



2015-2016 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

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

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016 District Sustainability Award

Name of Superintendent: Mr. Thomas G. Seigel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Bethel School District
(As it should appear on an award)

Address: 516 176th Street E, Spanaway, WA 98387

Telephone: 253 683-6000 Fax: 253 683-6019

Web site/URL: www.bethelsd.org E-mail: tseigel@bethelsd.org

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

Date: 1-25-16

(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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

Name of Nominating Agency: Office of Superintendent of Public Instruction

Name of Nominating Authority: 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 district is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts 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: Bethel School District

At Bethel Schools, we strongly believe that by building a strong foundation, we are able to continually create a "Culture of Conservation." Over the last ten years, we have proven that this focus helps build students into better leaders for the future along with maintaining a healthy learning environment all while redirecting taxpayer dollars and reducing Greenhouse Gases.

With superior facilities management techniques, we have avoided paying an additional \$7.2 million dollars in electricity, natural gas and water, a 28% reduction in avoided costs. This is money put back into the classroom to enhance student learning and achievement. While our initial focus was on reducing costs and saving precious resources, over time it has evolved into a philosophy that permeates the district and has achieved additional unexpected benefits. Greater classroom comfort enhances the learning environment. The increased emphasis in our society on reducing Greenhouse Gases (GHG) has been quantified as our reduction efforts have saved over 43,000 metric tons of CO₂e Greenhouse Gas emissions.

This was highlighted in one of our recent school bond promotion campaign slogans; "Building a better future for all Bethel students", highlighting our cost-effective construction, energy efficient buildings and eco-friendly schools. We actively let our community know that we will be building green buildings and then keeping them green.

Over the last six years, we have received \$1.2 million in state energy grant money. This funding along with an additional \$400,000 in local utility rebate funds has been used to fund \$2.7 million in energy efficiency projects. These upgrades enabled us to meet the new federal standards for lighting efficiency in 100% of our district. One portion of the grants upgraded heating and cooling controls (HVAC) to allow more efficient operating of our buildings, creating a better classroom environment. The main portion of the grants enabled us to retrofit 80% of our district exterior lighting to LED providing better, longer lighting with a 70% reduction in electricity usage. This includes a major retrofit of our stadium's field lights to LED, the first high school with this lighting on the west coast.

Whether the building is old or new, Bethel is able to run an exceptionally efficient Resource Conservation Program. This is proven by 100% of its 27 eligible schools now earning the Environmental Protection Agency's (EPA) ENERGY STAR award. To earn this award, you must score 75; Bethel's schools averaged 93. This continued success has led to other awards. In 2012, the school district was recognized by the EPA for two prestigious ENERGY STAR Leader awards: The Top Performer Award (one of only 19 nationwide) and The Leadership in Reducing Greenhouse Gas Emissions Award (one of only 13 nationwide). But it extends beyond the building as Bethel Schools works with parent and community groups and partnerships with local businesses.

We work with local government agencies to teach sustainability concepts. Pierce County Recycling has provided free training for staff and students on waste audits. The information gained is then used to plan for future projects and points of emphasis. Results are then measured to show improvement or where additional training is needed.

At the start of this school year, students at Bethel Middle School were rewarded with the culmination of a grant project that began the previous year. The news of the water bottle filling station spread

throughout the school with the story being highlighted in a local newsletter sent to 242,000 homes in Pierce County.

A partnership with LeMay Inc, our local refuse provider and Toray a local manufacturing company, provided our schools with free repurposed recycling containers. The increase in recycling has provided big dividends. Since 2009, we have avoided paying an additional \$285,000 in trash costs. This 20% reduction saved us from sending an additional 2,300 tons of waste to the landfill.

We have an exceptional agricultural program that teaches students how to balance green techniques and concerns with the actual running of a business. They are also involved in state fish hatchery projects, learning conservation with an eye toward the future world that they will live in.

