



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: **Ms. Kathleen Keller**

Official School Name: **Image Elementary School**

Official School Name Mailing Address: **4400 NE 122nd Ave
Vancouver, WA 98682**

County: **Clark** State School Code Number *: **3994**

Telephone: **360-604-6850** Fax: **360 604-6852**

Web site/URL: **http://schools.evergreenps.org/Ima** E-mail: **Kathleen.Keller@evergreenps.org**

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

Date: **1/27/2015**

(Principal's Signature)

Name of Superintendent: **Mr. John Deeder**

District Name: **Evergreen School District**

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

Date: **01/27/15**

(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: **WA 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 that reads "Gilda Wheeler".

Date: **1/28/15**

(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: Image Elementary

Image Elementary is committed to doing what it takes to reduce the environmental impacts and costs at our school. We work daily to improve the health and wellness of students and staff and we strive to provide effective environmental and sustainability education to our students. Our efforts, through the years, to make six Washington Green Schools lasting changes, have helped our school become more mindful about small consistent efforts that make a collective big difference. We are a 40 year old, all electric school. For our level one year in 2009, we decreased our energy use by 68% and we have held it down to that level for the past 6 years. All of the signs we have made through the years reminding staff and students to turn off lights, turn off the water, use one paper towel, or both sides of the paper have remained posted all around our school. We have caught the attention of the district, media and surrounding community. Old schools don't have the benefit of automatically making the Energy Star grade. We are proud of the efforts we have made to bring our school from a "1" rating in 2008 to an Energy Star level through our ongoing, consistent work. Rising up from the bottom was actually our motivation to get involved with Washington Green Schools, in the very beginning. We will never be as high as newer schools, but that's not the point. Making meaningful changes for our school has enriched us and set a positive example in our community.

The students who sign up for our 20 week after school "Conservation Kids" club make our Washington Green Schools efforts all worthwhile. They are motivated and passionate about making positive changes in the world. Washington Green Schools provides all of the elements for Project Based Learning. Students make decisions about what they want to pursue, they work on real world issues that are current and important. The research is hands-on and messy. The support and attention that Washington Green schools and the local media pour on us make this exciting, meaningful and memorable for the students. Project Based Learning is engaging, empowering and fun. We have had roughly 300 students go through our Conservation Kids program. They tell me they love the class because they really feel like their efforts matter and make a difference. You can't create any more engaging education than that!

We have come to the end of one big milestone for our school, but our work continues. In three weeks we will start a new session of "Conservation Kids." We will be conducting environmental science projects, learning about "green collar" careers and keeping ourselves healthy. Taking care of our natural resources is a full time, ongoing responsibility for everyone.

"Take care of the earth and it will take care of you. "

- Author Unknown



2014-15 Green Ribbon Schools Application

Response ID:24 Data

3.

School Profile

School Name

Image Elementary

Street Address

4400 NE 122nd Avenue

City

Vancouver

State

WA

Zip

98643

School Website

schools.evergreenps.org/elementary/schools/Image

Principal First Name

Kathleen

Principal Last Name

Keller

Principal Email Address

Kathleen.keller@evergreenps.org

Principal Phone Number

360 604- 6850

Total School Enrollment (Fall 2014)

664

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

59%

Is your school

Public

Name of School District (if a public school)

Evergreen

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

Lisa

Lead Applicant Last Name

Morgan

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

Teacher and Green Team Leader

Lead Applicant Email

Lisa.morgan@evergreenps.org

Lead Applicant Phone Number

360 604

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1		
2		
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)

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"Take care of the earth and it will take care of you. "
 - Author Unknown

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	Washington Green Schools		Energy 2009
2	Washington Green Schools		Waste and Recycling 2010
3	Washington Green Schools		Water Conservation 2011
4	Washington Green Schools		Healthy Schools 2012
5	Washington Green Schools 5 & 6 levels		Transportation 2013/School Grounds 2014 Level 6 School Grounds 2014

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	Solar Energy Grant	Lisa Morgan	Bonneville Environmental	2013-2014
2	Kids in Need	Ruth Tarbot Mendoza	Kids in Need	2012
3	Quest	Image 5th grade team	OSPI	2011
4	Energy Star Leader	Image	US Environmental Protection Agency	2010
5	Save Organic Scraps	Image	Clark County Solid Waste	2006-present

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% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.

Our school is EPA Energy Star certified this year.

