



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. Lori Pierce

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

Official School Name: Carl Sandburg Elementary and Discovery Community School

(As it should appear on an award)

Official School Name Mailing Address: 12801 84th AVE N.E. Kirkland WA 98034

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

County: King State School Code Number *: 3747 (Sandburg) 1658 (DCS)

Telephone: 425-936-2700 Fax: 425-814-0456

Web site/URL: <https://sandburg.lwsd.org/> and <https://discovery.lwsd.org> E-mail: lpierce@lwsd.org

**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.

Date: 1.31.20

(Principal's Signature)

Name of Superintendent: Dr. Jane Stavem, signed by Donneta Oremus

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

District Name: Lake Washington School District

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

Date:

2/4/20

(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: Office of Superintendent of Public Instruction

Name of Nominating Authority: Dr. Ellen Ebert, PH.D.

(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.

Ellen Ebert, PH.D.

Date: 2/10/2020

(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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

U.S. Department of Education Green Ribbon Schools Application

Carl Sandburg Elementary and Discovery Community School
12801 84th Avenue NE, Kirkland, WA 98034

Summary Narrative

The Sandburg and Discovery community cares about protecting the planet. As one student said, "We have to be kind to the earth because we live here." This community cares about protecting the health and future well-being of the students that everyone cares for in trust. These values drive the missions at Carl Sandburg Elementary/Discovery Community School (Sandburg/DCS). Sandburg/DCS identify and take pride in being a green school community. Sandburg and Discovery are officially two schools, but they share one building and work together. The main school is Carl Sandburg Elementary School, but it also houses a small choice school called Discovery Community School (DCS), and together they are one community where environmental stewardship has become a valued cultural norm throughout the school by teachers, community, and students. Sandburg/DCS has strong parental support for these programs as well. Having programs and policies that are informed by parent interest and community values helps build community and structural systems that ensure the continuation of school programs beyond the efforts of a single teacher, parent, or principal. This is essential for the longevity of the school's program.

Sandburg/DCS has been recognized by King County Green Schools with Level One (waste reduction), Level Two (energy conservation) and Level Three (water conservation and pollution prevention) designations, and a Sustaining Green School designation for maintaining and building on all these practices. They are the only school so far in their district to achieve the Sustaining Green School designation, and they have received that recognition four times since spring 2015. This school community received National Wildlife Federation certification as a wildlife habitat in 2015 as well.

Green School efforts all started with some students' and parents' desire to eliminate Styrofoam from the lunchroom. From this first effort, which was successful, the school's efforts to be green and sustainable have grown to encompass the entire community. Each year, they push themselves to add new sustainability practices. In order to reduce their environmental impact, students and parents handle weeding through an Herbicide Free program. By reducing waste, recycling, and collecting compostable materials in the lunchroom, classroom areas, and offices, the school has achieved a recycling rate of 58% as of November 2019. This year, they have added a Food Share and Donation program in the lunchroom, after successfully piloting last spring. Students may put packaged, unopened food items from the school lunch program that they don't open or eat into a share bin for other students who might be hungry to take and eat. Leftover foods from the share bin are collected and donated weekly to a local food bank. This fall, they also switched from disposable plastic to

reusable utensils in their hot lunch service. For years, they have been using reusable dish sets when they have holiday parties in classrooms!

To benefit the Kirkland Community, students also complete annual service projects, such as a hygiene products drive, making lunches for the homeless, and food sorting programs for the district's Pantry Packs program and Hopelink food bank.

All students are involved every day, by sorting their own recycling and compost in the lunchroom and classrooms. The student Green Team helps with collecting the recycling every day. The student Green Team takes responsibility for recording quantities of foods in the Share Bin and storing them. They speak to visitors and educate others about the importance of sustainability. They stand out at dismissal reminding parents that the school has a no-idle zone for clean air in the parking lots. Sandburg/DCS is so proud of the student leaders for their responsible choices, voices, and leadership in encouraging the school to continually expand their goals and reinvigorate their efforts to be a green community. The school and community focus on the health and wellness of their school, students, and staff members in many ways. From encouraging exercise through Walk and Bike to School days, to using green cleaning products, to teaching about nutrition and the benefits of exercise, to school-wide social-emotional learning, the goal is always to promote healthy, quality lives. Sandburg/DCS has a school-wide Positive Behavior System with a motto of "Be Kind, Be Safe, Be Responsible," which they connect to social-emotional well-being, good citizenship, and being responsible stewards of the environment.

