



## 2012-2013 District Nominee Presentation Form

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

#### **District's Certifications**

The signatures of the district superintendent (or equivalent) on the next page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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 Green Ribbon Schools 2013 – District Award

Name of Superintendent\* Dr. Edward Lee Vargas  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Kent School District Tel. (253) 373-7701

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

[Signature] Date 2/1/2013  
(Superintendent's Signature)

**PART II – SUMMARY OF ACHIEVEMENTS**

**Instructions to District Superintendent**

Provide a concise and coherent "snapshot" that describes how your district 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 district worthy of the U.S. Department of Education Green Ribbon School District Award.

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

**Instructions to Nominating Authority**

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. 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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district 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.

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- 2. The district 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 Ms. Gilda Wheeler

Authority \_\_\_\_\_  
(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 district meets the provisions above.

Gilda Wheeler Date: February 11, 2013  
(Nominating Authority's Signature)

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.

## **Superintendent's Summary for Green Ribbon Award**

Located in Kent, WA, part of the Seattle metropolitan area, the Kent School District (KSD) is the fourth largest district in Washington State with over 27,000 students. It is the second largest employer in the area after the Boeing Company with 3,300 permanent and 800 temporary employees. Our district also partners with over 4500 volunteers to successfully prepare all students for their futures. KSD is the most diverse school district in the state of Washington with more than 138 languages spoken. For the past 15 years, Kent School District has demonstrated exemplary environmental stewardship with school construction and modernizations projects, reducing energy and water use and costs, school recycling efforts, improving health and wellness, and providing effective environmental education.

Kent School District Board of Directors and Strategic Planning Committee comprised of students, parents, teachers, administrators, staff members as well as business and community leaders developed and endorsed seven strategic goals to focus efforts on successfully preparing all students for their future. Three of the strategic goals: 1) Maximized Resources, 2) Safe, Sustainable, Healthy, and Respectful School Community, and 3) Effective Partnerships with Families, Community and Businesses all support the Green School effort that has been under way in our district.

In 1998, school design plans were in place to build a school that incorporated building systems to minimize the carbon foot print. Built in 2009, our newest school -Panther Lake Elementary School -has heating and cooling systems that use ground source heat to warm the building in the winter and cool the building in the summer. The success of this new green building design has become the "district standard." Now, as buildings are renovated and more buildings constructed, the Facilities and Construction Department continues to use energy and environmentally smart design elements to minimize operation costs and environmental impacts. Water conservation has become the district standard for all Kent School District facilities with the installation of low flow lavatories and motion sensors on all sink faucets.

To ensure a safe, sustainable, healthy and respectful school community is available to all students and staff, Kent School District implemented a district-wide indoor air quality management program. This program has established guidelines and procedures to maintain healthy and safe indoor environments and promotes best practices for optimal learning and teaching environs for all. As a result of this effort, Kent School District has received the U.S. Environmental Protection Agency's Excellence Award.

In partnership with King County, Kent School District actively participates in the King County Green School Program. 37 of our 41 schools participate in the county's Green Program with 25 achieving Level 1 status or higher. By incorporating the educational materials and hosting instructional assemblies provided by King County, school staff and students are environmentally conscious and able to apply environmental stewardship principals both inside and outside the classroom. Over the past few years, five schools and four teachers have received the King County "Earth Hero at School" award. The emphasis on reduce, reuse, and recycle has been integrated in all aspects of our district including our Information Technology Department. A computer donation program, "Bridging the Gap," recycles computers. The computers are refurbished and donated to qualifying families in the community. This

program connects families and students to technology opportunities to further support our efforts to prepare each and every student to compete globally in the 21<sup>st</sup> century.

In 2011, Kent School District implemented an Energy Savings Program. It is a behavioral change program that encourages all staff to work together to reduce energy consumption. By focusing on building operations, building mechanical systems, and raising awareness of staff and students, our district has substantially reduced energy consumption which has resulted in significant savings to an already reduced budget, and allowed the district to keep more teachers and instructional resources in our classrooms.

From our District Goals and environmental stewardship to reducing energy and water use, recycling efforts and providing effective environmental education, Kent School District provides a safe, sustainable, healthy learning environment for all students that exemplify the qualities of the Green Ribbon Schools award.

