



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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 grades Pre-K-12.
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 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 Green Ribbon Schools 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: **Mr. Edmund Wong**

Official School Name: **Discovery Elementary School**

Official School Name Mailing Address: **11700 Meridian Ave. S. Everett, Washington 98208**

County: **Snohomish** State School Code Number *: **4304**

Telephone: **425-366-2700** Fax: **425-366-2702**

Web site/URL: **http://di.mukilteo.wednet.edu/pages/Mukilteo_DiscoveryES** E-mail: **wongew@mukilteo.wednet.edu**

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

Date: **01/27/2015**

(Principal's Signature)

Name of Superintendent: **Dr. Marci Larsen**

District Name: **Mukilteo School District**

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

Date: **01/28/2015**

(Superintendent's Signature)



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 grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **Washington State Office of Superintendent of Public Instruction**

Name of Nominating Authority: **Ms. Gilda Wheeler**

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 black ink, appearing to read "Gilda Wheeler".

Date: **1/29/15**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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.

Summary: Discovery Elementary

Discovery Elementary has earned Levels 1-3 through the Washington Green Schools program for reducing energy consumption, waste reduction and recycling, and improving school grounds. An Energy Audit was performed resulting in the following steps. Small personal refrigerators were removed from around the school. In each class, energy monitor (turning off lights, monitors, printers, and computers) was added to the list of classroom jobs. The Technology Department provided flat screen monitors and removed all "tube" style monitors along with changing settings so the computers monitors automatically shut down if not used for a short period of time. The Maintenance Department was alerted and places where weather stripping was missing around doors and windows were replaced. The district replaced school's boiler with a more energy efficient model. Our school has guidelines for thermostat temperature settings as well as a timer to run the new heating and ventilation system were installed in the fall of 2014.

A Waste and Recycling Assessment and Audit was completed and used as a pre-assessment baseline. After implementing changes, in just one month, the monthly waste bill decreased by 17% from \$980 to \$813 saving \$167. After two months, the garbage decreased 60% from 40-cubic yards of waste to 16-cubic yards and after three months further decreased to 62% resulting in 15-cubic yards of waste. At the same time, recycling increased 20% in two months from 20-cubic yards to 24-cubic yards and after three months increased 25% resulting in 25-cubic yards of recyclable materials. After two months, composting increased 33% from 3-cubic yards materials to 4-cubic yards and after three months increased 66% resulting in 5-cubic yards of compostable materials.

By the end of the second month, there was an extreme reduction in waste in the cafeteria from fifteen 44-gallon bins of garbage a day down to less than one 44-gallon bin a day. There was a significant increase in daily recycling in the cafeteria as results revealed at the end of the second month recycling increased 400% and by the end of the third month increased 500% since the pre-assessment baseline. The school reduced the size of its garbage dumpster from a 6-yard dumpster to a 3-yard dumpster.

A Verde Garden Team was formed to organize a place where students and families come together experience the joy of gardening. The veggie and fruit garden area also has a cedar worm bin, greenhouse, and herb garden. Students, families, and staff members participated in the 2013 and 2014 Green Apple Day of service project. Last year, we planted 21 fruit trees and move 120 yards of compost to create vegetable garden beds. The garden was a huge success and over thousand pounds of produce was harvested this past summer/fall. The produce was distributed to Discovery students.

Students developed and applied the knowledge and skills needed to make decisions while promoting green solutions. The student led green team continues to monitor and make adjustments to our environmental goals. Through ongoing efforts, we are conserving valuable resources, cutting down the amount of waste generated to save money, and reducing environmental impact by reducing, reusing, recycling, and composting.

Food Backpacks To Go program - two staff members have created a community leadership program that provides backpacks with food for 20 families in need. The backpacks filled with food and personal health products go home with students every Friday.

The school works with Junior Achievement every year to ignite the spark in today's youth to experience and realize the opportunities and realities of work and life. This nonprofit organization supports core content areas of work readiness and entrepreneurship to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. The school has teamed up with the WSU Snohomish County Extension Beach Watchers to educate students about the protection of local natural resources, especially focusing on Puget Sound. The Beach Watchers have expanded the minds of students by providing a connection to the interpretation of critters at local beaches during low tides.

