the district] always been on a proactive energy conservation path since I've been here," according to John Cooper, a facilities and maintenance staff member who joined the district in 1996.

To conserve energy, there is no air conditioning installed and we have a direct digital control for our heaters. In the cafeteria there is natural gas powered air handler to recycle air which is only used if needed.

Teachers worked with students to track energy usage in their classrooms. Many classrooms use our large windows to let in natural light. We have three different light switches in classroom and sometimes do not turn all of them on. In addition, the motion sensors attached to the light system in all the classrooms turn off the lights after a period of inactivity.

1B. Water Conservation and Safety

Pacific Sunset Maples which are indigenous to this area grow near our newly installed official District of Ecology approved rain garden. Our newly planted trees are being irrigated with water bags for three to five years, but once they are established, we allow for natural rainwater to sustain them.

On other parts of our campus, we have drought tolerant trees and more will be planted later this year. We have an outdoor classroom area that is surrounded by indigenous drought tolerant plants. We even have a couple special Garry Oak trees that our city is well known for. An ancient Yew, as well as Cedar and Fir trees remain from the forest that stood here before our school was built.

We will be installing rain barrels to irrigate our new school learning gardens later this year. Otherwise, we use no landscape irrigation. Although we have an in-ground irrigation system installed in the front of our school, it hasn't been used in twenty years.

Broad View Elementary is one of the most efficient schools in the district in regard to water usage. We have metered faucets in all our lavatories to help with water efficiency. Our custodians clean our water taps and drinking fountains regularly to prevent bacterial contamination.

An annual water quality report is supplied by the City of Oak Harbor on their website and we do additional independent random lead sampling.

A few years ago, we worked with students to mark outdoor drains so the public would be aware that the drains flow to Puget Sound and to keep them clean and clear of debris.

1C. Waste Reduction

We only use green cleaning products in compliance with state law, so we don't have any hazardous waste. Major cleaning only happens when school is not in session.

The products we purchase, including furniture, is durable and sustainable. The paper that we use is Georgia-Pacific Spectrum Standard 92 which is manufactured from forests that are part of the sustainable forestry initiative certified chain of custody. It has 10% certified forest content and 90% certified sourcing.

We recycle:

- Paper from every classroom, workroom, and office
- All materials approved by our city (glass, paper, plastic, etc)
- Ink cartridges
- Markers

We reduce:

- trash by composting food scraps and using silverware instead of plastic sporks
- paper with electronic assignments
- paper by copying on both sides

We reuse:

- One-sided paper copy mistakes
- Empty paper boxes for recycle boxes
- Envelopes for inter-district mail
- Empty tissue boxes for crafts
- Class party materials (plates, silverware, cups)
- Lunch boxes and containers
- Washable plastic trays for lunch
- Silverware

Students place unopened milk, water bottles and fruit in a bin which is available to other students. Otherwise, these items are washed and placed back in our lunch program.

Students bring the recycling from the classrooms to a large recycling dumpster, which is emptied twice annually. Students dump the compost and cover it with dirt. Later, they help empty soil that's been created. We started with 10 pounds of red wiggler worms which have multiplied enabling us to compost much more by increasing from one to five worm bins.

Since composting, we have reduced our trash by 30%. We have a 4.8 yard dumpster that is picked up twice a week. The city picks up water bottles and miscellaneous items for recycling weekly.

1D. Transportation Alternatives

We are a neighborhood school, so many families walk to school. Several Broad View students have been inducted in the Safety Patrol Hall of Fame. Our "Safe Routes to School" program routes are listed on the school district website, as well the City of Oak Harbor website.

Our parking setup encourages families to park away from the school and walk to pick up their children. All car parking is at least 25 feet away from building doors. "No Idle" signs are clearly visible which applies to all vehicles including our yellow school buses.

Our PE curriculum includes a pedestrian safety unit where K-2 students are taken on walks throughout the local neighborhood and taught safe pedestrian behaviors. We teach a bicycle safety to 3rd and 4th grade students. This began after the district received a Safe Routes to School Grant. Every year, students are rewarded for biking to school.

