



## 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 early learning to 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 and sustainability 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

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Mrs. Patricia Dang

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

Official School Name: Kapālama Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 1601 N. School Street, Honolulu, HI 96817

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

County: Honolulu State School Code Number \*: 124

Telephone: (808) 805-5500 Fax: (808) 832-3302

Web site/URL: <http://www.kapalama.k12.hi.us/> E-mail: patricia\_dang/kapalama/hidoe@notes.k12.hi.us

\*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.

I have reviewed the information in this

Patricia M. Dang  
Principal's Signature

Date: February 14, 2019

(Principal's Signature)



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

District Name: Hawai'i Department of Education

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

Date: February 14, 2019

(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: ENGIE Services U.S.

Name of Nominating Authority: Ms. Victoria Suarez  
(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: February 14, 2019

(Nominating Authority's Signature)

### SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

### 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](mailto: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.



## PART II – SUMMARY OF ACHIEVEMENTS

### *Kapālama Elementary School, Honolulu, Hawai‘i*

#### *Integrating place-based student learning with hands-on opportunities for community change*

A modest school in a bustling working-class neighborhood, Kapālama Elementary School is located at the entrance of Kalihi Valley in historic Kalihi. The school community is multi-ethnic, with a substantial number of students who come from outside the school’s normal attendance area. Kapālama is one of the largest elementary schools in the Honolulu District. Established in 1927, Kapālama is rich in tradition and constantly evolving and adapting to meet the challenges of changing times. Thirty-three stepping stones, each stone bearing the name of Kapālama’s first graduating class of 1935, stretch across a grassy courtyard at the front the school. The “Storyteller”, a larger-than-life concrete and ceramic sculpture, was unveiled in June 2002 as an Art in the Public Places Artists in Residence project established by the State Foundation on Culture and the Arts and Department of Education. The sculpture warmly welcomes children to listen to stories about KES, its curriculum, the multiethnic makeup of its students, and what the area meant to ancient Hawaiians. Currently, KES is in the Farrington Complex in the Honolulu District, along with eight other elementary schools, two middle schools, and one high school. The school serves 556 students in special education preschool through grade 5 in the school year 2018-19. (Kapālama Self-Study, 2018).

The mission, vision and resolve at Kapālama Elementary School (KES) to provide students a nurturing educational environment built on mutual respect that inspires each student to achieve their full potential, to be contributing caring citizens and successful stewards in an everchanging global community.

#### Pillar I:

Kapālama Elementary School (KES) has reduced environmental impact and costs to the Hawai‘i Department of Education through multiple avenues. At KES we have implemented many environmental programs to reduce our footprint and expenses with: a state-wide, multidimensional energy program – Ka Hei; landscaping with drought resistant plants; shifting the watering to schedule to focus on the environment and watering less; reducing food waste; purchasing local foods; ending Styrofoam use in the cafeteria; utilizing e-communications to reduce paper use; annual campus beautification; and improving water quality of the Kalihi and Kapālama Streams through initiatives taken on by faculty and students to reduce pollution to the ocean via education and stenciling an image that shows ‘this drains to the ocean’ over our storm drains. There are many initiatives that have been agreed upon as a new standard at KES. Landscaping with drought resistant plants has allowed for a reduced need for watering and a more thorough understanding of the environment on campus. Our annual campus beautification builds awareness and encourages students to keep the campus clean every day. In the Hawai‘i State program, Ka Hei, energy efficiency marked both the impetus and incentive for faculty, staff,



students and the community to reduce their energy use. Kapālama Elementary embraced the facilities changes of the Ka Hei program from development to implementation to behavioral changes around energy and beyond. Using less paper and working with 21<sup>st</sup> century skills across the campus and with our families, technology literacy has become an indicator of Kapālama’s evolution. Eating more local fruits and vegetables has inspired our students to encourage their families in the community to eat more local foods as they are given lessons on each new fruit and vegetable on the menu. Leaving behind the Styrofoam in the cafeteria has reduced our waste and launched an understanding and regard for living pono (good in Hawaiian) on campus. Through the many efforts on campus, the behaviors and recognition for ‘being green’ has blossomed for Kapālama’s faculty, staff and students.

Kapālama Elementary School is generating clean power, energy savings, embracing eating more local foods, creating less waste, keeping the campus beautiful and serving as a visual reminder of the impact that is possible through partnership.

