



2015-2016 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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 2015-2016

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mrs. Angie Ellenbecker

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

Official School Name: Columbia Crest A-STEM Academy

(As it should appear on an award)

Official School Name Mailing Address: 24503 S.R. 706 E., Ashford, WA 98304

(If address is P.O. Box, also include street address.)

County: Pierce State School Code Number *: 2808

Telephone: 360-569-2567 Fax: 360-569-2917

Web site/URL: <http://eatonville.wednet.edu/Domain/12> E-mail: angie_ellenbecker@eatonville.wednet.edu

**Private Schools: If the information requested is not applicable, write N/A in the space*

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

Angie Ellenbecker

Date: January 25, 2016
(Principal's Signature)

Name of Superintendent: Mrs. Krestin Bahr
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Eatonville School district No. 404

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


Krestin Bahr, Superintendent

Date: January 25, 2016

(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: Office of Superintendent of Public Instruction

Name of Nominating Authority: Ms. Sultana Shah
(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.



Date: 1/28/16

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary 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. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

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 ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509



Expiration Date: March 31, 2018

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: Columbia Crest A-STEM Academy

Columbia Crest A-STEM Academy (CCASTEM) is a rural school in the southeast corner of Pierce County. This small K-8 school serves 200 students in kindergarten through eighth grades, with 58 percent of students receiving free or reduced-price lunch. CCASTEM has undergone a transformation from a K-5 school to a K-8 A-STEM academy doubling its population over the last two years with a wait list of incoming kindergartners for the next 3 years. This transformation has been due to a deliberate effort to capitalize on early educational opportunities for students in an outdoor place-based educational campus incorporating outdoor lab and learning sites.

CCASTEM was built in 1952, yet has incorporated energy efficiency management for a small rural site. The building is equipped with lighting and HVAC occupancy sensors for security and long term energy savings. Also, the school system received a 1 million dollar grant to equip all schools with occupancy-sensitive thermostats and HVAC sensors which help continue an ongoing decrease in energy consumption. In addition, a propane heater replaced an oil fuel generator as well as other updates.

In 2014, the dream of having a project-based school site became a reality. CCASTEM is nestled between Rainier National Forest Tahoma Woods 100 acres and the National Park itself. Students have outdoor labs for stream bed investigations using water flow meters which were granted to the school last year, and salmon raising tanks. In addition, the school is part of a district that is in the process of visioning with a nonprofit partner, GRUB, for the future of a 3.2-acre farm for long term sustainability educational opportunities for growing sustainable crops and production for town and school usage. This is a major asset for the students at CCASTEM as we are entering into this farm project. The farm includes a resident barn owl for organic owl pellet discovery.

Environmental concepts are integrated into the school's literacy and math program as STEM and Art are provided every day in an embedded, practical, hands-on learning format. Curriculum such as Engineering is Elementary (EIE) is offered. CCASTEM has a library fully outfitted for environmental resources including books and videos and hands on examples of plants/animals (fur, bones, etc.).

Students are directly involved with Pierce County Environmental Educators, National Park staff, University of Washington Pack Forest employees and K-8 teachers for sustainability efforts learning about STEM fields through science and sustainability efforts for conservation. Hands on-learning through STEM fairs, Engineering challenges, Field trips, and outdoor classroom setting give students real life learning and experiences unlike a traditional school.

Staff and students have a focus on recycling and terracycling through an initiative for aluminum, plastic, ink cartridges, and tallow, and use only sustainable certified paper. In addition, they practice and teach upcycling and terracycling with students and staff and have presented to the school board about their findings. The students have lobbied for and received water bottle filling stations, which is highly unusual for a small rural campus.

CCASTEM is fortunate to have multiple partners supporting their STEM education. These partners include Environmental Educators at Pierce County Public Work and Education and Youth Outreach Program with Mount Rainier National Park, Nisqually River Education Project, UW Pack Forest, and Northwest Trek. In 2014, CCASTEM earned the STEM Lighthouse Grant award for the state of Washington making it one of less than ten elementary schools in the state with this distinction. Students

spend at least 150 minutes each week in physical activities, with at least 50 percent taking place outdoors.

For the past three years, more than 100 students from first through eighth grades stay after school on Tuesday and Thursday afternoons to be part of afterschool programs including Robotics, Sustainability Club, and sports. The program's goal is for students to incorporate STEM activities such as outdoor investigations, engineering practices and activities outside of the traditional classroom setting. The school also has the ability to travel to Northwest Trek, Mt. Rainier National Forest and Pack Forest University of Washington allowing nature based educational opportunities incorporating cutting edge tools, hiking, collaborative nature observations and collaboration with outdoor organizations.