As part of our greenhouse gas reduction plan the transportation department led the way in Washington by converting our fleet of diesel buses to propane. Our 56-bus fleet currently has 11 propane-fueled buses. Any buses built before 1994 will be removed from the fleet within the next two years. Switching to propane-fueled buses has saved over \$35,000 per Transportation director Francis Bagarella. Under the diesel clean air act our transportation department received grants totaling \$54,000.00 this year. The grant monies were used to purchase two additional propane school buses being delivered in March 2018. Using propane instead of diesel reduces smog and protects public health from the toxic tiny particles in diesel exhaust.

Pillar 2: Improving the Health and Wellness of Schools, Students, and Staff

2A. Health and Safety

Oak Harbor Public Schools improved air quality and earned this year's Platinum award through the Northwest Clean Air Agency's Partners for Clean Air program.

During the summer, our maintenance crew is hard at work, doing major cleaning, dusting light fixtures, walls and floors to clear allergens. We don't use any harsh chemicals during this extensive green cleaning process. At the same time, the Information Services department takes apart the computers for cleaning and dusting. We have eliminated fabric furniture in classrooms to reduce allergens as well.

The grounds are spruced up by our crew that are all licensed in herbicide application. At all times they comply with an extensive School Board approved Integrated Pest Management plan that is over 100 pages long.

Students had input into the design process and their vote chose the final design of our most recent play structure. There are no wooden play structures, so students will not come in contact with any chromated copper arsenate. The few wooden borders surrounding our play structures do not contain chromated copper arsenate and we have plans to eventually replace those with plastic borders for sustainability purposes. We encourage students to be active during recess and offer extra recesses as rewards.

Our school is built on a sealed slab. No rooms are below ground level so there is no need for testing for radon. The school district uses EPA's Tools for Schools to make sure we are in compliance with Indoor Air Quality standards.

Any student who is diagnosed with asthma is required to fill out an Asthma Individual Health Plan which requires doctor, nurse and parent signatures. Nurses and trained office staff know where student medications and plans are kept.

2B. Nutrition and Fitness

Students receive 60 minutes of physical education (PE) weekly with a certificated physical education specialist. Our PE curriculum provides a rich and diverse experience that systematically improves skills, physical fitness and cognitive understanding of fitness improvement strategies. Students are assessed on national and state standards using physical and cognitive assessments. These assessments are used to guide student growth.

Our PE teacher often teaches classes outdoors and incorporates outdoor units throughout the year. Each morning students receive an additional ten minutes of activity during our all-school walk. Students are expected to walk the track, but are encouraged to run if able.

Students have 35 minutes of outdoor recess daily, supervised by paraeducators and teachers. Teachers are encouraged to use physical activity breaks in the classroom.

Third grade students participate in the EPA SunWise program as a supplement to our Building Blocks for Science Weather kit.

The PE teacher also incorporates the EPA Sunwise program in lessons with all students during the spring.

Our PE teacher begins the year by teaching a recess sports and games unit. He partners with playground supervisors and student leaders to create a recess games rule book. These rules are taught to the students as part of the recess sports and games unit and are enforced by the paraeducator supervisors.

Oak Harbor Public Schools sends a monthly newsletter home that includes healthy nutrition tips, food preparation advice, and nutritious recipes. The OHPS website contains nutrition education and links to a variety of nutrition-based websites.

We offer after-school sports including soccer, volleyball, track, and flag team.

2C. Mental Health and School Climate

Each year all students are read "Have you Filled a Bucket Today?" followed by a discussion on kindness which promotes mental wellness. Yearly, Taproot Theatre, a professional non-profit organization, presents performances with an anti-bullying theme. Citizens Against Domestic Abuse, a local agency, teaches bullying prevention schoolwide.

Our library provides a Makerspace every morning where students can come prior to the walk to build, create and play games together. This provides a safe environment in which students learn to support each other's learning and collaborate to solve problems.

