



## 2012-2013 School Nominee Presentation Form

### **PART I - ELIGIBILITY CERTIFICATION**

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#### **School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes 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 has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. DEPARTMENT OF EDUCATION  
**GreenRibbonSchools**

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

Official School Name Glacier Park Elementary  
(As it should appear in the official records)

School Mailing Address 23700 SE 280<sup>th</sup> Street  
(If address is P.O. Box, also include street address.)

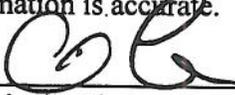
Maple Valley WA 98038  
City State Zip

County King State School Code Number\* 4453

Telephone (425) 413-3700 Fax (425) 432-6795

Web site/URL www.tahomasd.us/SubSite/GPES/index.html E-mail cthomas@tahomasd.us

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

 Date 2/6/13  
(Principal's Signature)

Name of Superintendent\* Mr. Mike Maryanski  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Tahoma School District No. 409 Tel. (425) 413-3400

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

 Date 2/6/13  
(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 jurisdiction's highest achieving green school efforts in approximately 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.

**PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

**Instructions to Nominating Authority**

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

**Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes 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 is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

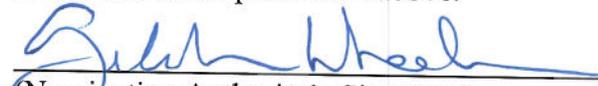
Name of Nominating Agency WA State Office of Superintendent of Public Instruction

Name of Nominating Authority: Ms. Gilda Wheeler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



school meets the provisions above.

  
(Nominating Authority's Signature)

Date: February 11, 2013

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

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

#### **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](mailto: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.

New ideas and practices are easy to start. The challenge is how to sustain good ideas and make them part of the culture. At Glacier Park Elementary School, ideas about recycling, reusing and conserving resources began with a few simple things, such as recycling milk cartons or creating an organic garden. Now, only a few years after those humble beginnings, Glacier Park has added something new each year and is embracing the challenge of finding even more ways to reduce our environmental impact and increase our sustainability knowledge and practices.

With assistance from the King County Green Schools Program, our school took its first steps toward sustainability by setting up the lunchroom, classrooms, and office to recycle waste. We educated staff and started a Green Team composed of both staff and fifth-grade students. We worked with community partners, including Waste Management and Cedar Grove Composting. We reduced our waste from three garbage pickups a week to only one. This was primarily accomplished by composting food waste. We also recycle Capri Sun drink pouches and chip bags to reduce garbage. This lessens our environmental impact and creates a substantial cost savings for the district.

We're getting better at conserving energy, too. Our building is older but the school district is making progress toward better energy efficiency. Last summer, the district and McKinstry Co. oversaw the enveloping of the building. Programmable thermostat units are being installed in portable classrooms to provide better temperature control and to reduce heating when classrooms are not in use. Additionally, the district is replacing damper motors to increase efficiency.

Cleaning supplies used in the building are 75% "green" and the school's head custodian reports that we use microfiber wet and dry mop heads that can be laundered on site instead of using a mop-laundering service. This decreases our environmental footprint and saves money. We have discontinued using aerosol cans as well. Our custodian, Connie Jo Erickson, is recognized as a leader in identifying and implementing ways we can be better custodians of our planet. She is an inspiration to our students and staff and works tirelessly to ensure we are doing all that we can to reduce waste and use resources wisely.

Sustainability is part of Tahoma School District curriculum, so our students have the opportunity to learn in real-world situations how to be better stewards of their environment. Students work in our vegetable garden, pick up litter, participate in planning and maintenance of our rain garden, conduct scientific observations and are literally surrounded by examples of efforts being made by adults and students to sustain the environment. Because of our school district's emphasis on sustainability, we believe that our students will continue to be positive contributors to environmental awareness as they progress through school and into adulthood. Our program is intended to grow for the long-term, becoming an essential element of each child's education. We want them to understand that caring for the Earth equates to caring for each other. One very obvious example is the food produced in our school's vegetable garden. All produce grown in the garden is donated to the Maple Valley Food Bank: Last year we donated more than 300 pounds.

Sustainability concepts and examples are woven throughout regular curriculum. Students at grades 3 and 4 participate in semester-long integrated units that focus on sustainability. At Grade 3, students learn about the challenges of preserving and protecting salmon, including how salmon depend on water quantity and quality to survive. The students visit the Landsburg Diversion Dam on the Cedar River to see how fish ladders work. Students learn how water needs for both humans and salmon can be balanced. Students apply problem solving to develop rules that will support water quality and conservation. They are formally introduced to the concept of sustainability, learning how to balance

human needs with the needs of the environment. At Grade 4, students explore sustainability connected to resources in Washington state. They study forestry, learning the concept of "renewable resources." They practice critical thinking as they consider land management issues. Students learn how government legislation can preserve natural resources such as our local Shadow Lake Bog and our national park system. Students plan a virtual trip to a national park and teach others about the importance of sustaining these unique areas for future generations. The goal of both units is to create environmentally responsible citizens who are committed to a sustainable future.

We believe that the knowledge our students acquire around sustainability will multiply as they move through our school system and into their adult lives. It is our hope that they can look back at their experiences at Glacier Park Elementary and see that they continue to have meaning and application in all phases of their lives.