The Surface Water Management Division of Snohomish County Public Works provides classrooms lessons and grants for teachers to take students on environmental fieldtrips. Thanks to this partnership, for the past eight years, two fourth grade classrooms have taken their students to a fish hatchery, wetlands, estuary, beach, lighthouse, nursery, and the farm.

Fifth grade students are enrolled in the Sqord fitness program and has increased their physical activity. Each student has a Sqord that monitors and measures their physical activity. We want students at Discovery Elementary to be leading transformational change toward a more sustainable and just society.





2014-15 Green Ribbon Schools Application

Response ID:26 Data

3.

School Profile

School Name

Discovery Elementary

Street Address

11700 Meridian Avenue South

City

Everett

State

Washington

Zip

98208

School Website

http://di.mukilteo.wednet.edu/pages/Mukilteo_DiscoveryES

Principal First Name

Edmund

Principal Last Name

Wong

Principal Email Address

WongEW@mukilteo.wednet.edu

Principal Phone Number

425-366-2700

Total School Enrollment (Fall 2014)

720

Percentage of students eligible for free or reduced priced meals (Fall 2014)

76%

Is your school

Public

Name of School District (if a public school)

Mukilteo School District

What grade levels does your school serve? (e.g., K-5, K-8, 6-8, 9-12)

K-5

Application Team Information (who prepared the application)

Lead Applicant First Name

Laurie

Lead Applicant Last Name

James

Lead Applicant Title (e.g., teacher, principal)

teacher

Lead Applicant Email

jamesly@mukilteo.wednet.edu

Lead Applicant Phone Number

425-366-2771

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1	Steve Richardson	Lead Custodian
2	Fred Collins	Teacher
3		
4		
5		
6		
7		
8		

4.

1. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below.)

Summarize the school's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

Partnerships or memberships the school has developed to meet your green goals

The people, including any student team, involved in your Green School efforts

Your progress thus far, including results and benefits

The plan to sustain your work

(Maximum 800 words)

Discovery Elementary has earned Levels 1-3 through the Washington Green Schools for 1) reducing our energy consumption, 2) waste reduction and recycling, and 3) improving school grounds.

WGS Level I –

An Energy Audit was performed and energy saving areas were recommended. Small personal refrigerators were removed from around the school. In each class, energy monitor (turning off lights, monitors, printers, and computers) was added to the list of classroom jobs. The Technology Department provided flat screen monitors and removed all "tube" style monitors along with changing settings so the computers monitors automatically shut down if not used for a short period of time. The Maintenance Department was alerted and places where weather stripping was missing around doors and windows were replaced. The district replaced school's boiler with a more energy efficient model. Our school has guidelines for thermostat temperature settings as well as a timer to run the new heating and ventilation system installed fall of 2014.

WGS Level II –

A Waste and Recycling Assessment and Audit was completed and used as a pre-assessment baseline. After implementing changes, in just one month, the monthly waste bill decreased by 17% from \$980 to \$813 saving \$167. After two months, the garbage decreased 60% from 40-cubic yards of waste to 16-cubic yards and after three months further decreased to 62% resulting in 15-cubic yards of waste. At the same time, recycling increased 20% in two months from 20-cubic yards to 24-cubic yards and after three months increased 25% resulting in 25-cubic yards of recyclable materials. After two months, composting increased 33% from 3-cubic yards materials to 4-cubic yards and after three months increased 66% resulting in 5-cubic yards of compostable materials.

By the end of the second month, there was an extreme reduction in waste in the cafeteria from fifteen 44-gallon bins of garbage a day down to less than one 44-gallon bin a day. There was a significant increase in daily recycling in the cafeteria as results revealed at the end of the second month recycling increased 400% and by the end of the third month increased 500% since the pre-assessment baseline. The school reduced the size of its garbage dumpster from a 6-yard dumpster to a 3-yard dumpster.

