



U.S. Department of Education Green Ribbon Schools

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

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

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.

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*U.S. Department of Education
Green Ribbon Schools 2012*

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

Name of Principal: **Mrs. Vicki Puckett**

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

Official School Name **Secondary Academy for Success**
(As it should appear in the official records)

School

Mailing Address: **22107 23rd Drive SE**

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

Bothell

WA

98021-4409

City

State

Zip

County : **King** State School Code Number* **_3811_**

Telephone ((425) 408.6600)

Fax ((425)-408-6602)

Web site/URL <http://www.nsd.org/education/school/school.php?sectionid=28>

E-mail: **vpuckett@nsd.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.

(Principal's Signature) *Vicki Puckett* Date 3/19/12

Name of Superintendent* **Mr. Larry Francois**

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

District Name* **Northshore School District**

Tel.(425-408-6000)

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.

(Superintendent's Signature) _____



Date 3-20-2012

**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.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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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.



Northshore
School District

Secondary Academy for Success

Administrative Center
3330 Monte Villa Parkway
Bothell, WA 98021-8972
425-408-6605
www.nsd.org/sas

**U.S. Department of Education Green Ribbon Schools
2011-2012 Presentation of Nominee to the
U.S. Department of Education**

SUMMARY OF ACHIEVEMENTS

Welcome to the Secondary Academy For Success (SAS), a choice learning community that uniquely and strategically encompasses individualized learning opportunities while focusing on social responsibility, environmental stewardship, and economic prosperity. The campus culture is one that fosters environmental stewardship with a student led green club, participation in annual community service projects with local environmental agencies, an on-campus recycling program, and school-wide participation in greenhouse gas conservation efforts through the Cool Schools Challenge and other similar programs. The following is a summary of a collaborative effort between SAS faculty and students to assess our green learning environment.

The Secondary Academy For Success campus structure is a high performance, fully integrated, Energy Star qualified, smart building. The embedded smart energy features of the building dramatically reduce our greenhouse gas emissions and facilitate the use of the building as a teaching tool for all students. Through an interactive dashboard kiosk, students can observe real-time renewable energy production, energy use, and water use. These cutting edge technologies allow for rich, student-focused data analysis and systems understandings in the classroom and beyond.

The integration of green energy focused technology and classroom curriculum wouldn't be possible without industry support. One key partner in our sustainability movement is McKinstry, an industry leader in the green building sector. McKinstry has been instrumental in assisting with the technical side of deploying smart tools, developing curriculum, and participating in mock professional interviews.

As part of the Northshore School District's goal of environmental stewardship in all of its facilities, the SAS building is maintained to ensure a healthy learning environment. With quality of human life paramount to the core concept of being green, active programs and monitoring of CO, lead, CO₂ and others are a few examples of the efforts undertaken to ensure safe grounds, water supply, and indoor air quality for all students, visitors and staff members. While much of this happens via a collaborative effort between our industry partners McKinstry and Northshore School District Support Services, our 9th grade students actually help do their part through an active recycling program to support a healthy school and a healthy local environment.

While a healthy indoor learning environment is critical, providing students and staff opportunities to explore the outdoors is equally important. The Secondary Academy For Success learning model supports outdoor education opportunities. Every Friday, students participate in optional core curriculum extension opportunities. Some of the most popular options are the outdoor excursion activities, which include trips to Mount Rainier, Mount St. Helens, the Duwamish River Superfund site, and other local points of interest. Another featured activity is a school-wide project at the 21 Acres Community Service Day. Twice a year, all SAS students travel to a local sustainable farm to work on the land to remove invasive plants, plant new trees, crops, flowers, and learn more about sustainable organic farming.

At the core of SAS is the Sustainable Engineering & Design program (SED - www.SEDlabs.org). This innovative, state of the art program is one of the first of its kind in the country and features an integrated, project-based learning curriculum viewed through the lens of sustainable design. This course is built on the key concept of sustainability and addresses key units that cover earth systems, energy, buildings, transportation, and consumer products.

Throughout the year, the SED students work on real world projects to maximize the relevance of the knowledge they glean from the course. Projects range from the retrofit of a cargo trailer into a green mobile learning lab to solar powered charging stations for electric bikes to local business sustainability assessments. All of these projects rely heavily on industry support for technical expertise and the potential for green job exposure.

In addition to the Sustainable Engineering & Design program, the school has just launched a dedicated horticulture class with accompanying new greenhouse and edible garden. This is the latest addition of innovative undertakings to tap into the "inner green" of our student body. This program in combination with the previously mentioned Friday opportunities and the civic engagement at 21 Acres are all examples of green innovations at SAS. Of course it doesn't stop there. Being a small community school, the entire SAS staff works organically to help students learn in an interdisciplinary, cross-curricular manner about the human, environmental, and system relationships, and the sustainability connections between them and the world.