## OSPI Green Ribbon Schools Reviewer Scoring Sheet and Rubric

Name of School: **Glacier Park Elementary**      Average Total points: **64/100**      5 Reviewers

Green Ribbon Pillar and Elements		Reviewer Notes	Points
<b>Summary Narrative</b>			
A helpful narrative brings to life the facilities, operations, and curricular activities described in the application and demonstrates how sustainability is integrated into the life of the school.		Wonderful growth and development of an E/S school well connected with community. Energy, waste, cleaning, student participation, real-world experience. Have reduction in irrigation. 16% indoor must mean cut-back. Impressive progress.	N/A
<b>Cross Cutting Questions – 5 Points</b>			
<b>Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.</b>			
1 pt	2-3pts	4-5 pts	
School participates in a program that benchmarks progress.	In addition, school has received one award.	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program.	<b>4.8</b>
<b>Pillar I: Reduce Environmental Impact and Costs – 30 Points</b>			
<b>Element IA: Increased energy conservation and efficiency 15 pts</b>			
1-5 pts	6-10pts	11-15 pts	
School demonstrates some reduced energy use	<ul style="list-style-type: none"> <li>School has an Energy Star rating and an Energy Master Plan</li> <li>Demonstrates substantial reductions in electricity and heating energy use and carbon footprint</li> <li>Generates or purchases some renewable energy</li> <li>Has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent</li> <li>Measures and offsets some</li> </ul>	<ul style="list-style-type: none"> <li>School has an Energy Master Plan</li> <li>Is Energy Star rated above 90</li> <li>Demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more;</li> <li>&gt;50% of energy use comes from renewable sources</li> <li>Offsets a <i>substantial</i> amount of its remaining footprint</li> <li>Has received green building recognition at the Gold or higher for all new, renovated, and existing buildings</li> </ul>	<b>18</b>
		21% reduction in energy use is significant, but no Energy Star Label Good thoughtful efforts here by team. Would have scored higher, but they aren't alternative fuel. Many great programs underway.	

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	of its remaining carbon footprint	
<b>Element IB: Improved water quality, efficiency, and conservation 5 pts</b>		
1 pt	2-3 pts	4-5 pts
<ul style="list-style-type: none"> <li>The school protects its water from contaminants</li> <li>Cleans its drinking water fountains</li> <li>Controls lead in drinking water</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School has smart irrigation and landscaping that is water-efficient</li> <li>Conducts annual water audits and controls leaks</li> <li>Installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances)</li> <li>Can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline</li> <li>Has some amount of grounds devoted to ecologically beneficial uses</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline</li> <li>Uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting)</li> <li>Provides <i>only</i> water-efficient fixtures</li> <li>Uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling stormwater runoff; reducing impermeable surfaces)</li> <li>Devotes substantial amount of grounds to ecologically beneficial uses</li> </ul>
<b>Element IC: Reduced waste production 5 pts</b>		
1-2 pts	3-4 pts	5 pts
<ul style="list-style-type: none"> <li>School monitors its hazardous waste and disposes of it as required by state law</li> <li>Has a recycling program that diverts 20% of its solid waste (but no organics/ compost)</li> <li>Purchases some paper with <i>some</i> recycled content</li> <li>Uses <i>some</i> "third-party certified" cleaning products and describes a few creative ways the school community practices the 4Rs (Reduce, Reuse, Recycle, Rot)</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School also has a pollution prevention approach to reduce the use of hazardous chemicals</li> <li>Recycles computer and electronics responsibly</li> <li>Purchases some electronics with E-PEAT certification</li> <li>Uses <i>substantial</i> amount of "third-party certified" cleaning products</li> <li>Has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste)</li> <li>Purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content</li> </ul>	<p>Very good recycling and waste diversion programs and very low waste / person (.03)</p> <p>The waste program seems to be the most progressive.</p> <p>Hazardous waste is not accounted for, does not mention fluorescent light bulbs, toner ink, batteries or other electronics, no post-consumer or responsibly harvested paper products.</p>



			standards <ul style="list-style-type: none"> <li>Describes several creative ways the school community practices the 4Rs</li> </ul>	
<b>Element ID: Alternative transportation 5 pts</b>				
1-2 pts      3-4 pts      5 pts				
<ul style="list-style-type: none"> <li>School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes</li> <li>Has some percentage of students that do not drive in a single vehicle to school</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School has a high percentage of students that do not drive in a single vehicle to school</li> <li>Participates in Safe Routes to Schools and identifies safe pedestrian routes</li> <li>Adopts a policy to promote active transportation</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School has alternative-fuel buses and other creative means of promoting alternative transportation</li> </ul>	No mention of any policy for active transportation	
<b>Additional efforts towards Pillar 1</b>				
<p>School has at least one innovative or unique practice and/or partnership to help reduce its environmental footprint (could be related to footprint monitoring, access to community expertise, training, in-kind support, student/community engagement, contests, or other practices).</p>	<p>School has at least two innovative or unique practices and/or partnerships to reduce its footprint.</p>	<p>School has at least three or more innovative or unique practices and/or partnerships to reduce its footprint.</p>		N/A

<b>Pillar II: Improve Health and Wellness of Students and Staff – 30 Points</b>				
<b>Element IIA: An integrated school environmental health program 15 pts</b>				
1-5 pts      6-10pts      11-15 pts      Points				
<ul style="list-style-type: none"> <li>School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials</li> <li>Can report volume of pesticide use</li> <li>Ensures good ventilation</li> <li>Keeps relative humidity below 60%</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School tests classrooms for radon within last 24 months</li> <li>Implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors</li> <li>Implements an Indoor Air Quality Program equivalent to Tools for Schools</li> </ul>	<p>School has completed everything in this section and describes <i>numerous</i> aggressive approaches to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including, for example, environmental asthma triggers, pesticides, mold, mercury</p>	<p>Strong efforts of the green team are evident on this pillar. Doesn't have CO alarm and says it has no combustion appliances, but most likely has a gas boiler. Doesn't mention mold detection. Outsources pesticide</p>	<b>16.6</b>

