



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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

Name of Principal:

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

Official School Name:

(As it should appear on an award)

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

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

A handwritten signature in black ink, appearing to read "H. J. Mayhew".

Date:

(Principal's Signature)


Name of Superintendent:

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



District Name:

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

_____  Date:
(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.

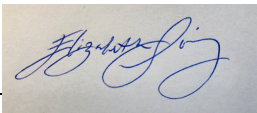
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and 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:

Name of Nominating Authority:

(Specify: Ms., 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:
(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: October 31, 2026

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.



Washington
Green Ribbon
Schools

2023-2024 Washington Application

PreK-12 School

US-ED Green Ribbon Schools

School Profile

School Name

Evergreen Elementary

Principal First Name

Hugh

Prefix

Mr.

Address

1632 Key Peninsula Highway S
Lakebay, WA 98349

Principal Last Name

Maxwell

Email

maxwellh@psd401.net

Website

<https://ees.psd401.net>

Phone

253-530-1305

School Facebook Page

[https://www.facebook.com/EvergreenEa
gles401](https://www.facebook.com/EvergreenEa
gles401)

School Enrollment (Fall 2023)

320

Select a metric from below for your school, using data from the Fall of 2023:

Free and Reduced-Price Lunch Rates

For Free and Reduced-Price Lunch Rates, list the percentage of your student body that qualifies.

64%

Application Team:

Lead Applicant First Name Hugh	Lead Applicant Last Name Maxwell
Lead Applicant Title Principal	Lead Applicant Email maxwellh@psd401.net
Lead Applicant Phone Number 253-530-1301	Alternate Phone Number 253-530-1305

Include the names and roles of school staff, students, and volunteers.

- Wendy Moore, STEM Integration Specialist
- Christy Dalby, Success Coach

Crosscutting Questions

Awards and Programs:

Does your district participate in a local, state, or national green school program? Yes No

If yes, describe.

Program	Level in Progress	Level and Date Achieved
WA Green Schools	Green Ribbon	Green Leader School 1/27/22
DOD	STEM Grant	Completed 5/18/22
Camp Seymour	Outdoor/Environmental Ed.	Completed 4/13/22
PEI Environmental Literacy	Outdoor Learning Development	Completed 6/15/22

List up to three district awards from the last five years relevant to the program's three pillars:

Award	Awarded To	Awarded by	Year Received
STEM Lighthouse	Evergreen Elementary	OSPI	2022
Transitional Kindergarten Grant - Reimagine Education Project	Peninsula School District	OSPI	2022
Environmental Literacy	Evergreen Elementary	PEI (Pacific Education Institute)	2022
Wellness Grant	Peninsula School District	National Education Association	2022
Stem Integration Project	Evergreen Elementary	OSPI	2022

Communication:

How do you communicate your Pillar I, II, and III policies to students, principals, faculty, staff, parents, and community members?

Peninsula School District communicates essential information to stakeholder groups like administrators, staff, students, and the community utilizing a variety of methods.

Our website, PSD401.net, is our most public-facing communications tool used to relay information to the community. A digital communications tool implemented this school year to streamline school-to-home communications is a product called ParentSquare. ParentSquare is a unified communication platform that offers a whole host of tools that allow the district, school administrators, and teachers to effectively communicate and engage with families and students.

We also publish print and electronic publications including individual school newsletters, the monthly staff newsletter, PSD In the Know, and our community publication, the Compass. The Compass is printed quarterly and distributed to over 30,000 residents in Gig Harbor and the Key Peninsula.

As part of our efforts to be more environmentally friendly, reduce paper copies, embrace innovative technology, and maintain fiscal responsibility, we use PeachJar for electronic flier delivery.

Our local media, Key Peninsula News, Peninsula Gateway, and Gig Harbor Now, are dependable partners in sharing news and information about the Peninsula School District. Besides printing weekly, the Peninsula Gateway publishes digital versions of their news; Gig Harbor Now is only published electronically.

Equity:

Please explain how all students in your school and the community engage in your programs. How do you provide access to high-quality ESE learning for students historically underserved by science education, including students who qualify for Title I services, emergent multilingual students, migrant students, and students with disabilities?