Sandburg/DCS building and grounds are also designed with sustainability in mind. The sustainable campus inspires the school to do more to protect the environment. Thanks to native, drought resistant landscaping, they don't use any irrigation. They have rain gardens to help filter water. They have energy-conservation features, including solar panels and a heat pump. In 2013-2014 Sandburg/DCS took baseline recordings of their energy usage (electricity and gas combined) and have worked to lower these since. Sandburg/DCS's current energy usage is 4,190 kilo-British Thermal Units (kBtu) per Student per Year, or 28 kBtus per Square Foot Per Year. This represents a 13% reduction per student and a 12% reduction per square foot (Current Year: 10/1/18-9/30/19) over their baseline data. The baseline water usage measure was 374,748 gallons, and current water usage is 332,852 gallons, which represents an 11% reduction and a 32% per capita reduction (Current year: 10/1/2018 to 9/30/2019). The total energy savings from 2014 to September 2019 has resulted in cost savings of \$57,510 dollars for the building and a carbon reduction of 116 metric tons of carbon dioxide equivalent (mtCo₂eq).

Sandburg/DCS also works to bring environmental science learning to students through classroom instruction, with a strong district-supported science curriculum and additional expert presentations brought in by teachers and the school community to enhance this learning. Furthermore, the school's responsiveness to parental interest in environmental and sustainability education, practices, and programs also directly supports implementation of the Next Generation Science Standards call for culturally relevant instruction for students (Appendix D; Chapter 11 of the Framework for Science instruction).

One critical goal they have as a school staff and as a parent community is to keep their children safe and healthy, and to teach them how to be responsible, contributing members of society. Part of the mission statement is to "educate, support, and inspire every student to ensure their endless possibilities." While they are often talking in terms of learning, future career choices, and students having what they need to successfully follow their dreams when they talk about "endless possibilities," they also recognize that for the students to be successful in the future they must teach them about environmental stewardship. If we reduce our

environmental impact and take action to conserve natural resources, the world will remain a place of endless possibilities for students for generations to come. Sandburg/DCS wants their students to understand social responsibility and the ways that their choices can help preserve and sustain the many wonders of nature. This work has become embedded into the identity of the school community. Each year, as a new group of students and families join the community, they learn that this is one of the values, and they help take on the role of sustaining the work. Sandburg/DCS operates within a U.S. Department of Education Green Ribbon School District which provides them with support, but they also pride themselves in being out ahead of the pack. They do things first and they do more. They push themselves to keep going farther and trying new things to add to their efforts. The possibilities are endless.

Crosscutting Questions

Awards and Programs

Does your school participate in a local, state, or national green schools' program?

King County Sustaining Green School Level 1 (2009), Level 2 (2011), Level 3 (2014), and Sustaining Green Schools (2015, 2017, 2018, 2019)

In the past five years, has your school, staff, students or student groups received any awards relevant to Green Ribbon?

Washington Green Leader Award in Pillar III (2019)

Washington Green Leader Award in Pillar I (2014)

National Wildlife Federation Certification as a Wildlife Habitat (2015)

Communication Strategies

How do you communicate your Pillar I required policies and best practice recommendations related to school principals, faculty, staff, parents, and other stakeholders in your district?

Every fall and again in January, classroom teachers review recycling and composting guidelines with students. The school community hosts assemblies to make sure students and teachers understand conservation practices and know how they can help. They work with the King County Green Schools Program and use their best practice recommendations, which they share with the Parent, Teacher, and Student Association (PTSA) Herbicide Free Leads and school Green Team Leaders so they can communicate effectively with the students and families they lead. Several times each year, they place articles into their community newsletter to make sure parents know about Green Schools efforts and how they can help at home.

