U.S. Department of Education Green Ribbon Schools

2011-2012 Presentation of Nominee to the U.S. Department of Education

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OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.

3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.

4. 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.

5. 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.

6. 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.

7. 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.

8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

For Public Schools only: (Check all that apply) [ ] Charter [X] Title I [ ] Magnet [ ] Choice

Name of Principal **Ms. Cindy Dracobly**
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name **Camelot Elementary School**
(As it should appear in the official records)

School Mailing Address **4041 S. 298th Street**
(If address is P.O. Box, also include street address.)

Auburn, WA 98001
City State Zip

County **King** State School Code Number* 3547

Telephone (**253**) **945-2504** Fax (**253**) **945-2525**

Web site/URL **http://schools.fwps.org/cam/** E-mail **cdracobl@fwps.org**

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Cindy Dracobly Date 3/16/12
(Principal's Signature)

Name of Superintendent* **Mr. Rob Neu**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* **Federal Way School District** Tel.(**253**)**945-2000**

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Date 3-14-2012
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
   1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.

3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Washington State Office Superintendent of Public Instruction

Name of Nominating Authority Ms. Gilda Wheeler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Date: March 22, 2012

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.

Camelot Elementary School – Narrative Part 2 of Nomination Summary of Achievement

Our school is proud to be such an active partner with the King County Green Schools program. We are now at a Level Three status indicating that we have achieved dramatic results in waste reduction and recycling as well as energy and water conservation. The entire school embraces these ideas of conserving and preserving our environment.

Here at Camelot, "Being Green is Cool". This statement is supported with great enthusiasm in our school. We are learning that we all have an impact on this planet and that we can choose to make that impact a positive or a negative one. We care about the earth and its inhabitants; we do our best to make a positive difference by reducing our waste and our consumption of energy.

We are always looking at ways to improve our awareness of resource consumption and involve the students in sharing conservation ideas with staff and peers. The children are excited to be awarded a Green Earth Flag which is presented every 6 weeks at a school assembly. This award confirms to the students they are doing their part in reducing consumption and saving the earth's natural resources.

Being a school, our primary focus is education. Teaching sustainability provides us with a unique and wonderful opportunity to "walk the talk." We pull our lessons out of the textbooks and make them come alive by implementing them in every aspect of our school life. Mindful consumption and waste reduction have become an integral part of our lives at Camelot and we bring those practices into our homes and out into the community. Camelot has already reduced the amount of energy it consumes with its reduction of electricity, water conservation and solid waste. We recycle at a higher rate, use less energy, and conserve water. Most importantly, we are becoming better educated and more thoughtful consumers as we move ahead with continued purpose.

Some of our more unique programs include:

- Lunch room recycling and composting, increasing our recycling rate to 53%.
- Each classroom has assigned daily student monitors to take paper towels from the classrooms to the lunchroom for composting.
- We collect Styrofoam and deliver to a recycling facility in Renton.
- We collect batteries, Capri-Sun containers, energy bar wrappers, plastic bags, film and corks for appropriate recycling.
- Students volunteer many hours to make classroom presentations and weekly morning announcements encouraging conservation efforts.
- Students also publish a school resource conservation newspaper and monitor students at lunchtime to support students in their recycling and composting efforts.
- We completed a school-wide re-usable water bottle fundraiser to eliminate the use of plastic water bottles.
- With "Salmon in the Classroom, the students are exposed to the experience of raising salmon and releasing them into the streams to spawn. This gives them a wonderful perspective on keeping our water clean from contaminants and to make sure wildlife has plenty of clean water to support their environment.
- We have installed fluorescent light blubs (CFL's) as well as occupancy sensors in frequently used rooms, new energy efficient exit signs and school-wide standards of heating and cooling points.
- Students place labels on each computer and light switches as a reminder to turn off when not in use.
- There is strong buy-in from staff to join in this energy conservation movement by removing personal appliances, personal space heaters, refrigerators, coffee pots and other appliances from their classrooms. By doing so – our electricity costs were reduced by 30% from 2009-2010 in comparison with 2010-2011.
- Green checklists are posted in each classroom to help students and staff monitor themselves.
- We offer continued education to staff and students as reminders of way to decrease energy consumption and waste.
- Staff works closely with students to understand how personal health and fitness as well as healthy food consumption team together to create a healthier environment for all.
- Our community recently raised $10,000 to build a community garden on our school site. This will serve as a platform for learning about sustainability, making a huge impact on the students and our community.