Every person in our district plays a part in our success. The worker that turns out the light when leaving a room. The parent who volunteers to help recycle in the lunchroom. The teacher who passes on a new concept they have learned. The passionate worker who says we can do more. The builders who design our new construction. The workers that maintain those structures with an eye towards saving resources. All the way to the school board that insists on having annual presentations to discuss current sustainability successes and future plans. Little things add up to make a big difference in our world. We will continue to teach that to our community.

Together, We Are Bethel!









2015-16 Green Ribbon District Application

3. District Profile

District Profile

District Name

Bethel School District

Street Address

516 176th Street East

City

Spanaway

State

WA

Zip

98387

District Website

www.bethelsd.org

Superintendent First and Last Name

Tom Seigel

Superintendent Email Address

tseigel@bethelsd.org

Superintendent Phone Number

253-683-6010

Total District Enrollment (Fall 2015)

18,000+

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

49%

Application Team Information (who prepared the application)

Lead Applicant First and Last Name

Michael Knaack

Lead Applicant Title (e.g., Facility Manager, Curriculum Director, Superintendent)

Energy Educator/Manager

Lead Applicant Email

mknaack@bethelsd.org

Lead Applicant Phone Number

253-370-5171

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1	Leeda Beha	Director, Child Nutrition
2	Debbie Carlman	Director, Equity and Achievement
3	Krista Carlson	Director Communications
4	Diane Carver	Director, Career & College Readiness
5	Karen Campbell	Director, Transportation
6	Mike Sandner	Director, Arts & Curriculum Intergration
7	Doug Boyles	Communication Manager
8	Adam Lane	Custodial Manager

4. Summary Narrative

1. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your district'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 district's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

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

The people, including teachers, principals, students, district staff, school board members, parents, and community members, involved in your district sustainability efforts

Your progress thus far, including results and benefits

The plan to sustain your work

(Maximum 800 words)

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5. Crosscutting Questions: Awards and Programs

2. Does your district 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 State Green Schools	initial	Sept 2015
2			
3			
4			
5			

3. In the past five years, has your district 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	ENERGY STAR Award	all 27 schools	Environmental Protection Agency	2015
2	ENERGY STAR Top Performer	District award, one of 19 nationwide	Environmental Protection Agency	2012
3	ENERGY STAR Leadership in Reducing Greenhouse Gas Emissions	District award, one of 13 nationwide	Environmental Protection Agency	2012
4	Chairman's Sustainability Award	District award	Cenergistic	2014
5				

6. Pillar 1

4. Which of the following programs or practices has your district implemented to conserve energy and to protect the environment from negative effects related to buildings? (Check all that apply)

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

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

Our district is committed to tracking and benchmarking all buildings energy using EPA ENERGY STAR Portfolio Manager or an equivalent program.

Our district is EPA Energy Star certified this year.

All major new construction and major modernizations after 2009 are designed using Washington Sustainable Schools Protocol (WSSP), Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard as a planning guide.

5. Use the list above as a guide to describe how your district 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 the environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 300 words)

With the strong backing of our school board and superintendent, the Bethel School District Resource Conservation Program began in September 2005.

Since then we have saved \$7.2 million in energy costs for electricity, natural gas and water. This is a sustained 28% reduction. Even though we are continually building new schools, we have been able to keep the utility budget stable.

Here is one example to show what that reduction looks like:

In 2004-05: 26 sites used 21 million kilowatts that cost \$1.1 million

In 2012-13: 31 sites used 19 million kilowatts that cost \$1.3 million

In other words, the overall district usage was reduced, even though we added five schools.

100% of eligible schools earned the ENERGY STAR rating in 2015, with an average score of 93.

Since 2005, our reduction efforts have saved over 43,000 metric tons of CO₂E Greenhouse Gas emissions. Bethel Schools uses both ENERGY CAP and ENERGY STAR programs to track usage, set goals and measure progress. Results are reported and highlighted throughout the district through a variety of methods: emails, district newspaper and annual school board meeting presentations.

