



2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct 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. Travis Bond
(Specify: Ms., Miss, Mrs., Dr., Mr. etc.) (As it should appear in the official records)

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

School
Mailing Address: 700 NE 112th Street
(If address is P.O. Box, also include street address.)

Vancouver WA 98685
City State Zip

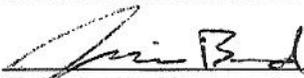
County: Clark State School Code Number* 4034

Telephone (360) 313-2750 Fax (360)313-2751

Website/URL:
[http://portalsso.vansd.org/portal/page/portal/Building_Pages/Sacajawea ELEMENTARY SCHOOL/HOME>Welcome](http://portalsso.vansd.org/portal/page/portal/Building_Pages/Sacajawea_ELEMENTARY_SCHOOL/HOME>Welcome)

E-mail travis.bond@vansd.org

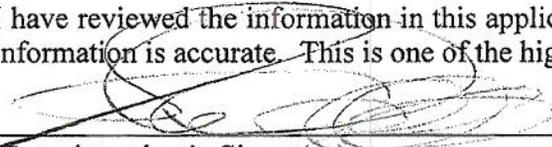
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

 Date 1/28/13
(Principal's Signature)

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

District Name*: Vancouver Public Schools Tel. (360)313-1000

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 1.30.12
(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.

Sacajawea Elementary is proud to offer our students a comprehensive program of environmental and sustainability education. It is our goal that students feel a connection to their local environment and become environmental stewards who take action to improve their community.

We have worked diligently to reduce our school's environmental impact through waste reduction and energy conservation with the support of our school district and community partners. Our school is currently partnering with Clark Public Utilities and the Bonneville Environmental Foundation to install an outdoor classroom and solar panel array. This array installation will allow our students to explore the positive impact of using renewable energy and will reduce our school's overall energy use. We will also install an energy monitoring kiosk to allow our students to track our school's energy generation in real time. Prior to this installation, we used classroom energy monitors and classroom lessons on energy conservation to reduce our energy use by 11.7%. We have partnered with the Save Organic Scraps program to implement a successful composting program. This program is aided by our student cafeteria monitors who volunteer to help their peers effectively recycle and compost each day. Students participate in periodic trash audits to monitor the effectiveness of the program. This year, we are expanding the composting program to include the composting of paper towels in our school restrooms. Our school has also dramatically reduced (27%) our overall water usage and uses only rainwater for irrigation. We partnered with a local community organization to build and plant a native plant garden on our school site.

15% of our students actively participate in our school's Green Team. Green Team members host school clean-up days, plant native plants in our school garden, generate ideas for future Green Team projects and advocate for sensible, sustainable behavior in their classrooms. Last year, Green Team members participated in a county audit of our school's bioswale. This year, the students will be planting new swale grass and native plants on the banks of the swale to decrease the sediment in the swale filter.

We partner with our school district to ensure that our school grounds and facilities are safe and environmentally sound. Our maintenance team actively participates in the EPA's Tools For Schools program and is certified by the IPM Institute of America with the IPM Star certification.

At Sacajawea, we believe that the health of our students contributes to the health of our environment. We provide classroom instruction on making healthy food choices and on the importance of exercise at every grade level. Twice per year, we host a mileage club to encourage students to run during their daily recess time. We honor our mileage club runners at a school-wide assembly and on our school television station to highlight healthy habits. We partner with the



Portland Timbers to create learning opportunities about healthy lifestyles. Our school partners with the PTA on a walking school bus program that serves 10% of our student population. Students who participate in this program have up to 1 mile of supervised outdoor walking daily. Our school cafeteria has eliminated chocolate milk from our menu three days per week and provides fresh fruit and vegetable choices at each meal.

Our teachers have a strong desire to help educate responsible environmental stewards. To that end, instruction and assessment centering on environmental education is embedded into all curricular areas. We provide opportunities for students to read about and research environmental issues, to collect and share data about the health of their local environment, and to use a variety of methods to share their findings with their peers and the community. Our teachers partner with the local public utility, waste management company, and water resource center to make their lessons come to life using real-world examples.

We provide meaningful opportunities for outdoor learning including a stream monitoring program, nature walks, and field trips. It is our belief that this integrated approach to environmental education will enable our students to build environmental literacy and life-long learning skills and to enact positive change for the future.

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.