## OSPI Green Ribbon District Reviewer Scoring Sheet and Rubric

Name of District: Kent School District

Average Total points: 72/100

3 Reviewers

Green Ribbon Pillar and Elements		Reviewer Notes	Points
<b>Summary Narrative</b> Provide an 800 word (maximum) narrative of your district's comprehensive efforts to meet or exceed the goals of the Green Ribbon Schools program. Include how these efforts were started and what impact they have on the teachers, staff, students, parents, and other members of the community. Focus on unique and innovative practices and partnerships.			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	
District participates in a program that benchmarks progress.	In addition, district has received one award.	In addition, district has received more than one award and has achieved an advanced level of progress in at least one recognized program.	3
		King County Green School, Energy Star, EPA Indoor Air Quality Excellence and Leadership Award, Governor's Award for Excellence in Energy Management, 5 teachers and 4 students have received an Earth Hero award.  Reduced garbage by 50%, Sus district standard for new/models. Strategic goals, computers recycled. Level 3 highest K-6 Green School, awards are 9 years old.	
<b>Pillar 1: Reduce Environmental Impact and Costs – 30 Points</b>		<b>Reviewer Notes</b> 1A: Strengths: Energy Star Master Plan, Natural gas reduced 9.2% and electricity 8% Questions: Are they are energy star rated above 90? Have they received any green building recognition? 1B: Strengths: 32% reduction in domestic water use, 65% reduction in irrigation use, Bio-swales, detention, and retention ponds. Aerators and motion sensors on all new sinks. 1C: Strengths: Rehab the lab, recycling more than 50%, reduced garbage by 50%, donates used computers to local families, Green seal approved products, 1D: Strengths: walking school buses, walking bus stops, anti-idling process Question: How many students drive in a single vehicle to school? I really appreciate the detail in the narrative. Walking school buses, walking, recycling.	<b>Points</b> 24.3

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<b>Element 1A: 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 of its remaining carbon footprint</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>Element 1B: 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 <i>substantial</i> amount of grounds to ecologically beneficial uses</li> </ul>
<b>Element 1C: 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</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>	<ul style="list-style-type: none"> <li>School also has made <i>substantial</i>, measured progress towards a "zero waste" goal</li> <li>Has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste)</li> <li>Purchases <i>substantial</i> amounts of paper with &gt; 30% recycled content, and chlorine-free</li> <li>Has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes</li> <li>Uses 100% "third-party certified" cleaning products (not including disinfectants)</li> <li>Has a custodial program that meets "green" institutional services standards</li> </ul>

<p>few creative ways the school community practices the 4Rs (Reduce, Reuse, Recycle, Rot)</p>		<ul style="list-style-type: none"> <li>Describes several creative ways the school community practices the 4Rs</li> </ul>
<p><b>Element ID: Alternative transportation 5 pts</b></p>		
<p>1-2 pts</p>	<p>3-4 pts</p>	<p>5 pts</p>
<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>

<p><b>Pillar II: Improve Health and Wellness of Students and Staff – 30 Points</b></p>	<p><b>Reviewer Notes</b></p>	<p><b>Points</b></p>
<p>Provide a summary describing how your district is improving the health and wellness of students and staff with a focus on the areas of pesticide use, hazardous contaminants, chemical management, asthma, building moisture control, airborne contaminants, ventilation systems, indoor environmental quality, nutrition, physical activity, overall school health, and outdoor education. (Reviewers may use the criteria below for Green Ribbon Schools as a guide in scoring the districts.)</p>	<p>IIA: Strengths: IPM, Indoor Air Quality Program, reducing environmental asthma triggers, met all federal, state, and local regulations managing science curriculum, hazardous materials and cleaning products. IIB: Strengths: Farm to School Program prioritizing locally grown purchasing (25%), Fresh Fruit and Vegetable program, edible gardens with fruits and vegetables, Questions – application states students participate in 120 minutes per year of PE classes – but wondering if it meant to say Local grown food, grant for farm to school, IAQ Program for 9 years.</p>	<p><b>25</b></p>

<p><b>Element IIA: An integrated school environmental health program 15 pts</b></p>		
<p>1-5 pts</p>	<p>6-10pts</p>	<p>11-15 pts</p>
<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> <li>Contains no mold</li> <li>Has CO alarms and inventory of appliances</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> <li>Reduces some environmental asthma</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>

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<ul style="list-style-type: none"> <li>Complies with radon laws</li> </ul>	<ul style="list-style-type: none"> <li>triggers</li> <li>Actively manages chemicals</li> <li>Describes <i>several</i> measures to protect student and staff health and safety</li> </ul>	
<b>Element IIB: Nutrition and fitness 15 pts</b>		
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>	<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>	<ul style="list-style-type: none"> <li>School also purchases a <i>substantial amount of</i> 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>