Pillar II:

At Kapālama Elementary, efforts to improve the health and wellness of students and staff have been underway for years and continue to strengthen with community input and impact. The environmental health programs at KES include:

- Effective cleaning and maintenance
- Preventative measures for mold and moisture
- Assurance of good ventilation
- Reducing pest/pesticide exposure

As part of the improved health and wellness of students and staff at Kapālama Elementary, there are numerous ongoing preventative efforts at the school. For example, effective cleaning on a regular basis (daily) and a monthly measure to prevent mold and moisture helps to control asthma triggers. Classrooms with air conditioning have filters that are inspected and cleaned on a monthly basis to help reduce dust particulates. Moisture control is a community effort – when anyone notices abnormalities and mold, it is reported and treated as necessary. Outdoors, the grass is kept healthy to help prevent dust bowls; in the wet season the grassy areas are seeded to prevent mud. Thermal comfort is addressed through ensuring our grounds keepers are supporting naturally regulated cooler temperature on our campus. To avoid pests, KES staff will conduct management efforts outside of school hours and only as necessary. Teacher awareness to natural indicators – to open windows and doors when trade winds are around, something that those living in Hawai’i are accustomed to as air conditioning is not prevalent. KES water quality is ensured by the Hawai’i Department of Education, if there are any abnormalities we address the problem immediately. The health and



wellness of KES students and staff is a top priority, the facilities/maintenance staff has taken a new approach to serving the community through recognizing the importance of reducing our footprint and being good stewards of the campus.

At Kapālama Elementary, we incorporate the families to educational events that support the community – we generally offer health related workshops to students and parents on a regular basis, including eating well, asthma education, and more. In addition to the facilities elements of health and wellness, we encourage student and faculty wellbeing through:

- Outdoor fitness challenges (4<sup>th</sup> grade led)
- Physical education through training for the Farrington Field Day
- Health education with local sponsors; and at Family Workshops (asthma, epi-pen, healthy eating, etc.)
- KAMP (Kids At-Risk Mentoring Program) events
- Health services (flu shot, vision screening, etc.)
- Community involvement (Lion’s Club, Public Health Nursing, ENGIE)
- Social emotional well-being, addressed through Mālama Store incentives

At KES, environmental health as well as nutrition and fitness are significant mainstays to our campus community. Ensuring our minimized environmental footprint to increasing the awareness and behaviors for student health are exemplified through facilities staff and teachers taking the initiative to support their students’ wellbeing. Students at Kapālama are involved in our efforts to better the choices made in nutrition and health, we listen to student and parent feedback, making healthier choices available in the cafeteria and at school events, removing poor choices (no sodas) and beginning to shift eating behaviors. Kapālama has created a community of mindful action.

### Element IIA: Environmental Health

At Kapālama Elementary follows a significant school environmental health standard. Our school minimizes the use of chemicals under all circumstances beyond the Hawai’i Department of Education memo requiring schools to adhere to the chemical and hazardous waste management. If there is reason for us to use commercial chemical products, we spray in the late afternoon and usually before a weekend to allow for odors etc. to dissipate. There are monthly routine cleanings when the buildings are not in use and daily cleaning after school. After school, garbage is properly disposed of and stored in appropriate, sorted containers daily. Proper equipment to perform cleaning tasks is utilized including an up-to-date inventory of the cleaning products used on campus. We do use chemicals, following product labels, to control the vegetation and insects in certain areas on Kapālama campus, outside of school hours. The products we do use for cleaning and campus maintenance are mostly unscented to reduce asthma triggers. Reducing asthma triggers is important because there are many students and families who are asthmatics. We host regular workshops on asthma and make efforts on



campus to lessen the possibility of stirring up triggers. Each building has “walk-off” mats at the entrance to reduce the amount of soil and dust (in the dry season) that gets tracked into school buildings. The school facilities team works diligently to increase the health of the Kapālama campus and, in turn, student and staff health on campus.

Kapālama Elementary regularly takes precautionary measures to curb asthma triggers around the school, including education for both students and faculty. Preventative measures to reduce/ensure there is no mold or moisture build up on campus are through: monthly moisture inspections to ensure the building is free of moisture problems, water damage and any visible mold; staff and custodians watch for wet spots and condensation regularly as it is rainy in the Kalihi Valley; maintain gutters and storm drains to prevent flooding and moisture retention on campus.

### Element IIB: Nutrition and Fitness

Working to improve community health and encourage healthy choices begins with fun options that the community wants to be a part of. Every year in the spring, for the past 12 years, Kapālama Elementary hosts a Dance-a-Thon through sponsorship of the Parent Teacher Association (PTA) for students and staff on campus at Carter Hall. The Dance-a-Thon promotes physical wellness through dancing. Students who have permission from their families participate in grade level dance sessions including warm-up and cool-down. The PTA provides award incentives for student monetary donations to the PTA. Healthy options are available to students through the fresh fruit and vegetable program. The fresh fruit and vegetables that are on our campus are from a local food vendor, ‘So Ono’, and include many local foods – this is helpful in many ways, students are more apt to try different dishes that include foods they are familiar with and reduce food waste. Additionally, Principal Dang has provided a write up and lesson around each fruit and vegetable that comes through to offer students an understanding of why the fruit or vegetable is available (vitamin A, anti-inflammatory, etc.). For over 10 years, 5<sup>th</sup> grade students have participated in intramural volleyball and basketball leagues. Kapālama students are in the league with 8-10 elementary schools from the island. Both volleyball and basketball teams practice months prior to the league tournaments. Students at Kapālama are given many routes to fit options and are encouraged to follow choices that are healthy for mind and body.

