



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.

Date: 2/9/2024

(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: 2/9/2024

(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: 2/9/2024

(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

Artondale Elementary

Address

6219 40th Street NW Gig Harbor, WA 98335

Website

<https://aes.psd401.net/>

Phone

253-530-1101

School Facebook Page

<https://www.facebook.com/ArtondaleOtters>

School Enrollment (Fall 2023)

411

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

Free and Reduced Lunch Rates

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

17.3%

Principal First Name

Jessica

Prefix

Mrs.

Principal Last Name

Rosendahl

Email

rosendahlj@psd401.net

School or District Twitter Handle

<https://twitter.com/psd401>

Application Team:

Lead Applicant First Name Patricia	Lead Applicant Last Name Verdella Keenan
Lead Applicant Title STEM Specialist	Lead Applicant Email Verdellakeenanp@psd401.net
Lead Applicant Phone Number 253-530-1162	Alternate Phone Number 253-530-1100

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

- Jessica Rosendahl, Principal, rosendahlj@psd401.net
- Michael Fabiani, PE Specialist, Fabianim@psd401.net
- Jessica Fabiani, third-grade teacher, Fabianij@psd401.net
- Aundi Ragan, fifth-grade teacher, ragana@psd401.net
- Howard Beaver, Head custodian, beaverh@psd401.net
- Maureen Mathews, School Counselor, Mathewsm@psd401.net
- John Hellwich, Assistant Superintendent, hellwichj@psd401.net
- Patrick Gillespie, Director, Capital Projects/Maintenance/Grounds, gillespiep@psd401.net

Crosscutting Questions

Awards and Programs:

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

If yes, describe.

Program	Level in Progress	Level and Date Achieved
EarthGen	Gold Certification	Silver Certification achieved 2022/23 school year
Camp Seymour Outdoor Education Program	One time per year	April

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
EarthGen Bronze Certification for Reduced Waste and Recycling and Silver Certification for Habitat Restoration	Artondale Elementary	EarthGen	2021/22 school year 2022/23 school year
WEA Wellness Grant	Peninsula School District	Washington Educators Association	2022/23 school year
Outdoor Schools Washington	Artondale Elementary	WA Schools Principals Education Foundation	2022/23 school year

Communication:

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

Artondale communicates Environmental and Sustainability Education (ESE) policies/initiatives collaboratively, starting with student voice and staff ideas, which then radiate messages out into our community. Student leaders of our Silverware Savers Club produced morning announcements about reducing environmental impact by staffing trash bins during lunch and educating our student body about the cost of losing our silverware and the constant use of plasticware. Students have created posters/signs to promote Plastic Free Lunch Day, which we participated in for the past two years. Additionally, students created posters for our Parent Drop Off/Pick up "Idle Free Zone."

STEM energy lessons focus on sustainability, renewable/nonrenewable energy sources, and ways to reduce human environmental impact. We participate in a monthly carpool to school day and educate students on how we can do small things to make every day, Earth Day. Additionally, teachers from the community infuse interactive composting/recycling lessons for clubs/classes as part of our partnership with Pierce County Environmental Education. Shared information leads to student leadership actions in our classrooms and at our school. Student leaders further highlight learning at the STEAM Fair, running booths about environmental issues that matter to them.

In turn, the school shares initiatives/policies with staff, parents, and the community through a variety of media: emails, phone calls, reader boards, classroom newsletters, Parent Square, staff meetings, Building Leadership Meetings, Otter Weekly Parent School Newsletter & Staff Newsletter. Parent Square is especially helpful in translating

information into the parents' language of choice, aiding communication with our multilingual families to reinforce sustainability efforts at home.

Sustainability lies in teaching the next generation. Regular contact across all audiences improves conservation habits, assisting students in recognizing personal environmental impacts, and strategically transitioning towards comprehensive and cost-effective sustainability. We have only just begun...it is wonderful seeing students light up in ways that they know they can have influence, no matter how big or small.

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?