The PTA installed a "Buddy Bench" in our playground area. Students are taught that whenever students see someone on the buddy bench, it is a sign they should ask the person to play with them. This ensures that all of our students have someone to play with at recess each day.

We have implemented Positive Behaviors Interventions and Supports (PBIS) to teach students expected behavior and classroom routines and to catch students being responsible. Students earn monthly awards to celebrate good behavior. One of the choices is extra recess time.

Explorer characteristics (acrostic) are reinforced weekly with announcements, a photo for parents, a certificate and pencil.

Include **E**veryone

Pursue **eX**cellence

Persevere

Life-long learner

Open-mind

Respect

Empathy

Responsible

Our school counselor has a daily program for a small group of our students (G.L.A.D -- Gratitude, Achievement, Learning, Delight). She offers additional lessons and support to students and classes as needed. Topics include friendship, divorce, military deployment support, self-esteem, peer relationships, problem solving, stress, and self-control. She uses the following curriculum:

Stand Up Against Bullies

The Self-Esteem Garden

Include Everyone (inclusion, friendship, accepting differences, problem solving)

Clay Therapy (social skills, problem solving, etc.)

Our school counselor visits every classroom in the school to implement Great Body Shop curriculum that promotes keeping our bodies safe.

Pillar 3: Providing Effective Environmental and Sustainability Education

3Ai. Integrated Environmental and Sustainability Education

Each fall first through fourth grade students go on a field trip to Whidbey Watershed Stewards Outdoor Classroom. Students learn about the environment, the salmon life cycle, and sustainability. They learn how human interaction affects the life cycle of salmon and how to protect the environment. Our kindergarteners' first field trip is to a working local farm. For some, this is their first exposure to food being grown.

The Building Blocks of Science curriculum we utilize includes earth science at every grade level. Students learn about key relationships between environmental, energy, and human systems with hands-on lessons.

We have two outdoor classroom areas which teachers can use to provide a variety of experiences. One features drought resistant native plants and trees. The other is next to our new learning garden and compost system.

In music class, students are learning about the life cycle of flowers and are singing, moving, and playing instruments to depict the travels of the seeds. Our music teacher was inspired to create a musical based on Eric Carle's book, "The Tiny Seed." At the performance, students will sing a variety of songs illustrating where the seeds travel, and the hardship they face during their travels. Students learn that some seeds survive and grow into flowers and later releasing their seeds.

Broad View's art teacher has used the interweaving worms in our garden as inspiration for art projects. She supports environmental and sustainability literacy through lessons on salmon, Native American studies, trees and birding. She uses recyclable materials for several art projects throughout the year.

3Aii. Teacher Professional Development

Last year, one hundred percent of teachers received training in implementing our new Building Blocks of Science curriculum.

We have 28 teachers at our school. Nearly one-third are involved in the environmental and sustainability aspects of our school.

Five teachers (18%) are part of our school's green team, including the school librarian and PE teacher. By including specialists we hope we can have a greater impact on students since they see all the students in the school.

Three additional teachers (11%), including the Music teacher, participated in an Oak Harbor Public School sustainability team. They attended a regional Sustainability Academy in February 2017 and attended multiple meeting throughout the school year.

Several teachers received a grant this year to plant seeds in our new learning garden (4%). We hope our learning garden will establish a location for future professional development opportunities.

3Bi. Science Supported by Environmental and Sustainability Education

The principal and teachers have attended a series of workshops including:

- STEM leadership (by Association of Washington School Principals)
- Washington State LASER (Leadership and Assistance for Science Education Reform) STEM education leadership institute, June 2015
- Local marine sciences training

The Broad View STEM team has provided training to the full staff, and implemented three years of STEM nights for families and community members. Recently, STEM activities were included in our school literacy night.

Following LASER training, our STEM team "led the way" for other district schools. We shared resources and collaborated with two elementary schools to implement STEM instructional practices. Our training impacted the district science curriculum review team. At our encouragement, they adopted Elementary is Engineering Curriculum, now used district wide in K-5.