Our school is dedicated to providing equity for the variety of students we support. With an increased multilingual population, staff are using proven strategies such as pre-teaching specialized vocabulary and graphic organizers to help support their

involvement, understanding, and learning throughout the curriculum, especially in STEM. Teachers utilize technology to ensure the language barrier does not impede learning. Google Translate and curricular pieces supporting other languages (STEMScopes' materials in Spanish) or using programs that can transcribe written and oral work ensures that we can provide an equitable STEM experience for all.

As a Title 1 school, our teachers know they will need to provide tier two vocabulary support for many of our students. Students with disabilities often receive extra support in the form of graphic organizers, paraeducator support, etc., to ensure they can access the same content and projects as their peers.

As a school of poverty with a free and reduced lunch rate of 64%, we are acutely aware of the limitations many of our families have in providing meaningful science, technology, engineering, and math experiences for their children. At Evergreen we strive to expand students' horizons of the vast opportunities there are for their future. We partner with several community groups that provide funding support so that no child ever misses an opportunity due to financial need. Breaking the cycle of generational poverty begins with creating a spark in children that grows into a fiery passion that drives them to dream more than they might have imagined. Every STEM experience and exposure we can provide and the knowledge and dispositions they build, together change the trajectory of our students' futures. We have committed time, personnel, and budget to ensure every student has the same opportunities which have the potential to impact their lives forever.

Pillar 1: Environmental Impact and Costs

Element 1A: Energy

Describe how your school has reduced the amount of energy used in your building(s), and/or increased renewable energy in your energy portfolio.

During a new construction bond for Evergreen, we had the opportunity to impact substantial energy efficiency improvements from the previous old building that included a complete upgrade of the HVAC system for the entire school and major lighting improvements. These upgrades included occupancy controls and highly efficient products. Over the past few years, we have participated in the EPA Energy Star Portfolio

Manager program. The energy our school consumes is primarily provided by electricity from hydroelectric dams, which are clean and renewable. We measure our school's energy metrics based on yearly consumption and the energy savings we have implemented directly impacted these metrics. Currently Evergreen is in dialogue with implementing solar and wind power and alternative ways to access additional fiber cable for connectivity which is a challenge due to the location along a rural and isolated area in Kitsap County. The new building is built with recyclable materials and beautiful woodwork as well as large floor to ceiling windows to take advantage of natural lighting.

At the district level, we are putting together a team working on long-term sustainability goals. This team will explore models from other districts and states, work on short and long-term energy reduction goals, and develop better systems and tools for tracking our energy use. Our partner, McKinstry, is helping us with this process. We will also be exploring ways we can participate in any programs, whether it be state, federal, or private, that can help us be more energy-efficient and sustainable.

Element 1B: Water

Describe your water quality and conservation program.

As a district, we have been converting to eco-friendly products. For cleaning, we have converted to using Alpha HP which is a certified green clean disinfectant on the state and federal certified list, it has little to no health hazards. We have replaced water fountains with refillable water stations and individual water bottles for safety and conservation purposes.

Evergreen has a regularly sampled water well, evaluated for contaminants. In addition, there are no irrigation watering capabilities as we are surrounded by forests and state parks. We explored the possibility of building a rain garden with the local organizations and we will implement plans built to maximize water flow. The water fixtures installed include low-flow fixtures. All plants in the landscape are drought-tolerant and local with little need for irrigation. This aligns with the need for Evergreen to reduce and reuse. As Evergreen is rural and isolated from city municipalities, there is no established water provider. The school is miles from any town. Efforts to conserve are local and instantaneous with students and staff using refillable water bottles and planning to implement recycling all organic waste in worm bins. The maintenance department monitors bacterial contamination and students have become interested in discussions

about coliform vs e-Coli. We raise salmon and release them into the local river, and they are a constant reminder of the importance of clean water.

Element 1C: Waste

Describe your solid waste management plan and practices.