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<ul style="list-style-type: none"> <li>• Contains no mold</li> <li>• Has CO alarms and inventory of appliances</li> <li>• Complies with radon laws</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces some environmental asthma triggers</li> <li>• Actively manages chemicals</li> <li>• Describes <i>several</i> measures to protect student and staff health and safety</li> </ul>	applications, no IPM plan.
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Element IIB: Nutrition and fitness 15 pts		
1-5 pts	6-10pts	11-15 pts
<ul style="list-style-type: none"> <li>• School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors</li> <li>• Has an on-site food garden</li> <li>• Participates in some nutrition program</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>• School participates in a farm-to-school program</li> <li>• Participates in USDA or other nutrition program at a high level</li> <li>• Students participate in Sunwise-type program</li> <li>• Some food purchased is certified organic</li> <li>• Food from school garden is eaten by students or community</li> <li>• Compelling description of student outdoor activities</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>• School also purchases a <i>substantial amount</i> of food certified organic</li> <li>• Reduced UV and heat exposure</li> <li>• More than 50% of physical education annually takes place outdoors</li> <li>• Describes unique and innovative practices and partnerships to promote healthy nutrition, and high quality outdoor time</li> </ul>
<p><b>Additional efforts towards Pillar 2</b></p> <p>School has at least one innovative or unique practice and/or partnership to improve nutrition and fitness.</p>		
<p>School has at least three or more innovative or unique practices and/or partnerships to improve nutrition and fitness.</p>		<p>I applaud that the garden is used as a way to help some students connect with nature as a way to foster balance. Established garden, standard phys ed, field trips. Social and emotional wellbeing are emphasized here.</p>
		N/A

Pillar III: Environmental and Sustainability Education – 35 Points			Reviewer Notes	Points
<p><b>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems 20 pts</b></p>				
1-5 pts	6-10pts	11-15	15-20	
<ul style="list-style-type: none"> <li>• School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades</li> <li>• Includes <i>limited</i> E/S concepts in</li> </ul>	<ul style="list-style-type: none"> <li>• School integrates E/S concepts into <i>many</i> subjects</li> <li>• Integrates E/S into <i>some</i> class and school assessments</li> <li>• &gt;50% of teachers participate in <i>occasional</i> E/S</li> </ul>	<ul style="list-style-type: none"> <li>• School focuses E/S literacy on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems</li> <li>• Incorporates E/S themes and topics in <i>many</i></li> </ul>	<ul style="list-style-type: none"> <li>• School has an E/S <i>matriculation requirement</i> which is focused on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems</li> </ul>	<p>Have a number of inter-related programs and experiences. It's not clear how many teachers participate in E/S PD. Engineer careers, and offers courses to the teachers.</p>
<ul style="list-style-type: none"> <li>• School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades</li> <li>• Includes <i>limited</i> E/S concepts in</li> </ul>				25

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<ul style="list-style-type: none"> <li>• <i>some</i> assessments &lt;20% of teachers participate in <i>occasional</i>/ E/S professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• professional development opportunities</li> <li>• Enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career</li> </ul>	<ul style="list-style-type: none"> <li>• grades, subjects, classroom and school assessments</li> <li>• <i>Students are proficient in these assessments</i></li> <li>• &gt;75% of teachers participate in one or more E/S professional development opportunities <i>annually</i></li> <li>• Inquiry- and project-based learning activities are described</li> </ul>	<ul style="list-style-type: none"> <li>• Fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades</li> <li>• &gt;50% of the school's eligible graduates enroll in AP environmental science during their high school career</li> <li>• Inquiry-based, project-based activities are described</li> </ul>	<ul style="list-style-type: none"> <li>• Not all grades have civic projects, has a fair amount of community involvement.</li> <li>• The Secret Garden sounds like a beautiful living curriculum laboratory.</li> <li>• I love the secret garden.</li> </ul>
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<b>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 pts</b>				
<b>1-3 pts</b>				
<ul style="list-style-type: none"> <li>• School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers</li> <li>• Provides <i>some</i> additional evidence about links to STEM</li> </ul>	<p style="text-align: center;">4-5 pts</p> <ul style="list-style-type: none"> <li>• School <i>frequently</i> integrates E/S concepts into STEM courses</li> <li>• Curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs</li> <li>• Offers E/S related Career Technical Education courses</li> <li>• Provides a <i>substantial</i> amount of additional evidence about links to STEM education</li> </ul>			
<b>Element IIIC: Development and application of civic engagement knowledge and skills 10 pts</b>				
<b>1-3 pts</b>				
<ul style="list-style-type: none"> <li>• School has civic projects related to environment and sustainability in <i>some</i> grades</li> <li>• Occasional meaningful outdoor learning experiences in a <i>few</i> grades</li> <li>• A <i>few</i> community partnerships, perhaps only involving donations of funds/supplies</li> </ul>	<p style="text-align: center;">4-7 pts</p> <p>In addition</p> <ul style="list-style-type: none"> <li>• School employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences</li> <li>• Projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework</li> </ul>	<p style="text-align: center;">8-10 pts</p> <ul style="list-style-type: none"> <li>• School receives full credit when <i>all</i> grades have civic projects</li> <li>• When <i>all</i> grades have meaningful outdoor learning experiences</li> <li>• When the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community.</i></li> <li>• Higher points for inspiring and creative projects and partnerships</li> </ul>		
<b>TOTAL POINTS (100 possible)</b>				

# 2013 Green Ribbon Schools Application

Response ID: 38 Data

## 3. New Page

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### School Contact Information

**School Name**

Glacier Park Elementary

**Street Address**

23700 SE 280th

**City**

Maple Valley

**State**

WA

**Zip**

98038

**School Website**

[www.tahomasd.us/subsite/GPES/index.html](http://www.tahomasd.us/subsite/GPES/index.html)