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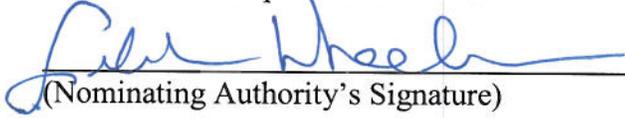
Name of Nominating Agency _____ WA State Office of Superintendent of Public Instruction

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.

A handwritten signature in blue ink, appearing to read "L. 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 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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

OSPI Green Ribbon Schools Reviewer Scoring Sheet and Rubric

Name of School: **Sacajawea Elementary** Average Total points: **65/100** 5 Reviewers

Green Ribbon Pillar and Elements		Reviewer Notes	Points
Summary Narrative			
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.		Diverse school with over 50% of students on free/reduced lunch. Comprehensive and integrative approaches to E/S. Partnering with PUD and Bonneville, energy monitoring kiosks, compost expanding, great team. Great narrative. Bio swales. Green Team assessment in all curricula.	N/A
Cross Cutting Questions – 5 Points			
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			
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.	4
Pillar I: Reduce Environmental Impact and Costs – 30 Points			
Element IA: Increased energy conservation and efficiency 15 pts			
1-5 pts	6-10pts	11-15 pts	
School demonstrates some reduced energy use	<ul style="list-style-type: none"> School has an Energy Star rating and an Energy Master Plan Demonstrates substantial reductions in electricity and heating energy use and carbon footprint Generates or purchases some renewable energy Has green building recognition for some new, renovated and/or existing buildings at minimum Silver 	<ul style="list-style-type: none"> School has an Energy Master Plan Is Energy Star rated above 90 Demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources Offsets a <i>substantial</i> amount of its remaining footprint Has received green building 	16
		Good thoughtful planning efforts here by team. PV array, bioswale creation and development, student led trash audits. Something is not correct with their calculation of energy use. No GHG reduction noted and no master plan.	

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	<ul style="list-style-type: none"> level or equivalent Measures and offsets some of its remaining carbon footprint 	<p>recognition at the Gold or higher for all new, renovated, and existing buildings</p>	
<p>Element IB: Improved water quality, efficiency, and conservation 5 pts</p>			
<p>1 pt</p>	<p>2-3 pts</p>	<p>4-5 pts</p>	
<ul style="list-style-type: none"> The school protects its water from contaminants Cleans its drinking water fountains Controls lead in drinking water 	<p>In addition</p> <ul style="list-style-type: none"> School has smart irrigation and landscaping that is water-efficient Conducts annual water audits and controls leaks Installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances) Can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline Has some amount of grounds devoted to ecologically beneficial uses 	<p>In addition</p> <ul style="list-style-type: none"> School demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline Uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting) Provides <i>only</i> water-efficient fixtures Uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling stormwater runoff; reducing impermeable surfaces) Devotes substantial amount of grounds to ecologically beneficial uses 	<p>Not enough info provided about water reduction in buildings. No mention of cleaning drinking fountains or water conserving fixtures. Rain garden and 100% non-potable water for landscaping.</p>
<p>Element IC: Reduced waste production 5 pts</p>			
<p>1-2 pts</p>	<p>3-4 pts</p>	<p>5 pts</p>	
<ul style="list-style-type: none"> School monitors its hazardous waste and disposes of it as required by state law Has a recycling program that diverts 20% of its solid waste (but no organics/ compost) Purchases some paper with some recycled content Uses some "third-party certified" cleaning products and describes a few creative ways the school community 	<p>In addition</p> <ul style="list-style-type: none"> School also has a pollution prevention approach to reduce the use of hazardous chemicals Recycles computer and electronics responsibly Purchases some electronics with E-PEAT certification Uses <i>substantial</i> amount of "third-party certified" cleaning products Has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste) 	<ul style="list-style-type: none"> School also has made <i>substantial</i>, measured progress towards a "zero waste" goal Has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste) Purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free Has an environmentally-preferable purchasing policy and a hazardous waste management policy that 	<p>Compost program and waste diversion of over 40%. Green Seal cleaning products and standards, but no information on mercury (fluorescent lamps), e waste or recycled or TCF paper.</p>