Kapālama Elementary has partnerships with community organizations to improve the health of our area. The Moanalua Lions Club offers yearly vision screening; there is a flu vaccination available to our community; the Public Health Nursing (PHN) provides training on EpiPen and other important, relevant trainings. Kapālama supports the community’s health and provides options to learn more about health and wellness.

Pillar III:

A pillar in the Kalihi community, Kapālama Elementary School offers and encourages students and their parents to learn together. We work to connect hands-on education, Science, Technology, Engineering and Math (STEM)



subjects with activities that students and their families can be a part of. At KES, we have identified that Hawaiian History (Hawaiiana) has provided us with a unique understanding of local culture and the importance of using that native knowledge to benefit 21<sup>st</sup> century skills. STEM has gained traction in Hawai'i, and our teachers are using Hawaiiana paired with the Next Generation Science Standards (NGSS) links cross-curricular learning at a local level. The Hawai'i Department of Education uses Nā Hopena A'o which is a framework to develop skills, behaviors and dispositions reminiscent of Hawai'i's unique context – honoring the qualities and values of indigenous language and culture of Hawai'i. Exploring the skills related to STEM within a multitude of curricula has allowed Kapālama students to thrive in connecting the environment to the classroom and beyond. Our teachers are educated in the NGSS where cross-curricular learning is a high priority. We bring this cross-curricular learning approach to our students and their families through quarterly meetings on different subjects that we recognize would be important to our community. We strive to better equip our students and the greater community with supportive and beneficial learning opportunities.

Our students are engaged in dynamic environmental education programs, including the state's roll-out of NGSS lessons in our classrooms that serve as a springboard for lessons outside of the classroom. Field trips are an essential element of connecting students to the 'bigger picture' and outside of the four walls of the classroom. For example, students learn about water birds that live near the Kalihi stream that runs through our community and to the ocean at the Pearl Harbor Hono'uli'uli Wildlife Refuge. Supporting the Kalihi stream is an initiative that students have engaged in after visiting with wildlife refuge through stenciling areas near drains with "drains to ocean" to avoid rubbish in the runoff. Students also take geological tours of the island, which provides context for differing communities and local history. There is follow-up on differing communities through discussion in the classroom with the Hawaiian Studies Program on campus with every grade level. In addition, connecting the idea of differing communities in the classroom, the Hawaiian Studies Program provides students the wherewithal to engage in service learning that supports our environment and to fully embrace aloha 'aina (caring for the place we live)

Educators at Kapālama have found that shifting education and allowing for student discovery, especially in outdoor education allows for educators to see student excitement in education. At the Lyon Arboretum students engage in hands-on ecological understanding of cause and effect in the Mānoa Valley. The students take ownership of what they discover and have brought their knowledge to the greater community, elevating education and environmental awareness in Kalihi. At the Hawai'i Plantation Village, students at Kapālama Elementary had the opportunity to learn about the sugar plantation, immigration and the impact that culture has on our islands. Learning that is absorbed by students through experiences brought home to their families in-turn creating awareness of these understandings to the communities in which they live.

Students at Kapālama Elementary are caring, and we believe that this outstanding quality of our students comes from learning in a cross-curricular method. They are more adapted to recognizing a need because they know how to work together. Additionally, they are able to understand a problem and explore multiple solutions. And



they are encouraged to help others because we acknowledge the importance of learning outside of the four walls of the classroom.

## PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

### *Pillar I: Reduce Environmental Impact and Costs*

Kapālama Elementary School was opened in 1927 and currently has a total acreage of 8.549. The school is reducing their environmental impact in a multitude of ways including student efforts paired with state endeavors including the Ka Hei program equipping the facility with solar PV and LED and the student initiatives to stencil the storm drains and keep the campus beautiful. The momentum of the environmental shifts are apparent in the campus community.

In addition to facilities program on campus, the efforts to keep the school beautiful and clean, and reduce rubbish in the ocean are on-going. The student interest in community service and reducing their environmental impact on their campus inspires the staff at Kapālama Elementary.

#### Element IA: Energy

Boasting (480) 270W solar PV modules that generate 129.6 kWdc of clean power, along with lighting and an electric vehicle (EV) charger; Kapālama Elementary's carbon footprint has been reduced. Additionally, the school embraced an educational program as well entitled, Ka Hei. Since the commencement of the Ka Hei program on campus, students have been engaged in learning about the construction and significance of having solar on campus through year-long engagements in two ways: year-long programs and solar data collection. The Ka Hei engagement through the energy program has been on campus since the project began, showing students hands-on energy lessons. The data collection from the PV modules on Utility Vision provides 15 minute interval data that teachers and students can access through. Students at Kapālama have experienced hands-on lessons that relate to local energy, energy efficiency, global energy and more for the past 3 years prompting the school improvement plan to identify growth and new strategy for educators through Science, Technology, Engineering and Math (STEM) educational offerings of the Ka Hei project. The STEM lessons that were brought in are said to have 'improve[d] student learning by using scientific inquiry and engineering design as unifying processes' (School Status and Improvement Report School Year 2016-17, 2017).

