



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: Mrs. Diane Heersink

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

Official School Name: Eatonville Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 209 Lynch Creek Road East, Eatonville, WA 98328

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

County: Pierce State School Code Number *: 2205

Telephone: 360-879-1600 Fax: 360-879-1662

Web site/URL: <https://www.eatonville.wednet.edu/ees> E-mail: d.heersink@eatonville.wednet.edu

*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.

Diane Heersink

Date: 3/27/2018

(Principal's Signature)



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

District Name:

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


Date: 3/27/2018
(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: 3/27/2018
(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.

Eatonville Elementary School Green Ribbon Schools Application

Summary Narrative

Eatonville Elementary School (EES) is a rural school in the southeast corner of Pierce County. This elementary school serves 391 students in kindergarten through fifth grades, with 48 percent of students receiving free or reduced-price lunch. EES has undergone a transformation from an Office of Superintendent of Public Instruction (OSPI) identified Priority school to a OSPI School of Distinction in 2017 due to the work over the last 3 years. This transformation has been due to a deliberate effort to capitalize on early educational opportunities for students in a place-based educational campus incorporating outdoor lab and learning sites available in our town and neighboring forest sites.

EES was remodeled in the last ten years after years of failed bond attempts. The building is equipped with lighting and HVAC occupancy sensors for security and long term energy savings. Also, the school system received a 1 million dollar grant to equip all schools with occupancy- sensitive thermostats and HVAC sensors which help continue an ongoing decrease in energy consumption.

We focus on student health in many ways. Students spend at least 150 minutes each week in physical activities, with at least 50 percent taking place outdoors. EES has hired a new counselor and has a nurse available to provide monthly guidance classes and individual sessions related to bullying, peer relations, and self-esteem. Mental Health Services are provided through a partnership with Multicare, a local health provider. EES is a rural school which has little access to health services so this is important for our community.

In 2017, the dream of having an arts based STEM based school site became a reality. EES is nestled in the small logging town in South Pierce County that has a rich history of being involved in the environment and nature. Students have the ability to go through town to the creek that is teeming with salmon in the fall and is the site of salmon release in the spring. In addition, the school is part of a district that has gone through a community visioning plan (GRITS) with a nonprofit partner, GRUB, for our 3.2-acre farm which has been planned for long term sustainability educational opportunities for growing sustainable crops and production for town and school usage. This is a major asset for the students at EES as we are actively involved in our Outdoor Kindergarten. The farm includes a resident barn owl for organic owl pellet discovery and a newly made lahar trail for educational purposes.

Environmental concepts are integrated into the school's literacy and math program as STEM and Art are provided every day in an embedded, practical, hands-on learning format. Curriculum such as Arts Impact and Engineering is Elementary (EIE) is offered. EES has a library fully outfitted for environmental resources including books and videos and hands on examples of plants/animals (fur, bones, etc.) and multiple art projects in the school which are based on STEM NGSS principles.

EES is fortunate to have multiple partners supporting their environmental STEM education. These partners include Environmental Educators at Pierce County Public Work and Education and Youth Outreach Program with Mount Rainier National Park, Nisqually River Education Project, UW Pack Forest, and Northwest Trek. In 2017, EES earned the STEM Lighthouse Grant award for the state of Washington making it an extremely attractive place for parents in our community.

For the last year to become more equitable, EES implemented Wednesday STEM elective for all students as there was an issue of inequity when we only had after school activities. Our goal of the elective Wednesday is for students to be part of programs including Robotics, Sustainability Club, and sports. The program's goal is for students to incorporate STEM activities such as outdoor investigations, engineering practices and activities outside of the traditional classroom setting. The school also has the ability to travel to Northwest Trek, Mt. Rainier National Forest and Pack Forest University of Washington allowing nature based educational opportunities incorporating cutting edge tools, hiking, collaborative nature observations and collaboration with outdoor organizations.

Students are directly involved with Pierce County Environmental Educators, National Park staff, University of Washington Pack Forest employees and K-8 teachers for sustainability efforts learning about STEM fields through science and sustainability efforts for conservation. Hands on-learning through STEM fairs, Engineering challenges, Field trips, and outdoor classroom setting give students real life learning and experiences unlike a traditional school.