Our librarian has opened a "Makerspace" where students are free to build, create, and explore engineering design concepts using hands on materials while collaborating with other students. Students self-direct and work on problems of their own choice while practicing social skills and perseverance. Access to this popular program has encouraged certain struggling students to attend school regularly!

Our district has recently adopted Building Blocks of Science: A New Generation, a K-5 "inquiry-based curriculum written explicitly to meet the Next Generation Science and Common Core Literacy and Math Standards." There are units at each grade level that focus on Life Sciences, Physical Sciences, and Earth & Space Science. The Engineering is Elementary curriculum addresses engineering, technology and applications of science.

Impacts:

- Teachers embraced inquiry-based, collaborative instructional techniques due to more professional development and support from the school district.
- All teachers gained confidence in specific instructional practices that incorporate the 21st Century Skills.
- Consistent environmental and sustainability instruction across grade levels.
- Enthusiastic students have a deeper understanding of content.

3Bii. Environmental Career-Connected Learning

The following Disciplinary Core Ideas are taught at every grade level:

- Earth and Space Science
- Life Science
- Physical Science

Each science unit consists of hands on lessons and a set of literary series books which include a discussion of scientific/STEM careers related to the unit being studied.

Our library was given a budget to buy books to supplement the science/ STEM curriculum being taught. Our librarian purchased many books that talked about these STEM careers, as well as interactive books for teachers to use in their classrooms to support these topics. These books can also be accessed by students at home.

To supplement our curriculum, we invite career professional guest speakers to visit our school including:

- Meteorologist
- Geologist
- Astronaut
- Marine Biologists
- Wheat Week scientist
- Taylor Shellfish Farm specialist

- Local Native American liaison

Third graders participate in a Visitor Center Social Studies Storypath curriculum. Students learn how to create and promote a visitor's center, and the jobs/positions necessary to run a visitors center. Part of this unit also includes an opportunity for community service such as collecting blankets and supplies for those who have suffered from the effects of a natural disaster. These students also make model houses to design and test ideas that will better survive natural disasters caused by wind.

Our fourth grade Social Studies curriculum discusses helping salmon and creating environmental laws. Last year, we invited a state representative to talk to students about how laws are made. Students then wrote a proposal for a law. Students learn that laws can impact the environment.

Last year, the school's robotic team learned our state law requires environmental mitigation. So when wetlands are lost in one part of the state, they must be rebuilt in another part. This resulted in a new nearby estuary near us.

3C. Civic Engagement

Last year, members of Broad View's robotic team planted trees near a waterway to establish an estuary for salmon.

Students earn recognition for service like picking up trash around the school. Students give up their recess time, or come to school early, to volunteer to recycle. Older students help in the cafeteria during lunch to ensure that silverware is placed in a bucket of dishwater.

Fourth grade students are starting a school garden to plant, arrange, and deliver flowers to the local assisted living community.

Every November, the school participates in a week long canned food drive to "fill the bus" to provide support for North Whidbey Help House, our local food pantry that supports the community.

Each December, students decorate a "giving tree" with new scarves and gloves that are then given to homeless students within the school and community.

Last year, fourth grade students organized a schoolwide used book drive. The books were donated to Ryan's House for Youth, which helps homeless and at-risk youth achieve their highest potential.

Each February, the PTA hosts enrichment programs after school. Members of the community offer courses to our students. The courses students can choose from include:

- Birding
- Astronomy
- Honey Bees
- Garry Oaks
- Rock Collecting
- STEM
- Safety 101 with the Fire Department

As the year draws to a close we start planning the first field trips for next year to the Whidbey Watershed Stewards Outdoor Classroom. The kindergarteners' first field trip is to the pumpkin patch.

These field trips are intentionally designed to engage students in field studies and have them start thinking about the environmental and sustainability issues that affect our local community. They lay the foundation for the entire school year.