practices the 4Rs (Reduce, Reuse, Recycle, Rot)	<ul style="list-style-type: none"> Purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content 	<ul style="list-style-type: none"> reduces and prevents solid and hazardous wastes Uses 100% "third-party certified" cleaning products (not including disinfectants) Has a custodial program that meets "green" institutional services standards Describes several creative ways the school community practices the 4Rs 	
Element ID: Alternative transportation 5 pts			
1-2 pts	3-4 pts	5 pts	
<ul style="list-style-type: none"> 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 Has some percentage of students that do not drive in a single vehicle to school 	<p>In addition</p> <ul style="list-style-type: none"> School has a high percentage of students that do not drive in a single vehicle to school Participates in Safe Routes to Schools and identifies safe pedestrian routes Adopts a policy to promote active transportation 	<p>In addition</p> <ul style="list-style-type: none"> School has alternative-fuel buses and other creative means of promoting alternative transportation 	<p>Walking school bus!!!! Hooray!!!</p> <p>% of students not driving in SOV is not provided. Has a safe route to school program and walking bus.</p> <p>14% walk, bus, bike, carpool.</p>
Additional efforts towards Pillar 1			
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).	School has at least two innovative or unique practices and/or partnerships to reduce its footprint.	School has at least three or more innovative or unique practices and/or partnerships to reduce its footprint.	N/A

Pillar II: Improve Health and Wellness of Students and Staff – 30 Points		Reviewer Notes	Points
Element IIA: An integrated school environmental health program 15 pts			
1-5 pts	6-10pts	11-15 pts	
<ul style="list-style-type: none"> School complies with all relevant state laws related to pesticides, mercury, 	<p>In addition</p> <ul style="list-style-type: none"> School tests classrooms for radon within last 24 months 	School has completed everything in this section and describes <i>numerous</i> aggressive approaches	17
		IPM Star Certification, mercury reduction program, radon testing, EPA Healthy Schools	

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<p>tobacco and other hazardous materials</p> <ul style="list-style-type: none"> • Can report volume of pesticide use • Ensures good ventilation • Keeps relative humidity below 60% • Contains no mold • Has CO alarms and inventory of appliances • Complies with radon laws 	<ul style="list-style-type: none"> • Implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors • Implements an Indoor Air Quality Program equivalent to Tools for Schools • Reduces some environmental asthma triggers • Actively manages chemicals • Describes <i>several</i> measures to protect student and staff health and safety 	<p>to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including, for example, environmental asthma triggers, pesticides, mold, mercury</p>	<p>Environmental Assessment Tool, National Asthma Ed program, EPA IAQ tools for schools. No specific mention of CO alarms or volume of pesticide use (limited). Strong efforts of the green team is evident on this pillar.</p>
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<p>Element IIB: Nutrition and fitness 15 pts</p>			
<p>1-5 pts</p>	<p>6-10pts</p>	<p>11-15 pts</p>	
<ul style="list-style-type: none"> • School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors • Has an on-site food garden • Participates in some nutrition program 	<p>In addition</p> <ul style="list-style-type: none"> • School participates in a farm-to-school program • Participates in USDA or other nutrition program at a high level • Students participate in Sunwise-type program • Some food purchased is certified organic • Food from school garden is eaten by students or community • Compelling description of student outdoor activities 	<p>In addition</p> <ul style="list-style-type: none"> • School also purchases a <i>substantial amount</i> of food certified organic • Reduced UV and heat exposure • More than 50% of physical education annually takes place outdoors • Describes unique and innovative practices and partnerships to promote healthy nutrition, and high quality outdoor time 	<p>90 minutes of phys ed /wk. No food garden, nutrition ed. Walking bus, after school sports at 4th and 5th grades, jump rope for heart, Portland timbers, mileage club, STC nutrition program. No food or garden info.</p>
<p>Additional efforts towards Pillar 2</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 two innovative or unique practices and/or partnerships 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>N/A</p>

<p>Pillar III: Environmental and Sustainability Education – 35 Points</p>			
<p>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems 20 pts</p>			
<p>1-5 pts</p>	<p>6-10pts</p>	<p>11-15</p>	<p>15-20</p>
<p>Reviewer Notes</p>			<p>Points</p>