Resource conservation is an integral part of our school environment. You don't have to go far into our school to understand that the entire environment of our building is focused on reducing, reusing, rethinking and recycling. No one questions what behaviors are expected at Camelot and the practices easily become habit not only at school but at home and in our community. Camelot is indeed a "Green" School and we all know that "Being Green is Cool"! Spread the word!

Green Ribbon Schools Award Scoring Rubric

Name of School: Camelot Elementary

Reviewer #: 1, 2, 4

Overall Rating:

☐ **Excellent** ☐ Very Good ☐ Good ☐ Fair ☐ Poor

AVERAGE **Total Points:** **82/100**

GRS Selection Criteria	Exceeds Expectation	Meets Expectation	Below Expectation	Weight/Points
Green School Program and Awards				**10%** **10 points**
Participation in a Green School Program	**5 points** The school is participating in a recognized Green Schools program and has achieved an advanced level of progress in that program. The school is taking a leadership role in a Green Schools program in their district.	**4 points** Is currently participating in a recognized Green Schools program.	**0 points** Is not currently participating in a recognized Green Schools program.	/5 points
Awards for Environmental and Sustainability Efforts	**5 points** The school has received more than 1 school-wide award for ES efforts.	**2-4 points** The school has received a school wide award for ES efforts.	**0-1 points** The school has not received any school-wide awards for ES efforts.	/5 points
Reviewer Comments • Participates in water, energy, and waste reduction Green Program.				Average Total: 10
PILLAR ONE: Net zero environmental impact/Zero greenhouse gas (GHG) emissions				**35%** **35 points**
1A. Improved energy conservation / energy-efficient building(s)	**8-10 points** Provides strong evidence that the school has significantly reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power. e.g., Has an Energy Master Plan; is Energy	**4-7 points** Provides some evidence that the school has reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.	**0-3 points** Provides little or no evidence that the school has reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.	/10 points

	Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	e.g., Has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.		
1B. Improved water quality, efficiency, and conservation	**4-5 points** Provides strong evidence that the school has significantly improved water quality, efficiency, and conservation. e.g., In addition, demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bio-swales for controlling runoff).	**2-3 points** Provides some evidence that the school has improved water quality, efficiency, and conservation. e.g., In addition, has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.	**0-1 points** Provides little or no evidence that the school has improved water quality, efficiency, and conservation. e.g., Protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	/5 points
1C. Reduced waste production and improved recycling and composting programs	**8-10 points** Provides strong evidence that the school has significantly reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., Also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management	**4-7 points** Provides some evidence that the school has reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., In addition, has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of "third-party certified" cleaning products; has a recycling program	**0-3 points** Provides little or no evidence that the school has reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., Monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with some recycled content; uses some "third-party certified" cleaning products; and describes a few creative	/10 points

	policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.	ways the school community practices the 4Rs.	
1D. Use of alternative transportation to, during, and from school	**8-10 points** Provides strong evidence that the school has significantly expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., In addition, has alternative-fuel buses and other creative means of promoting alternative transportation.	**4-7 points** Provides some evidence that the school has expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., In addition, has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	**0-3 points** Provides little or no evidence that the school has expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., Has programs in place to promote more efficient and healthier transportation including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	/10 points
Pillar 1 Reviewer Comments • Strong student/staff engagement in energy and water savings activities. Good data produced on waste reduction and student transportation. • Comprehensive efforts to reduce energy usage clear examples of student and community engagement to reduce energy and water usage. • Not yet energy star rated. • Recycling program monitoring very good. • High rate of walk, bike, car pool, and bus.				Average Pillar 1 Total: 26