To engage students, staff members, and parents in the Spring 2019 pilot food share and donation program, a PowerPoint presentation was shown to all students during classes, daily announcements were made leading up to the kick-off, daily announcements were made in the lunchroom at the beginning of each lunch period for the first week of the pilot, and custodians, parents, and kitchen employees were trained about the pilot and their roles. In Fall 2019, parent volunteers came in for the first two weeks of school to reteach students and help new students learn about recycling, composting, and the Food Share and Donation program in the lunchroom.

At back-to-school information nights and other school community events, Sandburg/DCS regularly talks about how sustainability is an important part of their identity and about the expectations to participate in conservation practices. They bill themselves as a green school. Sandburg/DCS is also in frequent contact with their district resource conservation program, reviewing usage data, talking about new ideas, and the school was one of two elementary schools featured on the US Department of Education Green Ribbon Schools tour in Fall

2019. District, state, and community dignitaries heard presentations from students, parents, and the resource conservation program manager about this green school's efforts.

Equity

Please describe how your students and broader community members are being included in, honored for, and engaged in this work.

All students are involved school-wide in day to day efforts, so when a visitor asked students in an assembly to raise their hands if they were part of the Green Team, most students raised their hand whether part of the club or not because to them that's just how Sandburg/DCS does things. They all learn in class about resource conservation, they all sort materials to be recycled and composted, and many students bring these conservation messages home to their families. Sandburg/DCS also has a formal Student Green Team, that any student in grades 2-5 can elect to sign up to participate in. This year, Sandburg/DCS had 123 students sign up out of about 400 in these grades, or over a 25% participation rate. In fact, so many students signed up to be part of this team, that it's been a little unmanageable to work with them all at once, so the teacher leader, Erin Subcleff, has created a rotation by month so that everyone interested can be involved in the Green Team activities at some time during the year. Sandburg/DCS also recognizes and appreciates students with tickets for their "Be Kind. Be Safe. Be Responsible." Jar when they engage in supporting these activities. This program is part of the school-wide positive behavior recognition system. Students who are noticed doing Kind, Safe, or Responsible acts receive a paper ticket, which they can add to a jar in the lobby. When the jar is full, the school has a school-wide celebration of its positive choices.

Their Herbicide Free Weeding program is entirely managed by the parent and student community. The parent volunteer leader of this program, Christi Damico, has been honored by the Lake Washington PTSA Council and the school district with awards for this work. Community members help in classrooms by washing reusable dishes after parties. Sandburg/DCS also signs up for and participates in Community Serve Day and United Way Day of Caring annually with grounds and building projects that engage the community in their efforts. In school newsletters, they recognize students, parents, and staff members for their sustainability efforts, so they know the school appreciates them! They also send press information about the school to the district communications department, who has shared their efforts on their Facebook page and websites.

Pillar 1: Reduce environmental impact and costs

Element 1A: Energy conservation strategies

Describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Please cite data and/or give specific details in your answer.

Sandburg/DCS has a great district resource conservation program, and as a school they actively engage in learning from and using the data provided by the program. Sandburg/DCS tracks and monitors energy usage to encourage conservation within the school community. As a school they complete audits and manage their energy usage with the goal of being responsible consumers. The district supports the school by providing the data, but the school very much views this as their responsibility so as a school they take a more active role than many schools to participate in an energy conservation program.

The school has signage around school to remind students and staff to turn off lights and electrical appliances when not in use, and they do reminders periodically through school newsletters as well as teachers doing lessons. Sandburg/DCS talks to students about not holding doors open, which releases energy and other ways they can help. Sandburg/DCS participates in the King County Green Schools program and has achieved Level 2, Energy Conservation, since 2011.