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<ul style="list-style-type: none"> School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades Includes <i>limited</i> E/S concepts in <i>some</i> assessments <20% of teachers participate in <i>occasional</i>/ E/S professional development opportunities 	<ul style="list-style-type: none"> School integrates E/S concepts into <i>many</i> subjects Integrates E/S into <i>some</i> class and school assessments >50% of teachers participate in <i>occasional</i>/ E/S professional development opportunities Enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career 	<ul style="list-style-type: none"> School focuses E/S literacy on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems Incorporates E/S themes and topics in <i>many</i> grades, subjects, classroom and school assessments <i>Students are proficient in these assessments</i> >75% of teachers participate in one or more E/S professional development opportunities <i>annually</i> Inquiry- and project-based learning activities are described 	<ul style="list-style-type: none"> 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 <i>Fully</i> integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades >50% of the school's eligible graduates enroll in AP environmental science during their high school career Inquiry-based, project-based activities are described 	<p>All grades have E/S Education OSPI enhanced E/S lessons. 100% of teachers have E/S education and many take additional PTE classes on ES. Many classes have integrated E/S and have STEM focus. Watershed Congress, Green Schools Student Summit, YouTube, All grades, Bonneville EF CPU, Waste program, PUD, etc.</p>
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<p>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 pts</p>		
<p>1-3 pts</p>	<p>4-5 pts</p>	
<ul style="list-style-type: none"> School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers Provides <i>some</i> additional evidence about 	<ul style="list-style-type: none"> School <i>frequently</i> integrates E/S concepts into STEM courses Curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs 	<p>Excellent integration of EE standards throughout the curriculum.</p>

links to STEM	<ul style="list-style-type: none"> • Offers E/S related Career Technical Education courses • Provides a <i>substantial</i> amount of additional evidence about links to STEM education 	
Element IIIc: Development and application of civic engagement knowledge and skills 10 pts		
1-3 pts	4-7 pts	8-10 pts
<ul style="list-style-type: none"> • School has civic projects related to environment and sustainability in <i>some</i> grades • Occasional meaningful outdoor learning experiences in a <i>few</i> grades • A <i>few</i> community partnerships, perhaps only involving donations of funds/supplies 	<p>In addition</p> <ul style="list-style-type: none"> • School employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences • Projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework 	<ul style="list-style-type: none"> • School receives full credit when <i>all</i> grades have civic projects • When <i>all</i> grades have meaningful outdoor learning experiences • 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> • Higher points for inspiring and creative projects and partnerships
TOTAL POINTS (100 possible)		

Also, in integrating civic learning and experiential or place-based learning within the curriculum. Nice work in forging durable community partnerships.

2013 Green Ribbon Schools Application

Response ID: 39 Data

3. New Page

School Contact Information

School Name

Sacajawea Elementary

Street Address

700 NE 112th Street

City

Vancouver

State

WA

Zip

98685

School Website

http://portalssso.vansd.org/portal/page/portal/Building_Pages/Sacajawea_ELEMENTARY_SCHOOL/HOME>Welcome

Principal First Name

Tamarah

Principal Last Name

Grigg

Principal Email Address

Tamarah.Grigg@vansd.org

Principal Phone Number

(360)313-2750

Lead Applicant First Name

Meredith

Lead Applicant Last Name

Gannon

Lead Applicant Title

Teacher

Lead Applicant Email

meredith.gannon@vansd.org

Lead Applicant Phone Number

360-313-2750

Level

Elementary (PK - 5 or 6)

School Type

Public

School Setting

Fall 2012 total enrollment

405

2011 - 2012 attendance rate

Graduation rate (if applicable)

Student demographics

Percent of students who qualify for free or reduced price lunch : 54.5

Percent of English language learners at school : 5.7

Percent of special education students at school : 15.8

Percent of non-white students at school : 30

District and Code

Vancouver School District - 06037

My school's Educational Service District (ESD):

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

ESD 112

4. New Page

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)

Sacajawea Elementary is proud to offer our students a comprehensive program of environmental and sustainability education. It is our goal that students feel a connection to their local environment and become environmental stewards who take action to improve their community.

We have worked diligently to reduce our school's environmental impact through waste reduction and energy conservation with the support of our school district and community partners. Our school is currently partnering with Clark Public Utilities and the Bonneville Environmental Foundation to install an outdoor classroom and solar panel array. This array installation will allow our students to explore the positive impact of using renewable energy and will reduce our school's overall energy use. We will also install an energy monitoring kiosk to allow our students to track our school's energy generation in real time. Prior to this installation, we used classroom energy monitors and classroom lessons on energy conservation to reduce our energy use by 11.7%. We have partnered with the Save Organic Scraps program to implement a successful composting program. This program is aided by our student cafeteria monitors who volunteer to help their peers effectively recycle and compost each day. Students participate in periodic trash audits to monitor the effectiveness of the program. This year, we are expanding the composting program to include the composting of paper towels in our school restrooms. Our school has also dramatically reduced (27%) our overall water usage and uses only rainwater for irrigation. We partnered with a local community organization to build and plant a native plant garden on our school site.