PILLAR TWO: Net positive impact on students and staff health				25% 25 points
2A. An integrated environmental health school program	**10-15 points** Provides strong evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., Has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (i.e., physical, biological, chemical, natural).	**5-9 points** Provides some evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., In addition, tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	**0-4 points** Provides little or no evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., Complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	/15 points
2B. Nutrition, fitness, health services, school climate and safety, and outdoor time	**8-10 points** Provides strong evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Also purchases a substantial amount of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	**4-7 points** Provides some evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.	**0-3 points** Provides little to no evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Conducts at least an average of 120 minutes per week for middle and high school or 90 minutes per week for elementary school per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	/10 points

Pillar 2 Reviewer Comments				Average Pillar 2 Total: 21
• Very good integration of health, fitness and nutrition. Good leadership in connecting school, parents and community in the various initiatives. • Comprehensive efforts to promote and support student staff health literacy and integrate it across curriculum • Clear evidence of creative community partnerships to meet student health needs				
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate				**30%** **30 points**
3A. Interdisciplinary learning about the key relationships between dynamic environmental, social, and economic systems	**8-10 points** Provides strong evidence of significant interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.	**4-7 points** Provides some evidence of interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	**0-3 points** Provides little to no evidence of interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	/10 points
3B. Use of environment and sustainability content and process/programs to develop STEM knowledge and thinking skills to prepare graduates for the 21st century economy	**8-10 points** Provides strong evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	**4-7 points** Provides some evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	**0-3 points** Provides little to no evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	/10 points
3C. Development of civic engagement knowledge and skills, and students' application of these to address sustainability	**8-10 points** Provides strong evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and	**4-7 points** Provides some evidence of students' development of civic engagement knowledge and skills, and the application of these to address	**0-3 points** Provides little to no evidence of students' development of civic engagement knowledge and skills, and the application of these to address	/10 points

and environmental issues in their community	environmental issues in their community. e.g., Receives full credit when all grades have civic projects; when all grades have meaningful outdoor learning experiences; and when the quality and quantity of community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.	sustainability and environmental issues in their community. e.g., In addition, employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	sustainability and environmental issues in their community. e.g., Has civic projects related to environment and sustainability in some grades; occasional meaningful outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.	

Pillar 3 Reviewer Comments

- Excellent integration of environmental programs and curriculum with ESE standards. Nice mention of GLAD strategies with environmental learning. Also great linkage to common/formative assessments. Wonderful use of the outdoors to alignment student learning.
- High amount of participation in PD around science, environmental and sustainability standards
- Clear evidence of integration of environmental and sustainability concepts implemented across the curriculum and grade levels in an intentional manner
- High levels of student and community engagement
- Great job in engaging students and community. Fundraiser for garden

Average Pillar 3 Total: 26

General Comments

- Excellent application with many rich examples. Nice student, staff, parental, community engagement.

Green Ribbon Schools Application

Response ID: 130 Data

2. New Page

School Contact Information

School Name

Camelot Elementary

Street Address

4041 South 298th Street

City

Auburn

State

Wa

Zip

98001

School Website

http://schools.fwps.org/cam/

Principal First Name

Cindy

Principal Last Name

Dracobly

Principal Email Address

cdracobl@fwps.org

Principal Phone Number

(253) 945-2504

Lead Applicant First Name (if different from principal)

Danielle

Lead Applicant Last Name (if different from principal)

Smith

Lead Applicant Title

4-5 GATE Teacher

Lead Applicant Email

dasmith@fwps.org

Lead Applicant Phone Number

(253) 945-2523

Level

Elementary (PK - 5 or 6)

School Type

Public

District and Code (if applicable)

Federal Way School District - 17210

ESD:

ESD 121 / Puget Sound

Is your school participating in a local, state, or nationally recognized green school program (for example, Washington Green Schools, Eco Schools USA, PLT Green Schools, King County Green Schools, Cool School Challenge)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

	Program	Level
1	King County Green School Program May 2011	Level Three: Water conservation
2	King County Green School Program November 2010	Level Two: Energy conservation
3	King County Green School Program June 2010	Level One: waste reduction and recycling
4	Salmon in the Classroom Fish and Wildlife 2010-2012	
5	King County's Master Recycler Composter Program 2011	

Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

	Program	Level
1	City of Federal Way Surface Water Management Assistance Grant for Salmon in the Classroom	December 2011
2	Student winner in the 15th Annual Water Conservation Poster Contest for Lakehaven Utility District	June 2011
3	Terry Husseman School Award from the Department of Ecology	Spring 2011
4	Certificate of Achievement presented by the Board of Education of Federal Way for school leadership with the Green Team	November 2010
5	King County Earth Hero at School Award	April 2009

4. New Page

Has your school received EPA ENERGY STAR certification?