WGS Level III –

The School Grounds was the focus. A Verde Garden Team was formed to organize a place where students and families come together experience the joy of gardening. The veggie and fruit garden area also has a cedar worm bin, greenhouse, and herb garden.

Students, families, and staff members participated in the 2013 and 2014 Green Apple Day of service project. Last year, we planted 21 fruit trees and move 120 yards of compost to create vegetable garden beds. The garden was a huge success and over thousand pounds of produce was harvested this past summer/fall. The produce was distributed to Discovery students.

Students developed and applied the knowledge and skills needed to make decisions while promoting green solutions. The student led green team continues to monitor and make adjustments to our environmental goals. Through ongoing efforts, we are conserving valuable resources, cutting down the amount of waste generated to save money, and reducing environmental impact by reducing, reusing, recycling, and composting.

Food Backpacks To Go program - two staff members have created a community leadership program that provides backpacks with food for 20 families in need. The backpacks filled with food and personal health products go home with students every Friday.

Work with Junior Achievement every year to ignite the spark in today's youth to experience and realize the opportunities and realities of work and life. This nonprofit organization supports core content areas of work readiness and entrepreneurship to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

Our school has teamed up with the WSU Snohomish County Extension Beach Watchers to educate students about the protection of local natural resources, especially focusing on Puget Sound. The Beach Watchers have expanded the minds of our students by providing a connection to the interpretation of critters at local beaches during low tides.

The Surface Water Management Division of Snohomish County Public Works provides classrooms lessons and grants for teachers to take students on environmental fieldtrips. Thanks to this partnership, for the past eight years, two fourth grade classrooms have taken their students to a fish hatchery, wetlands, estuary, beach, lighthouse, nursery, and the farm.

The fifth grade students are enrolled in the Sqord fitness program and has increased their physical activity. Each student has a Sqord that monitors and measures their physical activity. We want students at Discovery Elementary to be leading transformational change toward a more sustainable and just society.

5.

2. Does your school participate in a local, state, or national green schools program (e.g., Washington Green Schools, Eco Schools USA, Project Learning Tree Green Schools, King County Green Schools Program, or Cool School Challenge)?

Yes

If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?

	Program	Level in Progress	Level and Date Achieved
1	WAGS	Achieved level I	Level I 2009
2	WAGS	Achieved level II	Level II 2013
3	WAGS	Achieved level III	Level III 2014
4			
5			

3. In the past five years, has your school, staff, students or student groups received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?

Yes

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	WAGS Level I	Discovery	WAGS	
2	WAGS Level II	Discovery	WAGS	
3	WA Green Schools Leader Pillar 3	Discovery	WA Green Ribbon Schools	
4	WAGS Level III	Discovery	WAGS	
5				

6.

4. Which of the following programs or practices has your school implemented to conserve energy and to protect our

environment from the negative effects related to buildings? (Check all that apply)

Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.

Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.

Our school has met our energy conservation target every year since we started our program.

Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

Our school has a greenhouse gas emission reduction plan in place that targets energy use and we measure our annual progress against our reduction goal.

5. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 300 words)

The Mukilteo School District Maintenance Department has a plan to make sure all HVAC units are working properly through regular testing/inspections. The school district follows all state and local codes for ventilation. The local Fire Marshal and Health Department also does yearly inspections. Discovery Elementary has passed all inspections.

Staff members avoid using plastic bags, not purchasing items with excessive packaging, purchasing products made from or packaged with recycled materials, recycling all batteries, recycling all ink cartridges, using rechargeable batteries, and using both sides of paper. Also, staff members hold each other accountable for not wasting water and turning off lights/electronics when not being used in the classrooms. Staff uses reusable microfiber cloths for cleaning versus disposable wipes. The cafeteria has replaced disposable trays with durable trays.

Students made pledges to protect the environment. They participate in essay contests and write about their dreams to make their school, community, the world a better place by protecting the environment. Students participate in Earth Day activities, school grounds trash pick-up, and not wasting water in the drinking fountains.