Kapālama Elementary can demonstrate a 45% reduction in Greenhouse Gas emissions from 07/2016 through 01/2018. The data supporting the demonstration is the initial GHG emissions rate (MT eCO<sub>2</sub>/person): 1.02 and the final GHG emissions rate (MT eCO<sub>2</sub>/person): 0.46. The offsets of solar PV and energy reduction was calculated through ENGIE UtilityVision and the Hawaiian Electric Company bills.



Kapālama Elementary School has a total non-transportation annual energy reduction from Jan 2015 (prior to lighting work) to Dec 2017 (post lighting and PV) of 68% (270,400kWh/year). The project was able to install 1,294 new dimmable LED fixtures which created an 18% reduction in energy consumption (kWh) as a result of the LED retrofit. The current usage is 716kBtu/student/year, or 5.99kBtu/sq ft/year, based on 66,441 total square foot from a 2014 survey.

In Fiscal Year 2018, Kapālama Elementary School produced 209 MWh of on-site solar energy out of a total consumption of 337 MWh. This resulted in a reduction in GHG emissions of 146.9 tCO<sub>2</sub>.

Faculty and staff were able to appreciate the campus upgrades at the first facet of the project, lighting upgrades. Faculty learned about 'right size' photovoltaic system by importance of efficiency through in-classroom lessons with students as well as Ka Hei presentations.

#### Element IB: Water and Grounds

Water is used to keep the campus green; however, we are cognizant to irrigate when the campus is in need during the morning and avoid irrigating during hot periods of the day which would be wasteful. All plants that have been brought on campus in the past 4 years have been drought resistant, reducing any need to water as the heavy rains in Kalihi produce a natural cycle to keep the drought resistant plants green. At Kapālama, we displace sitting water to avoid mosquitos; trim back grass and plants to increase air circulation which reduces the need for air conditioning in certain areas of the campus. The campus grass is kept healthy and strong to help prevent mud in the rainy season and dust bowls in the dry season. In the past few years, our mentality at Kapālama has shifted to being more conscious of what we consume and working to be more sustainable, our facilities staff has adopted conserving water; improved irrigation practices to maintain the landscape and working with the 'aina (watching for rainfall and not watering unnecessarily). We make a concerted effort with our grassy areas as we believe that the more green areas we have our students benefit, in being active and keeping cooler throughout the year as opposed to having asphalt.

There are two on-going efforts to increase awareness of keeping our campus grounds clean. The first is a storm stencil program and the other is a clean-up project. The storm stencil program is an effort to create awareness on campus for storm run-off into the ocean. At Kapālama Elementary, we are located within a mile of the Kalihi Stream which regularly drains to the streams that lead to the ocean and in the past, has overflowed due to debris – we care for our community as it is our responsibility, or kuleana. The storm stencil program involves students who are over 6 years of age and staff as supervisors to identify a storm drainage asset (storm drain, culvert, swale, etc.) on campus with a solid paved surface adjacent such as a sidewalk, parking area, or concrete cover; ensure it is a publicly visible area; on a clear day we bring in our participants to paint. The campus clean-up program is for all students, staff and families to identify the importance of keeping Kapālama Elementary, a place of learning, in high regard. Though we encourage regular clean-ups, there is an Annual Campus Beautification that takes place



every fall. We ensure that all of those who support the campus clean-up efforts are following the Health and Safety plan that we have in place; to pick-up only visible trash or dead leaves, use gloves to pick up rubbish, and to take bags to the waste hauling area. Students, staff and families who join in on this effort are rewarded with a greater sense of pride for their school.

#### Element IC: Waste

- A. What is the schools Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):  $6 \times 22 \times 100\% = 132$  cubic yards
- B. What is the schools Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):  $4 \times 8 \times 100\% = 32$  cubic yards
- C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): *N/A*

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ :  $((32+0) \div (132+32+0) \times 100) = 19.5$

Monthly waste generated per person =  $(A/\text{number of students and staff})$ :  $132/556$

At Kapālama Elementary, we are active in reducing our consumption – in the past several years we have shifted from being paper-dependent to using nearly 80% less paper in our day-to-day operations. All of our school bulletins are on the school website; the master calendar is online; e-messages are sent to families instead of paperwork going home. We are aware of the importance of minimizing our footprint at Kapālama. We have many parents and grandparents bring in paper and magazines that can be used for up-cycled projects on campus, specifically with the 2<sup>nd</sup> and 4<sup>th</sup> grades. We have a cardboard recycling on campus and our teachers take initiative too, they bring recycling home if the bin is overflowing.