**Principal First Name**

Christopher

**Principal Last Name**

Thomas

**Principal Email Address**

[cthomas@tahomasd.us](mailto:cthomas@tahomasd.us)

**Principal Phone Number**

(425)432-7294

**Lead Applicant First Name**

Kevin

**Lead Applicant Last Name**

Patterson

**Lead Applicant Title**

Public Relations Officer

**Lead Applicant Email**

[kpatters@tahomasd.us](mailto:kpatters@tahomasd.us)

**Lead Applicant Phone Number**

425-413-3409

Level

Elementary (PK - 5 or 6)

**School Type**

Public

**School Setting**

**Fall 2012 total enrollment**

844

**2011 - 2012 attendance rate**

**Graduation rate (if applicable)**

**Student demographics**

- Percent of students who qualify for free or reduced price lunch : 8.8
- Percent of English language learners at school : 2.3
- Percent of special education students at school : 8.4
- Percent of non-white students at school : 17

**District and Code**

Tahoma School District - 17409

**My school's Educational Service District (ESD):**

*Don't know your ESD? [check out our interactive state map](#).*

Puget Sound ESD 121

4. New Page

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**Summary Narrative**

**Please summarize your school's efforts in all three pillars. You should focus on unique and innovative practices and partnerships. (800 word maximum)**

Glacier Park Elementary School began its sustainability journey about 5 years ago, when our principal and head custodian became interested in the King County Green Schools Program and started a lunchroom recycling emphasis. From that simple beginning, our school has added something new each year and is embracing the challenge of finding even more ways to reduce our environmental impact and increase our sustainability knowledge and practices.

With assistance from the King County Green Schools Program, our school took its first steps toward sustainability by setting up the lunchroom, classrooms, and office to recycle waste. We educated staff and started a Green Team composed of both staff and fifth-grade students. We worked with community partners, including Waste Management and Cedar Grove Composting. We reduced our waste from three garbage pickups a week to only one. This was primarily accomplished by composting food waste. We also recycle Capri Sun drink pouches and chip bags to reduce garbage. This lessens our environmental impact and creates a substantial cost savings for the district. Our building is older but the district is making progress toward better energy efficiency. This summer, the district and McKinstry Co. oversaw the enveloping of the building. Programmable thermostat units are being installed in portable classrooms to provide better temperature control and to reduce heating when classrooms are not in use. Additionally, the district is replacing damper motors to increase efficiency. Cleaning supplies used in the building are 75% "green" and the head custodian reports that we use microfiber wet and dry mop heads that can be laundered on site instead of using a mop-laundering service. This decreases our environmental footprint and saves money. Our custodian also reports that we have discontinued using aerosol cans.

Sustainability is part of Tahoma School District curriculum, so our students have the opportunity to learn in real-world situations how to be better stewards of their environment. Students work in our vegetable garden, pick up litter, participate in planning and maintenance of our rain garden, conduct scientific observations and are literally surrounded by examples of efforts being made by adults and students to sustain the environment. Because of our school district's emphasis on sustainability, we believe that our students will continue to be positive contributors to environmental awareness as they

progress through school and into adulthood. Our program is intended to grow for the long-term, becoming an essential element of each child's education.

## 5. New Page

**1. 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 Schools	Level 3
2		
3		
4		
5		

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

Yes

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

	Award	Year Received
1	Washington State Green Ribbon Schools Pillar 3 Environmental and Sustainability Education	2012
2	Cerified Wildlife Habitat awarded by the National Wildlife Federation	2012
3	Glacier Park Elementary School attained Level Three of the King County Green Schools program.	2011
4	Earth Heroes at School Award (King County Green Schools Program); teacher Cathy Haws and head custodian Connie Jo Erickson were recognized for their efforts to promote recycling, composting and educating students about sustainability. Attained Level Two of the King County Green Schools program.	2010
5	Earth Heroes at School Award (King County Green Schools Program). The school was recognized for its milk carton recycling program, led by its Green Team.	2008

## 7. New Page

**3. Has your school received EPA ENERGY STAR certification?**

No

**Please provide the following information**

**4. Can your school demonstrate a reduction in GHG emissions?**

No

**Please provide the following information:**

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

Yes

**Please provide the following information:**

Percentage reduction : 21%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 09/2008-08-2012

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

Current energy usage (kBTU/student/year) : 4,023

Current energy usage (kBTU/square foot/year) : 56

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

	Type(s)	Percentage(s)
On-site renewable energy generation		0
Purchased renewable energy		0
Non-renewable energy	Natural Gas	28%

**7. In what year was your school constructed?**

1996

**8. What is the total square footage of your school?**

63,969

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

No

**Please provide the following information:**

	New construction	Renovated building(s)
What percentage of the building area has achieved green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)?		
Which certificate did the school receive and at what level?		
What is the total building area (in sq. ft.)?		

**8. New Page**

**10. 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 of reduction in domestic water use : 16%

Percentage of reduction in irrigation water use : 66%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 09/2008-08-2012

How did you document this reduction (eg. ENERGY STAR Portfolio Manager, school district reports)? : Utility Manager, School District Reports

Average baseline water use rate (gallons/occupant) : 3,950

Current water use rate (gallons/occupant) : 1,794

**11. Please provide the following information about your school's landscaping:**

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : Plants are in designated flower beds in front of the building and other planting areas. They include: Rhododendrons, Butterfly bush, lilac, sedum, smoke bush, Ocean Spray, daffodils, tulips, lupine, junipers, cherry blossom. All plants in the school garden are native. The school campus is bordered by second-growth fir trees and native ground vegetation, such as salal and ferns.