CCASTEM has hired a new Guidance counselor and new nurse to provide monthly guidance classes and individual sessions related to bullying, peer relations, and self-esteem. Mental Health Services are provided through a partnership with Multicare, a local health provider. CCASTEM is a rural school which has little access to health services so this is important for our community.







2015-16 Green Ribbon Schools Application

3.

School Profile

School Name

Columbia Crest A-STEM Academy

Street Address

24503 SR 706 E.

City

Ashford

State

Washington

Zip

98304

School Website

<http://www.eatonville.wednet.edu/Domain/12>

Principal First Name

Angie

Principal Last Name

Ellenbecker

Principal Email Address

ANGIE_ELLENBECKER@EATONVILLE.WEDNET.EDU

Principal Phone Number

3605156860

Total School Enrollment (Fall 2015)

196

Percentage of students eligible for free or reduced priced meals (Fall 2015)

42

Is your school

Public

Name of School District (if a public school)

Eatonville School District

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

K-8

Application Team Information (who prepared the application)

Lead Applicant First Name

Angie

Lead Applicant Last Name

Ellenbecker

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

Principal

Lead Applicant Email

ANGIE_ELLENBECKER@EATONVILLE.WEDNET.EDU

Lead Applicant Phone Number

3605156860

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1	Michael Farmer	Executive Director of Innovation and Learning
2	John Fisher	Maintenance Director
3	Daniel Lunghofer	Business Manager
4	Clay Jamerson	Transportation Manager
5	Trevor Watt	Food Service Manager
6	Claudia Frey	PE Teacher
7	Krestin Bahr	Superintendent
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. For examples of previous highlight reports, please see: <http://www2.ed.gov/programs/green-ribbon-schools/performance.html>).

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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constructed in 1952, is equipped with lighting and HVAC occupancy sensors for security and long term energy savings. Also, the school system received a 1 million dollar grant to equip all schools with occupancy-sensitive thermostats and HVAC sensors which will help to continue an ongoing decrease in energy consumption. In addition, a propane heater replaced an oil fuel generator as well as other updates.

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In 2014, CCASTEM earned the STEM Lighthouse Grant award for the state of Washington making it one of less than ten elementary schools in the state with this distinction. Students spend at least 150 minutes each week in physical activities, with at least 50 percent taking place outdoors.

For the past three years, more than 100 students from first through eighth grades stay after school on Tuesday and Thursday afternoons to be a part of the afterschool programs which include Robotics, Sustainability Club, and various sports. The program's goal is for students to incorporate STEM activities such as outdoor investigations, engineering practices and activities outside of the traditional classroom setting. The school also has the ability to travel to Northwest Trek, Mt. Rainier National Forest and Pack Forest University of Washington which allows nature based educational opportunities incorporating cutting edge tools, hiking, collaborative nature observing and collaboration with outdoor organizations.

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Environmental concepts are integrated into the school's literacy and math program as STEM and Art are provided every day as an embedded format. Curriculum such as Engineering is Elementary (EIE) and All students learn about how animals plants grow and change over time through practical applications and hands on learning. CCASTEM has a library fully outfitted for environmental resources including books and videos and hands on examples of plants/animals (fur, bones, etc...).

Students are directly involved with Pierce County Environmental Educators, National Park staff, University of Washington Pack Forest employees and teachers K-8 for sustainability efforts learning about STEM fields through science and sustainability efforts for conservation. Hands on-learning through STEM fairs, Engineering challenges, Field trips, and outdoor classroom setting give students real life learning and experiences unlike a traditional school.

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	Green Report Card Submitted	Pending
2			
3			
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	Century link Teachers & Technology	Columbia Crest A-STEM Academy	Century Link	2014
2	STEM Lighthouse Grant	Columbia Crest A-STEM Academy	OSPI - Randy Dorn	2014
3	Math/Science Partnership DOE grant	ESD including CCASTEM	Department of Education and OSPI	2015-18
4	Transforming Professional Learning Grant	ESD including CCASTEM	OSPI	2014-16
5	Health Grant	ESD including CCASTEM	Pierce County Health Dept.	2013-15

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 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.

5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.

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)

During a recent grant funded energy upgrade program, we executed a comprehensive energy audit and made substantial energy efficiency improvements that included a complete upgrade of HVAC system for the entire school and major lighting improvements. Both of these upgrades included occupancy controls and highly efficient products. Over the past few years we have participated in the EPA Energy Star Portfolio Manager program. The energy that is consumed by our school is primarily provided by hydroelectric dams, which is clean and renewable.