Points	Reviewer Notes	Points
<b>Pillar III: Environmental and Sustainability Education – 35</b>		
Provide a summary describing how your district ensures effective environmental and sustainability education including: an environmental or sustainability literacy requirement; integration of environmental and sustainability concepts throughout the curriculum and assessments; teacher professional development in environmental and sustainability education; AP Environmental Science course offerings; use of sustainability and the environment as a context for learning science, technology, engineering, and mathematics; use of sustainability and the environment as a context for learning about green technologies and career pathways; civic/community engagement projects integrating environment and sustainability topics; and students' meaningful outdoor learning experiences. (Reviewers may use the criteria below for Green Ribbon Schools as a guide in scoring the districts.)	<p>III A: Strengths: Schoolyard wildlife habitat built by students, edible garden, habitat restoration with City of Kent Parks, since 2000 Kent students have helped plant over 24,000 native trees and shrubs. E/S is integrated into curricula scope and sequence and offered for all grades. Questions – Do teachers participate in E/S PD? Is AP E/S offered? Does school have an E/S matriculation requirement? IIIB: 4pts Strengths: Environmental science courses include information on Green Careers, FOSS Science Kits, habitat restoration, Question: Is E/S frequently integrated into STEM courses and CTE? IIIC: 9pts Strengths: Many grades have civic E/S projects and meaningful outdoor learning experiences. Pillar 3 is an area which Kent SD should be encouraged to develop. Tree planting, Foss kits, One to one laptops-wish they talked about sustainability issues here. Missing-numbers, assessment, teacher development.</p>	<b>19.67</b>

<b>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems 20 pts</b>		
1-5 pts	6-10pts	11-15
<ul style="list-style-type: none"> <li>School incorporates <i>limited</i> environmental</li> </ul>	<ul style="list-style-type: none"> <li>School integrates E/S concepts into <i>many</i></li> </ul>	<ul style="list-style-type: none"> <li>School focuses E/S literacy on understanding the key</li> <li>School has an E/S <i>matriculation requirement</i> which is focused on</li> </ul>

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<p>and sustainability (E/S) activities in <i>some</i> grades</p> <ul style="list-style-type: none"> <li>Includes <i>limited</i> E/S concepts in <i>some</i> assessments</li> <li>&lt;20% of teachers participate in <i>occasional</i> E/S professional development opportunities</li> </ul>	<p>subjects</p> <ul style="list-style-type: none"> <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 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>	<p>relationships between dynamic environmental and human (social, economic, etc.) systems</p> <ul style="list-style-type: none"> <li>Incorporates E/S themes and topics in <i>many</i> grades, subjects, classroom and school assessments</li> <li>Students are <i>proficient</i> in these assessments</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>	<p>understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems</p> <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>
<p><b>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 pts</b></p>			
<p>1-3 pts</p>			
<p>4-5 pts</p> <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><b>Element IIIC: Development and application of civic engagement knowledge and skills 10 pts</b></p>			
<p>1-3 pts</p>			
<p>4-7 pts</p> <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>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>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 results 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>			

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# 2013 Green Ribbon Schools District Application

Response ID: 35 Data

## 3. New Page

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### District Contact Information

**District name**

Kent School District

**Street address**

12033 SE 256th Street

**City**

Kent

**State**

WA

**Zip**

98030

**District website**

kent.k12.wa.us

**Superintendent First Name**

Edward Lee

**Superintendent Last Name**

Vargas

**Superintendent Email Address**

Edward.Vargas@kent.k12.wa.us

**Superintendent Phone Number**

**Lead Applicant First Name**

Beth

**Lead Applicant Last Name**

Gilbertson

**Lead Applicant Title**

Environmental Services Supervisor

**Lead Applicant Email**

beth.gilbertson@kent.k12.wa.us

**Lead Applicant Phone Number**

253-373-7052

**District setting**

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**Fall 2012 total enrollment**

27,117

**School types and enrollments**

	# of schools	total enrollment
Elementary (PK - 5 or 6)	29	14,208
K - 8	0	0
Middle (6 - 8 or 9)	7	4,277
High (9 or 10 - 12)	6	8,124
K - 12	42	26,613

**2011 - 2012 attendance rate**

**2012 Graduation rate**

75.6

**Student demographics**

- Percent of students who qualify for free or reduced price lunch : 51.9
- Percent of English language learners in district : 14.1
- Percent of special education students in district : 12.3
- Percent of non-white students in district : 59