The data shows that these efforts are paying off. In 2013-2014 Sandburg/DCS took a baseline recording of their energy usage (electricity and gas combined) for the new building. Their current energy usage is 4,190 kBTU/Student/Year or 28 kBTUs per Square Foot Per Year, which represents a 13% reduction per student and a 12% reduction per square foot (Current Year measurement was 10/1/18-9/30/19) from the baseline. Energy savings from 2014 to Sept 2019 has resulted in cost savings of \$57,510 for the building, and a carbon reduction of 116 mtCo2eq.

Sandburg/DCS is not Energy Star certified, but they are eligible. The school was built to reduce energy consumption through use of geothermal energy and a heat pump, solar panels, and energy efficient systems such as low-energy water heaters and light fixtures, energy-saving concrete wall insulation, and occupancy sensors on light switches. The school also obtains some energy from solar panels. Last year, the solar PV production was 9,940 kWhs, which is the equivalent of about 10 homes' electricity usage in the area. The school's Washington Sustainable Schools Protocol score is 55, 10 points higher than the minimum required for state funds.

Element 1B: Water quality, efficiency, and conservation

Describe how your school implemented and is maintaining your water conservation program. Please cite data and/or give specific details in your answer.

The landscaping at Sandburg/DCS was designed with all native drought-tolerant plants, and they use no irrigation. They stopped irrigation in 2013 when their new building was built and grounds redesigned, and their water usage went from 600 to 400 CCF. In 2013-2014, their Baseline water usage measure was 374,748 gallons, and the current water usage measure is 332,852 gallons, which represents an 11% total reduction and a 32% per capita reduction (Current year based on 10.1.2018 to 9.30.2019). The district receives and provides the school with water quality reports annually from water providers. They also have three rain gardens on their campus designed for storm water treatment before that water reaches local streams. They have educational signs posted near these rain gardens informing the community how they support water quality efforts. They also have signs around school about conserving water. Sandburg/DCS has low-flow water features, such as low-flow aerators and sinks with automatic water shut-offs, and they are careful to save water wherever possible. Water taps and fountains are cleaned regularly by custodial staff to ensure no bacterial contamination.

The school teaches lessons to students about being responsible users of water. In the past, the Green Team created a presentation to educate students and staff on water conservation. The presentation included a pledge to report leaks and use water wisely. Second-grade students learn about the water cycle, where their drinking water comes from, and the importance of conserving water. Guest speakers from environmental education group Nature Vision come each year to educate students on water conservation and healthy

watersheds. These are not required presentations but as a school they see value in engaging these enrichment activities to go beyond the curriculum.

Sandburg/DCS also has science curriculum that includes instruction in water conservation and watersheds. In 2017-2018, parent and student volunteers initiated a service-learning and partnership opportunity with the non-profit H2O for Life. This campaign educated the school community about global water issues and raised funds for schools around the world with limited access to clean water. They hosted a penny drive to raise funds for the school's H2O for Life sister school in Uganda. Student leaders are currently advocating for water bottle refilling stations to be installed. While it may take a few years to secure the funding for such a large project, the school appreciates that students see needs and engage to promote them.

Element 1C: Waste Management and Product Procurement

Describe your solid waste management plan and practices. Please cite data and/or give specific details in your answer.

While the district and their waste management company encourage and provide pickup for recycling and composting, as a school Sandburg/DCS goes above and beyond to encourage and support these practices. They have a 58% recycling rate for the school (November 2019). The King County Green Schools program requires a 40% or higher recycling rate, so they are significantly above the threshold to receive recognition. Sandburg/DCS recycles more than they throw out; their monthly volume of combined recyclable and compostable materials is 37.43yds, while that of garbage is only 26.88yds.

Students also collect Energy bar wrappers for Terracycle's Clif Bar Wrapper Brigade, they have reusable dishes for classroom celebrations and switched to reusable silverware in their lunchroom. Toilet tissue dispensers use coreless rolls to reduce waste. Trash liners are replaced only when torn or soiled. Paper products meet the EPA minimum guideline of 40% post-consumer recycled content. The schools also teach students about reducing waste, for example by taking only what they can eat and by using reusable materials. Every September and January, parent volunteers spend almost 90 hours teaching students how to sort their lunch waste into compost, trash, and recycling. King County presenters lead classroom workshops each year. In January, the King County Going Green Assembly Program will again teach students about the 4Rs and 1C of Rethink, Reduce, Reuse, Recycle, and Compost.