The cafeteria has not used Styrofoam in years, this is an effort to reduce our environmental footprint and become more environmentally friendly. The food waste that was once able to go to pig farms in the area is no longer applicable though we have found ways to reduce the food waste through listening to students, understanding what they want, and creating meals that will be eaten. At the cafeteria kitchen, we are using So Ono, a local FFVP vendor, for the local fruits and vegetables. The kitchen staff are using local foods that students are familiar with to ensure dishes that are student approved.

1<sup>st</sup> grade has an area on campus that hosts planter boxes and a small garden where students are able to learn from the earth in a hands-on capacity. The planter boxes are specifically for the 1<sup>st</sup> grade students to learn the basics of agriculture in the classroom. Students are also learning the essential elements of vegetable gardening and sustainable work in the planter boxes.

We have recycling bins all around the campus and students are encouraged to appropriately pick up any rubbish on campus and place it into the appropriate receptacles. Since Kapālama is located in a heavily trafficked zone,



there is a lot of garbage that accumulates on the campus from the freeway and main streets around. Students are rewarded when positive behaviors are witnessed which reinforces the behaviors.

Kapālama Elementary is working hard to ensure that the campus stays clean as we know that clean spaces are less likely to accumulate litter. We have found ways to beautify our campus through landscaping while encouraging campus clean-ups on a regular basis.

#### Element ID: Alternative Transportation

Kapālama Elementary is in a high traffic area, located off the Likelike Highway, the Interstate H-201 and a major main street, School Street. Despite the fact that Kapālama is located in an area with a lot of commuter traffic, there is a significant amount of students who live in the area ride the bus in with their parents or walk to school – approximately 22% of students who are not Geographically Exempt use alternative transportation on their way to school and approximately 40% of those students walk home together using the ‘buddy system’. The administration encourages more students to walk home together because it is safer to be in pairs, the students end school at the same time making it easier to adopt the buddy system. The high traffic surrounding the school has made it difficult for students to bike to and from school though there are ample bike racks on campus. Students in the Junior Patrol Officers program provide all students with crosswalk safety on campus. Additionally, Kapālama has created a Safe Path for students to get to school entering campus through a less active road behind the school. Alternative transportation such as, The Bus have been utilized and at Kapālama carpooling is highly encouraged. In a very busy area, Kapālama is making every effort to encourage safety as well as reducing the traffic congestion off the Likelike Highway and on School Street.

#### *Pillar II: Improve the Health and Wellness of Students and Staff*

The health and wellness of Kapālama students and staff is an effort assumed by the entire community; from Family Workshops to the Intramural Program to the annual Read Aloud Day to the Ukulele Band, the Kapālama students and staff are immersed in healthy habits. The community network has supported annual parent feedback through their School Community Council (SCC) as well as a survey on parent perception of the school. This data has supported a revision of the vision and mission at Kapālama Elementary. The foundation of creating a shared vision and mission began with the staff’s core values and beliefs. The core values and beliefs included what teachers know makes a difference, as well as what they have researched to make a difference. The staff agreed the mission statement reflected their values of: *who we are*, *what we do*, and *what results we wanted to achieve*. Kapālama cares about safe and supportive schools and communities! We unite for kindness, acceptance, and aloha.

Beyond what is required through the Hawai’i Department of Education, Kapālama facilities and staff support the health and wellness of students through many concrete efforts. Moisture and asthma control are addressed on



a regular basis, checks for mold and moisture are done weekly and a cleaning takes place monthly (regardless of visible traces of mold or moisture). Inventory of cleaning products is addressed several times per year and stored properly. The Kapālama staff takes preventative measures to reduce allergens on campus. Thermal comfort is done in a way that reduces electric consumption, the school uses the campus vegetation to help create a breezier property and reduce the need for air conditioning in shaded spaces on campus. Water quality is monitored by the Hawai'i Department of Education, any and all concerns are brought to the attention of the district.

We host reading days and a Family Fair which the community appreciates as part of our effort in raising well-rounded students. Sun safety is encouraged through reminding students to drink water and wear hats when playing outdoors. Kapālama Elementary improves the health and wellness of students and staff by integrating an environmental health element through the Ka Hei program where students learn how they can make a difference with their energy behaviors that impact the global picture.

Additionally, our school counselors have set up a program to support positive behaviors at school; we have the Mālama Store where students can go shopping with tickets that they earn for demonstrating positive behaviors. Students can redeem their tickets at the Mālama Store weekly during recess.

Physically, Kapālama Elementary hosts an annual Dance-a-Thon on campus, encouraging the entire student body and staff to get up and move. In terms of food health, Kapālama Elementary is part of the Fresh Fruit and Vegetable Program (FFVP) and provides students with local options. Principal Dang has taken the initiative to encourage the community to eat more local fruits and vegetables through offering a lesson each time a new fruit or vegetable comes to campus. Through this, the students and in turn the community is more knowledgeable about what is available at the grocery store. KES is energetic about promoting health in the community and supportive of the student in the learning process – we recognize that healthy students contribute to our greater success.