Metrics are measured based on yearly consumption and have been directly impacted by the energy savings we have implemented. Our million dollar grant impacted the district with a savings equaling the grant over a time period of 3 years and has been heralded as an example of transforming an older building into an energy efficient facility dedicated to Green technology and sustainability. Currently CCASTEM is in dialogue with implementing solar and wind power and alternative ways to access fiber cable for connectivity which is a challenge due to the location along a scenic byway for a national park.

7. Element 1B

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

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.

Our school has low-flow water fixtures

Our school has native drought-tolerant plants

Our school has minimal or no landscape irrigation

We have a water reduction plan in place

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)

Columbia Crest is served by its own well that is regularly sampled and tested for contaminants. In addition, there are no irrigation watering capabilities as we are surrounded by forest and national park. A rain garden has been planned by WSU and implemented to maximize water flow. The fixtures that are currently installed include low-flow fixtures. All plants that are currently included in the landscape are drought-tolerant with no irrigation. This aligns with the need for CCASTEM to reduce and reuse. This year there was a drought and the entire district implemented a reduction plan. As CCASTEM is in the scenic byway, there is no established water provider. The school is miles from any town. Efforts to conserve are local and instantaneous with students and staff using refillable water bottles, recycling all organic waste in worm bins, etc...

Bacterial contamination is monitored by the maintenance department and has become an interest by students for coliform vs e-Coli discussions. Salmon which are raised and released into the local river are a constant reminder of the importance of clean water.

8. Element 1C

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 promotes and follows waste prevention practices to reduce the generation of waste.

Our school collects recyclable materials.

Our school composts organic materials on site.

Our school collects compostable materials.

Our school eliminates, reduces, stores, and labels hazardous waste.

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

Our school only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.

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.

Our school follows preferred procurement requirements.

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

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)

Columbia Crest has worked diligently to reduce, reuse, and recycle as well as composting. We have a variety of items we have changed to become a Green School. Student help monitor and contribute to the building goals. In the last two years our student population has increased from one hundred and twenty five students to one hundred and ninety five students and with this growth we have not increased in the number of trash receptacles.

Environmental Educators at Pierce County Public Works and Utilities works with us in the classrooms teaching students how and what to recycle. In these lessons students have the opportunity to sort items and make decisions on recyclable materials. Misconception about recycling are cleared up for students and staff. Our upcoming training for this year's objectives are as follows:

*To train teachers how to successfully maintain the school's five worm compost bins.

*Identify worms as earth's natural recyclers and understand the worm's role in reducing food waste and making compost.

*(K-3rd) Students will be able to provide examples of waste and will start to think about choices/options we have.

*(4th -8th) Observe a day in the life of "Waste" at the school with special emphasis on "lunch waste". Utilizing an inquiry approach, students will be measuring, weighing, sorting, classifying, mapping, recording and analyzing "Waste". Data will be collected and recorded. This data will be used to highlight areas of success and areas of concern.

*(K-3rd) Understand that waste can be sorted into three categories: recycle, landfill, compost.

*(4th-8th) Identify trash as the natural resources it is made up of and will learn ways that they can conserve those resources through reducing, reusing, and recycling.

*To create a resource to train new staff and "refresh" current staff on school waste reduction strategies and procedures.

9. Element 1D

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 offers yellow school bus service.

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

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

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.

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)

Due to the rural location of CCASTEM we have very few students living close enough to walk and very few students are dropped off by parents. Currently only one student lives close enough to walk to school. The majority of our student body rides the school bus. Students are dropped off and picked up at designated bus stops and rally points due to the the distance between the bus stops and homes, and the number of out of district students attending Columbia Crest. Columbia Crest's attendance area is 229 square miles. With this large area and rural location and our proximity to Mt. Rainier National Park there is no public transportation option for our students. This maximizes the use of our schools busses and provides a real need for parents in a remotely located school.

10. Pillar 2: Improve the health and wellness of schools, students, and staff

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 an Asthma Management Program consistent with the National Asthma Education and Prevention Program and works to limit environmental asthma triggers.

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)

CCASTEM is located in an area directly attainable to some of the best air and water in the US, thus being outdoors is a requirement of this school. This mitigates many asthmatic, virus/flu... issues. The building has been updated for optimal health through HVAC and air flow measures. The entire ESD facilities department has implemented and follows an IPM modeled after the WSU Extension School's IPM plan. We have also recently implemented an indoor air quality management plan with the assistance of the PSESD Workers Compensation Trust. We have made moves to keep students healthy by removing all wooden playground equipment that contain harmful chemicals such as chromate copper arsenate. The custodial department abides to a green cleaning program that includes using products that are recycled and chemicals that are low impact on the environment. Lastly we have a chemical management program that does include training, storage, inventory, spill response, and hazards communication with the updated SDS system.