All nine schools built over the last ten years have used the Washington Sustainable Schools Protocol (WSSP). Our Director of Construction was involved in writing the protocol.

OUR GOAL: Is to continue conserving resources and reducing greenhouse gases. We will do this through continuing building audits, correctly scheduling building usage, strategic planning when replacing aging equipment, and building green buildings. After ten years of reduction, we will still strive to reduce usage in current buildings by an additional one percent overall annually. We will continue forming and mentoring Green Teams of students as we teach future generations to build a "Culture of Conservation".

7. Element 1B

6. Which of the following practices contribute to the protection and conservation of the district's 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 facilities have low-flow water fixtures.
- Our facilities have native drought-tolerant plants.
- Our facilities have minimal or no landscape irrigation.
- Our district water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- Our district is committed to using only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.
- Our district has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

7.

Use the list above as a guide to describe how your district implements and maintains your water conservation program, including your baseline, goal, and reduction rate to date. Explain how the district will continue to reduce water use to meet your goal. Include the schools in your district and which district staff participate in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 300 words)

All of Bethel's water is provided by seven separate water companies that are in charge of maintaining water quality. Annual reports are provided to the district and are reviewed to ensure water quality is maintained. Custodial staff clean all water taps and drinking fountains as a regular part of their cleaning routine. Faucets and urinals are now replaced with low flow fixtures as needed. All kitchen spray nozzles were retrofitted to low flow eight years ago.

Water usage is tracked with ENERGY CAP software. Bethel has an annual goal of 20% reduction in water usage and is reviewed annually for compliance. We have met that goal for the last eight years. For sports field watering, we use a computer based irrigation system centrally managed by one of our maintenance technicians.

We are constantly looking for new ways of saving. One recent idea is in the upcoming school bond. The measure would replace high maintenance grass fields at our high schools with field turf. Once installed, this would allow us reduce our annual summer watering by an estimated additional seven million gallons of water. This would also save \$15,000 a year during the annual irrigation season.

All schools have drought tolerant plants which require little watering. New schools are designed to the Washington Sustainable Schools Protocol (WSSP) which requires minimal or no landscape irrigation.

Rain gardens are located at several of our schools. Our gardens collect rainwater for use in irrigating its community garden. These projects have been built and maintained in partnership with local agencies and have been an opportunity for both student involvement and learning.

8. Element 1C

8.

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

Our district has initiated and maintained a solid waste management plan.

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

Our district collects recyclable materials.

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

Our district follows preferred procurement requirements.

The recycling program in each school collects all recycling materials that are collected in our city/county.

Our district is committed to composting organic materials on site. Include participating schools in the narrative below.

Our district 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.

Our district 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 in our district have been reduced or eliminated.

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

Our district has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling.

We measure our annual progress against our reduction goal.

Our district collects compostable materials.

9.

Use the list above as a guide to describe your solid waste management plan and practices, including district-wide goals, materials collected to be recycled or composted and at which facilities, the current recycling rates by facility, and how you calculate the recycling rates. Include who (e.g., students, staff, community) participates in the waste management program, student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 300 words)

All of our buildings collect recyclable material. Increasing recycling has reduced the amount of trash sent to the landfill. Container size and number of pick ups are routinely monitored and centrally managed. Regular weekly pick-up service is stopped when not needed over summer break. This action has an additional benefit of shortening refuse pick-up trucks routes, saving greenhouse gases. All secondary schools have trash compactors, which eliminates the need and cost of weekly pick ups. Over the last five years, we have reduced trash costs by 21%, have saved almost \$300,000 in costs, keeping 2,300 tons from going to the landfill.

Students help with composting at the community gardens we have in our district. They maintain the worm bins that have been donated by local agencies. Our maintenance grounds department either composts yard waste on site or transports to the Hidden Valley compost factory.