### Element IIA: Environmental Health

Our school minimizes the use of chemicals under all circumstances. If there is reason for us to use commercial chemical products, we spray in the late afternoon and usually before a weekend to allow for odors etc. to dissipate. There are monthly routine cleanings when the buildings are not in use and daily cleaning after school.



The products we do use for cleaning and campus maintenance are mostly unscented to reduce asthma triggers. Reducing asthma triggers is important because there are many students and families who are asthmatics – we host regular workshops on asthma and make efforts on campus to lessen the possibility of stirring up triggers. Each building has walk-off mats at the entrance to reduce the amount of soil and dust that gets tracked into school buildings. The school facilities team works diligently to increase the health of the Kapālama campus and, in turn, student and staff health on campus.

Kapālama Elementary regularly takes precautionary measures and preventative steps to curb asthma triggers around the school, including education for both students and faculty. Preventative measures to reduce/ensure there is no mold or moisture build up on campus - staff and custodians watch for wet spots and condensation regularly as it is rainy in the Kalihi Valley; maintain gutters and storm drains to prevent flooding and moisture retention on campus.

We recognize the critical importance of mālama ‘āina at Kapālama Elementary.

#### Element IIB: Nutrition and Fitness

Working to improve community health and encourage healthy choices begins with fun options that the community wants to be a part of. For the past 12 years, in the spring, Kapālama Elementary hosts a Dance-a-Thon through sponsorship of the Parent Teacher Association (PTA) for students and staff on campus at Carter Hall. The Dance-a-Thon promotes physical wellness through dancing. Students who have permission from their families participate in grade level dance sessions including warm-up and cool-down. The PTA provides award incentives for student monetary donations to the PTA. Healthy options are available to students through the fresh fruit and vegetable program. The fresh fruit and vegetables include many local foods – this is helpful in many ways, students are more apt to try different dishes that include foods they are familiar with and reduce food waste. Additionally, Principal Dang has provided a write up and lesson around each fruit and vegetable that comes through to offer students an understanding of why the fruit or vegetable is available (vitamin A, anti-inflammatory, etc.). For over 10 years, 5<sup>th</sup> grade students have participated in intramural volleyball and basketball leagues. Kapālama students are in the league with 8-10 elementary schools from the island. Both volleyball and basketball teams practice months prior to the league tournaments. Annually, both the volleyball and basketball teams have won tournament plays. Students at Kapālama are given many routes to fit options and are encouraged to follow choices that are healthy for mind and body.



Kapālama Elementary has partnerships with community organizations to improve the health of our area. The Moanalua Lions Club offers yearly vision screening; there is a flu vaccination available to our community; the Public Health Nursing (PHN) provides training on EpiPen and other important, relevant trainings. Kapālama supports the community's health and provides options to learn more about health and wellness.

### *Pillar III: Provide Effective Environmental and Sustainability*

Kapālama Elementary School encourages students and their families to take pride in the Kalihi community, offering educational and hands-on paths throughout the year for Kapālama families. Kapālama Elementary brings students the opportunities to understand the required curriculum that is integrated to hands-on work on campus. Effective environmental education is part of the effort that is built into our Academic Plan; our first goal is student success and that incorporates demonstration of a path toward success in college, career and citizenship. As part of our student success goal, we have Science, Technology, Engineering and Math as alignment for our school; all teachers have reviewed and worked toward Next Generation Science Standard (NGSS) alignment which is heavily cross-curricular. In addition, Kapālama teachers received professional development in 2017 from the district on the NGSS to begin creating effective lesson plans for students. Beyond the initial NGSS training, we have had STEM Resource Teachers (RTs) support us on a regular basis in creating lessons that are aligned to the standards; weather and climate; interdependent relationships between ecosystems; earth's systems; and energy. As the update in science standards has been a big undertaking, the rewarding element is connecting mālama Kapālama (to care for our campus and place of learning) to the lessons. Some of the lessons that the STEM RTs have been working with educators on are sustainability education – specifically focusing on the NGSS Performance Expectation, Matter and Energy in Organisms and Ecosystems. The NGSS and support from STEM RTs allows for easier connections between field trips with the Papahana Lelekamanu Foundation to the James Campbell Wildlife Refuge and the understanding of a balanced cycle.

The sustainability education on Kapālama's campus is ongoing and part of the connection through the Hawaiian Studies Program. In large part, Hawaiian Studies is weaved throughout the grade levels offering a multi-dimensional approach to engaging in STEM and NGSS on campus.

Part of our environmental education is connected to the solar Photovoltaic project and LED upgrade on our campus to the 5<sup>th</sup> grade curriculum. Students have learned about alternative energy sources including the PV on campus, they have learned the difference between series and parallel – the benefits of creating an electrical circuit, increase voltage and current and the basics of solar energy. The past several years has incorporated a long-term educator to discuss place-based issues and concerns with our students which has allowed for deeper discussion in sustainability literacy that students share with their families.