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maintenance team actively participates in the EPA's Tools For Schools program and is certified by the IPM Institute of America with the IPM Star certification.

At Sacajawea, we believe that the health of our students contributes to the health of our environment. We provide classroom instruction on making healthy food choices and on the importance of exercise at every grade level. Twice per year, we host a mileage club to encourage students to run during their daily recess time. We honor our mileage club runners at a school-wide assembly and on our school television station to highlight healthy habits. We partner with the Portland Timbers to create learning opportunities about healthy lifestyles. Our school partners with the PTA on a walking school bus program that serves 10% of our student population. Students who participate in this program have up to 1 mile of supervised outdoor walking daily. Our school cafeteria has eliminated chocolate milk from our menu three days per week and provides fresh fruit and vegetable choices at each meal.

Our teachers have a strong desire to help educate responsible environmental stewards. To that end, instruction and assessment centering on environmental education is embedded into all curricular areas. We provide opportunities for students to read about and research environmental issues, to collect and share data about the health of their local environment, and to use a variety of methods to share their findings with their peers and the community. Our teachers partner with the local public utility, waste management company, and water resource center to make their lessons come to life using real-world examples. We provide meaningful opportunities for outdoor learning including a stream monitoring program, nature walks, and field trips. It is our belief that this integrated approach to environmental education will enable our students to build environmental literacy and life-long learning skills and to enact positive change for the future.

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	Washington Green Schools	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	AMGEN Award for Science Teaching Excellence	2010
2	OSPI Award for Sustainability Education	2011
3		
4		
5		

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:

Current energy usage (kBtu/student/year) : 345.3

Current energy usage (kBtu/square foot/year) : 102

Percentage reduction : 11.7%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 12/2009 - 08/2012

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

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		100%

7. In what year was your school constructed?

1978

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

51,720

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

Yes

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)?		0%
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?

116

Yes

Please provide the following information:

Average baseline water use rate (gallons/occupant) : 1395.68 / year

Current water use rate (gallons/occupant) : 1019.04 / year

Percentage of reduction in domestic water use : 27%

Percentage of reduction in irrigation water use : 100%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 09/2009 - 08/2012

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

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? : All plants are drought-tolerant and native.

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

Our school has a rainwater only irrigation policy. Only drought tolerant, native outdoor plants and grasses are chosen for inclusion on our schools landscaping.

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

Adjacent to our parking lot is our school's bioswale. We participate in audits which measure the sediment in the swale filter and the overall effectiveness of the swale. As a result of the last audit, the Green Team is currently planting additional plants on the swale banks to reduce erosion.

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)

Our district provides annual monitoring of water quality.

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)?

10%

9. New Page

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). : 520

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 128

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). : 256

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 42.5

Monthly waste generated per person = $(A/\text{number of occupants})$: 1.17

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%

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

0%

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	N/A	
Corrosive liquids	N/A	
Toxics	N/A	
Mercury	N/A	
Other	N/A	

21. How is hazardous waste disposal tracked?

Our school does not produce hazardous waste.

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

Our school has been an active participant in the Save Organic Scraps composting program for 5 years. We have compost bins in our cafeteria. To be more efficient in reducing our overall solid waste, we implemented a cafeteria monitoring program where student leaders help their peers effectively compost, recycle, and throw away the components of their lunch. Annual trash audits help us monitor our effectiveness. This year, we are implementing a paper-towel composting program in our restrooms. We created and publicized a battery recycling program in our school and also recycle office equipment including copier and toner cartridges.

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

What percentage of all products is certified? : 100%

Which green cleaning custodial standard is used? : Green Seal - GS-42 and GS-37

What specific third party certified green cleaning product standard does your school use? : Green Seal - GS-42 and GS-37

10. New Page

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

14%

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

Our school conducts annual student and staff surveys regarding the method of transportation used to get to and from staff. The surveys are compiled by our Green Team and the results are shared with staff, students, and parents.

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.

130

(Maximum 50 words)

Our school has a walking school bus which provides students with a safe route to and from school. Parents participate in walking school bus training at the start of the year to understand the function of the program. Parent volunteers supervise three walking routes within 1 mile of our school.

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

We have reduced the number of buses serving our school by one. All students within one mile of the school are encouraged to use the walking school bus as an alternative to vehicles. Our school has and enforces a no idling policy for buses and cars in our parking lot.