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)

In 2009, the staff and students at Image Elementary decreased their energy use by 68%. In 2015, we continue to hold that 68%reduction level. We have gone from an EPA 'Energy star rating of 1 in 2008 to 90 in 2014. We are an all-electric school built in 1975. New software was installed to turn our system on and off properly. We took half of the ceiling lights out of our classrooms and other rooms where appropriate. We made sure our thermostats stayed below 68 degrees and removed all extra lights and other small appliances from our classrooms. We also consolidated our refrigerators and removed two thirds of them from the school. In October of 2009, we were informed by our district that our school had gone from 486.8 Btu's to 245 from September 2008 to September 2009 because of the changes we had made.

Our conservation efforts also involved getting the word out to students, their families and our community. Each teacher planned and taught at least one lesson on energy conservation. Each classroom created an artistic page that highlighted what they had learned and done. The pages were bound into a school book of conservation. An after school class called the "Conservation Kids"was created. The students made signs to hang in each classroom to remind teachers and students to turn off the lights , close the blinds and turn off their printers when they left. Students presented a skit to students and staff about what they have learned about Energy Conservation. Conservation lesson plans and books were ordered and added to a designated shelf in our school library for teacher and student check-out. Image continues to maintain the largest energy reduction rate of any school in our District.

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 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

We use only non-potable water (such as water collected from a rain barrel or rain cistern) for 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)

In April, 2011 we found the following data on our water use at Image Elementary. We had 633 students and 79 staff members. Taking a one month average, we estimated that we used 731,794 gallons of water per school year for flushing toilets and washing hands. We also use water in our cafeteria sinks, watering the grass, cleaning facilities and classroom projects which will bring the total gallons per year higher. We estimated that we used 395,280 gallons flushing toilets, 117,360 gallons flushing urinals and used 219,154 gallons for hand washing. We measured our data by holding plastic bags under the faucets to measure the amount of water used in flushes and hand washing. We then took an average of the number of times that students and staff reported using the bathroom each day for 180 days. Happily, when we got our bill for April, it showed only 40,392 gallons used that month, which means that our actual water use is about half of what our estimates told us.

The entire school participated in our campaign to make a lasting change by reducing the amount of water we used daily in our school. The "Conservation Kids" made signs to post above the four half-circle shower sinks that we have in our school. It reminded students to step off the bar that turns the water on while they soap up their hands. We also planted 14 native plants in the front of our school and held a Saturday cleanup inside and out of our school. All three of our water conservation efforts begun in 2011, continue in 2015. Our native plants beautify our school and catch the rain water, our water conservation signs still hang above our sinks and we continue to hold an annual school cleanup that involves the community.

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 school eliminates, reduces, stores, and labels hazardous waste

Our school follows preferred procurement requirements

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.

Our school purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF). All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard ensuring furniture is safe, comfortable, durable, and sustainable. 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)

"Save Your Paper, Save Your Planet" is our slogan to reduce solid waste in our school.

Our spring, 2011 garbage audit revealed that we threw away 136 cubic feet of waste per month. 12.7 percent of our school's waste was recyclable. We recycle paper, plastic and food. The largest percent volume of our trash is compostable food waste. Our paper waste was 55 gallons. The next fall, we changed our lunch and recess schedule to encourage students to eat more of their food. Over the years, we have obtained more compost bins for each hallway and arranged for students to eat in the classroom to have more control over teaching kids how to correctly dispose of their trash.

We developed and implemented a plan to reduce the number of paper towels that staff and students used in the bathrooms, and we set up a campaign to encourage the use of both sides of paper before being recycled. We had parents and community members donate paper from businesses that had used one side of their paper for our classrooms. We created paper trays for each classroom that included student art work and a poem stating "If I've got a plain blank side, take me for another ride. Thanks, the Trees."

We work each month to decrease the amount of food and paper that is thrown away in our school. We have developed games, chants, skits and competitions through the years to encourage our efforts for compostable accuracy and landfill reductions. A good month for us is when the company that buys our food waste receives it without foil or plastic and when our green recycle bin is fuller than our blue waste bin. Reducing solid waste has always been and will always be a constant and worthwhile teaching and learning endeavor.

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.

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)

Our transportation assessment of 2013 revealed that 86% of staff drive cars to school, 46 % of students ride the bus, 2% of students and staff car pool and 4% of students ride their bikes. We have a very transient, low economic population of students that live in apartments on busy streets. A large percentage of students either walk or are bused to a day care facility. Many parents are unable to car pool due to multiple jobs.