**4. New Page**

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**Is your district participating in a local, state, or national program which asks you to benchmark progress in any or all of the pillars?**

Yes

**Please list the program(s) you participate in and the corresponding level(s) achieved.**

	Program	Level
1	King County Green Schools	1, 2, 3
2	Energy Star	
3		
4		
5		

**Has your district received any environmental or sustainability awards for facilities, health or programs?**

Yes

**Please list the awards and corresponding years.**

	Award	Year
1	EPA Indoor Air Quality Excellence Award	2004
2	EPA Indoor Air Quality Leadership Award	2003
3	Governor's Award for Excellence in Energy Management	2004
4		

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## 5. New Page

### Summary Narrative

**Please provide a narrative of your district's comprehensive efforts to meet or exceed the goals of the Green Ribbon Schools program. Include how these efforts were started, who the key players have been, and what impact they have on the teachers, staff, students, parents, and other members of the community. Focus on unique and innovative practices and partnerships is strongly encouraged.**

**(Maximum 800 words)**

For the past 15 years Kent School District has demonstrated exemplary environmental stewardship with school construction and modernizations projects, reducing energy and water use and costs, school recycling efforts, improving health and wellness, and providing effective environmental education. In 1998, school design plans were in place to build a school that incorporated building systems to minimize the "carbon foot print". The construction of Millennium Elementary School features energy efficient and automated HVAC systems using ground source heat and cooling, roof top solar panel system, rain water capture system for irrigation, domestic water conservation features, pervious pavement, and nature garden and path featuring a wet land habitat. The success of this new green building design has become the "district standard". Now, as buildings are renovated and more buildings constructed, the Facilities and Construction Department continues to use energy and environmentally smart design elements to minimize operation costs and environmental impacts. For example; Kentwood High School annex building, Panther Lake Elementary, Park Orchard Elementary have heating & cooling systems that use ground source heat to warm the building in the winter and cool the building in the summer. Water conservation is achieved by establishing low flow toilets and urinals as the "district standard" for all Kent School District facilities and installing motion sensors and aerators on all sink faucets. Surface water run-off is being reduced by installing pervious pavement rather than concrete and detention ponds for rain water infiltration into the ground. Currently, ninety percent of Kent School District schools (36 schools) are active participants in the King County Green School Program. Kent School District has 25 schools that have achieved level I or higher status in the program. By partnering with King County and participating in King County's Green Schools Program, Kent School District has reduced the volume of garbage disposed by more than fifty percent and recycling has increased by an average of fifty percent. Using the educational materials and instructional assemblies provided in the King County Green Schools program, school staff and students are much more environmentally conscious and are able to apply environmental stewardship principals outside the classroom. Another benefit with participating this program has been the support of student "Green Teams". Students have the experience of achieving shared goals, sharing the experience of environmental stewardship and positive experience of working as a team. To date, five schools and four teachers have received the King County "Earth Hero at School" award. The emphasis on recycling at Kent School District has brought about a change in lunch room practices. Unnecessary plastic wrapping and straws have been completely eliminated from the cafeterias; students are encouraged to consume their milk, and to only take a utensil if it is needed. This focus has reduced plastic consumption and reduced costs and further reduced our carbon foot print. Recycling practices are also applied in the Information Technology (IT) Department. All computers are reused, donated, or recycled. The IT Department has established a computer donation program called "Bridging the Gap". When older, but still functioning, computers are replaced; the older computers are donated to qualifying families in the community. This program connects families and students in the community to technology opportunities and keeps working computers out of the waste stream. Also, all computer batteries and wiring are collected and recycled rather than deposited in the garbage. Kent School District has a successful florescent light tube recycling program. Custodians place old burned out lights in the original shipping box. Full boxes of spent light tubes are stored and palletized in the District ware house. Twice a year fluorescent tubes are removed and recycled by Ecolights. The Custodial Department also helps reduce environmental impacts by using cleaning products that are Green Seal approved. Use of these products reduces chemical exposure in the classroom, ensures a healthy learning environment and promotes a healthier working environment for custodians and teachers. In the past two years, Kent School District Board of Directors and a Strategic Planning Committee has developed and endorsed seven strategic goals to focus efforts on successfully preparing all students for their future. Three of the strategic goals: 1) Maximized Resources, 2) Safe, Sustainable, Healthy, and Respectful School Community, and 3) Effective Partnerships with Families, Community and Businesses will support the Green School effort that has been under way at Kent School District. With the continued support of the Kent School District School Board and Administration, green ribbon schools will continue to be the "district standard".