The school has a Green Team that is comprised of students and staff. The Green Team monitors the environmental efforts of everyone at the school. Once a trimester, the custodian reports back to the Green Team facilitator regarding the ongoing efforts of energy usage, water usage, composting efforts, and total garbage waste. Increases/decreases in these areas are noted. Then a discussion takes place on if any changes need to be made.

7.

6. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)

We are served by a community/city/county owned water provider that is required to report annually on the quality of our water.

Our school has its own well and we do water sampling in accordance with our local and state health authorities.

Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

We have a water reduction plan in place

Our school has low-flow water fixtures

Our school has native drought-tolerant plants

Our school has minimal or no landscape irrigation

7.

Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 300 words)

Discovery Elementary has 90% of landscaping areas to be considered water efficient. The type of plants that create the landscape are evergreen and drought resistant. These plants are spread out throughout the entire campus. Thus, the school grounds are irrigated through natural rainfall.

Discovery Elementary belongs to them Alderwood Water District. All of the storm water runs into the storm drains on our property or storm drains located on the county property. The building has copper and lead free solder water pipes along with low flow water fixtures.

The building has low flow toilets and reduce flowing faucets. The custodial staff cleans drinking fountains with approved hospital grade disinfectant.

8.

8.

Which of the following programs has the school initiated and maintained to prevent and recycle solid waste, eliminate or reduce hazardous waste, and procure environmentally preferable products? (Check all that apply)

Our school has initiated and maintained a solid waste management plan

Our school promotes and follows waste prevention practices to reduce the generation of waste

Our school collects recyclable materials

Our school collects compostable materials

Our recycling program collects all recycling materials that are collected in our city/county.

Our school only purchases office/classroom paper that is 50% or more post-consumer material.

Hazardous and dangerous products at our school have been reduced or eliminated.

Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.

9.

Use the list above as a guide to describe your solid waste management plan and practices, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 300 words)

The goal for our school wide recycling program was to reduce our school waste by 50%. Staff members modeled ways to reduce waste by turning off electronics when not being used to save energy, using recycle bags, limiting photo copies, using minimal amounts of water, and using materials more than one time to reduce our schools impact on the environment. Fluorescent lamps, electronics, and other mercury sources are recycle or disposed of in a proper manner by the custodial staff. Green cleaning supplies are 85% green. Our students are encouraged to use reusable bottles to drink water and reusable containers for their lunches.

A school Green Team was formed to create an eco-friendly environment within the school community. After establishing current conservation practices, the team decision was to decrease garbage while increasing composting and recycling. Based on the findings, the biggest factor that influenced the decline on the garbage consumption was recycling milk and juice cartons in the cafeteria as well as eliminating Styrofoam trays. In addition, each bin in the cafeteria was color coded and marked clearly so students knew where to put each waste product. Green Team students were available at lunch to help other students with proper placement of waste products. After taking action to reduce waste and Discovery Elementary, drastic improvements were made that decreased the amount of material put into landfills in just two months (and continues to this day).

Another initiative implemented in the cafeteria was the collection of empty drink pouches and plastic Lunchable containers. Every two months, approximately 26 lbs of drink pouches and 15 lbs of Lunchable plastic containers are collected and

shipped to TerraCycle as part of the Brigade program. The benefits of reusing, recycling, and composting has helped to reduce greenhouse gas emissions.

9.

10.

Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

Our school participates in a "Safe Routes to School" or similar program.

Our school offers yellow school bus service.

Our school is served by city/metro public transportation service.

All school buses that serve our students were built after 1994 when the first emission standards were adopted.

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

Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.

11.

Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. (Maximum 300 words)

Students at Discovery Elementary either walk ride their bike, take the bus, or carpool with approximately 40% of the students taking transportation provided by the school district.

Since over 75% of our students receive support through the free lunch program, due to work schedules and financial constraints, many families do not have an adult who is able to walk children to and from school. Discovery Elementary is located one block off of Interstate 5 and serves students from both sides of the freeway without a direct route for students to cross safely on their own. The school is located in an area that has a lot of crime and a transient population. This makes it even more difficult for student to walk or ride their bikes on their own to school. Nevertheless, we have an incentive program that rewards student who read. Six students per year win a new bicycle and helmet courtesy of the local Kiwani's Club as a motivation for earning AR points for reading.