We are continuing our work to restore and update our new school site with outdoor learning as a focus. We fenced and planted our outdoor learning space with a variety of native teaching plants that will benefit from our worm compost. We collect plastic bags and film recycling to reduce landfill usage. Our plans include expanding our recycling efforts in our new school and educating our students on the following:

- *Upgrade our compost bin to institutional grade and train teachers on how to successfully maintain the school's future worm compost bin efforts

- *Use Pacific Education Institute (PEI) training and Project Wild curriculum to support students' choice of research. For example, students, identify decomposers throughout our campus and community to support students' understanding of these decomposers' role in reducing food waste and making compost.

- *(Grades K-3) Students will be able to provide examples of waste and will start to think about the choices/options we have.

- *(Grades 4 -8) Observe a day in the life of "Waste" at the school with special emphasis on "lunch waste". Utilizing an inquiry approach, students will be measuring, weighing, sorting, classifying, mapping, recording, and analyzing "Waste".

Collect and record data. This data will highlight areas of success and areas of concern.

- *(Grades K-3) Understand that we can sort waste into three categories: recycle, landfill, and compost.

- *(Grades 4-8) Identify the natural resource components of trash and learn ways to conserve those resources through reducing, reusing, and recycling.

- *Create a resource to train new employees and "refresh" current staff on school waste reduction strategies and procedures.

Element 1D: Transportation

Describe your green transportation plans and practices.

Due to the rural location of Evergreen, we have very few students living close enough to walk. Currently, only five students live close enough to walk to school. Most of our student body rides the school bus. The school bus drops off and picks up students at designated bus stops and rally points due to the distance between the bus stops and homes. With this large area and rural location and our proximity to the waterfront in Key Peninsula, there is no public transportation option for our students. This maximizes the use of our school buses and provides a real need for parents in a remotely located school.

The school expedites the parent drop-off and pick-up line by committing the staffing needed to load and unload students from vehicles quickly and efficiently. We use our intercom and radios to efficiently move students into lines for quick and easy loading. We unload four cars at a time in the mornings with six to eight staff supporting the efficient flow of traffic and student safety. An idle-reduction campaign encourages parents who arrive early for drop-off and pick-up to shut off their vehicles to reduce emissions and conserve fuel.

The Peninsula District is actively pursuing alternative energy buses. We recently purchased two propane-powered buses. Propane is a low-carbon, near-zero alternative energy source, producing up to 96% fewer toxic emissions than diesel buses. Propane buses, reduce student exposure to emissions that can aggravate asthma and cause other health issues. In addition, some students ride the county bus using the Pierce County Youth Pass.

Pillar 2: Health and wellness of schools, students, and staff

Element 2A: School district environmental health programs

Describe how you use environmental health programs to ensure the health and safety of the district's community.

Evergreen is in an area directly attainable to some of the best air and water in the US, thus being outdoors is a requirement of this school. This mitigates many asthmatic, virus/flu... issues especially relevant to the ongoing spread of COVID variants. The building is new and modernized so it provides optimal health through updated HVAC

and airflow measures. The entire PSD facilities department has implemented and follows an IPM modeled after the WSU Extension School's IPM plan that includes an indoor air quality management plan with the assistance of the Puget Sound Educational Service District Workers Compensation Trust. We have removed all wooden playground equipment that contains harmful chemicals such as chromate and copper arsenate. Our custodial department abides by a green cleaning program that includes using recycled-content products and reduced environmental impact chemicals that are safer for students.

As far as mental health goes, a staff member at Evergreen has taken on the role of Wellness Coordinator for our school. Part of her role is to meet with staff regularly to present different wellness topics and ideas for staff to put into practice in their daily lives. These topics include everything from stress management to making time in life for enjoyable things. Her presentations and support resources are well-received by our staff and many are using her suggestions for managing the stress connected to their jobs.

Students have water bottles for hydration and the new building has installed refrigerated water bottle fillers. The filters follow a replacement schedule to ensure students receive fresh filtered water. To date since installation two and a half years ago, we have saved 15,808 bottles of water by students using our bottle filling station.

Element 2B. Nutrition, fitness, health, and quality outdoor time

Describe your district's nutrition, fitness, and quality outdoor time programs for students and staff.