11. New Page

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)

We provide our students with opportunities to evaluate our school's energy usage and waste creation. With our waste provider, students participate in trash audits and evaluate the effectiveness of our recycling programs. We received a Solar 4R Schools grant in 2012. We are currently in the process of installing a solar array to generate power for our school. Students will monitor our array real-time using an energy monitoring kiosk. This project is being completed with our local utility provider and the Bonneville Environmental Foundation. We are also partnering with Vancouver Watersheds Alliance on a planting project in our bioswale.

13. New Page

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

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

Our school district received IPM Star Certification after a independent audit that included a site inspection and policy and program review. Our goal is to reduce the need to apply pesticide through exclusion, habitat modification, application timing, and, as a last resort, the judicious use of pesticides using the least-toxic option.

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 district has participated in a state wide program called "Rehab the Lab". This program removed elemental mercury from science classroom along with thermometers and other devices. All HVAC system and vehicle switches containing mercury have been phased out.

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

During our last testing period, no rooms tested above 4 pCi/L for radon.

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

Treated wood using this preservative has been eliminated from use by our district maintenance personnel. Alternatives have been used by our carpenters and contractors for construction of ramps on portables and landscape applications for years. Children's play structures using this treated wood product have been completely eliminated.

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 maintenance department uses the EPA's Healthy Schools Environmental Assessment Tool to evaluate, and monitor compliance with, the entire range of school health and safety requirements. Our maintenance staff receives ongoing training in the area of chemical management, IAQ (indoor air quality), IPM (integrated pest management), and other emerging health and safety issues. Comprehensive school clean-outs are held every summer to identify and remove chemicals from the school setting.

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

Our Green Team uses the National Asthma Education and Prevention Program checklist to assess our school's asthma friendliness. We provide each teacher with a copy of our checklist which details ways that teachers can improve indoor air quality. Suggestions include not using classroom air fresheners, eliminating classroom pets, and having an indoor plant in the classroom. Our school nurse provides annual training on asthma triggers and what to do if a student has an asthma attack. We also have annually updated asthma action plans for all students with asthma.

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)

All school ventilation and / or moisture control issues are addressed by our maintenance team within 24 hours of an initial report. All maintenance work is tracked by our school district through the mPulse work management system. Our building operator has received training and certification on indoor air quality and energy reduction.

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

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)

All ventilation systems are inspected by our building operator and issues are reported to our district maintenance team. Any problems with the ventilation system are addressed within 24 hours and are tracked using the mPulse system. All facilities within our district are evaluated using continuous quality inspections (CQI). The focus of the CQIs is on cleaning for health. Annual building inspections focus on the condition of the building's structure. We also participate in the EPA's IAQ Tools for Schools program.

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)

Our school district has a draft policy on IAQ regulating air quality in our school building. Our school is ventilated with outside air consistent with state code and with the district draft policy.

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)

Our school district has fully implemented the EPA's IAQ Tools for Schools. Activities done in conjunction with the program include site visits with building scientist Richard Prill of Washington State University, the drafting of a district wide IAQ policy, participation by our maintenance staff in the EPA TFS symposium in Washington D.C., participation in the Washington State School Environmental Assessment Technical Advisory Committee, and direct involvement in the Washington State Department of Health IAQ pilot. Our school has annual inspections and dean outs. Periodic inspections focus on cleaning for health. District maintenance personnel participate in the Washington State Children's Environmental Safety Network to monitor and respond to emerging health and environmental issues through policy development and educational forums.

14. New Page

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

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)

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

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

Our school's physical education program is designed to provide students with exposure to a variety of sports, to develop physical fitness, and teach health and nutrition. Students participate in one 40-minute period of dance and one 40-minute period of PE each week. Fourth and fifth grade students complete classroom based assessments where they set and track fitness and health goals using student-selected fitness benchmarks. All students participate in an annual Jump Rope for Heart event. Physical education classes are taught outdoors, weather permitting. Fourth and fifth grade students can participate in after-school sports programs including track, volleyball, and basketball.

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

Our school hosts a mileage club. In these months, students are encouraged to spend their 45-60 minutes of outdoor recess time running on the track. Students keep punch cards for their laps run and teachers track the number of miles run by each

child. Students receive a 'toe token' for every five miles run and are honored on our school news program after running 26, 50, and 100 miles.. We have a multi-age outdoor extended recess once a week. During recess, students are encouraged to participate in a variety of sports and supervised activities.