The local Fire Station is two blocks from our school. The fire station personal have worked with our office staff and school district transportation department to determine safe routes for the children. Crossing guards wearing safety vests and carrying crossing flags are placed at all intersections within the walking service area of our school.

The intermediate students are offered a bicycle safety workshop called Bicycle Rodeo to help students with riding gear to make sure helmets and other biking gear fit as well as learning the rules of the road. Also, staff members challenge each other to log hundreds of miles on their personal bikes instead of driving to work. In May, the Cascade Bicycle Club hosts Bike to Work/School month in which many staff member participate.

10.

12.

Which of the following programs or practices does your school implement to ensure the environmental health of the school community? (Check all that apply)

Our school has adopted, implements, and routinely updates an Integrated Pest Management program modeled after WSU Extension School IPM or EPA IPM in Schools.

Our school has adopted, implements, and routinely updates an Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.

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 reduce exposure.

Our school has a comprehensive green cleaning program.

Our school has a chemical management program in place that includes, purchasing, inventory, storage, training, spill response, and hazards communication.

13.

Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 300 words)

Summer of 2012, the roofing on all buildings was replaced. Proper certified ventilation through the roof is consistent throughout each structure. Ceiling tiles were replaced. All windows and exterior doors received new flashing/weather-stripping.

Summer of 2014, McKinstry assisted in identifying and successfully implementing an energy-efficient HVAC system. The boilers were replaced with high-efficiency condensing boilers optimizing energy efficiency.

Environmental Protection Agency Tools are used for Indoor Air Quality (IAQ). Snohomish County Health District walks the building annually using the State of Washington K-12 Health Standards. District Safety team meets and discusses safety concerns. All outdoor exits have walk-off mats placed immediately inside the door. The Maintenance Department works with schools to remove and ensure products used are mercury free. The custodial staff uses the Green Seal standard. They use Virex 256, which is a hospital grade disinfectant by Johnson Diversey.

When indoor air quality test needs to be performed, the following takes place:

- the air handling unit will be checked
- the exhaust and ventilation will be tested
- carpet will be professionally cleaned
- classroom filter will be replaced
- areas will be checked for evidence of water leaks or standing water where mold might grow
- carbon dioxide test will be scheduled
- an Industrial Hygiene Consultant will be asked to assist in investigating the IAQ

Discovery Elementary provides a safe and healthy environment for the students, staff and community by implementing an Integrated Pest Management (IPM) program. IPM practices will be used to prevent and reduce pest problems with a "common sense" approach. Actions are taken when any pest (insect, rodent or weed) reaches an unacceptable level and impacts the school environment.

11.

14.

Which of the following programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).

Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.

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 student assessments.

15.

Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality

outdoor time for both students and staff. (Maximum 300 words)

The Washington State University Extension Food Sense program is integrated in the 3rd-5th grade classrooms. The topics covered are: germs, table manners, MyPlate, the five food groups, sugar, snacks, fiber, calcium, vitamins and oils. Students take the Apple Cup Challenge which challenges students to taste 40 different fruits and vegetables.

Beecher's Pure Food kids program empowers kids to make healthier food choices for life. The program sparked students' curiosity about what's really foods they eat. The 130 fourth grade students learn to be chefs, cooking and eating tasty, nourishing food in their classrooms.

Discovery Elementary physical education program is based on teaching students to love being active and learning to make healthy choices for their bodies. Students learn basic motor skills and then apply these skills in individual or large group activities.

Every Tuesday and Thursday, our school has Mileage Club. Every student participates at their own level and runs anywhere from 1-12 laps around our large playfield (5 laps equals a mile). The students have opportunities to play kickball, basketball, soccer, jump rope, four square, and many other outside movement games. In the fall and spring, Physical Education classes are outside as much time as possible depending on weather. In the cold weather, students exercise indoors while warming up and cooling down in a temperature controlled environment. Students with asthma have inhalers at school and are able to use on an as needed basis.