In partnership with Pierce County Public Works, Sustainability Resources department, a waste audit was conducted at each of our schools last year. Students were involved in collecting and sorting and weighing of material. The hands on approach gave students a tangible learning experience in how doing little things can make a big difference. Results and suggestions were then passed onto green teams. This year, the plan is to conduct additional waste audits and statistically compare results from the previous year. Schools are already seeing results. Since last year, we have increased the number of available recycle containers in our district by 10% and seen a drop in extra trash pick ups.

9. Element 1D

10.

Which of the following alternative transportation options to driving a single occupancy vehicle does the district provide to and from school. (Check all that apply)

Schools in our district participate in a "Safe Routes to School" or similar program.

Our facilities have designated carpool parking stalls.

Our district offers school bus service.

Schools in our district are served by city/metro public transportation service.

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

All of our facilities have 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 schools. Included 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. Where applicable, include the number and percentage of schools participating in the programs listed above. (Maximum 300 words)

As a mostly rural community covering over 200 square miles, it is essential to have a detailed transportation plan in place. Almost 50% of our schools do not have sidewalks available for safe student walking. Bus routes must be planned for both maximum efficiency and safety.

95% of our school bus fleet was built after 1994 when the first emission standards were adopted. Bus drivers are trained and required to follow the district no-idling policy. All transportation drop off and pick up points are designed and built to be located at least 25 feet from building air intakes, doors and windows.

Under the McKinney Vento act, homeless students are offered free public bus transportation to ensure they have access to schools. Last year, 379 students were provided Pierce County ORCA bus passes. By providing a way to school, more students stay in school.

As part of the Washington Sustainable Schools Protocol guidelines, all new schools have advertised "carpool" only parking stalls. All schools have bike racks prominently placed in the front of schools and used by both students and staff.

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

12.

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

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

Our district 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 nationally recognized model.

Our district 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 district has a comprehensive green cleaning program.

Our district has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms throughout the district with levels that tested at or above 4 pCi/L or our facilities were built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

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

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

Our grounds department actively employs their Integrated Pest Management program, modeled after the WSU Extension School IPM. Staff understands the need for immediate identification and reporting of all possible pests. Using the SchoolDude work order system ensures timely action, tracking and follow-up on incidents.

Over the last five years, we have replaced all wooden playground equipment with modern contaminant free structures. We have standardized the type and amount of equipment at 100% of our elementary schools. 30% of the projects were in conjunction with the school's Parent Teacher Association. (PTA)

All custodial staff is regularly trained twice a year in green cleaning methods. Additional training for current infection trends allows the crews to be prepared for using these cleaning procedures and products to stop the spread of germs to students and staff.

The risk management department partners with the Pierce County Department of Health to ensure a Health and Safety Inspection is performed at every site as required by law. Together, they work to ensure local, state and federal standards are met by all personal at every site. All hazardous chemicals are clearly identified and stored in the appropriate containers and location.

The risk manager leads a quarterly building safety meeting. Each building team member is responsible for attending and maintaining the required office bulletin boards. All Indoor Air Quality concerns are quickly documented and closely monitored to include active participation with local county agencies.

11. Element 2B

14.

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

Our schools have a "Coordinated School Health" program.

Our district encourages schools to have food gardens either on-site or in close proximity to the school building, which is utilized by the cafeteria or by teachers. Include participating schools in the narrative below.

Over the past year, students in our district 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.

At least 50% of our students have participated in the EPA's Sunwise or equivalent program (to protect students from skin cancer).

Our district integrates health measures into student assessments.

Our district encourages schools to participate in a Farm to School or comparable program to use local, fresh food in our cafeteria. Include participating schools in the narrative below.

15.

Use the list above as a guide to describe how your district implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Where applicable, include the number and percentage of schools participating in the programs listed above. (Maximum 300 words)

Bethel Schools is continually striving to incorporate total wellness into our students lives. With almost 50% of our students qualifying for free and reduced lunches, the school becomes a de-facto meal provider. Eight years ago, we began a summer feeding program at five of our school sites. In conjunction with another local community free lunch provider, this ensures that a portion of our students have the opportunity to receive at least one healthy meal daily through the entire year.