Last spring, Sandburg/DCS piloted food share and donation programs, and this year they have become permanent additions to their lunchroom. Students may place packaged items and whole fruit on a share table for other hungry students to take. Any leftover food is stored in a refrigerator and then donated weekly. Last spring, Operation Sack Lunch picked up food, but when this program stopped picking up this fall, the school community rallied to continue this program. Parent volunteers now transport the food each week to Hopelink's Food Bank. Several other pilot schools have not continued without the pick-up, but the parent volunteer support in this community makes many of its programs possible.

They have multiple measures in place to reduce toxic waste, including green cleaning products as well as herbicide free grounds. Parents and students maintain the grounds on a volunteer basis through monthly "Herbicide Free Work Parties" as well as families who adopt portions of the grounds to keep it weeded without the support of chemicals. Waste reduction and recycling efforts reduce greenhouse gas emissions.

Element 1D: Alternative transportation

Describe alternative transportation options to driving in a single occupancy vehicle to and from school. Please cite data and/or give specific details in your answer.

Many of Sandburg & DCS students walk or bike to school. They are a neighborhood school and provide suggested Safe Walking Routes annually to support families. To encourage walking and biking, the Parent Teacher and Student Association (PTSA) hosts annual events for Bike to School and Walk to School days where they educate students and families about the benefits of these practices. They estimate that about 25-30% of their families walk or bicycle to school.

The school has a strong no-idling policy on campus. This is now a district-wide policy, but Sandburg/DCS has had this practice in place long before it was. Signage at car pick-up and newsletter reminders let parents know of this policy. All bus drivers also shut off buses while waiting to load students. All vehicle loading/unloading areas are more than 25 feet from building doors, windows, and intakes. Students on the Green team were recently out at school dismissal time with signs to remind parents and guardians of this expectation as well.

Any students who live more than a mile from school, as well as students who travel to other sites for Highly Capable program services, Band and Orchestra, and preschool students are all serviced through a yellow school bus service. LWSD regularly replaces aging buses. About 75 percent of district buses were built after 2007. The rest were retrofitted with extra particulate exhaust filtration to drastically reduce emissions. About 35% of the school's students ride the school bus to school. In addition, the school is on the King County public transportation line, though as an elementary school they don't have many riders of public transportation.

Pillar 2: Improve the health and wellness of schools, students, and staff

Element 2A: An integrated school environmental health program

Describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Please cite data and/or give specific details in your answer.

Sandburg/DCS is one of five herbicide-free schools in the Lake Washington School District, and possibly the most active. Families help maintain extensive grounds without the use of chemicals. A high standard of air quality is important for the health of students and to maximize learning. Sandburg/DCS closely monitors air quality and adjusts outdoor activities to limit student exposure when wildfire smoke or ozone change the air quality categories. All schools in the district have a no-idle policy, but Sandburg/DCS actively monitors its no-idle policy and frequently reminds parents/daycare providers to turn off the engine while they wait to support air quality.

Sandburg/DCS has policies disallowing scented candle and air freshener use within the building to support students with asthma. As a school, they also distribute the Washington Department of Health recommendations for school supply lists to staff and encourage teachers to consider this list. It was new last year, and the school isn't quite completely there (those sharpies are hard to give up!), but they've been able to reduce use of wipes and begin to implement these recommendations in their building.

The Lake Washington School District is one of 12 districts in the nation to receive Excellence in Integrated Pest Management (IPM) star certification. The district passed a rigorous 37-point evaluation in 2014-15 conducted by the independent nonprofit IPM Institute of North America. Sandburg/DCS is part of this district program, and at their building use very limited pesticides. The school, and district, use green cleaning products. The district received the 2017 Green Cleaning Award from American School and University Magazine. Only four core chemicals are used for routine cleaning. The district also began cleaning with color-coded cloths and mop heads. All custodial staff are trained in their use.