The 120 fifth grade students and 30 staff members use a Sqord device (mounted in a waterproof wrist band) to track their physical activity. The Sqord motivates you to move and be more engaging. The Sqord contains a 3-axis accelerometer to measure the intensity and duration of physical activity giving an administrative a reporting tool with quantifiable metrics on the physical activity, levels, and participation.

12.

16.

Describe how your school integrates and measures students' environmental and sustainability literacy at each grade level, including curriculum and outdoor learning. (Maximum 300 words)

Discovery has a unique setting where there is a courtyard and garden space where students can learn outdoors. Often teacher use this outside learning are for reading, science, and art. The courtyard also has birdhouses students to observe nature.

First Grade: Students observe the wooded area near our school. The students talk about the animals and plants growing in this area, why they are important to our environment, and what we need to do to ensure their survival, specifically, no littering, don't pick the vegetation, and leave animals in their habitat. Students understand characteristics of living organisms.

Second Grade: Students study insects, Mealworms, and Darkling Beetles. As an entomologist, students create projects that discuss the animals' environment, food they eat, and interesting facts.

Third Grade: Students discover how to change a liquid into a solid or a solid into a liquid. Through inquiry, students also learn about the air and weather. Students develop and apply the knowledge by observing and recording changes in weather patterns and Earth formations.

Fourth Grade: Students explore rain water and drinking water to experiment with different variables that affect water for our personal use as well as environmental hazards. Students gain an understanding that water is essential in Earth systems and everyone has to make choices and evaluate the outcomes of those choices. Students will be studying solar energy and building solar energy robot. They take field trips to the farm, wetlands, and beach learning about changes in the ecosystem.

Fifth Grade: The science units that are discussed focus on life science, plants, photosynthesis, food webs and factors that can

influence ecosystems and promote sustainability.

All students use the garden area to discuss vegetation, nutrition, composting, organics, photosynthesis, and germination. All grade levels use the Full Option Science System (FOSS) science kits.

17.

Describe professional development opportunities available to your teachers in environmental and sustainability concepts, and the number and percentage of teachers who participated in these opportunities during the past two years. (Maximum 300 words)

There are professional development opportunities available for staff that supports environmental education. Information delivered in various workshops describe the newly-established district common assessment questions and common essential vocabulary combined with current methods of increasing science literacy to learn how to best increase students` chances of being successful. Teachers become more familiar with the dimension of student engagement in science and mathematics as aligned to the instructional framework, including reading, thinking, writing, problem-solving and meaning-making.

Approximately 90% of the teachers have participated in environmental education opportunities like the Green Apple Day, Farmer Frog agriculture, Earth Day, WSU Beach Watchers, PUD, Waste Management, Puget Sound Energy, Community Transit, and Taylor Shellfish. Each of these organizations offer workshops, assemblies, professional development, or educational resources for teachers to use with their students in their classrooms.

Workshops are available to support the FOSS science kits. Every teacher is trained in the correct procedures to follow when teaching science and using these materials. Also chemical-resistant latex-free gloves are used for staff and students. These science units cover topics like water, electricity, landforms, geology and sound. (The percentage of teachers participating in refresher courses the past two years was not available.)

18. Describe how environmental and sustainability education in your school supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 300 words)

Teachers educate students about conservation and the environment through science and reading. The goal is to increase students' knowledge base and create awareness about the environment. All students have opportunities to enhance their environmental and sustainability literacy knowledge through project-based activities, inquiry, and a holistic approach to problem solving leading to life-long learning.

The City of Everett has water programs and workshops that are presented in the classroom. The second, third, and fourth grade students learn to role play where their water comes from, conduct a water experiment comparing water behaviors and participate in a water conservation game. Students use higher level math skills and build on what they have learned about water in previous years. This aligns with the third grade state Grade Level Expectations in core content areas.

Physical activities at school are encouraging students to be more active. The PE teacher uses scoring rubrics to assess students' fitness performances. In the fourth and fifth grades, students work in small groups to examine how bugs are indicators of watershed health. Each student is given the opportunity to role-play a macro-invertebrate trying to survive in water being polluted. Students learn specific actions they can take to keep surface water and watersheds healthy. The students learned a lot of water conservation techniques that they can implement at home. The workshop curriculum fits well with 4th grade studies on Washington State history and 5th grade studies on landforms and the science environments kits.