No

In what year?

Does your school meet the criteria for EPA ENERGY STAR certification?

Yes

Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 50%
Measurement unit used (kBTU/square food, kBTU/student, annual therms, etc.) : kBTU/ square foot
Time period measured (mm/yyyy - mm/yyyy) : 12/2007-08/2011
How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : PSE Utility Manager Pro

What percentage of your school's energy is obtained from:

On-site renewable energy generation : 0
Purchased renewable energy : 0
Natural gas : 0

Please indicate which energy saving practices have been implemented at your school

School has automatic light sensors in all regularly occupied rooms or has a policy to turn off lights in all unoccupied rooms and use daylight when possible.
School policy requires all computers and other electronic equipment to be turned off at the end of the day.
School is inspected for potential energy waste on a regular basis (at lease annually) and issues are addressed promptly by maintenance staff.
School sets standard heating and cooling points of 68 - 70 degrees during the heating season and no higher than 75 degrees for air conditioning.
School has a programmable system or weekend and vacation shutdown procedures for its HVAC system.
Window blinds or curtains are shut at the end of the day to retain heat and opened in the morning to let in daylight.
Windows and doors are closed when heating/cooling systems are on.
School has developed and implemented a communication plan that includes print and electronic media for students, staff and parents regarding above practices.

In what year was your school constructed?

1965

Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol) : 0
Which certification did you receive and at what level? : N/A
What is the total constructed area? : N/A
What is the total renovated area? : N/A

Does any part of your existing building meet green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)?

Yes

Please provide the following information:

What percentage of the existing building area has achieved green build standards(for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)? : HVAC system replacement affected 100% of the building
Which certificate did the school receive and at what level? : None
What is the total building area (in sq. ft.)? : 39,159 sq ft

Does your school reduce or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
School has an energy and water efficient product purchasing and procurement policy in place.
Other: HVAC updated to improve energy efficiency in 2009, energy efficient exit signs, florescent light bulbs

5. New Page

Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

Percentage reduction domestic : 37%
Percentage reduction irrigation : 28%
Time period measured (mm/yyyy - mm/yyyy) : 08/2008-08/2011
How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : PSE Utilility Manager Pro

Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
Our school's landscaping is water-efficient and/or regionally appropriate.
Our school uses alternative water sources (ie. grey water) for irrigation before potable water.
Our school has not been sited within the past three years for failure to meet federal, state or local potable water quality standards.
Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)
Our school has a smart irrigation system that adjusts watering time based on weather conditions.

Please provide the following information about your school's landscaping

What percentage or your total landscaping is considered water-efficient or regionally appropriate? : 35%
What types of plants are used and where are they located? : Native vegetation in place are located around the building

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

Rainwater and snow melt collected in buckets are used to water non-irrigated plants and flowers. Plants around the school are hand watered to reduce the use of excess water. We are currently in the process of getting rain barrels for our community garden. Water from the rain barrels will be used to water our playing field through a sprinkler system. This project will be completed within the year. We don't have a smart irrigation system, however we have a great grounds crew that follows an established protocol for irrigation based on weather conditions and season.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Monitoring drinking water for lead is a federal regulation for all public water supplies that is administered by the WA State Department of Health. Lakehaven Utility (our water provider) follows EPA Lead and Copper rule 40 CFR Part 141 which became law in 1991. Lakehaven has monitored for lead in drinking water for many years and has never found any lead in our source water or at the tap. Lakehaven has never been in violation of the EPA lead standard and maintains a pH level in drinking water that meets or exceeds optimal corrosion control standards.