Providing equity to all our students is the foundation and at the heart of our school community. For the past two years, we have been gaining new knowledge and making instructional shifts around inclusionary practices in collaboration with Katie Novak and Universal Design for Learning (UDL). This aligns with our district strategic plan, which states that we should give all students the support they need to access whatever it is that they need to pursue their goals. It specifically states that we will ensure an inclusive community and culture where everyone feels safe, valued, respected, capable, and has a sense of belonging.

Through the UDL practices teachers are creating more flexible methods, resources, and means for students to access learning and to demonstrate their understanding. The use of technology to support and scaffold learning to translate into a student's home language, speech-to-text, trackers for reading, visuals, and video recording to explain student thinking are some of the examples students access daily to meet the needs of all students including, students who receive LAP services, emergent multilingual students, students with disabilities, and students who have been identified as highly capable.

We have a small population of Native American families, and they do not take advantage of the PSD Native American services. With lots of convincing, we were able to get our PSD Native American Education Program to be a part of our STEAM Fair, so this program is available with equal access to all our students while giving those who are reluctant to participate a look at what the program has to offer everyone. We serve all students not only in the regular classroom, but also in all the specialist classrooms, and participate freely in all clubs and programs.

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 our school, 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.

Artondale Elementary School meets green building standards, including the Washington Sustainable Schools Protocol. For energy conservation, all lights are LED fixtures. Light-harvesting sensors dim or turn off one-third of the classroom lights when the outside light is sufficient. Each room has an occupancy sensor that shuts off lights if there is no activity in the room. The school was built with a focus on natural light to reduce the need for artificial lighting, and blinds are opened to maximize natural light at the school. HVAC systems are energy efficient. HVAC and lights run by automated controls. These controls reduce energy consumption by turning off systems and lights when not in use. We also restrict personal appliances to reduce energy use and increase safety. School zone beacons use batteries charged by solar panels.

Over the past few years, we have participated in the EPA Energy Star Portfolio Manager program. Our school's energy source is primarily from hydroelectric dams, which are clean and renewable. We measure metrics based on yearly consumption and our energy savings projects have reduced these metrics.

Element 1B: Water

Describe your water quality and conservation program.

The school district designed Artondale's site with conservation in mind. With our new school construction, the landscaping takes into consideration drought-tolerant plants to reduce irrigation in flower beds. Rain sensors installed on the irrigation control reduce watering when there is rain to naturally irrigate. We planted less-used areas of the property with a field mix of grass that does not need irrigation after establishment, while other areas are natural. Refillable water stations support our new building for safety and

conservation purposes. Our school receives an annual water quality report from our water provider Washington Water.

Our Salmon Habitat Restoration project is a big part of being a good steward of the Earth and caring for our water quality. This year we brought the gravel from our old salmon tank to Artondale Creek to help the salmon with their spawning grounds. Students participated in putting the gravel in a location that our partners from Harbor WildWatch picked out to help the salmon protect their eggs.

As a district, we have been converting to eco-friendly products like Alpha HP which is a certified green clean disinfectant on the state and federal certified list. It has little to no health hazards. In addition, all fixtures are low-flow water, including sinks and toilets. Hand washing stations for students in bathrooms have timed faucets that turn off automatically after the allotted time of 35 seconds. We instruct students and staff to reduce water waste by using our staff dishwasher and reporting leaks right away.

Element 1C: Waste

Describe your solid waste management plan and practices.

Over the past few years, our school has implemented extraordinarily successful initiatives to reduce waste and increase recycling and sustainability awareness among students and staff. We have decreased overall trash output from ten to six cans daily, allowing less frequent garbage pickup every three weeks rather than biweekly. For five years our staff has recycled plastic film to support INACT, a High School Rotary Club service project providing recycled TREX benches to schools.