Other green cleaning measures at Sandburg/DCS:

- * Vacuums are equipped with proper filters/bags. They are changed per manufacturer's recommendations.
- * All core chemicals are dispensed using Ecolab dispensers in ultra-concentrated 1.3-liter containers to reduce waste.
- *Custodians support waste reduction and energy and water conservation plans as well.
- *Windows are washed with low water practices.

Sandburg/DCS does not have any wood structures containing chromate copper arsenate.

Element 2B. High standards of nutrition, fitness, and quality outdoor time for both students and staff

Describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Please cite data and/or give specific details in your answer.

The health and well-being of students is very important to Sandburg/DCS. As a school, they talk with students in every class about making healthy choices regarding nutrition and fitness. Students receive 60 minutes of weekly supervised Physical Education (PE). PE instructors have students set goals around personal fitness (such as times for the Pacer or the mile-run). Units in PE include multiple outdoor activities, including soccer, bicycling, and track and field events, among others. Students also receive 60 minutes of daily outside recess time.

The PTSA brings in a dance program annually for all students K-5 to learn dance, and the school's annual fundraiser is connected to a Dance-a-thon, which encourages active movement. 3rd grade students also participate in an annual swimming lesson program every spring. These are choices made by the school and supported by the parent community that not every school gets. The school and district have nutrition policies that limit the number of sugary snacks students receive in classes during celebrations and Sandburg/DCS closely adheres to these, as well as requesting that parents send non-food items to celebrate student birthdays.

The food service offers lunches that meet nutrition guidelines, including offering:

- *Local Wednesdays, featuring foods from local farms
- *Students unlimited access to 3-5 varieties of fresh fruit and vegetables every day at the garden/salad bars.
- *Learning about different fruits and vegetables as well as offering an A-Z program to introduce these flavors each spring.

In order to support the programs and encourage students to try new fruits and vegetables, the school emphasizes local Wednesdays and the A-Z program through classroom announcements, student leadership

giving a skit about the importance of nutritious foods, and other activities to promote the efforts of the district Nutrition program.

In the 2017-18 school year, a committee of Health and PE teachers, administrators, and district staff aligned curriculum K-12 with the 2016 Health & PE standards. As of the 2018-2019 school year, Sandburg/DCS teachers teach to those standards. In the 2016-2017 school year, Sandburg/DCS launched a program to teach about the dangers of skin cancer and the importance of sun protection. They still do yearly reminders to this effect and have a program in place that allows parents to send sunscreen to school for student use. They also have a Natural Playground on campus where teachers can take their classes to explore and learn outside.

Does your school have a school nurse and/or school-based health center? (Y/N) YES

Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.)

Sandburg/DCS has a comprehensive approach to student well-being and school climate. Sandburg/DCS has adopted the motto "Be Kind. Be Safe. Be Responsible.," which is used to promote and recognize positive school behaviors. Students are taught expectations for what this looks like in specific spaces around school. Posters with this information are in every room of the school. In addition, when students are observed making positive choices, their actions are recognized by receiving a ticket. These tickets go into a jar and the whole school celebrates their positive choices when the jar is full.

Sandburg/DCS does Unity Week, Friendship week, and other anti-bullying learning, and host assemblies to promote these ideals. This year, they have a school-wide focus on being inclusive. Back-to-school presentations focused on welcoming diverse students and families, whether that diversity is racial, cultural, economic, or ability based. All classrooms taught a common lesson in September on being inclusive and creating belonging. The principal visited every classroom to read the book "All Are Welcome" and discuss inclusiveness. At an assembly in October, Gabe Murfitt spoke about disability awareness and taught students about CLEAR (Courage, Leadership, Endurance, Attitude, Respect).