Our school's drinking water comes from:

Municipal water source

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Please describe any additional efforts your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

At building level, custodial staff monitors the water meter and contract maintenance to fix anything broken or to place timers on sprinklers. Students posted signage encouraging only necessary use of water demonstrating that educational opportunities promote change. Our building graphs monthly water consumption and posts in a central location. Green Team used flow bags to measure water usage in each classroom. Based on that information, students decided to do a school-wide water conservation poster contest which has now become an annual event. We just completed a school-wide reusable water bottle fundraiser to eliminate the use of plastic water bottles. In 2010, Camelot started "Salmon in the Classroom". This allows our school the experience of raising salmon, attending field trips to the Issaquah Hatchery, FOSS Waterways, and eventually releasing them into the streams to spawn. These experiences give students wonderful perspective on keeping our water clean from contaminants and to make sure wildlife has plenty of clean water to support their environment.

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What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 18
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 16
C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 4
Recycling Rate = ((B + C) ÷ (A + B + C) x 100) : 53%

Which of the following practices does your school employ to reduce waste?

Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).
Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).
Our school does not sell bottled water.
Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.
Our school actively involves students and staff in our waste reduction and recycling practices.

Please describe how students and staff specifically are involved in your school's waste reduction efforts. (Maximum 200 words)

In 2009, our lunchroom implemented recycling of milk cartons through Waste Management. We also recycle paper, bottles, juice boxes, Capri Sun containers and cans. With the reduction in lunchroom waste and the drive to reduce and recycle paper waste in the school, the overall recycling rate at Camelot increased from 20 to 53 percent. Food scrap collection started in 2010-2011. Our trash dumpster size was reduced from 32 to 24 yards of monthly trash. Each classroom has one rotating student responsible to carry the paper towels down to the lunchroom daily to be composted. Composting and lunchroom recycling are monitored by Green Team. We are working with Central Kitchen to switch to compostable containers. We currently drop 10 large bags of styrofoam to a recycling facility in Renton. Two cartons of batteries, 7,000 Capri-Sun containers. 22 bags of lids, energy bar wrappers, and corks are recycled each year. Plastic bags and film are dropped off at collection points. Students volunteered many hours to make classroom assembly presentations and weekly announcements. They publish a school newspaper and monitor students at lunchtime to support students with conservation practices.

What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

$1,200 dollars (30%)

What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

90%

How much hazardous waste does your school generate? (lbs./student/year)

Well under 50 pounds of annual hazardous waste is generated from our school

Please provide the following information about your school's hazardous waste

Types of hazardous waste generated : Mostly from cleaning and art supplies
How hazardous waste is monitored : Custodial staff utilizes an established protocol for monitoring hazardous waste.
How the amount generated is calculated : N/A

Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
Our school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

Please provide the following information about the cleaning products used in your school:

What percentage by volume of all cleaning products in use are certified green or meet environmental standards of established eco-label programs? : 20%
What specific standard does the school use? : Green Seal

What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

All waste information is tracked at the district's facilities offices through a program from PSE called Utility Manager Pro. With this program we are able to identify that over a 3 year period from December 2008 to December of 2011 waste was reduced by 45% and recycling and composting increased by 40%. By concentrating on increased recycling and composting, our school was able to reduce our waste container size, saving garbage from the environment and money for our school district.

What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

80%

How was this data collected and calculated? (Maximum 100 words)

Our school is unique in the fact that we are a walking school. 59% either walk or bike to school, 11% of our school takes a bus. 10% carpool to school and only 20% drive individually. This information was collected doing daily tallies last month along with information provided from the office manager in the building. Parent surveys were also used to obtain some of these statistics.