## **Pillar 1: Reduce Environmental Impact and Costs.**

Please describe how your district is reducing environmental impacts and costs associated with:

**energy use and greenhouse gas emissions**

**water use and quality**

**stormwater run-off**

**ecologically beneficial use of grounds**

**solid and hazardous wastes**

**paper use**

**transportation**

**(Maximum 600 words)**

Energy: Beginning in 2008, Kent School District re-focused efforts on district wide energy use reduction. By installing energy management systems on 14 school HVAC systems, establishing district wide building use standards for heating and cooling, and upgrading lighting systems, over the past four years Kent School District has significantly reduced electricity and natural gas use. To continue reducing our carbon-foot print, Kent School District established a partnership with Energy Education Incorporated. As part of this partnership a new district wide energy conservation program was implemented that requires all schools and buildings in Kent School District to participate in the US EPA Energy Star energy use tracking system, routine building audits to verify building systems are shut down, and conservation awareness education of school staff. 2008-09 natural gas use was reduced 9.2% and electricity use was reduced 8.0% 2009-10 natural gas use was reduced 8.8% and electricity use was reduced 2.6% 2010-11 natural gas use was reduced 3.9% and electricity use was reduced 8.8% 2011-12 natural gas use was reduced 5.0% and electricity use was reduced 7.0% Water: Kent School District implemented an irrigation program called "Going Gold". The program limits irrigation and sprinkler use to play fields. Lawns around schools are allowed to go gold during the warm summer months. Over the past four years, this program has resulted in a 65% reduction in irrigation water use. To reduce domestic water use, aerators were placed on all sink faucets. For new sink installations, motion sensors are now the "district standard". Custodians are annually educated at workshops on drip reporting and how to spot a sprinkler line leak. These conservation efforts have resulted in a 32% reduction in domestic water use over the past four years. Storm water Run-off: Kent School District annually inspects all catch basins, bio-swales, detention and retention ponds located at all schools sites. To ensure minimal environmental impacts, all custodial and maintenance department staff receive annual training on storm water regulations. The mechanics at the bus garage and auto shop teachers are provided with regular training on proper disposal and recycling of used oil and anti-freeze products. Ecologically beneficial use of grounds: At all school sites, grass clippings are left on fields. Prunings from trees and shrubs are collected for composting by Cedar Grove. Solid and Hazardous Wastes: Starting 10 years ago, Kent School District began participating in King County's Re-hab the Lab program. Hundreds of pounds of hazardous materials were removed from laboratories, custodial storage rooms, and art rooms. Over the past four years, Kent School District has partnered with King County for proper disposal of chemicals used in secondary science classes. Paper Use: To encourage smart paper use, instructions for double sided copies are posted work rooms and near copy machines. School staff is encouraged to go paper-less, for example most monthly school newsletters are now e-mailed to parents and guardians. Following the King County Green Schools program, recycling reminders are placed in the school newsletters and most paper is recycled or re-used. Transportation: To encourage walking to school rather than car transportation, most elementary schools have established "walking school buses". Designated "walking school bus" stops are established in neighbor hoods within walking distance from schools. At a set time every school day a school crossing guard escorts students from the bus stop to school and back. An anti-idling policy is practiced district wide by school buses, school staff automobiles and in student drop-off/pick-up areas. Bus routes are planned to minimize fuel use which has resulted in a 100% efficiency rating from OSPI.

## **Pillar 2: Improve the health and wellness of students and staff.**

**Please describe how your district is improving the health and wellness of students and staff especially in the areas of:**

**pesticide use**  
**hazardous contaminants and chemical management**  
**asthma**  
**building moisture control**  
**airborne contaminants**  
**ventilation systems and indoor environmental quality**  
**nutrition and food quality with an emphasis on fresh, local and organic food**  
**physical activity**  
**overall school health**