In closing, we are proud of our accomplishments and green school awards (*2011 WA State STEM Lighthouse Award, King County Green Team 2010, King County Earth Hero Award 2007, 2009, and Sustainable Public Schools Award 2007-2009*). This application process has allowed SAS to assess our strengths, celebrate our successes, and establish our next steps as a champion of sustainable education, healthy learning, and environmental stewardship.

Green Ribbon Schools Award Scoring Rubric

Name of School: _____ Secondary Academy for Success _____

Reviewer #: 2, 3, 5

Overall Rating:

Excellent
 Very Good
 Good
 Fair
 Poor

AVERAGE Total Points: 73/100

GRS Selection Criteria	Exceeds Expectation	Meets Expectation	Below Expectation	Weight/Points
Green School Program and Awards				
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 10% 10 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 Average Total: 10
Reviewer Comments				
Cool School Challenge				
PILLAR ONE: Net zero environmental impact/Zero greenhouse gas (GHG) emissions				
35%				
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 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	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. 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	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 35 points

	amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	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 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	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 that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases substantial amounts of paper with recycled and	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 ways the school community practices the 4Rs.	/10 points

	standards; and describes several creative ways the school community practices the 4Rs.	chlorine-free content.		/10 points
1D. Use of alternative transportation to, during, and from school	<p>8-10 points</p> <p>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.</p> <p>e.g., In addition, has alternative-fuel buses and other creative means of promoting alternative transportation.</p>	<p>4-7 points</p> <p>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.</p> <p>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.</p>	<p>0-3 points</p> <p>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.</p> <p>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.</p>	
<p>Pillar 1 Reviewer Comments</p> <ul style="list-style-type: none"> Impressive 30% in energy given you started with a 1980 warehouse-and achieved the reduction in 2 years <p style="text-align: right;">Average Pillar 1 Total: 26</p>				

PILLAR TWO: Net positive impact on students and staff health				25% 25 points
2A. An integrated environmental health school program	<p>10-15 points</p> <p>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.</p> <p>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).</p>	<p>5-9 points</p> <p>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.</p> <p>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.</p>	<p>0-4 points</p> <p>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.</p> <p>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.</p>	/15 points
2B. Nutrition, fitness, health services, school climate and safety, and outdoor time	<p>8-10 points</p> <p>Provides strong evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.</p> <p>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.</p>	<p>4-7 points</p> <p>Provides some evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.</p> <p>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.</p>	<p>0-3 points</p> <p>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.</p> <p>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.</p>	/10 points

Pillar 2 Reviewer Comments

- Addition of the on-site green house will a great contribution to the academic program, and school nutrition

Average Pillar 2
Total: 15

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

30%
30 points

<p>3A. Interdisciplinary learning about the key relationships between dynamic environmental, social, and economic systems</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>/10 points</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>/10 points</p>
<p>3C. Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community</p>	<p>8-10 points Provides strong evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and 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</p>	<p>4-7 points Provides some evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and environmental issues in their community. e.g., In addition, employs best practices for inquiry-based, hands-on, experiential learning in both their</p>	<p>0-3 points Provides little to no evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and environmental issues in their community. e.g., Has civic projects related to environment and sustainability in some grades; occasional meaningful</p>	<p>/10 points</p>

community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.	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.	outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.	
Pillar 3 Reviewer Comments <ul style="list-style-type: none"> Great community outreach and partnerships 			Average Pillar 3 Total: 23
General Comments			

Green Ribbon Schools Application

Response ID: 136 Data

2. New Page

School Contact Information

School Name

Secondary Academy for Success

Street Address

22107 23rd Drive SE

City

Bothell

State

WA

Zip

98021

School Website

www.nsd.org/sas

Principal First Name

Vicki

Principal Last Name

Puckett

Principal Email Address

vpuckett@nsd.org

Principal Phone Number

425.408.6605

Lead Applicant First Name (if different from principal)

Vicki

Lead Applicant Last Name (if different from principal)

Puckett

Lead Applicant Title

Principal

Lead Applicant Email

vpuckett@nsd.org

Lead Applicant Phone Number

425.408.6605

Level

High (9 or 10 - 12)

School Type

Public

District and Code (if applicable)

Northshore School District - 17417

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	Cool School Challenge	24,000 lbs
2	Eco Schools USA	Pending
3	King County Green Schools	Pending
4		
5		

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	King County Earth Hero Award	2007
2	King County Earth Hero Award	2010
3	STEM Lighthouse Award (greenSTEM focus)	2011
4		
5		

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 : 30%

Time period measured (mm/yyyy - mm/yyyy) : 2008-2009, 2010-2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : District Report

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.) : kBTU/square foot

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

On-site renewable energy generation : TBD (installed mid-2011, acquiring data)

Purchased renewable energy : 0%

Natural gas : 26%

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 is inspected for potential energy waste on a regular basis (at least 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.