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

At Sacajawea, health and fitness are incorporated into instruction and assessment at every grade level. Beginning in kindergarten, students receive direct instruction on healthy eating choices and exercise. Students study how nutrition leads to lifelong health and wellness through our STC science kit on Food Chemistry. Students complete summative classroom based assessments at least once per trimester in each grade level. Students receive report card grades each trimester on health and fitness.

15. New Page

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)

This year, our school implemented changes in our student lunch program including eliminating chocolate milk 3 days of the week and offering new salad and fruit and vegetable choices. Students are required to choose one fresh fruit or vegetable for lunch each day. Our walking school bus program provides 10% of our students with up to one mile of supervised outdoor walking each day. We partner with the Portland Timbers and Oregon Children's Theater to provide two annual assemblies on health and nutrition.

17. New Page

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)

Environmental and sustainability standards are taught at each grade level at Sacajawea Elementary School. Students study their local natural and man-made environment and explore the connection between the environment and human activity. Environmental literacy is integrated into all curricular areas. Students at each grade level have a science and social studies unit designed to integrate with the ESE standards. Students demonstrate proficiency on the ESE standards through their classroom journals and assessments. It is our goal to help our students develop a connection to the place in which they live and to explore the ways that they make an impact on the world around them. Students engage in debates, classroom presentations, writing projects, and teacher-created assessments to demonstrate mastery in these areas.

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

Environmental literacy is integrated into our daily instruction. In our STC science kits on ecosystems, land and water, and plant growth and development, there is a strong link to human impact on the environment. Teachers build upon this link by providing students with extension projects that encourage students to examine how humans change their natural environment. Students in grades 4 and 5 study salmon and dams. As a part of their social studies classroom based assessment, students write about the responsibility people have to their environment and how to balance the needs and wants of diverse groups such as fishermen, recreational water users, and salmon. All students receive peer instruction on composting, recycling, and waste. They discuss where our trash goes and how we can make positive changes that lessen our environmental footprint. In the upper grades, students link the conservation of natural resources with mathematics by examining our school's use of

electricity and water over time. At the primary grades, students examine macroinvertebrates from our local stream and assess what the presences of macroinvertebrates tells us about water quality. Our school has also utilized the environmental and sustainability enhanced lessons created by OSPI through the EPA Grant for Environmental Literacy.

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)

Our fourth and fifth grade students participate in a district-wide annual classroom based assessment in social studies. Teachers select a topic of social value and have students research the topic, draft an opinion paper, and present their findings to their peers. Students in grades four and five have written classroom based assessments on whether or not dams are beneficial to our watershed and community. In 2011, 70% of students demonstrated proficiency on this classroom assessment. Third through fifth grade students also participate in a watershed monitoring program. Student watershed journals are evaluated for content and clarity. 80% of students demonstrate proficiency in their journals and are able to clearly articulate the purpose and benefits of the watershed monitoring program. At each grade level, students utilize science journals to record the results of classroom-based scientific investigations. At our school 75% of students demonstrate mastery of science concepts through their science journals.

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)

One Sacajawea teacher participated in the creation of the Environmental and Sustainability Education standards with OSPI. The entire teaching staff (100%) has received ongoing professional development on the creation and possible methods for implementation of the ESE standards in 2010 and 2011. These professional development opportunities included sessions centering on the basic structure and content of the ESE standards, how the ESE standards align with current state math and science standards, and what current curriculum connects with the ESE standards. Furthermore, teachers have been provided with professional learning community (PLC) time to collaborate on the appropriate implementation of the ESE standards in their grade level. All fourth and fifth grade teachers (27%) have received training on implementing the ESE standards in conjunction with social studies classroom based assessments. Two teachers (9%) have received advanced training on the ESE standards through our district science cadre. Four teachers (18%) have participated in the Washington Green Schools program trainings which have partially covered the ESE standards.

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)

Students in grades 2 and 4 participate in stream monitoring program. Students walk to the local stream and take water samples to test for water quality (turbidity, dissolved oxygen, phosphates, nitrates, fecal coliform, pH). Students examine macroinvertebrates present in the stream and journal about changes at the stream site over time. Students discuss how external factors (human development, weather, etc) impact the stream site and what actions they could take to mitigate human impact on the local environment. In our lower grades, students participate in nature walks around our school campus. First grade students study organisms and use the school yard as a classroom. Instruction centers on creating a sense of place and fostering respect for living creatures. Through their outdoor explorations, students study weather, seasons, animal habitats, local plant species, and student impact on the school grounds. Students frequently share the results of their learning on our Skyhawk News student created news program. Fifth grade students take a field trip to Columbia Springs Environmental Education Center where they learn about native species, watersheds, and the impact of humans on the natural world through a day-long outdoor exploration.