11. Element 2B

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).

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. 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. 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.

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)

As a school we are participating in the Fuel-Up Program and have a 100 mile club challenge that students and staff are participating in. Our K-5 students have 75-90 minutes of PE weekly as well as a 15 minute running recess every morning. Our 6th-8th grade students range from 45-90 minutes a week and also have a 15 minute outdoor time to walk the track and get moving. Our PE curriculum meets State and National Physical Education standards that are based on the FITT Principals; Frequency, Intensity, Time, and Types of activities. PE is taught outdoors as much as Washington weather allows. This lets us use our full size track, soccer field, baseball field, and football field. As a school we have incorporated a program called Brain Breaks. Teachers were supplied with a variety of activities to get kids up and moving between lessons or at a good breaking point of a lesson. Our food service has implemented a healthy food options which includes all schools and increasing milk, fruits and vegetable intake. Our food service is in the process of being involved in a gifted farm project which will provide produce for all schools. This is in the visioning phase and will be implemented in SY16-17.

16. Does your school have a school nurse and/or school-based health center?

Yes

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.) (Maximum 300 words).

Columbia Crest has two school wide programs in use to help with supporting student mental health and school climate. We use CHAMPS to create common language and behavior expectations among our staff and students. CHAMPS training was offered to all district teaching staff in June 2015 and follow up training was completed in September, additional training will also occur in 2016. We also use a program called Second Steps. Our school counselor teaches social skills weekly in each classroom using the Second Steps lesson plans. This program has a K-5 focus on skills for learning, empathy, emotional management, and problem solving. The 6-8 lessons focus on empathy, communication, perspective taking, respectful disagreement, negotiation and compromise, emotion management, coping with stress, and decision making. All grade levels of this program address anti-bullying and building positive relationships. Columbia Crest also has an anti-bullying component. We have several methods for reporting behavior that can lead up to or is bullying. There is a safe schools hotline that can be used by students or parents, reporting forms are available in the office, students are encouraged to work with an adult they trust, and students will meet with the principal if issues are needing to be addressed. With a small school of 195 students the principal is able to get into classrooms and see kids daily and maintain positive relationships that help prevent bullying.

Another resource Columbia Crest students have is Multicare Mental Health meets with kids who qualify on site to allow services to be rendered that kids need without having to travel.

For our staff we have an Employee Assistance Program that can help with a variety of family relationship, emotional, behavioral, mental health or chemical dependency concerns.

12. Pillar 3: Provide effective environmental and sustainability education which incorporates STEM, civic skills, and green career pathways

18.

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

Columbia Crest A-STEM Academy campus is in Ashford, Washington and is uniquely placed to offer student an exceptional STEM education. The school is located in a rural area and surrounded by second growth forests. Students have easy access to a natural laboratory. Abutting the school is Tahoma Woods, headquarters of Mt. Rainier National Park and the education center. The education director and staff for the parks have been strongly supportive of Columbia Crest. The Nisqually river is within walking distance of the school. This school is also within walking distance for older students of a fresh water stream suitable for macro-invertebrate studies and stream flow observations. This school has a long standing relationship with our neighboring Mount Rainier Park Rangers and GREEN, Global Rivers Environmental Education Network. Students participate in water testing, macro-invertebrate studies, salmon tossing, re-veg projects, and GREEN Congress.

Columbia Crest integrates environmental and sustainability literacy in our K-8 program by intentionally integrating STEM with an environment focus in all of our classrooms. Teachers have curriculum mapped out their school year with specific tasks in mind.

For all students we have designated SIT SPOTS in an area of the woods behind our school that allows for students to sharpen their observation skills in an outdoor area. They record changes in an area from season to season and look at how forest areas change over time. Math and Science teachers are part of a DOE grant for Math/Science partnership with SER2 which incorporates math and science habits of mind, practices and interactions.

In addition, Columbia Crest works hard to Reduce, Reuse, and Recycle. We want our students to learn how to reduce our human impact to the environment.

19.

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)

Columbia Crest staff works closely with our local partners to receive professional development opportunities. We have worked with Mount Rainier Park Rangers, GREEN, Environmental Educators at Pierce County Public Works and Utilities, and North West Trek.

For the past two school years our Mount Rainier Park Rangers and Environmental Educators from Pierce County Public Works and Utilities have worked with staff and students on a variety of topics. They train staff during Wednesday late starts and some after school meetings are planned as well. In addition, each of these partners have come in and presented classroom based lessons that the teacher observes for their own learning. Different grade levels have different content delivered based on learning standards and age appropriate activities. Large portions of student work is project based, the staff has done a book study on project based learning and 25% of the staff will attend a project based learning workshop early in 2016.