**(Maximum 600 words)**

Pesticide use is managed through compliance with Kent School District's integrated pest management program. The emphasis of the program is to minimize the use of pesticides by proper food and garbage storage, ground cover management, and a secure weather tight building envelop. Kent School District complies with all Federal, State and local regulations when managing science curriculum chemicals, custodial cleaning products, and hazardous chemicals. Kent School District partners with King County to deliver teacher training on best management practices for safe handling of chemicals, proper chemical storage and disposal of chemicals. The Kent School District Maintenance Department receives annual training on proper storage and disposal of hazardous materials. Kent School District's indoor air quality management program has been in place for nine years. The indoor air quality program is designed to be responsive to occupant concerns with straightforward and easy steps to document concerns and a building inspection checklist for the head custodian to follow. The IAQ management program is proactive at reducing asthma and allergy triggers by establishing classroom standards that eliminate clutter, dust, maintain cleanliness, and promptly identify water intrusion. As a result, the IAQ management program was recognized by the EPA and is a recipient of the 2004 Excellence Award. Recently Kent School District completed a project in collaboration with the WA State Dept. of Agriculture on developing a Farm to School Program in our District. The project was funded by grant funding the Seattle King County Public Health department from the CDC "Communities Putting Prevention to Work" program. As a result of our work, we developed new relationships with growers and vendors that were able to provide produce products grown primarily in WA State for use in our meal program. Currently all the whole and sliced apples we have purchased are WA grown. In-addition, we have purchased Asian, Bosc and D'anjou pears; pluots, plums, peaches and carrots that have been grown in WA State/the Northwest. Currently we sent out a request for quote sheet each week that itemizes the WA products and the quantity of each that we wish to purchase for the menu cycle. We have 4 to 5 vendors that are participating in the process and submitting pricing to us. Orders are placed based on pricing. We are set up to utilize geographical preference in the determining the products we wish to purchase. We currently have 7 elementary schools that were selected to participate in the Fresh Fruit and Vegetable Program funded through the National School Lunch Program. We have focused on purchasing as many local products as possible to serve the 4,000 plus students that are benefiting from this program. We should easily purchase at least 25% of our total fruit and vegetable purchases this year from WA or Northwest growers. In a typical school year Kent School District elementary students average 90 minutes of physical activity a week. Students enrolled in physical education classes at middle and high schools average 120 minutes per year with 50 percent of the activity outside.

**8. New Page**

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### **Pillar 3: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways.**

**Please describe how your district ensures effective environmental and sustainability education including:**

**environmental or sustainability literacy**  
**integration of environmental concepts throughout the curriculum and assessments**  
**teacher professional development in environmental and sustainability education**

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**rigorous course offerings in environmental science  
opportunities for students to explore green technology careers  
civic and community engagement projects that integrate environmental and sustainability topics  
meaningful outdoor education**

**(Maximum 600 words)**

Beginning in Kindergarten and continuing through all elementary school grade levels, students are educated about the environment and develop an awareness of nature and the scientific approach to study them. FOSS science kits are used to educate and connect students with the environment and develop their abilities to define problems that can be solved by modifying or inventing technologies, to create and test their designs, and to communicate what they have learned.

At the seventh grade level, all students participate the "One to One" program. This program distributes a lap top computer to every seventh grade student. The lap top stays with the student as they progress through middle and high school. In all classes the lap top is used and integrated into the curriculum. This provides students and teachers the opportunity to connect with current technology and additional resources beyond the classroom.

To assist teachers with continuing education in software and technology, professional development classes are available through Kent School District's Staff Development Department. Additionally, middle and high school teachers attend environmental education workshops and seminars, such as "Hazards on the Home front" offered by King County Local Hazardous Waste Management Program.

Environmental Science courses are offered at the high school level and open to all students. The goal is to inspire students to pursue careers which balance the needs of society and the environment. Guest speakers, projects, labs, and computer simulations are utilized to connect students to the issues involving the environment, economy, politics and populations. For example at Kent Meridian High School, students in the Environmental Science program spend a quarter focusing on Sustainability, have two Schoolyard Wildlife Habitats designed and built by students, an edible garden with fruits and vegetables, do habitat restoration in Campus Park as partners with City of Kent Parks Department, and include information on Green Careers. The class spends the other quarters focusing on Biodiversity, Climate Change and issues related to Water and ethics.

Elementary schools partner with the City of Kent Parks Department to assist with tree planting. Since 2000, Kent School District elementary students have helped plant over 24,000 native trees and shrubs. Each child gets to plant (and keep) a bare root native tree or shrub in a 1- or 2-gallon pot. City staff brings everything they need: plants, pots, soil, label sticks, booklets and a tarp to protect a designated covered planting area. There is no cost to the school, and this environmental education program can be integrated with the FOSS Science kits on Trees, New Plants, Landforms and Environments.

## 10. Thank You!

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### Email Confirmation

Jan 04, 2013 18:58:13 Success: Email Sent to: beth.gilbertson@kent.k12.wa.us

### Response Location

**Country:** United States  
**Region:** WA  
**City:** Kent  
**Postal Code:** 98030  
**Long & Lat:** Lat: 47.380901, Long:-122.190201

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