Our Child Nutrition Department uses a Food Services of America program to ensure fresh food in our cafeteria. On-site gardens at both Kapowsin Elementary and Spanaway Elementary provide fresh vegetables to those lunch rooms. We also have food banks available to provide for community needs. This option allows us to feed some of our students outside of the school day.

Bethel School District's health and fitness programs utilize the "Five for Life" physical education curriculum from the Cooper Institute. This ensures that secondary students are spending at least 250 hours per week in physical activities. For the elementary students, combined with their recess time, they have a minimum of 90 minutes of physical activity per week. All of these health measures are integrated into their student assessments. Students keep an electronic health and fitness portfolio to track nutrition, fitness and wellness activities. Team sport participation is highly encouraged.

16. What proportion of the schools in your district have a school nurse and/or school-based health center?

100%

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

Bethel School District is committed to fostering a school climate, which is conducive to learning and reaching each individual student's potential. It is based on the belief that students learn best when they feel that they belong at school, when they feel safe and valued and surrounded by adults and peers they trust. If respect and empathy are the norm, negative behaviors are less likely to occur.

In accordance with Bethel School Board Policy 3207, we provide anti-bullying prevention training to all students at the beginning of each school year. The lessons are grade level appropriate and provide a common message that includes: the definition of bullying, types of bullying, refusing to be bullied, what to do as a bystander, and how to report bullying. Additionally, as a class each student signs an anti-bullying pledge. October is Bullying Prevention Month and the schools around the district bring to light the topic of bullying in a variety of ways. While some have discussions and activities centered in classrooms, others work on large-scale projects and hold schoolwide assemblies. The staff as well, receives the same type of training on an annual basis.

Bethel Public Schools have implemented Positive Behavior Intervention and Supports (PBIS). PBIS is a proactive approach to establishing the behavioral expectation and positive school culture needed for all students to achieve social, emotional and academic success. Our schoolwide systems include the use of proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school climate.

Bethel School District's commitment to success for our students involves the entire school working in conjunction with students, parents and the community. A school's climate reflects the school community's dynamic; how everyone works together and finds where they fit.

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

18.

Describe how your district integrates and assesses/measures students' environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 300 words)

One example in our district is the Bethel High School Greenhouse. Students learn how to provide the labor and experience to run a full scale commercial greenhouse operation. Their efforts cumulate in a highly successful Spring Plant sale. Plants are grown from many different methods, which enables students to compare and contrast the different growing styles. Conservation techniques are taught in the classroom and applied during the growing season.

They also have a Plants and Landscaping class. This class is geared towards the maintenance of the campus at Bethel High School. Students learn how to safely operate, identify and work on a variety of landscaping equipment while adhering to the standards set forth by the state, district and industry. They learn in class through lecture and powerpoint presentations the skills required to take care of a large sprawling campus. Our students mow, edge, prune, plant, and transplant different species around the school. Safety is of the utmost importance in this class, and students learn how a business can take several workers and accomplish the duties required to have a beautiful looking job site. We treat this class as a business and the students have had outside opportunities to get a job with local companies from having taken this class. For many students, the opportunity to have hands on experience in a high school setting is a huge plus. We have had many positive comments from community members saying just how good the students work and how nice things look once they are finished. The students understand the lessons learned and apply what they have learned to the campus.

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)

During the last two years, Bethel School District has been in the process of studying, aligning and adopting curricular materials that support teacher instruction of Next Generation Science Standards (NGSS). Teacher professional development has focused on building teacher understanding of the science and engineering practices embedded in NGSS as well as student performance expectations. For example, environmental and sustainability concepts are considered by teachers while studying the standards on Earth and Human Activity. 80% of secondary science teachers have studied the new NGSS standards and 15% of elementary teachers have studied the standards.