Students are bridging the divide by bringing home environmental education from field trips, surveys for energy use, and other STEM hands-on learning in the classroom. Having the opportunity to discuss the bigger picture of the environmental situation and thinking about our global community allows our students to grow a greater sense of compassion of others that is inherent in the Kapālama culture.

On campus, place-based education outside of the classroom walls is our clean stream project where students are learning about the importance of signs, alerting the community and supporting the best choices possible in the effort to reduce waste to the ocean.

Kapālama students are always learning from the community members who see our students as bright spots, encouraging them to strive for their highest potential.

### Element IIIA: Interdisciplinary Learning

Kapālama Elementary is dedicated to providing students with real world, age-appropriate interdisciplinary experiences relating to the environment, energy and human systems. Specifically, the Hawaiian Studies history that impacts every grade level and provides essential knowledge of what was needed to live sustainably within the culture and land system. Each teacher connects this place-based learning to opportunities outside of the classroom; many of the field trips that are taken throughout the year integrate Hawaiian history to the outing.

This occurs in a variety of ways and to different degrees on all grade levels each school year. Past opportunities included research and inquiry projects, problem solving activities, real computer programming experiences, individual science projects, community projects (Campus Beautification), and civic responsibility experiences such as a membership in the Junior Patrol Officer (JPO) and Student Council groups. Real world experiences are essential in preparing students for success in society. Kapālama Elementary constantly reflects on how to better prepare students for life beyond school.

First grade teachers provided many opportunities in which students participated in real world experiences. For science, students created sundials to show the sun's movement and how people used the information. In the plant unit, students grew individual plants to learn about the needs of plants and functions of the parts. The animal unit incorporated biomimicry in which students used animal features to create a prototype (an innovation) to help solve a real-life need. Teachers supplement lessons utilizing a field trip to the Hawai'i Nature Center to learn about different habitats and the requirements for different species to live in each environment.

In Grade 2, students learned about the interdependence between plants, insects, and animals in relation to the essential processes of pollination and seed dispersal. Students visited the Lyon Arboretum and went on a hike to physically observe the various flowers and fruits on the grounds and identified the type of organism that might pollinate its flowers or disperse its seeds in nature. In the same school year, second grade students



learned about the history of families in Hawai'i and visited the Hawai'i Plantation Village – students experienced authentic plantation homes/structures featuring personal artifacts, clothing, furniture and art from China, Japan, Korea, Polynesia, the Philippines, etc. representing the many cultures within the islands.

The students in Grade 3 participated in designing recycled arcade games for the EDP projects. Students also visited the Hawai'i Nature Center to view the Hono'uli'uli Wetlands and observed birds and its adaptations. Third grade students participated in a Campus Beautification, which was a schoolwide event. Students took a field trip to the Japanese Cultural Center of Hawai'i to learn about the Japanese culture and immigration to Hawai'i. Another field trip to the Mission Houses allowed students to learn about the missionaries coming to Hawai'i and how history related to the past and present.

Every year, Grade 4 students participated in making brownies for the annual school Family Fair. Engaging in 21<sup>st</sup> century skills: collaboration, communication, technology (reading recipes online) and measuring properly – teachers worked in the science, technology and math of STEM for a fun lesson that goes beyond the classroom. The brownies were made for the fair to raise funds for their grade level, engaging students in greater life skills. Past 21<sup>st</sup> century skills, 4<sup>th</sup> Grade students take the Geology Bus Tour to visit East Honolulu and learn how the island has changed over time. On the geology bus tour, students learn about the island's cultural tradition (mo'olelos/folktales) and the volcanic history for each stop of the tour. On the field trip, students participated in a pohaku (rock) hunt. The He'eia Bus Tour is another trip that Grade 4 students attend to learn history and traditions of the He'eia ahupua'a. Students are able to see different parts of the land (kai, uka, kula) and learn to identify the importance of these spaces to the Hawaiian culture.

The Grade 5 teachers provide several opportunities for real world experiences. Students learned about the endangered water birds in Hawai'i and visited a wetland in Kahuku to see the endangered species and learn the importance of balance in the ecosystem with different species. One of the most memorable experiences for 5<sup>th</sup> graders is the annual trip to attend Camp Erdman for 3 days and 2 nights – students experience teamwork and team building activities through lessons on space and the scientific process.

All grade levels at Kapālama Elementary experience learning outside of the classroom that begins to widen their world and depict important elements of the place they live. At KES, we aim for students to comprehend the significance of ancient knowledge learned during field trips and pair this with the 21<sup>st</sup> century skills, STEM, and multidisciplinary learning; to help the students recognize their full potential and important role in the community.