Our most impactful program is reducing single-use plastics, especially in the cafeteria. Following two Plastic Free Lunch Days in 2022/23, students have become highly engaged in sustainability efforts. To preserve reusable silverware, an issue when our new building opened, students petitioned and formed a 50+ intermediate member Silverware Savers club taking turns ensuring silverware does not end up in trash cans after meals. With magnetic lids provided by a Parent-Teacher Association grant, third graders even choose to sacrifice recess time to guard trash cans. Saving silverware has conserved over \$1800 annually compared to using disposable plasticware.

Beyond lunch programs, additional recycling efforts involve reusing first through fourth-grade STEM journals (112 last year) and kindergarten crayon sorting and upcycling

projects teaching recycling concepts. Based on property sorting, classifying, and comparing, students helped with the project, in which old crayons were melted down and remolded for students to reuse. This conserves resources, saves on waste disposal costs, and sets a model of environmental awareness for students as future leaders. The kindergarteners love having their own sets of recycled crayons and the triangular grip and sturdier size work better for them, too.

Element 1D: Transportation

Describe your green transportation plans and practices.

The Peninsula District is actively pursuing alternative energy buses. We applied for, but did not receive funding for, an electric bus this fall. However, we have recently purchased two propane-powered buses. Propane is a low-carbon, near-zero alternative energy source. Propane-powered school buses produce up to 96% less toxic emissions than diesel buses. With propane Autogas buses, we reduce student exposure to emissions that can aggravate asthma and cause other health issues.

Our students started an Idle Free Zone campaign to go along with our monthly Carpool to School campaign. Students created posters for the parent drop-off/pick-up lane to encourage families that cannot carpool to at least not idle their cars' engines when arriving at school early for parent drop-off/pick-up. We continue to maintain and replace the signs as needed. Awareness of emissions grew when we had a week of fog that trapped air pollution close to the ground, causing moderate air quality days in our area. Our school nurse first noticed the idling cars and brought it to our attention. We talked with students about the reasons for our decline in air quality, and the people who it affects most, and brainstormed ways to fix the problem. Students jumped in with alternative ideas like wearing their coats and bringing a blanket to keep warm while waiting. Our campaign is catching on. We have noticed only a handful of cars idling now.

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.

We recently had moderate air quality days due to the low fog in our area, and our district was quick to post notices in Parent Square letting parents know if they have health concerns for their students to let the school know so they could provide alternate indoor recess options. Our school nurse teamed up with the STEM Specialist to improve our school emissions reduction plan by spearheading the idea of an Idle Free Zone at school. We brought the problem to the students, and they created posters to post in our parent drop-off/pick-up lane to bring awareness to the community. We advertise to our community through Parent Square, and word-of-mouth by our very own students, who have commented on how they have asked their parents to bring a blanket so they can turn off their engine while they wait. We have noticed a large decrease in idling cars due to the student voice in their posters and word-of-mouth from students requesting the change.

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

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

Fitness is at the forefront of our student's daily regime and an important part of our staff's wellness. Students have recess twice a day and are outside for at least 50 minutes, 20 minutes more than the state requires. Additionally, students get a 40-minute block of PE every three days. We also have a covered play area where students can comfortably play out of the elements. Our students who attend the developmental preschool and ECEAP programs enjoy playing on their age-appropriate and developmentally-appropriate playground.

Each spring, students look forward to the Recess Runners Club. Their goal is to run thirty miles in 35 days. Spring '23 we had 296 students in the program, and they ran a total of 5,252 miles in approximately 6 weeks. That is a participation rate of 80% of last year's student population and we have maintained consistent participation ever since the club's inception. Staff even join in the fun and often walk with students on the track.

Our fifth-grade students attend an overnight outdoor education program at Camp Seymour to learn and participate in valuable outdoor activities and skills. Many of the lessons connect with our NGSS standards and create a lasting memory for students.

We provide student lunches in conjunction with USDA Food Guidelines for nutrition, and they respond to our students' unique dietary needs. We provide students with multiple fresh fruits and vegetables to complement their protein and carbohydrate selection daily.

