



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. Ron Thiele

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

District Name: Issaquah School District #411

(As it should appear on an award)

Address: 565 NW Holly Street, Issaquah, WA 98027

Telephone: (425) 837-7002 Fax: (425) 837-7005

Web site/URL: <http://www.issaquah.wednet.edu> E-mail: thieler@issaquah.wednet.edu

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

A handwritten signature in cursive script that reads "Ron Thiele".

Date: January 26, 2016

(Superintendent's Signature)

ED-GRS (2014-2015)



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: 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: 1/26/16

(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: Issaquah School District

The Issaquah School District practices resource conservation and engages students, staff and all members of the school community in environmental stewardship. Sustainability is a major focus for the district and the district has developed a comprehensive approach with the following goals: Implement and expand waste reduction and recycling practices and other conservation actions by operating environmentally efficient and responsible facilities and departments; involve the whole school community in environmental stewardship by developing strong community partnerships; provide instruction about conservation, natural resources, and the environment at all grade levels in an interdisciplinary manner through science, the social studies, the humanities and other appropriate curricular areas; increase and improve the leadership capacity in students and staff by developing a model of collaboration, innovation and creativity.

The district began participating in the King County Green Schools program in 2005. The district achieved Level One in 2011 and Level Two in 2014. The district continues working to achieve Level Three. In addition, every school in the district has also participated in the program with 23 schools achieving Level One, 17 Schools achieving Level Two, 8 schools achieving Level Three and 7 schools achieving Level Four. Our District had the first school in King County to achieve level Four. Each school has set a goal this year to achieve the next Level, with the goal that all schools and the district achieve Level 4 by 2017.

The district's work to achieve its sustainability goals and its participation in the King County Green Schools program have allowed the district to meet the three US Department of Education Green Ribbon Schools' pillars by reducing environmental impact and costs, improving the health and wellness of students and staff and providing effective environmental and sustainability education.

The district has reduced its environmental impacts and costs by having a comprehensive waste reduction and recycling program. The district's recycling rate has increased since the program began. Currently, the rate is about 50% with 7 schools recycling at a rate of 60% or more. All 24 schools in the district have implemented a recycling and waste reduction program and as of 2012, achieved a combined total recycling increase of 6,091 cubic yards per year and a combined volume garbage decrease of 4,301 cubic yards per year. The district's energy conservation program has resulted in the district using 4.6% less energy even though the district has added nearly 36% more square footage in new and renovated school facilities. Due to the district's water conservation efforts, the irrigation rate has stayed the same even though the district added 5 buildings with new irrigation systems and by installing low flow fixtures and toilets the district has had a 30% reduction in water use. All of these programs have resulted in a cost savings for the district because rates have either decreased or remained stable even though the district has added additional buildings.

The district is committed to improving the health and wellness of students and staff by operating environmentally healthy buildings and programs. The district has developed an indoor environmental quality plan to monitor and improve the quality of the indoor environment in school buildings. The plan includes ways to reduce the level of air pollutants, provide adequate airflow and reduce the use of chemicals and pesticides. The district also has comprehensive health and nutrition programs. Students receive health and fitness education at all grade levels. Our students regularly participate in outdoor fitness activities that take advantage of the district's rich environment. The physical education classes at Issaquah High School regularly hike the trails on Tiger Mountain. The District provides school meal programs that meet the nutritional standards required by state and federal school breakfast and lunch

programs. The District strongly encourages the sale and distribution of nutrient dense foods at all school functions and activities. By integrating a healthy school environment, nutritional and physical fitness programs with health education, counseling and health services in schools, as well as community and family support for counseling, psychological and social services, the district is able to provide a holistic support system for the health and wellness of students and staff.

The Issaquah School District has a comprehensive sustainability education program. Sustainability concepts and topics are imbedded in the curriculum at each grade level. All of these courses include hands-on, real-life field experiences, where students are collecting and analyzing data and reporting their results. The district has developed strong partnerships with local sustainability organizations to provide professional development to our staff. Environmental field trips are common. Several schools are located within walking distance to salmon streams, wetlands, wilderness parks and lakes. These walking field trips to these local ecosystems, waterways provide wonderful interdisciplinary learning about changing relationships between ecosystems and human communities.