Windows and doors are closed when heating/cooling systems are on.

In what year was your school constructed?

The building was constructed as a warehouse in 1980. The repurposing of the structure into a school began in 2009.

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) : Approximately 15%

Which certification did you receive and at what level? : Didn't officially go through protocol

What is the total renovated area? : 35,000 sq ft

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

No

Please provide the following information:

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.

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 : Actual answer is "no" only because we only have one complete year of data, but the form didn't allow for an explanation.

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

Our school's landscaping is water-efficient and/or regionally appropriate.

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 has a smart irrigation system that adjusts watering time based on weather conditions.

Our school has not been sited within the past three years for failure to meet federal, state or local potable water quality standards.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 75%

What types of plants are used and where are they located? : Zelkora serruta, blue oat grass, heavenly bamboo, rosemary, sunrose (planted in drifts)

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

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

In 2004, the district partnered with an environmental company to implement/maintain water quality standard per the EPA's water quality testing program (lead and copper). The program requires the district to initially test 100% of potable drinking fixtures and random test 25% of fixtures every two year. As a result the district initial and maintenance test has met or exceeded all water testing standards per the EPA's guidelines.

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)

The recent renovation of our school included high efficiency sinks and toilets. These are smart-metered and the data is fed to an interactive kiosk in the commons area for all to access in an effort to promote conservation. The district's support services division conduct water tests and track water quality. This connects back to the classroom via water quality and conservation curricula.

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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). : 27

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 6

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). : 0

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 18%

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

Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.
Our school actively involves students and staff in our waste reduction and recycling practices.
Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.
Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).

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

Our recycling program at school is completely run by the students. They do weekly collection and design visually appealing signage to promote the proper disposal of waste. In addition to the regular recycling of bottles, paper, and cardboard, we also have on-site collection of CFL's, batteries, running shoes, and bottle caps. These products are then properly disposed of (running shoes to Nike to make running tracks, bottle caps to Aveda for product packaging, etc.)

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)

80% green paper (printing) and 100% toilet paper

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

N/A

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

0 lbs/student/year

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

Types of hazardous waste generated : N/A
How hazardous waste is monitored : Science Dept - hazardous waste policy
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? : 38%
What specific standard does the school use? : ISSA

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

On the hazardous waste end, we have essentially eliminated all science labs that have a potential hazardous waste connection.
On the solid waste end of things, a group of our students recently evaluated kitchen consumables to reduce our landfill impact. These changes just took effect the beginning of 2012 so our % recycle rate does not properly reflect what we hope will be a drastic change in our wastestream.

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

Approximately 90%

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

The percentage above is based on our recorded data of bus ridership, parking slots purchased, tally of bicycles on campus, and tally of walkers to school. Note: A small student population makes this a fairly easy calculation.

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

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
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)

Our school building was renovated to include DDC Controls, Lighting and day-lighting systems, demand ventilation controls, whole building metering & sub metering (water, gas & electrical), solar and wind renewable system performance monitoring, weather station, creation and provision of high level dashboards for educational, operational, and community outreach to demonstrate the performance of the facility. A contract with McKinstry includes five years of active energy management and measurement and verification services to support the school district in energy management and reduction goals. McKinstry also provides in-kind support to our school promoting green job exposure and educating the students by using the building as a teaching tool.

8. New Page

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.
Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

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.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.
Our school's indoor relative humidity is maintained below 60%.
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 has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

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

N/A

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

9. New Page

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 Healthier 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.

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

We participate in the national school lunch program. We serve breakfast and lunch meeting nutrition requirements to ensure student's are starting school on the right foot.

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

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

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)

Our school has a very active relationship with a local sustainable farm, 21 Acres. Every year our students do community service hours (as an entire school) to help support the farm. This is one of our core relationships and demonstrates our commitment to prioritizing healthy/local eating. We extend this back to our school by promoting many sustainable food efforts in our "foods" class. The curriculum has a strong focus on the connection between the food we eat and the land we should protect. The next phase which will close the loop on this continuum is the eminent completion of our greenhouse. Which we are affectionally dubbing "0.0021 Acres." With the launch of a new horticulture STEM class, students will get first-hand exposure to the importance of healthy living with direct contact to the earth and the foods we can grow to support an active lifestyle.

11. New Page

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

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)

We interweave the environmental and sustainability standards in all subject areas. In a small school environment, it is relatively easy to all be "speaking from the same book" with regard to environmental awareness. This factor allowed us to become one of the 2011/12 STEM lighthouse schools. Our focus for that award was our integration of "greenSTEM" throughout the school.