2013-2014 Staff Training/ % teacher participation

Building Worm Bin / 100%

Worm Bin Composting/ 100%

Recycling/ 100%

Insect Education/ 100%

Animal Identification/ 60%

Plant Identification / 50%

2014-2015

Worm Bin Composting/ 100%

Recycling/ 100%

Terra-cycling/ 100%

Teacher to teacher training happens as well. As we have new staff come aboard our team and others retire and the torch needs to be passed on certain types of classroom and school wide activities. Currently we are doing on the job training with water testing, the salmon project, and worm bin care.

13. Element 3B

20. 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)

Columbia Crest has purchased Engineering is Elementary curriculum to help facilitate the teaching of Engineering and Science. Teachers have also created engineering challenges at each grade level. As a staff we have developed a curriculum map for teaching science and engineering at each grade level. These maps are living documents and are revised as needed. Columbia Crest Staff are developing hands on project based curriculum by integrating several projects through out the year that integrates STEM. Each year in May students participate in a STEM Career fair. Professionals from around the region employed in STEM careers interact and share their experiences with students providing real world connections between what students are learning and future career opportunities. These include health careers (Doctors, Nurses...), Logging and Forestry organizations, Nisqually River Trust, Park officials, and Robotics experts.

Students are heavily invested in the outdoors, learning the cycles of salmon as a case study for sustainability. They experience the river and forest as well as the mountain as a system of cycles documenting river flow, glacial melt and turbidity using current tools (probes, flow meters..) as well as over time investigations (drought, rainfall, growing season, animal behavior). It is evident when you drive to the school the physical and earth sciences as you see Mt. Rainier 8 miles away with the study involving climate change impacts, river flows, lahar concerns and glacial health. This is not book learning, but real life with impact and consequences that students are able to study in depth.

21. 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)

Columbia Crest A-STEM Academy has started a terra-cycling program! Terra-cycling collects items that traditionally cannot be recycled and sells them to specialty recyclers. For example, we are collecting candy and energy bar wrappers, drink pouches, gluesticks, used pens and markers, and small plastics such as single-use cereal bowls. Schools consume and discard a surprisingly large quantity of these items, which can all be terra-cycled, but which are now entering our local landfill.

While the money we generate is not at all significant (pennies per pounds), teaching our children to guard our communities and reduce the amount of "recyclables" which enter landfills is highly significant and worthwhile. To encourage college and career options, 100% students who qualify for our state's College Bound Scholars are signed up at CCASTEM. Professionals in Parks, Nonprofit Science based organizations mentor students with regular visits. Park rangers, Logging owners, former students in Science Careers are a part of the regular classroom experience. Many of the Park employees such as Biologists, Geologists, Hydrologists, and Glaciologists work with students every year. Salmon and River Experts work with staff and students in Science and Math classes. Students visit the Starry Hill Observatory to learn about stars, Science Museums, Partnership with SAMI/SOTA, UW Engineering and have free swim lessons to learn about water safety multiple times per year to name a few of many experiences for students.

CCASTEM is outstanding in both access and integration in this area.

14. Element 3C

22.

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 businesses, 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)

Our most significant hands on field study is based on our SIT SPOTS in Tahoma Woods behind the school. Each kindergarten student is assigned a spot in the woods that has a wooden stake with a number on it to mark it's location. The students then visit the same spot several times a year using their observation and documentation skills to keep record of this spot and how it changes in different seasons and over time. Students keep the same spot throughout their time at Columbia Crest.

Students have variety of opportunities to get involved with a community service project with the the Nisqually River Educational Project (NREP). Our fourth through eighth grade students recently planted trees in the Ohop Valley. Sixth through eighth grade students have been working with the NREP to complete water testing. Our test results are critical, our test sight is closest to the source of the Nisqually River, and sets the base line data for other schools sampling water downstream. Other community service projects we have worked on with NREP are Scotch Broom removal and Salmon Toss.

Students debated and presented at the GREEN (Global Rivers Environmental Network)) Congress and in presented findings at the Nisqually River Council. Students have worked with Evergreen State University to gather data of the Nisqually River watershed for the State of the River. Students have participated in the Salmon Toss every year. Students also have worked with Hopkins Forestry on Trail Maintenance Projects and have presented information about Terra-cycling at community events to raise awareness.

23. If you'd like to upload pictures to support your application, please do so here. Examples could include photos of school gardens, fitness activities, civic activities, etc.

Click Browse to locate your file, select your file, then click Upload.

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