We are in our second year of developing our former school site for outdoor learning for all our students. Our Outdoor Learning Environment (OLE) has areas for exploration, growing food, and studying habitats. We are collaborating with educators in Boda, Norway to model and develop our OLE with a portion of it focused on our outdoor Transitional Kindergarten program and our existing ECEAP, Kindergarten, and first grades. Primary students who have a tough time focusing in the classroom setting often thrive outdoors in the natural environment. We have seen a change in attention and regulation after students have been outside.

We have also collaborated with a neighbor who has allowed us to create trails on his adjacent property. All classes can traverse through the trails in STEM class and have embraced the challenge of climbing over logs, hiking up inclines, and spending time in

nature to observe the thatch ant hill and birds in the trees above. Time outdoors away from screens and doing purposeful exploration and observation increases students' sense of belonging. Outdoor time is an important part of the social-emotional learning that all our students receive.

All our students have 75-90 minutes of PE weekly as well as 15 and 30-minute recesses every day. Our PE curriculum meets State and National Physical Education standards that are based on the FITT Principles: Frequency, Intensity, Time, and Types of Activities. With a large, covered play area, we only cancel recess if the weather is extreme. Students being outdoors and moving is critical to their SEL well-being. Students with specific plans go outside for extra movement breaks, helping them be more successful with learning.

Our food service has implemented healthy food options which include all schools and increasing milk, fruit, and vegetable intake. They also provide healthy snacks for all after-school programming.

How many schools in your district have a school nurse or school-based health center?

All schools have nursing support along with a full-time health tech. Nurse support is based on student needs. Evergreen Elementary has full-time nursing support based on diabetic student needs.

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

Evergreen has multiple school-wide programs in use to help with supporting student mental health and school climate. We use the Second Step program to create common language and behavior expectations among our staff and students. All grade levels of Second Step address anti-bullying and building positive relationships. Our counselor and success coach also go into every classroom to teach class lessons on the character trait of the month. There are monthly character trait assemblies that recognize students who excel in the trait of the month.

One new student group that happens weekly is yoga. Our success coach and paraeducator support nearly forty students with yoga exercises and mindfulness activities to support their need for increased social and emotional regulation. This same para educator runs a weekly exercise for over a dozen staff who use the time for their physical and mental health.

Our success coach works with nearly twenty students who prepare, sow, and nurture plants to grow their social and emotional skills. Using the Pacific Northwest Edition of *Plant Teachings for Growing Social-Emotional Skills*, students are connecting their SEL needs with the growth of their plants.

We are already seeing the benefits of our Transitional Kindergarten students' time spent outdoors. Several students who came in the fall and struggled with relationships, self-regulation, and calming strategies are now able to manage their feelings based on their daily time outdoors and the instruction they receive from their teacher.

We are excited about a new program for the 2024-2025 school year that our school board approved, called Eagle Quest. This will add second/third and fourth/fifth multi-age classrooms to our school, with a strong emphasis on outdoor learning. We are in the planning stages of developing the program, curriculum, and FieldSTEM activities that will drive the learning and behavioral support for forty-five students who will be new to our school. Our staff is in discussions about ways that we can nurture these new students' sense of belonging as they join our school community.

Pillar 3: ESE and STEM, civic skills, green career pathways

Element 3A: Education about environmental, economic, and social systems

How does your district teach ESE at each grade level? Include curriculum and outdoor learning.

All outdoor learning activities emphasize habitat restoration or preservation and respect for the natural environment. All students utilize the outdoor learning environment to choose an area of research. Our STEAM Integration Support Specialist has received training from PEI in outdoor education and is implementing these lessons with students.

Additionally, every grade has a STEMScopes bundle that connects students to nature and explores our interactions and impact. Building on previous years' work, we continue to focus on collaboration with community partners to enhance student opportunities. We focus on implementing Universal Design for Learning within all areas, so students have a choice in how they represent their learning.