Green Schools Program Participation

Pierce County Environmental Education and Conservation Level 2 2016

Awards Won

1. STEM Lighthouse School: Eatonville Elementary
from OSPI in 2017
2. Nisqually river Education Project Grant Water Quality to Eatonville School District
from the Nisqually River Education Project, Annual/Ongoing
3. Pierce County partnership with Pierce Conservation District:
Grant for site planning and education to Eatonville Elementary 2015-2017
4. National and State Recognition from National Garden Clubs of America
to Eatonville Elementary from National Garden Clubs of America 2011-2017
5. School of Distinction: Eatonville Elementary
from OSPI 2017

Pillar 1: Reducing Environmental Impact and Costs

1A. Energy Conservation

During a recent grant funded energy upgrade program, we executed a comprehensive energy audit and made substantial energy efficiency improvements that included a upgrade of HVAC system controls for the entire school. This upgrade included occupancy controls. Over the past few years we have participated in the EPA Energy Star Portfolio Manager program. The energy that is consumed by our school is primarily provided by hydroelectric dams, which is clean and renewable.

Metrics are measured based on yearly consumption and have been directly impacted by the energy savings we have implemented. Our district's million-dollar grant impacted the district with a savings equaling the grant over a time period of 3 years.

1B. Water Conservation

Eatonville Elementary School's water use is closely monitored and we work closely with the town during our drier summers to conserve as much water as possible, and at times forgo all but essential irrigation. This being the Pacific Northwest and taking into account our wet climate, we only irrigate four months out of each year. The fixtures that are currently installed include low-flow fixtures. All plants that are currently included in the landscape are drought-tolerant with minimal irrigation. This aligns with the need for Eatonville Elementary to reduce and reuse. The school sits within the town limits and along with our middle and a high school are the largest consumers of water in the town. As a result we strive to be good stewards of the resources that we share with the town. Last year there was a drought and the entire district implemented a reduction plan. Efforts to conserve are local and instantaneous with students and staff using refillable water bottles, a food-sharing program in our cafeteria, and students recycle as often as possible. Bacterial contamination is monitored by the maintenance department.

1C. Waste Reduction

EES has worked diligently to reduce, reuse, and recycle. We have a variety of items we have changed to become a Green School. Student help monitor and contribute to the building goals.

EES has earned awards for our lunchroom programs which include a sharing table to minimize food waste. We are also reusing student milk cartons that cannot be recycled. Students have used these items for science and art projects. As a result of the sharing table we now have a sharing refrigerator. This extends our sharing capacity for the students at EES and we are able to refrigerate entrees and give them to the community center for a zero waste effort. We have worked to reduce food waste in our food service program by implementing a food sharing program, where leftover food items are donated to a local agency for distribution to needy families. Our efforts have been widely publicized as the first district in Washington state through the Emergency Food Network 2017 Summer.

We have also been acknowledged for the tripling of our breakfast service. This is a result of adjustments to the master schedule and support for low-income students.

1D. Transportation Alternatives

Being situated in the town of Eatonville allows a 25% percent of our students to walk to/and from school. Many students still ride the school bus. Students are dropped off and picked up at designated bus stops and rally points due to the distance between the bus stops and homes, and the number of out of district students attending Eatonville Elementary. With the remote location of the town there are no public transportation options for our students. This maximizes the use of our school's busses and provides a real service for parents in a rural area.

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

2A. Health and Safety

The building has been updated for optimal health through HVAC and air flow measures. The entire ESD facilities department has implemented and follows an IPM modeled after the WSU Extension School's IPM plan. We have also recently implemented an indoor air quality management plan with the assistance of the PSESD Workers Compensation Trust. We have made moves to keep students healthy by removing all wooden playground equipment that contain harmful chemicals such as chromated copper arsenate. The custodial department abides to a green cleaning program that includes using products that are recycled and chemicals that are low impact on the environment. Lastly we have a chemical management program that does include training, storage, inventory, spill response, and hazards communication with the updated SDS system.