Last year, our district received a wellness grant through the Washington Education Association. Each month the building wellness representative presents topics about how to keep wellness in the forefront of everyone's minds. Our school also has a wellness committee to sponsor healthy snacks, social get-togethers, and after-school yoga available to our staff in our gym.

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

All the schools in our district have a part-time nurse and a full-time health technician to support building needs.

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

Our well-rounded curriculum combines counseling, peer collaboration, experiential learning, and behavioral incentives to support student social-emotional needs schoolwide.

Outdoor STEM lessons teach concepts like wind speed, listening walks, straw rockets, solar-powered boats, and nature appreciation. Our fourth graders join the Nature Club, study local watersheds, and learn firsthand through salmon incubation and release field trips how conservation works, walking the trail behind the school to replenish creek fauna.

Examples of our peer learning include:

- 1) Fifth-grade students teach animal care to fourth graders who later make conservation field trips.
- 2) Silverware Savers volunteer to reduce utensil loss during lunch, setting an example for younger students.

- 3) Cross-grade classrooms pair intermediate students with primary students for reading and writing.
- 4) Peer tutoring allows advanced students to assist those needing help.

Our school counselor teaches a five-week bullying prevention program for grades 1-5 every October. Our Building Leadership Team has an SEL goal guiding our work to nurture a positive school climate. Students take the Panorama survey evaluating their perceptions of school culture. Teachers also assess every student's SEL growth using the Student Risk Screening Scale for Internalizing and Externalizing Behaviors Survey.

As a school, we have a strong Multi-Tiered Systems of Support system to support all members of our community. As a staff, we created our school-wide behavior expectations (show respect, solve problems, and make good decisions) and reviewed these expectations consistently throughout the school year. To reinforce our behavior expectations, we have a positive behavior system with splash tickets, leading to school-wide incentives that promote a positive climate and a sense of belonging.

Our district places significant importance on social-emotional learning (SEL) and mental health support. All schools have an on-site counselor or counseling team assisting students and standardizing SEL education using the Second Step curriculum.

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

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

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

As teachers, we motivate students by connecting lessons to real-world applications and future career paths. When students recognize the relevance of their education, they become empowered changemakers. Equal access, to both engaging STEM curriculum and clubs, sparks student interest across our district.

The elementary STEM specialist cohort has created an equitable framework of high-quality NGSS and engineering lessons accessible to all schools. There is also an annual, district-wide wind turbine contest where students design turbines and measure voltage. These initiatives give all students equal opportunities, tools, and platforms to thrive in STEM.

ESE Clubs teach success skills and give students a sense of belonging, further motivating them to excel in STEM. When one student acts, this action spreads rapidly as peers join in using their voices to better their communities.

Strong inter-school collaboration allows teachers to leverage lessons that ignite student curiosity about the environment and world around them. The STEM cohort continually refines this shared drive of best practices.

Examples span grade levels:

- Kindergarteners study seasons through immersive outdoor activities.
- First graders learn about forces using the playground.
- Second and third graders plan dream trips by studying weather patterns.
- Fourth and fifth graders design solar boats in an energy unit.

By showing students the relevance of their education early on, we spark passion and plant seeds of success in future STEM careers. Equal access paired with real-world connections empowers students to become changemakers.

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.

Professional development opportunities within the Peninsula School District most relevant to ESE are our STEM Cafes. These trainings are available to all grade level teachers, librarians, and STEM Specialists, and provide quick, easy-to-implement lessons that make a substantial impact on our students' learning.

Over the past three years, during our summer professional development day, the district provided initial and ongoing professional development as we continued to implement a new "STEMScopes" curriculum for K-5 classrooms. Teachers from around the district came together to align our ELA curriculum to our STEMScopes bundles to create frameworks for how to integrate science and ELA standards.

Additionally, Washington Science Teacher Association and National Science Teaching Association conferences provide great training that teachers easily implement upon return to school. One of the best lessons, titled STEM Bites, allowed us to immediately implement a quick engineering design challenge with recyclables and paper that all grade-level teachers could lead in one class period.