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)

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)

Does your school serve grades 9 - 12?

Yes

Please provide the following information:

Percentage of eligible graduates who completed the AP Environmental Science course : 1.8%

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : 21%

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)?

Yes

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

The Secondary Academy For Success is a strong supporter of connecting our students to college and career opportunities. Examples include: The Sustainability Engineering & Design program has a comprehensive program of study that features program connections between our relevant Junior High programs, High School programs, local community and technical college programs, university programs, and local industry professionals. Upon completion of the Sustainable Engineering & Design course, students will be exposed to a variety of post secondary educational options including industry internships and apprenticeship opportunities, professional/technical AA degrees, 4 year university programs focusing on Energy Management Resource Conservation Management, and Sustainable Building Design. Students completing the course with a "B" or better earn college credit in Environmental Sustainable Design through an articulation with Cascadia Community College and students have the opportunity to earn college credit with the University of Washington- ATMS Climate and Climate Change-5 credits.

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? : 100%

What percentage of students completed such a project last year? : 100%

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

School vegetable garden

Outdoor classroom

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?

10%

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 students have participated in service learning projects at 21 Acres, a sustainable farming project in the Sammamish Valley since the fall of 2005. Teams participate in outdoor farm activities, learn about waste and toxicity reduction, sustainability, resource/energy conservation, and biological diversity. Students discover how harmful chemicals affect the food chain, our

bodies, and the planet. More conscientious about their personal, ecological footprint, students learn about how production and distribution systems impact the food supply. Strong connections have developed between our school and civic leaders through these activities. SAS has twice been awarded King County's Earth Hero Award for its involvement in this cutting-edge environmental service learning project. Students are creating an "Art and Edibles Garden" on campus. They are designing, planting and maintaining the garden by spreading topsoil and composting. Flowers and garlic bulbs have been planted, as well as a cover crop. Gravel paths provide easy access to the compost, which is currently in use and a worm bin will be added next. Large pots which will contain herbs and edible salad greens are planned. This garden is a dynamic, evolving, living project that includes aesthetics, science, and life skills.

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)

This program is geared to prepare students to be environmental leaders while empowering them to be knowledgeable and thoughtful about environmental issues. Also, the program consistently provides students with learning opportunities to plan, design, develop, measure, manage, and market a wide range of industry standard, conventional, and new innovative energy related systems and processes. This past year, students had the pleasure of participating in "McKinstry Monday's". This program brought in different McKinstry professionals into the classroom each Monday to teach the 8 basic concepts of the LEED- Leadership in Energy & Environmental Design (Sustainable Sites, Water Quality, Energy & Atmosphere, Materials & Resources, Indoor Air Quality, Innovation In Design, and Regional Priority). Each McKinstry Professional was an expert in each one of the LEED units which brought relevance and a personal connection to the curriculum being taught. We have participated in touring and learned more about the Brightwater Waste Management project in Woodinville. This facility features an outdoor education program as well as an Education component. Other examples of classroom instruction mirroring the world beyond the classroom include partnership projects with 21 Acres, a local sustainable farming community, General Biodiesel & the creation of their own biodiesel to be tested by the industry, Tesla Motors of Seattle and the field trip to the showroom, and Snohomish County PUD and Bonneville Environmental Foundation participating in energy auditing to name a few. Service learning activities on campus include meeting with leaders from such groups as Full Circle Environmental Inc. and King County's Triangle Associates to develop a plan for a less hazardous, more "green" environment at SAS.

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)

Sustainable Engineering & Design students at SAS participate in a variety of extracurricular activities related to the course. Examples are participating in the Cascadia Community College ETSP program symposium, competing in the WSU Imagine Tomorrow competition, participating in community service projects with local sustainable farming community 21 Acres, attending numerous study sessions, book readings, presentations at the University of Washington- all related to environment and sustainability issues. We continue to connect our students with industry professionals via SKYPE, classroom visits, and mentoring during the WSU Imagine Tomorrow Competition. On numerous occasions, the founding faculty member of Cascadia Community College's Environmental Technology & Sustainable Practices program comes to the SED program to speak with the students, share what is happening at the college, and even participates in delivering lessons! In addition, the SED students participate in the college's quarterly assessment fair, both as exhibitors and judges. Also, the Sustainability Engineering & Design program has an incredible website that is used to connect with students, parents, businesses, legislators, and industry professionals. www.sedlabs.org. In addition to the website, SEDlabs is featured on Twitter, YouTube, and LinkedIn. Students are encouraged to blog on current issues related to sustainability.

13. Thank You!

Email Confirmation

Feb 14, 2012 22:39:15 Success: Email Sent to: vpuckett@nsd.org