#### Element IIIB: STEM Content, Knowledge, and Skills

Science, Technology, Engineering and Math are important elements of education that are incorporated regularly with intention at Kapālama Elementary. We've noticed a true connection of STEM content knowledge and



thinking skills that impact students' 21<sup>st</sup> century skills in each grade level through Hawaiiana courses taught by Kūpuna or Makua (Kūpuna means grandparent, ancestor, and/or honored elder; Native-Hawaiian elders were invited into the classroom to share their cultural knowledge, life experiences, and the Hawaiian language). The connection between STEM and our Hawaiian Studies Program is remarkable – the understanding of being mindful lends a basic understanding in sustainability and discerning ideas. The ideas that are discussed through indigenous knowledge give a background for students to appreciate and consider their environment alongside our technology-driven economy.

Students' essential knowledge of Hawai'i, and in particular the Kalihi valley, is important for the success of our islands. The relevance of Native Hawaiians living in harmony with the land leads students to an understanding of the significance that living sustainably is essential. In this, we can begin to connect ideas similar to the history of Maui cultivating energy from the sun to using solar panels in the 21<sup>st</sup> century. The Kapālama Elementary 5<sup>th</sup> grade has participated in the long-term energy engagement that the Ka Hei program offered, bringing relatable STEM education to our students for the past few years. In the program students had many hands-on learning experiences including creating circuits, a simulation of digging for natural resources and acting as engineers.

Connecting the Nā Hopena A'o standards to sustainability and our environment is an effort that teachers at Kapālama have embraced – this relationship is even stronger when applying these to science standards. This is done through advanced planning and correlation of standards to the field trips to the James Campbell Wildlife Refuge, the Pearl Harbor NWR, the Hawai'i Plantation Village and others.

Students have appreciated the discussions about our environmental situation and are even more sensitive to the fragile nature of the place they live.

### Element IIIC: Civic Knowledge and Skills

Civic knowledge and skills are addressed at every grade level through preschool through fifth grade – at the youngest, students begin to learn how to be a community member who demonstrates willingness to spend time bettering their communities. Kapālama's annual campus beautification inspires students beyond keeping their campus beautiful; the Dance-A-Thon inspires students to raise funds to improve their school; or working as a Junior Patrol Officer to keep the campus safe.

Students at Kapālama Elementary have several opportunities throughout each year to engage in understanding and undertaking roles to improve their local community. Students interested in the Junior Patrol Officer (JPO) role are selected from the upper grades with teacher recommendation. The JPO program works to train students in leadership, civic responsibility and to assist the Honolulu Police Department in providing pedestrian safety at Kapālama. Students are assisting on campus before school begins and after school. There is an annual Honolulu Police Department Junior Police Officers' Field Day that hosts competition for ability in skills, confidence and management.



To address sustainability issues in the community, 2<sup>nd</sup> Grade students at Kapālama go to the Lyon Arboretum in Mānoa where they learn about the interdependence between plants, insects and animals and their importance in the pollination and dispersal of seeds in the ecosystem. In this field trip, Kapālama students made observations, began to comprehend cause and effect of the ecology in Hawai'i in an ahupua'a not far from their own. This field trip is one of many that students of all grade levels take throughout the year to learn about the importance of the choices they make every day that impact sustainability in their community. As part of the energy education program the fifth grade students spent time researching, data collecting and testing different light bulbs to identify the most efficient and cost effective bulb for their campus. Students then wrote a letter to the board of education with evidence of their findings, the beginning of year that is full of engaging with civic duty and making their voices heard. Later in the year the 5<sup>th</sup> grade visited the State Capitol on a field trip to learn about law making in government and the importance of being active participants by communicating with local politicians and voting in elections. Part of the O'ahu National Wildlife Refuge Complex, the Hono'uli'uli Pearl Harbor National Wildlife Refuge offers a wetland near Kalihi for students learn about endangered water birds and the importance of protecting their habitat for survival. Students also learn about the changes in the wetland as well as shifting weather patterns that the birds have adapted to. This fieldtrip affords students a sense of responsibility in caring for the natural world that supports and sustains the island in which we live. In the field trips, students have gained greater knowledge of the place they live and a bigger passion for protecting it – the Kalihi Stream that feeds into the Kapālama Stream and into the ocean, now has stencils that read “This Drains to the Ocean”. Students are engaged and interested in making a positive impact on their community.

Students at Kapālama Elementary are eager to serve as community members that improve their community. The choices they make on campus and outside of school show that they are achieving their full potential, are contributing caring citizens, and successful stewards in an everchanging global community.

**Photos:** Please submit 5-10 photographs with descriptions including who, what, when, and where. Photos should be action shots, not posed. By sending these photos, you are giving your state nominating authority and the U.S. Department of Education permission to use them in our newsletter and social media.



Kids At Risk Mentoring Program (KAMP) Hawai'i. September 2018



Students cleaning up Kapālama Elementary as part of Campus Beautification. January 2019



Wearing orange for Unity Day, unite for kindness, acceptance, and aloha! October 2018



Family attendance at the Family Fun Fair. September 2018