Which of the following policies or programs has your school implemented:

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

This is the end of Pillar 1. Please describe any other accomplishments or efforts your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

FWPS has assisted Camelot to reduce its energy consumption by installing fluorescent light-bulbs (CFL's), occupancy sensors in frequently used rooms, installing new energy-efficient exit signs and an energy-efficient soda machine in the teacher's lounge and setting school-wide standard heating and cooling points. For energy conservation projects, students graphed Camelot's monthly energy usage and Green Team students placed labels on each computer and on light switches to remind students and teachers to turn them off when they are not needed. Weekly morning announcements provide green tips to students and staff. There was strong buy-in by the staff to join in this energy conserving campaign by removing their personal appliances; removing personal space heaters, refrigerators, coffee pots and other appliances from their classroom. Our use of electricity was reduced by 30% from the 2009-2010 in comparison to the 2010-2011 school year. Now each classroom posts a Green checklist on the door to monitor themselves. They turn off all computer and lights not being used, shut blinds, and in general are powering down their room. The classroom with the most participation is awarded a Green Earth

Flag during celebration assemblies every six weeks.

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Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.
Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
Copes of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Which of the following practices does your school employ to improve ventilation and contaminant control? (Please check all that apply)

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school's indoor relative humidity is maintained below 60%.
Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?

Our school is in an area that has low potential for radon exposure, according to the EPA website map: http://www.epa.gov/radon/states/washington.html. On the Washington state map on EPA's website, our County is in Zone 3, and the EPA site states that "Zone 3 counties have a predicted average indoor radon screening level less than 2 pCi/L - low potential."

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide?

Our school does not have combustion appliances

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Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in the USDA's Heathier School Challenge or another nutrition program.
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.

Our school has an onsite food garden.
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.
Our school uses a coordinated school health approach or similar initiative to address overall school health.
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)

Our school district maintains the exact same standards as the USDA's Healthier School Challenge according to the Director of Nutrition for the Federal Way School District. We ensure that each student has a selection of fruits and vegetables at each meal as well as whole wheat breads and lowfat milk. Camelot has a high free and reduced population who join us for breakfast as well as lunch. Additionally, our staff and PTA have joined efforts to send home backpacks on weekends for those students who would otherwise go without food. This effort enables our students to stay well fed and alert to improve learning as well as providing a feeling of caring and comfort from the community that surrounds them.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Currently at Camelot we have a yearly Academic Triathlon. Students participate in the Triathlon by flexing their reading, math, and leg muscles. Students walk around the school to raise money for the PTA. This engenders pride in themselves for their accomplishments and a sense of responsibility for the school. Furthermore, Camelot is one of the first schools in our district to complete a 70 x 60 feet organic garden consisting of six internal raised beds, all of which are totally wheelchair accessible. The garden is being used in classrooms as an integral part of the school's curriculum and community outreach effort. Also, the grounds of our school are home to many indigenous plants which makes them naturally heartier, resistant to disease and insects, and able to thrive in this climate. We are also quite fortunate to have some wooded areas on our playground that provide a natural environment where our students can play and explore during recess. It is not unusual to see a child out on the playground with a magnifying glass or a sketch pad. It is also not unusual to see a student out at recess wearing plastic gloves and picking up trash.

Please describe your school's coordinated school health program or other initiatives. (Maximum 200 words)

Our district supports Components of Coordinated School Health identified by the Centers for Disease Control and Prevention. Health, environment and nutrition are incorporated in all programs. A school nurse, psychologist and counselor assist students and staff. A full time PE teacher works with "The Great Body Shop" addressing health issues and uses the Sunwise curriculum. He promotes heart health with a "Jump Rope for Heart" program. Health services are available for both staff and students as we maintain excellent referral programs for student and family needs. Nutrition Services provides daily meals with choice of fruits and vegetables at each meal, including lowfat milk and whole wheat bread. Our district maintains a Family and Community office devoted to assisting families with individual needs. Our PTA is very strong and funds multicultural nights, field trips, the school garden, science fair and art supplies with both money and manpower. The staff at our school have recently started the Camelot Cares Backpack Program which sends food home with students during weekends and days off when they would otherwise have no food source. The coordinated school health program combines a multitude of resources to one specific end.