In the schools' Sensory Library, teachers can check out noise cancelling headphones, putty, visual timers, fidgets, and more to support students' sensory needs in each grade level pod. They have two sensory walks in school hallways this year where teachers and specialists help students to work on motor coordination and as a calm down space. The Peaceful Patio is open every day at all lunch recesses. This alternative recess space is designed for students who need more support for social interactions and who find traditional recess to be a hard time. The Peaceful Patio has gardening, arts and crafts, and more. Sandburg/DCS started this program and several other schools nearby have followed this lead and created their own versions.

Sandburg/DCS's full-time school counselor and teachers teach Kelso's Choices Conflict Resolution K-2 and Second Steps Social Emotional Curriculum K-5. The school and district use a survey called Panorama to measure the social emotional health of students in grades 3-5 and use the data to set school goals around social-emotional learning. The counselor leads groups for students who need explicit support in such topics as making friends, managing emotions, self-regulation, and impulse control. The school offers support programs ranging from meet up groups for new students to food packs and coats for students in need.

Pillar 3: Provide effective environmental and sustainability education which incorporates STEM, civic skills, and green career pathways

Element 3A: Interdisciplinary learning about the key relationships between environmental, energy, and human systems.

Describe how your school integrates and measures students' environmental and sustainability literacy at each grade level, including curriculum and outdoor learning. Please cite data and/or give specific details in your answer.

Sandburg/DCS integrates environmental education into all grade level science instruction. The school implemented new curriculum this year called Amplify Science that is aligned with NGSS and includes robust instruction and assessment in areas such as Needs of Plants and Animals (Kinder-including habitat preservation), Changing Landforms (2nd grade-including erosion, responsible land management, and watershed), Environments and Survival (3rd grade), Energy Conversions (4th grade-including energy sources), Earth Systems (5th grade, including examining a water shortage and treatment of wastewater) and Ecosystem Restoration (5th grade-including animal and habitat conservation). In its first year, Sandburg/DCS students scored 76% proficient on the WCAS, which is 22 percentage points higher than WA State average.

Additional learning opportunities arranged specifically by the school that go above and beyond include:

*For the second year, 1st grade classrooms will have King County Going Green Workshops in February to teach students about healthy environments and preserving habitats.

*3rd grade students in October visited Environmental-Adventure-School on a field trip to learn about food chains, animal survival, and healthy habitats.

*Nature Vision comes annually to grades 1-2 to talk about watershed and water conservation.

*Last spring, 2nd graders put on a music performance with the theme "Assignment: EARTH" that promoted care for the environment.

*4th graders take an annual field trip to Tiger Mountain and engage in learning about healthy forests and maintaining biodiversity in forests bordering urban areas.

*5th grade students attend a 4-day, 3-night residential Outdoor Environmental Education program annually to learn about natural resource conservation, waste reduction, and environmental stewardship.

*Annual assemblies enhance learning about environmental stewardship. This year, the school will again use the King County Going Green assembly to promote sustainability literacy.

*Sandburg/DCS has signage throughout the school to promote recycling, minimizing waste, and conserving water and energy.

The school has rain gardens on campus that have signage to teach students how these gardens help maintain clean water as it runs off into local streams. This is in addition to the many individual lessons and learning that teachers do in their own classrooms. On walks about the building, it's common to see a teacher offering a lesson on reducing waste by not using single use plastic baggies, a classroom learning to rinse their plastics, environmental super hero stickers being handed out for responsible choices, and even pre-school students getting into the action by learning how trees are an important resource.

Describe professional development opportunities available to your teachers in environmental and sustainability concepts, and the number and percentage of teachers who participated in these opportunities during the past two years. Please cite data and/or give specific details in your answer.

In the 17/18 school year, all the school's elementary teachers (approximately 30 teachers) engaged in three hours of professional learning around Next Generation Science Standards, and in 18-19 teachers completed 4.5 hours of professional learning around the new science standards. This year, teachers are completing another 4.5 hours of training around Amplify Science and new science curriculum practices. Facilitators of this learning are fellow teachers who have been engaged in professional learning to support a K-5 Science adoption and are now teaching their colleagues in the building. This learning includes a focus on local phenomena, including environmental and sustainability concepts, as well as addressing the cross-cutting science concepts and practices, several of which are intricately intertwined with sustainability literacy, including #5 on Energy (including Conservation) and #7 on Sustainability and Change.