2B. Nutrition and Fitness

Our K-5 students have PE weekly as well as a 60 minutes of outdoor recess daily. Our PE curriculum meets State and National Physical Education standards that are based on the FITT Principle; Frequency, Intensity, Time, and Types of activities. PE is taught outdoors as much as Washington weather allows. This lets us use our full size track, soccer field, baseball field, football field, and playground.

As a school we have incorporated a program called Brain Breaks. Teachers were supplied with a variety of activities to get kids up and moving between lessons or at a good breaking point of a lesson.

Our food service has implemented healthy food options which includes all schools and increasing milk, fruits and vegetable intake. Our food service is beginning to outline a process in which food grown on the district's farm just a few miles from town will be served in the school's cafeteria.

We have been nominated for a USDA Award for more than doubling our school breakfast program. This effort was driven by the need for equity for our low income students. We reconstructed our morning master schedule for allow for ALL students to eat breakfast for 20 minutes. We have seen increased nutrition and a decrease in inappropriate behavior.

With our continuing efforts to close the achievement gap we have preserved our robust PE programs for all grade levels. Currently students are getting approximately 60 minutes of supervised PE instruction per week.

2C. Mental Health and School Climate

Eatonville Elementary has a robust 3-tiered PBIS program that includes a tier 3 program that supports students. Tier one is the support that everyone receives. It is primarily counseling. Our Tier 2 students have access to the counselor, our mental health worker.

In addition, our school counselor and PBIS team lead the following:

- Partnership with Good Samaritan Behavioral Health (School-Based Mental Health)
 - Groups are co-led by School Counselor, Therapist and Parent Advocate.
 - Groups cover topics such as
 - Resilience-Building,
 - Mindfulness Strategies,
 - Anger/Stress Management and
 - Absenteeism Support
- Second Steps Social Emotional Learning Curriculum
 - School Counselor teaches one lesson each week to every classroom in the school on topics such as Social Skills:
 - Problem Solving,
 - Empathy,
 - Skills for Learning,
 - Fair Ways to Play, and
 - How to Calm Down
- School Counselor also teaches Second Steps units on Bullying Prevention and Personal Safety (Child Protection)
- School-wide Positive Behavior Intervention and Support (PBIS)
 - RTI Model for behavior in all school settings
- Small group support for students as needed:
 - Yoga Calm
 - Friendship Groups
 - Growth Mindset
 - Art Calm

In addition, our location supports high school students serving as mentors with Reading with a Cruiser, football and ASB students as mentors, and for students needing to accelerate to the MS or HS as seen appropriate.

Pillar 3: Providing Effective Environmental and Sustainability Education

3Ai. Integrated Environmental and Sustainability Education

Students at Eatonville Elementary (EES), grades K-5 are part of a school community that emphasizes sustainability and their place in the natural environment. Kindergarteners make up the district's Outdoor Kindergarten at the district's Kjelstad Farm. Second graders learn about different habitats; plant and animal adaptations; slow and fast changes; erosion prevention; and the 3Rs of sustainability: recycle, reduce, reuse. Each subsequent grade level has academic units and field experiences that educate

students on the important concepts of environmental stewardship and the relationship of humans and the natural world. Students learn about the systems in nature that allow the planet to sustain life for both plants and animals. A focus on looking at scientific knowledge as systems and connecting to real-life experiences allows students to make connections between the classroom and the real world. Students study systems, causes of environmental change and solutions to environmental distress that will directly affect Eatonville and the surrounding areas. Fourth grade students routinely participate in water-quality testing of Mashel River and report the data to the Nisqually River Education Project as our water sources are part of the Nisqually River watershed. This data is studied by environmental scientists who then have documentation of trends in our area of the watershed, alarming or inconsistent statistics, and improvements in the health of this important ecosystem.

Teachers have access to a variety of science curriculums to ensure well-rounded learning experiences for all students. Resources include TCI Science, Mystery Science, teacher developed units, and materials from past Science curriculums such as Carolina Scientific units. Curriculums used are based on the Next Generation Science Standards and create explicit connections between experiences in the outdoor classroom, in-class hands-on experiences and background knowledge from reading and research. Environmental and sustainability literacy is measured through state science testing and classroom based assessments.