This is the end of Pillar 2. Please describe any additional efforts your school has made, including unique community and/or business partnerships, to promote overall school health and safety within both your school's built and natural environment. (Maximum 200 words)

Students walk to school from the surrounding community creating an ideal location for a gathering spot. Many of the families do not have their own land for gardening. We can begin teaching about non-toxic alternatives to pesticides and herbicides. Working in the garden, tending the soil, nurturing the plants, and reaping the benefits, both physical and emotional, will help people feel a deeper connection to the earth. We need to remind people of the wonder and splendor of the earth and renew their passion to fight for its well-being. The Second Step, Steps to Respect and Kelso's Choice, Safety Patrol programs are designed to increase students' school success by promoting social-emotional competence and self-regulation. This program strengthen students' empathy, manage emotions, and solve problems, helps a school create a safer, more respectful learning environment promoting success for all. We will continue to seek environmental education programs, just like some of the programs provided in the last three years by King County to Camelot, "Our Planet R Choices" is the King County assembly program focused on waste reduction and recycling. Earth Challenge, Garbology, Habitat Stewardship and Recycling Leadership classes and workshops.

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Which practices does your school employ to support environmental and sustainability literacy? (Please check all that apply)

Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
Professional development opportunities in environmental and sustainability education are provided for all teachers.
Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.
Students have opportunities to learn the Washington State Integrated Environmental and Sustainability Standards, and environmental and sustainability concepts are integrated throughout the curriculum.

Please describe how the Environmental and Sustainability Standards and concepts are taught and which subjects they are integrated into. (Maximum 200 words)

FWPS implemented Standard-Based Education. As part of this change, power standards were identified levels K through 12 and in all subject areas. Many of the power standards in grades K-5 are aligned with the Environmental Sustainability Standards. These standards are integrated into our curriculum, beginning in the K-1 grade band. Students learn that ecological systems (Standard 1) are composed of living things having basic and diverse needs. Students engage in critical thinking about structure, components and processes of natural and built environments (Standard 2). This includes studying many different plants and animals that live in and depend on habitats and have basic needs to support their growth. Students develop knowledge of the natural and built environments through the study of ecological systems and human influences. Utilizing school-based projects such as Salmon-in-the Classroom, Junior Master Gardener, Project WILD, natural area observations students continue to develop and apply knowledge to local environmental issues. Guided Language Acquisition Design strategies are used to integrate into all subjects (Standard 3). Our standard-based science curriculum utilizes science kits to support environmental learning standards covering topics as trees, animals, organisms, ecosystems, and land & water.

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

We use numerous forms of assessments in environmental and sustainability concepts; student portfolios, observation through science kits, oral presentations, journals, and formative assessments. It is common to see students using a science investigation journal to record learning from our science kit lessons and technology integration. Lessons are centered with an essential question and learning target. Experiential learning and hands on opportunities to learn concepts first hand is important for our students. We are seeing the power of learning that takes place in our school garden using this approach. Tracking our stainability effort is also tracket by student graphing progress with recycling, energy conservation, and water conservation monthly. Assessment is building wide with 70% of students scoring proficient or better in the middle of the year. Meeting standard for all students by the end of the year is desired to build students science inquiry.

Please describe professional development opportunities are available in environmental and sustainability standards and include the percentage of teachers who participated in these opportunities over the past 2 years and the percentage of faculty who have already earned or are working towards the specialty endorsement in Environmental and Sustainability Education. (Maximum 200 words)

Our 5th grade teacher attended P-5 Junior Gardener training to engage environmental science and horticultural programs designed to complement Science Education standards. Following this experience, a day of professional development gave us the opportunity to share this information at a teacher inservice day. This day was dedicated to Master Gardener Curriculum and plans to integrate the garden and science power standards in our classrooms. 100% of staff participated in this professional development opportunity. This teacher plans to take further training extension courses and share additional information with staff. Another teacher took part in King County's Master Recycler Composter Program last spring. She took 40 hours of instruction in waste prevention, recycling, home composting, natural yard care, alternatives to household hazardous wastes, and solid waste impacts on climate change. They went in the field to visit sites such as the landfill and Cedar Grove composting and had many guest lecturers as well. After the classes were completed, she gave back 40 hours of service. Those 40 hours consisted of community outreach such as volunteering to (wo)man King County's Recycling/Composting Booth at community fairs and giving powerpoint presentations to various community groups interested in becoming better recyclers.

Does your school serve grades 9 - 12?