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.

21st Century Standards and Science and Engineering Practices are the basis for our STEM Curriculum districtwide. Our goals are to emphasize the importance of Science and Engineering Practices in student learning. Classroom teachers also use our district-adopted curriculum, STEMScopes. While implementing all practices students engaged in 21st Century skills with communication, collaboration, critical thinking, and creativity.

To be a global citizen you need to have these skills to be prepared for life beyond school. This aligned with our school vision statement - every child, every day will explore, create, and be an empathetic global citizen. Teachers implement accountable and structured talk school-wide for students to engage in the lesson and to think critically. Students develop these skills through collaborative groups and with partners. Educators provide sentence stems as a scaffold for all learners to access these skills. Students explain their thinking and share their ideas to help educators gain a deeper understanding of their learning. Learning targets focus students on the standard/main idea of the lesson. Then as a class, they process why the learning target is important to know which connects to the real world and how they know they are successful with meeting the target and review the success criteria for the lesson.

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

Fourth/fifth graders started the school year by writing how they felt after reading a poem entitled *Advice from the Earth*. Students incorporated SEL standards and 21st Century Skills as they used Critical thinking, and creativity in their response to decipher a double entendre. This lesson set the tone for their energy unit and their responses were thoughtful and heartfelt.

Career Cards from naturalinquirer.org open students' eyes to more STEM career fields working outdoors with nature and wildlife. The cards are easy to read and often mention how these scientists first became interested in their field of study as young people. We attached the cards to the backs of student chairs as something they could read if they finished their work early. Students enjoyed moving around the classroom to check them out.

Connecting lessons to real-world environmental issues (like relating energy lessons to carpooling, idle-free zones, and plastic waste) increases engagement. After learning plastic is made from petroleum and knowing that it is not a renewable form of energy, students led a plastic-free lunch initiative, wanting more such days. When silverware loss prevented that, students asked how other schools retained theirs. Learning those schools monitored trash cans, our students petitioned leadership to create a Silverware Savers Club, now fifty members strong, and using magnetic can lids to cut losses. A grant funded the lids.

As we experiment and record what we see and learn we discuss where the application of these skills would be useful. For example, students used Hot Wheels cars while practicing collisions and then described the transfer of energy from place to place. They said the write-up would be like what a police officer might write at a crash site, or a lawyer if the crash was associated with a court case.

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.

We complete a districtwide engineering design challenge every other year amongst all the elementary schools where students compete in a wind turbine building competition. Their goal is to develop a blade design to produce the largest voltage. This all stems from the story "The Boy Who Harnessed the Wind."

Additional experiences include:

- Fifth grade at Biz Town work with Weyerhaeuser.
- Fifth grade complete an ORT sort ZERO FOOD WASTE CHALLENGE of their food waste at Camp Seymour.
- Fourth-grade Critter Care Club raises salmon eggs and releases them in the local stream.
- Third, fourth, and fifth-grade Silverware Savers protect our silverware from accidental disposal by others and prevent us from using single-use plastics.
- Early Act – Second/third grade and fourth/fifth grade – community service programs
- And we completed an all-school-wide food drive collecting 1,830 food items for our local Gig Harbor Basket Brigade right before Thanksgiving. Not only does it teach the importance of giving to those less fortunate, but it also instills a sense of community and responsibility to help each other.

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.

At Artondale Elementary, we provide an inclusive culture that empowers all children to reach their highest potential by remaining curious, innovative, and following their dreams. We collaboratively created this mission statement as a learning community.

We strive for this every day with our students to develop lifelong learners with the support of our whole community. Volunteers and grants have been possible from our school PTA and Outdoor Schools Washington. School initiatives, from silverware savers to idle-free zones, have come from students themselves, as advocates for greener practices. Every member of our community, including students, staff, and families, is committed to this focus as we continue to grow in our practices and achievements with EarthGen. We believe in our students to follow their dreams and see what they will do to benefit our community and world.