**12. Please describe the alternate or non-potable water sources used for irrigation. (Maximum 50 words)**

The Green Team established two water barrels by portable classrooms closest to the garden. The reclaimed water is used to irrigate some of the raised beds. Pacific Northwest rains help our barrels to be full most of the time, providing about 20 percent of water used in the garden beds.

**13. Please describe efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (Maximum 50 words)**

Rain garden installation in spring 2012 partnering with the City of Maple Valley. A section of the sidewalk was removed and replaced with permeable concrete. The rain garden diverts rain water from the southwest corner of the building. The retention pond on the site was replaced to increase stormwater retention.

**14. Our school's drinking water comes from:**

Municipal water source

**Please describe how the water source is protected from potential contaminants. (Maximum 50 words)**

**15. Please describe how you control lead in drinking water. (Maximum 50 words)**

All plumbing replacements and repairs are made with lead-free solder. Two filtered water bottle filling stations have been installed. Water quality is monitored regularly. Forty monthly random water samples are taken and independently tested with results submitted to the DOH. An annual water quality report is public information.

**16. What percentage of your school grounds are devoted to ecologically beneficial uses (e.g. rain gardens, cisterns and grey water saving, native plant sinks, living walls, plants and flowers that encourage pollination)?**

Approximately 20% of the school grounds are devoted to ecologically beneficial uses. Our rain garden was planted with pollinator friendly plants, we have two rain barrels in the garden, a portion of the garden fence is lined with used gutters for a vertical lettuce and radish garden, there are two large storm ponds on the front and east side of the building that divert stormwater from the playfield and parking lots for slower filtration into the soil.

9. New Page

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**17. 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). : 32

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 64

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). : (1x1x4) 4

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 4 Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 68

Monthly waste generated per person =  $(A/\text{number of occupants})$  :  $32/804 = .0398$

**18. 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?**

0%

110

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

100%

**20. Please list the types and amounts of hazardous waste generated annually by your school in each category**

	Type(s)	Amount (in lbs.)
Flammable liquids		0
Corrosive liquids		0
Toxics		0
Mercury		0
Other		0

**21. How is hazardous waste disposal tracked?**

A log sheet is kept in the head custodian's office. No hazardous materials have been used, or recorded.

**22. Please describe other efforts to reduce solid waste and eliminate hazardous waste. (Maximum 100 words)**

Recycling rate increased from 10 to 68%, saving \$7,000 annually. In 2008-09, we began lunchroom waste composting, and milk carton recycling. Lunchroom garbage reduced by 80 percent, 80 bags to 16 with annual diversion of 600+ cubic yards of waste from the landfill. Green Team organized waste-free lunch challenges educate peers on packing a waste-free lunch. Displays inform and encourage participation. Grade-level competition kick off and continue momentum. Garbage is reduced to one bag per day. The district Green Team Leaders are proclaiming Wednesdays Waste Free. Our goal is to eliminate the need for a garbage can on Wednesdays.

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

Which green cleaning custodial standard is used? : Purchasing Green Seal cleaning products

What percentage of all products is certified? : 50%

What specific third party certified green cleaning product standard does your school use? : The Hillyard chemical management system is what we currently use. All chemicals we use are either Green Seal Certified or U.S. Environmental Protection Agency Registered.

**10. New Page**

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

72%

**25. How is this data collected and calculated? (Maximum 50 words)**

72% of students either walk, bike, or take the bus, 54% ride the bus, according to October bus counts used for apportionment. 18% walk or ride bikes, according to crossing guard census. The remaining 28% arrive via individual vehicle driven by parents or carpool.

**26. Has your school implemented any of the following? (Please check all that apply)**

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.

Safe Pedestrian Routes to school.

**Please describe your Safe Pedestrian Routes program including activities and communication.**

**(Maximum 50 words)**

Each fall, the Green Team sponsors a "Walk and Roll to School" event. Classrooms make posters to describe the benefits of walking, riding the bus or riding a bike to school. Adjacent neighborhoods have sidewalks students can use. There are crossing guards on the street in front of the school.

**27. Please describe how your school transportation use is efficient and has reduced its environmental impact. (Maximum 50 words)**

Catalytic converters have been installed on all buses. All new bus purchases include urea diesel exhaust fluid systems to reduce diesel emissions. All school districts in the state are evaluated on their transportation efficiency through the STARS program. The District was awarded a 100% efficiency rating.

11. New Page

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**28. This is the end of Pillar 1. Please describe any other efforts your school has made toward reducing environmental impact with a focus on innovative or unique practices and partnerships. (Maximum 100 words)**

Students posted signs in all rooms: "The power is in your hands... turn off the lights." Staff removed personal electric appliances. Weekend and vacation energy savings are implemented. Students conduct energy audits, rewarding classrooms with stickers when lights are out in unoccupied rooms. Green Team hosts a walk-to-school campaign each fall. Custodians use nontoxic cleaning products and cold water. Weather stripping is used on all doors and windows. Damper motors were replaced in the heating boiler; programmable thermostats were installed in portable classrooms. Student Green Team emphasizes waste-free lunch and no-idling programs for vehicles.

13. New Page

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**29. What is the volume of your annual pesticide use (gallon/student/year)?**

Minimal

**30. Please describe your efforts to reduce pesticide use. (Maximum 50 words)**

The District uses almost no pesticides. Small projects that require treatment are outsourced to a third-party professional. In the garden we use only natural pesticides such as soaps, vinegar, and lady bugs.

**31. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Please check all that apply)**

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to eliminate exposure.

**Please describe the specific actions you have taken to remove elemental mercury from your school. (Maximum 50 words)**

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury. All disposal of unwanted laboratory chemicals, thermometers and other devices was in accordance with federal, state, and local environmental regulations.