Volunteers Beautify Maple Hills's Classroom in the Woods

The Classroom in the Woods Interpretive Trail at Maple Hills Elementary is looking wonderful thanks to the efforts of a hard working volunteer crew who spent a recent Saturday morning spreading bark chips on the path. The volunteers included families, alumni, students, and staff. During the upcoming school year, Maple Hills students will use the interpretive trail to learn about the temperate forest ecosystem and write informational texts which will be published on sign posts along the trail. A special thanks goes to The Issaquah Schools Foundation for funding this project.



Today Issaquah School District Celebrates Taste Washington Day

Taste Washington Day celebrates Washington agriculture and promotes good nutrition in our schools. Today, school lunches in the Issaquah School District highlighted local produce, grains, and dairy from the fantastic bounty Washington State has to offer. Each school offered Honeycrisp apples from Borton Fruits in Yakima, whole grains for pizza from Sherperd's Grain in Spokane, Milk from Smith Brothers Farms in Kent, and Bartlett pears from Trout Inc. in Lake Chelan. Each featured produce item was accompanied by signage in the lunch room with information about the local farm that grew and harvested the food.

Taste Washington Day is organized in partnership by the Washington School Nutrition Association (WSNA) and the Washington State Department of Agriculture (WSDA).



Saving Trees One Paper Towel at a Time

Maywood Middle School's Green Team presented their school's One Paper Towel awareness campaign to the school board on Wednesday, December 9. During the board meeting Superintendent Ron Thiele helped demonstrate that if you shake your hands 12 times, and fold one paper towel, that is all you need to dry your hands. The Green Team informed the board and the audience that if everyone in American used just one less paper towel every day, it would save 571,230,000 pounds of paper per year.



BLMS Awarded King County Level 2 Green School Status

Congratulations to Beaver Lake Middle School! They were recently awarded the King County Level 2 Green Schools Status for their education and promotion of energy conservation practices. Gary Barone, BLMS Dean of Students, shared, "We've had quite a few activities and projects this year to promote energy conservation. In February we had green week, where teachers participated in a "black out" day by teaching their classes with minimal energy usage. Students have also shared energy conservation tips during morning announcements and we challenged students and staff to be waste-free during our Waste-Free Wednesday lunches." Along with these activities, the BLMS BEE Club, led by science teacher Vanessa Applehoff, took an energy audit of the school and posted energy conservation reminders near light switches and outlets. The audit information was later presented to staff to help inform and remind them about BLMS's energy usage and conservation goals.



Waste Free Wednesday

On Earth Day, April 22, schools throughout the Issaquah School District competed in challenge known as Waste Free Wednesday. During each lunch period, students were encouraged to reduce waste, support building green teams, and increase awareness through sustainable activities. Green Team and Waste Watchers also collected garbage, compost, and recycling. The collected waste was weighed and the data recorded. Once the results are in, one elementary school and one middle or high school with the lowest waste will be awarded a repurposed clock made from recycled materials.



Hands On Curriculum at Camp

Creekside fifth graders recently attended Environmental Education Camp at Camp Colman in Longbranch, Washington. This is an annual tradition for fifth graders every May where they spend three days participating in hands-on lessons that complement their science and social studies curriculum. Along with curriculum activities, students also participate in several team building and recreational events. Fifth grade teacher Carrie Alexander shared, "We had a squid dissection class this year where we got to have a hands-on examination of the organism's adaptations and physical characteristics. This was a direct tie in to our Life Science units. We know as teachers that the best way to help students learn is to provide experiences that engage the kids and spark their interest. Camp Colman was the perfect example of this!"

2015-16 Green Ribbon District Application

3. District Profile

District Profile

District Name

Issaquah School District

Street Address

565 NW Holly Street

City

Issaquah

State

WA

Zip

98027

District Website

<http://www.issaquah.wednet.edu>

Superintendent First and Last Name

Ron Thiele

Superintendent Email Address

thieler@issaquah.wednet.edu

Superintendent Phone Number

425-837-7002

Total District Enrollment (Fall 2015)

18,763.86

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

8.26

Application Team Information (who prepared the application)

Lead Applicant First and Last Name

Dawn Wallace

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

Director of Instructional Support

Lead Applicant Email

wallaced@issaquah.wednet.edu

Lead Applicant Phone Number

425-837-7043

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1	Chris Bruno	Energy Use Manager
2	Brian Olson	Director of Food Services
3	Gayle Morgan	Director of Transportation
4	Candy Hammer	Custodial Supervisor
5		
6		
7		
8		