In 2021, we coordinated a job fair for fourth & fifth graders. Many of the eighteen stations consisted of jobs connected to STEM and green pathways. This year we

organized a fifth-grade leadership program where students applied for and were “hired” for leadership and team roles to foster civic responsibility and enhance a sense of belonging. Students had a voice and choice in applying for the top three jobs that piqued their interest and were suited to their own identity. These jobs include the recycling team, pet care team, recess conflict managers, and food backpack distribution team.

Fourth graders are starting their Amazing Journey project. They will raise and release salmon, use graphic design and writing to educate others about salmon and research, and plan a culminating event for the school by inviting green pathways organizations to set up stations for student rotation and learning.

Third graders complete an integrated unit on the development of the community, connecting to Evergreen Elementary’s place within the Key Peninsula’s rural community.

In primary grades students are experiencing outdoor education through the implementation of Project Wild lessons; observing wildlife habitats, change of seasons, animal adaptations, weather, and climate.

Describe professional development opportunities for your teachers in ESE. Describe how you scaffolded and supported PreK-12 ESE through training during the past two years.

Several of our teachers have participated in the PBL 101 Workshop with PBL Works, PEI Training (specifically STEM notebooks and writing performance tasks), and West Sound STEM Network’s STEM Cafe opportunities, to name a few. Our Evergreen teachers have an average of 15 years of experience and dedication. Evergreen is fortunate to not experience significant teacher turnover, which allows us the ability to work through multiple years of implementation, building upon the knowledge and experience from the previous year.

Because of our teachers’ passion for always improving their instructional methods and content – and because we are a small tight-knit staff – when one teacher learns something new through training, book study, or collegial relationship, they share it, and others often adopt it. We frequently use the “train the trainer” strategy because of the trust and respect our teachers have for each other and their passion for ensuring their classrooms are full of students who are engaged and learning. Teachers recently completed STEMScopes training, as it is our adopted science curriculum.

The project work with our STEM Integration Specialist is truly our strongest professional learning model. The work is job-embedded, as the classroom teachers and the Integration Specialist plan, implement, modify, and learn with every project. The projects are dynamic and provide for student voice and choice which improves teacher's understanding of how to increase student engagement and grow students' dispositions and knowledge and comprehension of STEM core ideas and concepts.

We recently met with our Pacific Education Institute East Sound-South FieldSTEM Coordinator, Daniel Cuevas, to set up professional learning and begin the journey to be a FieldSTEM school.

Element 3B: Environmental and sustainability concepts to develop STEM content knowledge and thinking skills that prepare graduates for the 21st Century.

Describe how ESE in your district supports teaching science and engineering practices and builds a deep understanding of life, physical, and earth and space sciences.

When students engage with an investigative phenomenon in STEMScopes, their exploration and elaboration include cross-cutting concepts that connect with science and engineering principles. Since the different scopes are all in the same bundle, there is a crossover into life, physical, earth, and space sciences.

The work we are doing around the design of our new Outdoor Learning Environment will carry over from the work we put into our original OLE. Student involvement with the raised garden beds, rainwater collection for irrigation, and the consumption of the food grown will be a primary area of focus in the teaching of the use of environmental resources and sustainability. The collaboration with the integration support specialist and teachers provides open-ended opportunities to extend student learning far beyond the curriculum to current problems of environmental concern. The projects developed and covered can come directly from our partners such as Harbor Wild Watch, PEI, or Pierce County Conservation District, or teachers develop them based on students' interests or questions. Teachers help students see the connections across all science areas and in their daily lives.

One skill the teachers work hard to build in students is asking relevant questions to drive their learning and then using resources carefully to seek out the answers or solutions. We help our students grow in their stewardship of the area's resources and

prepare them with the skills to solve 21st-century problems that require integrated approaches.

Describe how your district's curriculum connects classroom content to environmental and sustainability field studies and careers.

Our school uses STEMScopes as our elementary hands-on STEM resources. It is based around Science and Engineering Practices (SEPs), which is the "how" we do science and engineering, Crosscutting Concepts (CCCs), which explore how we think in/about science, and Disciplinary Core Ideas (DCIs):

- Life Science
- Physical Science
- Earth and Space Science
- Engineering, Technology, and Application

Every STEMScopes Life Science Bundle incorporates a human connection with the environment and uses multiple exploration activities for hands-on and minds-on learning. The extension opportunities bring in green pathways career examples so students learn how humans can positively impact nature or engineer solutions to problems.