**Please describe the specific actions you have taken to ensure that frequently occupied rooms test below 4 pCi/L for radon. (Maximum 50 words)**

Radon testing and actions have not been prioritized in our area. Glacier Park Elementary School is sited in an area the EPA

has rated as a Zone 3 county with a predicted average indoor radon screening level of less than 2 pCi/L.

**Please describe the specific actions you have taken to eliminate exposure to chromate copper arsenate. (Maximum 50 words)**

Wood treated with CCA no longer used. Pressure treated wood is limited to student gardens, portable ramps, and playground equipment. Student gardens built with CCA-free treated lumber. As ramps are repaired and replaced, metal decking is used. Monthly inspections of playground equipment with repairs and replacements being CCA free.

**32. If your school has combustion appliances, are you taking steps to protect occupants from carbon monoxide?**

Our school does not have combustion appliances

**Please describe the specific actions you have taken to protect occupants from carbon monoxide. (Maximum 50 words)**

**33. Please describe how your school manages chemicals routinely used in the school (e.g. adhesives, science lab supplies) to minimize occupant exposure. (Maximum 100 words)**

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.

**34. Please describe the actions your school takes to prevent exposure to asthma triggers in and around the school. (Maximum 100 words)**

All filters are changed semiannually and inspected by the HVAC mechanic on a regular basis. Students and staff are encouraged not to wear any scents or perfumes as they may be asthma triggers.

**35. Please describe the actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when found. (Maximum 100 words)**

Custodians and maintenance personnel are trained to monitor regularly for leaks and condensation. Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage. All issues identified are addressed immediately. Any mold found is removed and all surrounding areas are cleaned with bleach and water. Humidity is controlled by the HVAC system and proper use of outside air (20%).

**36. Our school has installed local exhaust systems for major airborne contaminant sources.**

No

**37. Please describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (Maximum 100 words)**

The district has hired a fulltime state licensed HVAC mechanic who oversees the system. This individual monitors the system to ensure proper ventilation (20% outside air). Recently all economizers have been replaced to be more efficient and reliable. All filters are changed semiannually by the custodial staff and inspected by the district HVAC mechanic. Any air quality concerns are sent directly to the district insurance representative who works closely with the district insurance company and maintenance department to address any concerns or issues.

**38. Please describe the actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (Maximum 100 words)**

The District maintains a 20% outside airflow at all times, which exceeds standards. The system is monitored by the head custodian and HVAC mechanic. Any issues found are addressed immediately.

**39. Please describe any other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive**

**inspections of the school facility to identify environmental health and safety issues and take corrective action. (Maximum 200 words)**

Periodic inspections are made by the District Resource Conservation Manager and Industrial Hygiene Consultant. Any issues found are investigated and resolved by the District.

**14. New Page**

**40. 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 Coordinated School Health program.
- Our school manages a food garden either on-site or in close proximity to our building.
- Our school garden supplies food for our cafeteria or other community resource (cooking class, food bank, etc.).
- Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.
- At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.
- Our school integrates health measures into assessments.

**Your school's USDA Healthier School Challenge**

**Please describe your school's Farm to School partnership. (Maximum 100 words)**

**Please list the types and percentages of your school's food that are certified "environmentally preferable."**

	Type (fresh produce, dairy, etc.)	Percentage
1		
2		
3		
4		
5		

**Please describe your school's food garden. Please include your garden's size and year of inception. (Maximum 100 words)**

In 2005 the school garden began with a high school student's Eagle Scout Project. Our garden has expanded each year since to now include over 700 square feet with 14 raised 4' X 8' beds, a vertical garden on a chain link fence, three drums for potatoes, a large pyramid of auto tires for strawberries, a worm bin, and a compost bin. Many students regularly work in the garden and our Dean of Students has found that for some of our most challenged behavior students the work in the garden is rewarding and allows for behavior self-management.

**Please describe where and how the food from your school garden is used. (Maximum 100 words)**

We are committed to students acquiring our district goals, one being Community Contributor. Glacier Park's school garden is a community garden, which helps students understand how contributing to the community helps others live a better life. All produce grown in the garden is donated to the Maple Valley Food Bank: Last year we donated more than 300 pounds. The garden provides opportunities for students to contribute to the community and often students encourage their parents to plant a garden and donate surplus produce to the food bank. This year we hope to increase our contribution by incorporating vertical garden space.

**Please describe your school's physical education program. (Maximum 100 words)**

Glacier Park health and fitness education is committed to providing every student the knowledge, skills, and opportunities to achieve and value lifetime personal wellness. Our health and fitness program is divided into activity units and wellness-strand lessons. Wellness-strand lessons are integrated throughout the school year and are taught in conjunction with activity units.

Wellness-strand lessons include fitness concepts and healthy choices.

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 100 words)**

Elementary Health and Fitness emphasizes healthy choices that promote activities easily replicated outside school. One unit focuses on recess games, teaching the children how to take advantage of recess time through positive participation and outdoor climbing structures. Students participate in nature walks and enjoy the beauty of the Glacier Park site. Opportunities for children to play outside is a priority. Work in the school garden has become an option for students to self-manage behavior and is open during recess for harvesting, planting and weeding. All fifth graders participate in a three day overnight environmental camp.

**Please describe how you integrate health measures into your school's assessments. (Maximum 100 words)**

Health assessments are integrated on a daily basis. Daily assessments require thinking skills that place an emphasis on personal goal setting and decision making to achieve a healthy lifestyle. Daily assessments include student self- assessment and daily/weekly checks for understanding. Unit assessments help students connect classroom activities to a lifetime of personal fitness. Unit assessments include classroom-based assessments, fitness testing (cardio, muscular strength, muscular endurance, and flexibility) and self-assessments, which monitor personal progress and self-reflection.