13. Element 3B

20. Describe how environmental and sustainability education in your district 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)

Spanaway Middle School science club did a week long collection of Styrofoam lunch trays. Students were concerned about why we would use such a disposable product. In conjunction with their teacher, they collected, cleaned, stacked and weighed all the lunch trays for a week. After computing costs, it was determined that purchasing and washing re-usable trays would pay for itself. The students presented the idea to the school board, it was approved and the trays purchased. It turned into a six month payback on the initial costs and no noticeable increase in domestic hot water use. An additional benefit was custodial staff now had a daily reduction of two thirds of the lunchroom trash.

Bethel Middle School Green Team pioneered a project selling re-usable "Bulldog bottles" to help reduce plastic water bottle usage. This led to a partnership with Pierce County Sustainability to receive a grant and install a water bottle filling station. This student driven project was highlighted in the local publication, Earth Matters, that was sent to over 242,000 homes in Pierce County (see article on page two <https://www.co.pierce.wa.us/ArchiveCenter/ViewFile/Item/4100>)

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

One example is the Bethel High School Conservation Wildlife students that have helped the Washington Dept. of Fish and Wildlife at the Soo's Creek Hatchery, in Auburn WA for the past 19 years. The facility manager has continually stated that these students are the most productive and well informed students to visit the hatchery.

Biologists share their experience and knowledge with the students freely, allowing them to gather samples for laboratory work later. Among those duties are scale sampling (age) kidney samples to check for a bacterial disease which can spread throughout a facility if left undetected. Finally, students help with retrieving wire coated nose tags, which are implanted into the small fish prior to being released. These tags identify the species of fish, location, when released, and river of origin. The students provide a quota of eggs from endangered Chinook Salmon, fertilize them then transport them into the hatchery where they will develop for the next 120 days. The students spawned over 1.3 million eggs for the hatchery, and released upriver countless numbers of fish to spawn naturally. Often times there are Game Wardens who take the time to explain careers in the field of Wildlife to our students. The teacher was even able to set up several "ride alongs" where students get to work a shift with active Wardens as they go about their duties. Many of the students are attending college to pursue careers 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 schools partner 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 district assists other districts, particularly ones with lesser capacity in these areas. (Maximum 300 words)

Elk Plain School of Choice, in partnership with their school Parent Teacher Association (PTA), has implemented our district's first Terra Cycle Program this year. Students are encouraged to bring items from home considered "trash" (for example; juice pouches, , chip bags, toothpaste tubes) by our local refuse companies. These items are also collected from the lunchroom by the school's green team. All of these collected items are then weighed, boxed up and shipped back to the company in a prepaid container. The company then pays the school for the amount collected. The students practice math skills, and relational skills, while focusing on the "green" nature of the task.

A partnership with LeMay Inc, our local refuse provider, and Toray, a local manufacturing company, provided our schools with free repurposed recycling containers. Students help with the labeling and deployment of the containers. They learn valuable lessons in teamwork, partnering and recycling. They see a concrete example of how to look outside of the box for a repurposing solution.

At our high school career fair, our Resource Conservation Manager (RCM) works with students to promote the new "green" collar jobs of the future. Students are able to perform walk around building audits with the RCM, learning how building systems are designed and operated. They are encouraged to pursue science and engineering careers and how all types of disciplines are needed for a newer and greener future.

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.

[24seven green collage.jpg](#)

[BMS Trash Sort 3.jpg](#)

[BMS Trash Sort 8.jpg](#)

[EPSOC Recycle 2.jpg](#)

[EPSOC Recycle 3.jpg](#)

[EPSOC Recycle.jpg](#)

[Kapowsin Garden 13.jpg](#)

[Kapowsin Garden 25.jpg](#)

[Kapowsin Garden 27.jpg](#)

[FMS Field Trip 2.jpg](#)