In September, we introduced an education campaign about the merits of turning off one's car engine while waiting. We have

had a no idling policy at Image for many years. We focused our attention on thanking parents and delivery workers for their conscientious efforts to keep our air clean and save on emissions. Information was printed in our school flyer. Students submitted art work for a 6x3 foot vinyl banner that hangs on the fence outside our school where parents wait in cars to pick up their children.

It reads:

Please, turn off your engine while you wait,

We really do appreciate

Your efforts to keep our air clean

And keep our school grounds serene.

Thanks, the Safety Patrol and Image Green Team.

An assessment was sent to every classroom in the school. It was a good discussion starter for educating students about car emissions, gas mileage and alternative energy sources. The summer after we started this campaign, our turn came up to have our parking lot completely repaved and designed to move parking spots further back from the building, create a one way route through the parking lot and create several curbside parking spaces for parent pick up. It is very efficient and much safer than our old parking lot.

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.

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.

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)

I am proud to work for the Evergreen School District. In 2012, we performed a school audit for Washington Green Schools Level 4 Healthy Schools certification. I feel good knowing that the health and safety of our students and staff is a high priority and is consistently monitored at each of our schools. According to our District Manager of Maintenance, our school has adopted, implements, and routinely updates an Integrated Pest Management program modeled after WSU Extension School IPM. We use the least toxic herbicides that can handle the job. Our air intake and exhaust vents are regularly monitored. Our school has implemented and routinely updates an Indoor Air Quality Management Plan. We do not have any wood playground equipment or other structures that contain chromate copper arsenate. We regularly remove outdated play equipment and structures from our playground. Our school is regularly tested and retested for radon as well as lead and asbestos. We have a contract with ABM to oversee our purchasing, inventory, storage, training, spill response and hazard communications. At Image we use only organic cleaners and dispose of our waste away from the school. Teachers are encouraged to dust off their shelves weekly. Maintenance dusts and thoroughly cleans our sinks, counters and carpets each vacation and shut down. They also perform daily upkeep of our fixtures and sinks.

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 "Coordinated School Health" program.

Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.

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)

Good nutrition, exercise and outdoor play for everyone is highly valued and taught throughout the year in all grade levels and specialist classes at Image. We are an active school. We are blessed to have a 1/2 mile track on our school grounds.

Classrooms, our P.E. instructors and recess teachers all make good use of this wonderful track. Some classrooms in our school, including mine take weekly morning "Mindful" walks on it. We all use the back lawn for outdoor lessons and activities.

We made old fashioned newspaper "Sit-upons" so that we could hold classes outside without getting grass stains. Our recess teachers run our "Mileage Club." Students tokens for running or walking around the track at recess. Each year the class with the most mileage is rewarded with a "Golden Shoe." Students who reach 50 miles during the year get to write their name on a brick in the gym. We participate in the government funded "Five for Life" program to teach our students about nutrition and health. WSU Extension teaches 10 week nutrition classes for several of our classes. Our school participates in our district wide "P.E Showcase." The P.E. teachers and volunteer students showcase several diverse activities in all areas of sports, fitness and health in the evening at a High School. There is always a full crowd from the Eastern Vancouver community. The event is so popular that it professionally videotaped and shown on T.V. each year. For the past 7 years, I have been teaching the "Food is Elementary" curriculum to my own class by teaching hands on lessons on in nutrition and cooking dishes from different countries each week that are made from fruits, vegetables, whole grains and beans. Our food garden and rain barrel was sadly vandalized and is not being used currently.

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)

Most of our teachers at every grade level use GLAD lessons to integrate environmental and sustainability literacy. They use end of unit assessments to check for student understanding. We also use the Next Generation Science standards to guide our teaching. When I teach environmental lessons to the Conservation Kids or my own class, I use exit slips to check for understanding. I also create my own questions and performances assessments for the student projects. Environmental learning promotes hands on activities. Many times, the student's project or performance serves as evidence for learning. In those cases, I have the students help me create a rubric. For instance, last year students created designs for Solar Cookers International to help solve the problem they are having in Africa with their cooking bags. Students helped me write a rubric that would cover all of the components asked for in the international plea Solar Cookers International put out for a sustainable design.

Sadly our fifth grade outdoor school was eliminated.