Additionally, classes at Evergreen Elementary are extensions of the real world beyond the four walls of the schoolroom. Our students are scientists and engineers. Curiosity, questioning, thinking differently, and problem-solving are attributes that our educators value and foster in every one of our students. As our staff develops integrated PBL units, we first consider what is relevant and engaging for our students, allowing for student choice. Then we weave this into a real-world experience. The focus of PBL, our OLE, the Career Fair, and collaboration with our building architects and engineers are all examples of mirroring the world beyond the classroom.

As a field STEM school partnering with PEI, teachers will learn new ways for students to do simple yet powerful field studies that bring locally relevant, career-connected, outdoor STEM learning to our school.

Element 3C: Student civic engagement, knowledge, and skills to address sustainability and environmental issues in their community.

Describe students' experiences with environmental and sustainability concepts, field studies, and community service at each grade level.

Students at every grade level focus on the impact of people on the natural environment. Utilizing Project Wild lessons, students compare data collected from the study of different areas of our outdoor campus. Also, as discussed in Element 1C: Waste, students at each grade level are studying waste, its impact on the environment, and how we can make a difference.

Third graders will be participating in the "Sense of Place, Sense of Self" program with Camp Gallagher, where they will practice the school-wide themes of "doing purposeful work" and participating in "collective efficacy" in their stewardship-based trip focusing on ecosystem interactions, invasive species removal, and native species rehabilitation. As our school continues to pursue our "Green Ribbon" status, this learning experience will build on themes from previous years and help build foundational learning for the fourth-grade experience of at-school stewardship.

Last spring for Earth Day, every class came to our OLE and partnered with parent volunteers to plant different native species that our fifth graders helped distribute. Our STEM teacher worked with local plant experts to choose the native species. We plan to continue yearly to reestablish the native species population.

With our new school covering our previous OLE, we have already begun work with Pierce County Conservation District and Pacific Education Institute in acquiring resources to support our efforts in redesigning our new OLE with new areas for students to do focused observation of change over time. We will be adding raised beds this year, and with our partnership with the Boys and Girls Club, our gardens will be kept up during the summer for year-round sustainable planting. With the Boys and Girls Club's help, we will also have access to 21st Century grant funding to assist in our OLE expansion.

Summary Narrative

Describe your district's efforts in each of the three pillars. Summarize each section from the rest of this application, highlighting your best examples.

Student leadership, voice, and choice in raising and releasing salmon, composting, recycling, native plant restoration, food backpack distribution, and more areas of civic responsibility create a school community where students not only feel they belong but where they know they are making a difference. Our strong focus on developing our Outdoor Learning Environment (OLE), is critical to help students see daily connections between their choices and their impact on the environment. Collaboration with organizations like Pierce County Conservation District and Pacific Education Institute brings new opportunities with composting, habitat restoration, and place-based outdoor learning, which fosters students being stewards of the environment.

Photos (upload the following in Alchemer.)

1. Upload a file with OSPI photo waivers ([English/Spanish](#)) for all recognizable students in uploaded photos. An adult responsible for the child's safety must sign each waiver. OSPI cannot use photographs of students without it. In uploading the images, you certify that releases are present for every recognizable student in any photo.
2. Upload a file with a numbered list of the photos. Each photo should include school/district names and a caption with who, what, when, where, and why
3. Upload 5-10 photos (required).
 - a. No more than 2 MB each.
 - b. Feature student learning and projects in action.
 - c. Include examples such as school gardens, fitness activities, and civic activities.
 - d. By uploading these photos, you certify that you have also uploaded OSPI photo waivers (English/Spanish) for any pictures with students who could be recognized.
 - e. Photos showing students in action but not revealing their identity are welcome. You grant both OSPI and ED permission to use the photos to promote your school.

Superintendent name, date, and signature.

Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

X

Superintendent

END OF APPLICATION