3Aii. Teacher Professional Development

At Eatonville Elementary, we make decisions regarding instruction based on the best research available as we strive to meet the learning needs of all our students. Our school improvement plan includes a Science PLC that consists of one teacher from each grade level and the district Science TOSA. This group works throughout the year to encourage and facilitate science and engineering instruction throughout the school. Each spring this PLC organizes a Science Parent Night that involves students, teachers, outside agencies, and families in science activities. The staff at Eatonville Elementary, both teaching and non-teaching, is committed to being life-long learners and is dedicated their work toward educating this generation in problem solving, engineering, and environmental stewardship. Staff have had specific training in the 5 Dimensions of Teaching and Learning (UW), mathematical reasoning and discourse through the Teacher Development Group (TDG), deepening students thinking around mathematics through Developing Mathematical Ideas (DMI) as well as professional development in the area of sustainability from Pierce County Environmental Education staff. Classroom for Google and the Washington State Science Learning Standards (NGSS). In addition, teachers have participated in professional learning related to our adopted science curricula: TCI Science and Mystery Science.

Here are the specifics related to professional development opportunities over the past two years:

- Mystery Science – 18 teachers, 100% of our classroom teachers
- Nisqually River Education Project Training – 4 current teachers, 22% of our classroom teachers
- Washington State Science Learning Standards – 18 teachers, 100% of our classroom teachers
- Environmental Education- 9 teachers, 50% of our classroom teachers

3Bi. Science Supported by Environmental and Sustainability Education

In 2017, Eatonville Elementary (EES) was designated a STEM Lighthouse School by the Washington State Legislature and OSPI. Science education, including environmental and sustainability education, is at the

core of daily work with students. As part of STEM emphasis, science and engineering practices are integrated into math and literacy instruction daily. Foundational to that is a commitment to ensuring students are engaged in the inquiry process. In addition, instructional practices in all content areas emphasize self-management, perseverance, collaboration and high-level discourse. Students see themselves as part of a learning community and contributors to the process of innovation, analysis and reasoning that characterizes learning in the real world. At EES, Pierce County Environmental Education staff work with grades 2 and 5, along with the ASB Leadership on activities encouraging recycling, composting, and reusing materials to encourage prudent stewardship of our area's natural resources.

Our "Invention Convention" engineering fair is an excellent example of applying science and engineering concepts to students' lives. In addition, students design and implement solutions to real world problems as part of the building, district, and regional Science Fair. Trips to the UW Engineering Fair and visits from local experts also tie concepts learned at school to what is happening outside our doors. The classroom experiences function as a starting point from which students are able to enter the world as active contributors, innovators and analysts in the areas of STEM.

3Bii. Environmental Career-Connected Learning

Our students have some unique opportunities to make actual contributions to the world around them. Water testing data collected as part of the Nisqually River Education Project is shared with environmental organizations to aid in decision making regarding the health of the watershed. In addition, students from all elementary schools participate in tree-planting as guided by the Nisqually River Education Project staff in an effort to promote the health of the watershed and as part of a larger project to re-route the stream. Eatonville Elementary students also participate in salmon tossing to introduce marine derived nutrients into the Mashel River. Second grade students from Eatonville Elementary helped build rain gardens in our town to help filter stormwater and encourage the planting of native plants.

3C. Civic Engagement

Embedded in instruction of environmental and sustainability concepts is the idea that we learn these skills and gain understanding of these topics so that we can use them to make our world a better, more efficient and economical place. Through our partnerships with local organizations, students develop an understanding of real-world, complex problems. EES has a long-standing partnership with the Nisqually River Education Project to gather water quality data from a variety of local streams on a regular basis. After water quality testing of the stream in Smallwood Park, students analyze the data for problems and create solutions – for example, if nitrate levels are high, students do additional research and develop possible solutions for keeping fertilizer from entering the stream that are offered to the adjacent tree farm. If fecal coliform levels are high, students again research and devise solutions to offer to the cattle farmer farther upstream. Because the stream is part of the Nisqually River watershed, the data collected by our students becomes part of a larger picture of the overall health of the watershed. In the spring, representatives from EES attend the annual Green Congress at Evergreen State College to report their findings from water testing and meet with students from other schools and experts in the field, to learn about other areas of the watershed.