Element 3B: Use of environment and sustainability concepts to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century.

Describe how environmental and sustainability education in your school supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and Earth & space sciences.

Most, if not all, of Sandburg/DCS teachers support teaching about and implementation of integrated environmental and sustainability education. Focusing on being a green school teaches the students to have a mindset of environmental friendliness and to be sustainability-oriented, which models for them a science mindset. At this school, environmental stewardship is not a point in time activity but a way of life. Staff follow this up with classroom learning that includes strong science approaches, with an emphasis on experiential and project-based learning. The new science curriculum teaches through real world phenomena, where students get to experience being conservation biologists, water resource engineers, ecologists and other roles designed to teach them how to apply science like scientists to solve real word problems.

Students in various grades engage in STEM projects that require them to problem solve and use design processes around real science concepts, some of which are about environment and sustainability, such as how water run-off affects clean water supplies, building compasses to navigate, creating bridges from materials that are strong and sustainable, looking at animal life cycles and their needs for healthy habitats, and more. In 2017-2018, Sandburg and Discovery received an Innovation Grant to create STEM kits for students to use in their classrooms. All these kits teach science and engineering practices that support robust general science education.

Last spring, the school instituted its first annual STEAM night, which was a great success in developing interest in science, technology, engineering, arts, and math in the school community. Sandburg/DCS is planning their 2nd annual STEAM night event. Teachers invite King County presenters to lead classroom workshops about a variety of resource conservation topics. Guest speakers from Nature Vision educate students on water conservation and healthy watersheds.

In 2015 the school also received certification from the National Wildlife Federation as a wildlife habitat. There was additional education that accompanied this certification as well as continuing education associated with maintaining healthy wildlife habitat near urban areas.

Describe how your school's curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers.

The Counselor competes a career exploration unit with intermediate 4th and 5th grade students each spring. While this unit is not focused on careers in the environmental and sustainability field specifically, some students express interest in these fields, partly because of the models they see at school and home promoting environmental responsibility. As previously noted, the new science curriculum also emphasizes the role of scientists and engineers working in the field to solve real world problems. Students get to see what it's like to work as an ecologist or water resource engineer and more.

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service at every grade level. Please cite data and/or give specific details in your answer.

The whole school community is involved in Green School efforts. There are parents, students, and even community members who no longer have students in the school, who participate in the Herbicide Free programs and support with weeding. There are classrooms as well as individual families who have adopted weeding plots. The Extended Care after school program has adopted an area of campus which they keep weed free after school. Students from the school also have been known to bring their Boy Scout and Girl Scout troops to campus for litter clean up service projects.

Sandburg/DCS has parents who volunteer to come into the lunchroom and teach students about recycling and composting. The school also has a group that comes out annually through the United Way Day of Caring to support pesticide free weeding and cleanup efforts as well. The school also participated in Community Serve Day this fall, bringing in community members, families, and students to assist with Herbicide Free Weeding as well as cleanup efforts inside the school building, and a full-scale washing of all playground equipment (with bio-degradable green soap of course!). Students both participate in civic and community engagement and see their families as active participants in the work of the school community.

The PTSA works with the school on sustainability efforts around Walk to School and Bike to School days as well as efforts like promoting sun protection, Earth day programs, and a "Book Rodeo" that allows families to bring in used books which are then handed out to new students in a fun annual reuse program. PTSA has worked with the school community on efforts to promote education around topics of well-being, bringing in nutrition and sleep experts to talk to parents, working with the school to make community programs and events more inclusive, and planning events such as STEAM Night and Multicultural Night. Sandburg/DCS also periodically promotes the benefits of being a Green School in newsletters to their community. Past efforts have also included connecting with parent and student volunteers in service learning and partnerships such as the non-profit H2O for Life, holding shoe drives, and other interests as brought forth by the community PTSA and DCS parent group.

END OF APPLICATION