No

Please provide the following information:

Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

No

Please describe these college and career connections. (Maximum 200 words)

Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 50%
What percentage of students completed such a project last year? : 80%

Which of the following features does your school have to connect students to the school grounds? (check all that apply)

School vegetable garden
Wildlife or native plant habitats
Walking or running trails

What percentage of the school grounds are devoted to ecologically or culturally beneficial uses, including those that give consideration to native wildlife of community connections?

35%

Do students have meaningful outdoor learning experiences, including projects that engage students in critical thinking, problem solving and decision making at every grade level?

Yes

If not in all grades please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

Our Title school and community raised $10,000 to build a community garden. The garden serves as a platform for learning sustainability and other subjects, making a huge impact on the students and community. Some outdoor experiences provided for our students include Mt.Rainer, FOSS Waterways, Pioneer Farms, and Issaquah Salmon Hatchery. To expand on one trip taken recently, 5th graders attended the Sound Experience, where they sailed the historic schooner "Adventuress". This provided inspiration to empower our community to make a difference for the future of our marine environment. This program emphasizes environmental stewardship, leadership, community and historic preservation. Aboard the Adventuress, also provides a model for low-impact, sustainable living practices that contribute to a healthy Puget Sound and planet. This is just one example of outdoor learning provided for Camelot students. Jeanette Brizendine from the City of Federal Way joined us at our Cultural Fair displaying photos showing what recycling looks like in different parts of the world. She also handed out material and answered questions regarding recycling in our community. During Science Fair Ms.Brizendine arranged for a worm bin and informational literature in multiple languages.

Please describe your partnerships with local academic, business, government, nonprofit and informal science institutions to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

People in the community who have made our program possible include Karen Schrantz from King County Green Schools Program providing compost bins for our Title school and professional advice; Ed Novak and Audrey Germanis of the School District's Facilities Services Department by supporting building changes and data; Jeanette Brizendine, the Solid Waste and

Recycling Project Manager from the City of FW for providing workshops and education nights for families; and Dale Alekel from King County Recycling and Environmental Services with guest speakers, assemblies, and resources. They have generously offered their time, expertise, experience, and encouragement to make our transition to a Green School feel seemingly effortless. With staff enrollment in the King County Master Recycler Composter Training Program we will soon be better able to answer questions posed to the Green Team and also help to ensure that our program's goals are well aligned with the environmental goals of Washington State and King County.Green efforts can not be done in isolation. It takes a group of people to create real change. With the support of our school district and the King Country Green School program this support paved the way. Further community members to thank include, Michael Stanley, Director of Community Garden Foundation, PTA and Bryian Kahue from Westhill Church next to our school for their support and community involvement in the garden. Fish and Wildlife "Salmon in the Classroom" Program, Issaquah and Soos Hatchery (FISH Program) all helped our salmon project. Field trip experiences like visits to Mt. Rainer National Park, Sound Experience, FOSS Waterways, Lakehaven Utility District, and Cedar Grove are just a few programs that have supported our conversation efforts. They have generously offered their time, expertise, experience, and encouragement to make our transition to a Green School feel seemingly effortless.

This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Here at Camelot, "Being Green is Cool". This statement is supported with great enthusiasm in our school. We are learning that we all have an impact on this planet and that we can choose to make that impact a positive or a negative one. We care about the earth and its inhabitants; we do our best to make a positive difference by reducing our waste and our consumption of energy. Being a school, our primary focus is education. Teaching sustainability provides us with a unique and wonderful opportunity to "walk the talk." We pull our lessons out of the textbooks and make them come alive by implementing them in every aspect of our school life. Mindful consumption and waste reduction have become an integral part of our lives at Camelot and we bring those practices into our homes and out into the community. Camelot has already reduced the amount of energy it consumes with its reduction of electricity, water conservation and solid waste. We recycle at a higher rate, use less energy, and conserve water. Most importantly, we are becoming better educated and more thoughtful consumers as we move ahead with continued purpose.

13. Thank You!

Email Confirmation

Feb 15, 2012 13:51:36 Success: Email Sent to: cdracobl@fwps.org