Environmental and sustainability education supports teaching and science practices at our school through earth system principles. When teaching about four domains of science, content is driven by engineering principles. Students demonstrate grade appropriate proficiency and ask questions by defining problems, carrying out investigations, analyzing data, designing solutions, and communicating information.

19. Describe how your school's curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers. (Maximum 300 words)

Discovery Elementary uses sustainability as a learning target. Teachers coordinate with outside organizations to support their needs in the classroom. Farmer Frog offers curriculum that focuses on the NGSS as well as the common core state standards. Implementing their program has raised awareness about nutritional issues.

Taylor Shellfish Company come into the classrooms to give a hands-on presentation on live shellfish. They provide ocean acidification lessons, ocean habitats, water quality presentation, and activities on the watersheds.

The PUD presentations are designed to be integrated into math and science lessons. The fourth graders study electricity and are able to create investigation using batteries and bulbs. First, the students discover the four ways to light a bulb, using a battery, a piece of wire and a bulb. Next, students have a hands-on experience with short circuits and knife switches. Then, they experiment with batteries and buzzers to create simple electric circuits. They will learn to identify insulator, conductor, open and closed circuits. After that, they make their own incandescent light bulbs using a 12-volt battery and discover the relationship between current, resistance, and voltage. Students also learn how to draw a schematic for their circuits.

The FOSSweb curriculum serves to extend understanding of each science module and course through interactive activities, links to the Internet, and connections to other resources such as books, videos, glossaries, and more. The science curriculum is designed to provide schema for students and support for teachers who are actively involved in implementing and enjoying science.

By implementing environmental curriculum, students can be informed about career fields such as resource management, environmental communication, natural sciences, environmental toxicology, and energy efficient analyst. Since teachers emphasize the importance of science, students might show an interest at an early age that directs them in a career focusing on sustainability issues.

13.

20.

Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service. Include information about student community engagement projects around an environmental and sustainability topic at every grade level. Include information about how your school partners with local business, other academic institutions or other educational programs, or other schools to help advance the school toward the 3 Pillars. Note if your school assists other school(s), particularly a school with lesser capacity in these areas. (Maximum 300 words)

Teachers use lesson provided by Waste Management Educational Resources Kids Eco-Club to assist in the integration of the topics. The Woodland Park Zoo's Blog is used as a teaching resource. Students are connected with the behind the scenes animal updates as well as news from conservation efforts across the globe.

First graders have a partnership with the local water system company. Wanda Flippelfairy visits to teach kids about where our water comes from, and how they can work to conserve water. Primary teachers teach a weather and water unit that includes a classroom presentation from the local water district. They take a field trip to the Children's Imagine Museum to attend a class on solids, liquids, and gases.

Third graders participate in a program put on by Community Transit. As part of the program students learn about the benefits of taking Mass Transit. Third and fourth grade students participate in the WSU Nutrition Program. Students learn about plants, nutrition, farming, and healthy living habits.

Fourth graders learn about the lifecycle of salmon and take yearly field trips to a North Creek, Narbeck Wetlands, and Willow Creek Fish Hatchery.

Brightwater Center: Students answer questions and keep a detailed learning log of their findings. Provide learning experiences and field investigation to inspire lifelong environmental and community stewardship.

Environmental Grants 2014:

- Mukilteo Schools Foundation grant: enhanced the garden area and support what we have started by becoming a greener more sustainable school.
- PUD Mini-Grant: supported a student-led project. Students will describe the benefits of solar and other renewable energy sources, identify and describe photovoltaic systems and components, and conduct experiments that demonstrate the principles of solar energy.
- Everett Garden Club scholarship: purchased birdhouses, worm-bin, garden supplies, and gang box. Teachers have resources to use in the outdoor classroom setting.

15. Thank You!

Email Confirmation

Jan 06, 2015 21:31:54 Success: Email Sent to: jamesly@mukilteo.wednet.edu