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)

Our school uses environmental education as a means to engage in STEM learning. Green team members from grades K – 5 use the math skills of measurement and graphing to track our school's water and energy usage over time. Upper grade students use math skills in the stream monitoring trips to average data, measure change, and compute water speed and depth. All students have learned about green technology through our solar panel installation project. Students have explored the technology needed to generate solar power and have explored power transmission. Students in grade 4 visit the public utility company to study power generation. They learn that the majority of power used in our county is generated by dams on the Columbia River. They then study hydroelectric turbines and complete a classroom based assessment critically examining the benefits and drawbacks of hydroelectric power. Our students also study the technology associated with landfills and composting. Students participate in bi-annual trash audits and track the type and amount of waste generated at our school. They study the technology used at our landfill in Boardman, OR and at the Cedar Grove composting facility.

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

Our school has a robust and active Green Team. Students elect to join the Green Team and in the 2012 school year 15% of our student population has joined the team. The Green Team meets monthly to discuss how we can make changes at our school to help lessen our environmental impact. Green Team projects have included participation in the Solar 4R Schools grant program, planting projects in our bioswale, and partnership with a local community organization to create an on-campus native plant garden. Green Team members discuss potential careers in environmental engineering and education as they relate to our team projects. Students work as cafeteria monitors in our school lunchroom and help their peers learn about the recycling and composting processes. Students also work as classroom energy monitors where they advocate for the conservation of resources and teach about green technologies.

19. New Page

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

Our students are eager to share their explorations of the natural environment with the broader community. Each year, student representatives attend Watershed Congress. At Watershed Congress, student teams present the findings of their stream monitoring field trips to community members and local stakeholders. The students share the findings from their chemical tests and draw conclusions about the overall health of the stream site. Students also engage in a problem-solving activity to find potential solutions to the areas of concern they have uncovered at their stream site. Students from Sacajawea also participate in the Clark County Washington Green Schools Student Summit. Our student representatives share the work of our school's Green Team with other schools from Clark County in the day-long event. Our Green Team members actively participate in community engagement projects throughout the school year. These include school clean-up days, planting projects in our school's native plant garden, and Green Team meetings. This school year, our Green Team members will provide our school community with information about our solar array through our school television station. The efforts of our school's Green Team are shared on our school television station and on YouTube.

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)

Outdoor learning is a key element of our environmental education program at Sacajawea. Students in the upper grades participate in watershed monitoring at our local stream. Students take monthly walking field trips to the stream where they work with community volunteers to conduct water quality tests and examine macroinvertebrate species. The students examine the stream site over time and discuss how external factors change the site. The students create a guiding question for their watershed monitoring and present their findings to a group of community members and students at our local Watershed Congress. The students also share their results within the school community. In our lower grades, students participate in nature walks around our school campus. Through their outdoor explorations, students study weather, seasons, animal habitats, local plant species, and how students impact the school site. At all grades, students are encouraged to share what they have learned. Students create a monthly Skyhawk News broadcast which disseminates school news. Skyhawk News has been used to share water quality test results, to showcase student writing about the environment, and to teach compost / recycling procedures. This news broadcast is shared with the wider community through our school web site and YouTube.

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)

Our school partners with several community organizations to enrich our environmental education program and to provide opportunities for our students to engage with their community. This year, we have partnered with the Bonneville Environmental Foundation and Clark Public Utilities to install a solar array and construct an outdoor classroom at our school. Teachers will receive training and engage students in learning about renewable energy in a tangible way. We work with the Waste Reduction Specialist at our local waste company to provide lessons, teacher training, and onsite environmental education projects. The Save Organic Scraps program works with our teachers to create classroom lessons and assemblies. We have trained our lunchroom monitors in conjunction with the SOS staff. These partnerships have led to a dramatic reduction in our school's waste and an increased awareness of our impact on the environment. We partner with our Water Resource Education Center to implement the school's watershed monitoring program. We work with our county's public utility to provide lessons on electricity use and conservation. Students visit the PUD and waste transfer center as a result. Our school's environmental education program has been written about in our district Report to the Community and in our local newspaper.

21. Thank You!

Email Confirmation

Dec 31, 2012 16:31:42 Success: Email Sent to: meredith.gannon@vansd.org

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