## 15. New Page

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**41. This is the end of Pillar 2. Please describe any other efforts your school has made to improve nutrition and fitness. Please highlight innovative or unique practices and partnerships. (Maximum 100 words)**

Annual building site goals include social and emotional health. Staff members mentor students identified as "at risk." Staff members check in with these students and take an interest in their day. We conduct annual student school climate surveys and identify areas of concern. Then, as a staff, we identify areas where we could make changes. The "Second Step" program is used as a social curriculum. Some fifth-grade students are trained as recess mentors and help students with conflict mediation. The "Roots of Empathy" program helps students interact with others. Foodservice uses no canned fruits or vegetables and no chocolate milk

## 17. New Page

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

- Our school has an environmental or sustainability literacy requirement.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Please describe your school's environmental or sustainability literacy requirement. (Maximum 200 words)**

Core curriculum units develop environmental literacy for all students. Units include outdoor learning experiences with civics components. Units integrate social studies with science, language arts, and the arts. At Grade 3, "Land and Water" integrates the study of salmon. Art integration occurs through creation of salmon rubbings. Students practice reading and writing skills, engaging with fiction and non-fiction text materials that include a dramatic production, "Come Back Salmon." Civics education is at the heart of the unit as students develop rules to address water conservation. New this year is the addition of a stormwater component with students observing and mapping stormwater on their campus and examining the function of a rain garden. At Grade 4, students learn how government legislation can preserve natural resources such as the Shadow Lake Bog and our national park system. Students plan a virtual trip to a national park and teach the importance of sustaining these unique areas for future generations. At Grade 5, students revisit Stormwater through an engineering design project. Outdoor learning instills a sense of stewardship for our environment, providing all students critical thinking skills and Habits of Mind needed to make

reasoned judgments about environmental issues.

**Please describe how environmental and sustainability concepts are taught and which subjects they are integrated into. (Maximum 200 words)**

Students at grades 3 and 4 participate in semester-long integrated units that focus on sustainability concepts. At Grade 3, students learn about the challenges of preserving and protecting salmon, including how salmon depend on water quantity and quality to survive. The students visit the Landsburg Diversion Dam on the Cedar River to see how fish ladders work. Students learn how water needs for both humans and salmon can be balanced. Students apply problem solving to develop rules that will support water quality and conservation. They are formally introduced to the concept of sustainability, learning how to balance human needs with the needs of the environment. At Grade 4, students explore sustainability connected to resources in Washington state. They study forestry, learning the concept of "renewable resources." They practice critical thinking as they consider land management issues. Students learn how government legislation can preserve natural resources such as our local Shadow Lake Bog and our national park system. Students plan a virtual trip to a national park and teach others about the importance of sustaining these unique areas for future generations. The goal of both units is to create environmentally responsible citizens who are committed to a sustainable future.

**Please describe how you integrate environmental and sustainability concepts into classroom based or schoolwide assessments, how you measure proficiency, and what percent of your students score "proficient" or better. (Maximum 200 words)**

At Grade 3, students complete "Whose Rule?," a state-developed classroom-based assessment. They apply their understanding of the needs of salmon, including water quality and quantity, to create a proposed class rule that will promote water conservation. Students work in small groups and develop an original poster to promote their rule. All participating students show evidence of meeting standard as defined by the project rubric. Students complete the "You Decide!" classroom based assessment at Grade 4, learning about local government by proposing a rule that would help to sustain the Shadow Lake Bog for future students to explore. Students consider the points of view of different stakeholders who have a vested interest in the bog, including scientists, Friends of the Bog, school children like themselves and the plants and animals that live there. They create a proposal that could be presented to the Maple Valley Community Council to raise awareness about the bog and to support actions we can take to ensure a safe and healthy environment. All students who participate show evidence of meeting standards as defined by the project rubric.

**Please describe professional development opportunities available to your teachers in environmental and sustainability standards. Please include the percentage of teachers who participated in these opportunities for the 2011 - 2012 school year. (Maximum 200 words)**

All Grade 3 teachers participated in training focused on water conservation, the life cycle of salmon, and how fish ladders work to preserve and protect salmon in preparation for the Grade 3 field experience to the Landsburg Diversion Dam. All 3rd grade teachers were also introduced to the new Stormwater curriculum, learning about rain gardens, grey and green infrastructure, and Best Management Practices (BMPs). Grade 4 teachers received training on the unique environment at the Shadow Lake Bog, including nature observation skills, critical thinking skills, and Habits of Mind. New teachers in these grade levels receive support prior to taking their children on the field experiences. Two individual teachers have attended the sustainability course that the district offers, taught by Peter Donaldson of Friends of the Cedar River Watershed. The new stormwater engineering curriculum for Grade 5 teachers is complete and teacher training is scheduled for Spring 2013.

**43. Does your school serve grades 9 - 12?**

No

**Please describe the academically rigorous coursework your school offers in environmental and sustainability studies. Include offerings such as AP Environmental Science and college in the high school courses. (Maximum 200 words)**

**44. Describe your students' meaningful outdoor learning experiences at every grade level. (Maximum 200 words)**

School sites have multiple outdoor learning spaces used by all grade levels and content areas for a variety of learning activities. At Glacier Park this includes the school gardens, native landscape plantings, retention pond, bordering forest, and a nature trail. In a current grant funded through State Farm Insurance, high school students are developing a district-wide campus master

plan and will identify sustainable infrastructure improvements that will be made that will also serve as additional teaching features to support the sustainability curriculum at each site. Demonstration projects include pervious pavement, cisterns, stormwater retention pond beautification, porous concrete, and bioswales. Off-site field experiences directly tied to curriculum include: Grade 1, Saltwater State Park beach life exploration; Grade 3, Landsburg Diversion Dam salmon ladders; Grade 4, Shadow Lake Bog; Grade 5, Camp Casey 3 day-Environmental Experience. In addition, optional zero hour (before and after school) opportunities exist for students and families to take advantage of enrichment learning. Outdoor learning is offered to all students in grades 3 and 5. Zero hour Green Team is offered to students in grades 2, 3, 4 and 5. Our extended daycare providers also use the outdoor classrooms to enrich learning and experiences for students.