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)

All of our teachers at each grade level are involved with FOSS science kits from the Lawrence Hall of Science. We all attend and or teach training for those science kits. For the past two years, 4 teachers at our school have been involved with Bonneville Environmental in Portland, Oregon. We have attended day long workshops on solar ovens, solar cars, and solar wind energy. Some of our teachers have attended Project Wild and Project Wet training at the Water Resource Center in Vancouver. The fifth grade teachers in our district added the Lawrence Hall of Science Gems Kit, "Environmental Detectives" unit to their curriculum last year. This eight lesson, hands on simulation turns the students into environmental detectives who conduct experiments, summarize information and sit on expert panels to try and decipher what is causing 1000 salmon to die in Gray Harbor. The fifth grade teachers attended a full day training for this unit. All of our teachers attend GLAD training which places a big emphasis on environmental topics in their curriculum. Some teachers expressed their concern that our current focus on the common core and assessments have decreased their professional development opportunities in science related topics over the past two years.

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)

Each year as we have worked our way through the six levels of Washington Green Schools certification, the classrooms on all grade levels, the specialists and staff have put focused emphasis on teaching their students about reducing our energy use, properly throwing their food scraps away, making use of both sides of their papers, using water sparingly, washing their hands and keeping healthy, walking and riding their bikes more, keeping our school clean and being mindful about the plants and animals that share our school grounds with us. For our lasting change for Level 6- School Grounds the Conservation Kids researched the plants and animals that live on our school grounds. They each wrote and illustrated an information book about that animal. We attached a stuffed animal to each book and created a "Discovery Box" Called "What's Out There.. The Flora and Fauna at Image. The box will be available for check out in the library to be shared among the classes.

Environmental issues are current and meaningful. As I have taught conservation topics to the Conservation Kids and my own students, I have become aware of how much they deepen and personalize the curriculum. Conservation issues integrate math, science, language arts and social studies as well as economics, diversity, character, music art, P.E, not to mention the real life experiences it provides for students. Environmental and sustainability education natural lends itself to meaningful and memorable project based learning for students.

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)

In 2008 when I first started planning conservation lessons for my after school class, there were very few resources for teachers beyond Earth Day activities. I have been pleased to see that over the past six years, environmental education opportunities and resources have become prolific. One cannot teach environmental and sustainability curriculum without "running into" opportunities to teach students about "green collar" careers that exist now and will need to be created in their future. They are exciting and new. They call for innovation and problem solving skills. As I interviewed teachers for this assessment, I was happy to see that all the teachers on all the grade levels were teaching environmental topics that came out of their GLAD curriculum. I frequently talk about environmental careers in my classroom. We study news articles and videos to learn about creative solutions that people have come up with to save or reuse resources. Writing this application has inspired me to create a unit on "green careers" where students plan a job that may be needed now or in the future. I wrote and teach a year long, 12 lesson unit on solar cooking. Last year we had the opportunity to "skype" with the executive director of Solar Cookers International. The kids were excited to learn about her interesting job. Over the years I have had water assessors, Food and Waste managers, a Conservation Resource Manager, Fish and Wildlife managers, transportation experts, a patent attorney and a solar panel lawyer in my room as guest speakers. We can all do more to expose our kids to the possibilities of environment related careers by bringing in guest speakers and using technology to inform us.

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)

The kindergarten and first grade classes use recycled materials for their art projects. The second grade classes at Image plant and harvest food for Share House. Share house brings our school 48 bags of food per week for families who need the help.

We just completed a school wide food and clothing drive for the community. We hold this event every year.

The first and third grade classes are partnering with Portland State University and the "Mind-Up curriculum for a two year study on how using mindful practices for improving ourselves and for serving others effects our teaching and student success in school. My third grade class is involved with Solar Cookers International. We are learning about solar oven use in countries in Africa and the problems they face with government support.

The fourth grade classes study local, state and national government and take a field trip to Olympia among other topics. The fifth grade team recycles batteries and has a practice of shrinking their copies for student lessons to fit 4 lessons on each piece of paper. They also study energy sources and the impact that each one has on the environment. The day I spoke to them, they were teaching the students about hydroelectric power and the effects that dams have on farm flooding. As the Green Team leader at Image, I am frequently asked to help other schools set up their Green Team Programs. I frequently have teachers from other schools and community members observing our Conservation Kids class for ideas and curriculum. I also teach workshops and participate on panels regarding environmental and sustainability education.

15. Thank You!

Email Confirmation

Jan 08, 2015 20:14:29 Success: Email Sent to: Lisa.morgan@evergreenps.org