## 18. New Page

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### **45. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics skills and content knowledge? (Maximum 200 words)**

Glacier Park Secret Garden is a community project. The project teaches students how to plant and maintain a garden. All the produce grown in the school garden is donated to the community food bank. Students often take the things that they learn from the garden and encourage their parents to grow a garden. Family gardening can help families live a more sustainable lifestyle and eat healthier. A Rain Garden Community Meeting was held after we started our rain garden to help encourage families to incorporate rain gardens into their landscape. This community project gave students a voice and gave them the opportunity to educate the community about pollution and its impact on salmon, ocean ecosystems, and quality of life for humans. The Green Team is sponsoring a sustainability fair this spring. The fair will be held on the same night as our annual, well attended Celebration of Learning. We will include displays from community businesses such as Cedar Grove Composting, Waste Management, and Puget Sound Energy. There will be student displays, including information on stormwater, rain gardens, vermiculture, recycling, and gardening.

### **46. How does your school use sustainability and the environment as a context for learning about green technologies and career pathways? (Maximum 200 words)**

This may be best illustrated through a glimpse into the new 5th grade stormwater curriculum, developing a deeper understanding of the serious issues facing our community with stormwater runoff. Grade 3 students study salmon habitat, including how stormwater is the number one polluter of the Puget Sound. The state and federal government have established strict regulations regarding stormwater management, including funding to employ engineers who specialize in stormwater solutions. Students will learn what these engineers do and replicate the thinking process they use when they problem-solve solutions to stormwater runoff. The three-week unit begins with investigating the role of the stormwater engineer using online resources, responding to research questions, and writing an essay explaining the role and job description for a stormwater engineer while practicing and applying the Common Core ELA standards. Students learn more about stormwater runoff and examine maps of their school yards to better understand the issues facing the stormwater engineers. Students then put on their engineering hats and look critically at the design of the school yard, the ideas generated to improve runoff, and consider stakeholders with any possible solution. After evaluating proposed solutions, the students will select one to actually implement.

## 19. New Page

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### **47. Describe your students' civic and/or community engagement projects integrating environmental and sustainability topics. (Maximum 200 words)**

The Call to Action culminating activities prompt students to explore issues and points of view in each of the core sustainability curriculum units. Grade 3—Whose Rule? Students brainstorm rules to conserve water. Students then take the ideas generated to develop a way to communicate a message to others about the importance of their rule to conserve water. Classroom Service Projects in Our Maple Valley Community make contributions to promote water or energy conservation, recycling, reuse, composting, beautification, education, or service. Grade 4—Student Reflection and Letter Writing. Students reflect on the core field experience by writing a letter to a board member of the Shadow Lake Bog, sharing new understanding from the field experience and supporting the work of the board to preserve and protect our community's natural treasure – the Shadow Lake Bog. Grade 4—You Decide. Students apply their learning to advocate for a particular position related to a unique local resource, the Shadow Lake Bog. Students identify a law they might propose in the interest of stakeholders to preserve and protect the Shadow Lake Bog. The authentic audience for the rule can either be the Maple Valley City Council or King County Department

of Natural Resources.

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

The Glacier Park Garden (named The Secret Garden) is a natural learning environment. Last year when we discovered aphids and ants on our apple trees we researched to find solutions and were able to study symbiotic relationships. The worm bin has led us to explore decomposers and the benefits of compost added to soil for growing vegetables. Life cycles of plants and insects are demonstrated in the garden in real time as our seeds mature into plants and then bear fruit and return to seed. This year we will add mason bees to our garden and see first-hand the importance of pollinators. Sustainable living is an important part of our outdoor learning. Last year, we noticed that the sprinklers used to water the raised beds were broadcasting water out of the box. We created an irrigation system that conserves water. This year when a King County trail near our school was renovated, we adopted the trail. Green Team walks the trail three times a year to pick up trash and report any maintenance needs to the county. Additionally, our garden includes a compost bin, two rain barrels and a greenhouse.

**49. Describe your partnerships and how they help your school achieve in the 3 Pillars. Include both the scope and impact of your partnerships. (Maximum 200 words)**

In the spring of last year the district partnered with the City of Maple Valley and Friends of Cedar River to install a rain garden at all the elementary schools. Students were active participants in determining the location, doing perk tests and planting. Signage educates families and visitors and our Green Team raised funds for recycled-material benches that were placed near the garden. A well-attended stormwater community event, planned and delivered by high school and elementary students, educated families on rain-garden building and benefits to Puget Sound. Third and fifth grade curriculum developed with community partner support focuses on stormwater. A spring Green Team sustainability fair educates students and families on environmental and sustainability issues. As a result, environmentally conscious students at all grade levels demonstrate their passion and knowledge, participating in real-world sustainability projects. Sustainability education is integral to our curriculum and the elementary experiences provide a foundation of units beginning in kindergarten and culminating in Grade 12 that use the environment as a context for learning, investigate environmental challenges, promote critical and creative thinking, and incorporate a call to action where students contribute to improving the local and world environment.

**21. Thank You!**

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**Email Confirmation**

Jan 04, 2013 17:12:09 Success: Email Sent to: kpatters@tahomasd.us

**Response Location**

**Country:** United States  
**Region:** WA  
**City:** Maple Valley  
**Postal Code:** 98038  
**Long & Lat:** Lat: 47.406101, Long:- 121.9953