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)

The Issaquah School District practices resource conservation and engages students, staff and all members of the school community in environmental stewardship. Sustainability is a major focus for the district and the district has developed a comprehensive approach with the following goals:

- Implement and expand waste reduction and recycling practices and other conservation actions by operating environmentally efficient and responsible facilities and departments.
- Involve the whole school community in environmental stewardship by developing strong community partnerships.
- Provide instruction about conservation, natural resources, and the environment at all grade levels in an interdisciplinary manner through science, the social studies, the humanities and other appropriate curricular areas.
- Increase and improve the leadership capacity in students and staff by developing a model of collaboration, innovation and creativity.

The district began participating in the King County Green Schools program in 2005. The district achieved Level One in 2011 and Level Two in 2014. The district is continuing currently working to achieve Level Three. In addition, every school in the district has also participated in the program with 23 schools achieving Level One, 17 Schools achieving Level Two, 8 schools achieving Level Three and 7 schools achieving Level Four. Our District had the first school in King County to achieve level Four. Each school has set a goal this year to achieve the next Level, with the goal that all schools and the district achieve Level 4 by 2017.

The district's work to achieve its sustainability goals and its participation in the King County Green Schools program have allowed the district to meet the three USED GRS three pillars by reducing environmental impact and costs, improving the health and wellness of students and staff and providing effective environmental and sustainability education.

The district has reduced its environmental impacts and costs by having a comprehensive waste reduction and recycling program. The districts recycling rate has increased since the program began. Currently, the rate is about 50% with 7 schools recycling at a rate of 60% or more. All 24 schools in the district have implemented a recycling and

waste reduction program and as of 2012, achieved a combined total recycling increase of 6,091 cubic yards per year and a combined volume garbage decrease of 4,301 cubic yards per year. The district's energy conservation program has resulted in the district using 4.6% less energy even though the district has added nearly 36% more square footage in new and renovated school facilities. Due to the district's water conservation efforts, the irrigation rate has stayed the same even though the district added 5 buildings with new irrigation systems and by installing low flow fixtures and toilets the district has had a 30% reduction in water use. All of these programs have resulted in a cost savings for the district because rates have either decreased or remained stable even though the district has added additional buildings.

The district is committed to improving the health and wellness of students and staff by operating environmentally healthy buildings and programs. The district has developed an indoor environmental quality plan to monitor and improve the quality of the indoor environment in school buildings. The plan includes ways to reduce the level of air pollutants, provide adequate airflow and reduce the use of chemicals and pesticides. The district also has a comprehensive health and nutrition programs. Students receive health and fitness education at all grade levels. Our students regularly participate in outdoor fitness activities that take advantage of the district's rich environment. The physical education classes at Issaquah High School regularly hike the trails on Tiger Mountain. The District provides school meal programs that meet the nutritional standards required by state and federal school breakfast and lunch programs. The District strongly encourages the sale and distribution of nutrient dense foods at all school functions and activities. By integrating a healthy school environment, nutritional and physical fitness programs with health education, counseling and health services in schools, as well as community and family support for counseling, psychological and social services, the district is enable to provide a holistic support system for the health and wellness of students and staff.

The Issaquah School District has a comprehensive sustainability education program. Sustainability concepts and topics are imbedded in the curriculum at each grade level. All of these courses include hands-on, real-life field experiences, where students are collecting and analyzing data and reporting their results. The district has developed strong partnerships with local sustainability organizations to provide professional development to our staff.

Environmental field trips are common. Several schools are located within walking distance to salmon streams, wetlands, wilderness parks and lakes. These walking field trips to these local ecosystems, waterways provide wonderful interdisciplinary learning about changing relationships between ecosystems and human communities.

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	King County Green Schools	23 Schools Level One	2010-2014
2	King County Green Schools	19 Schools Level Two	2010-2015
3	King County Green Schools	12 Schools Level Three	2012-2015
4	King County Green Schools	7 Schools Level 4	2015
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	Washington State Green District Leader Pillar 1 and 3	Issaquah School District	OSPI	2015
2	King County 2015 Earth Hero Award	Issaquah School District	King County Green School's Program	2015
3	King County Green School's Award	John McCartney-Energy Manager	King County Green School's Program	2014
4	Green Globe Award	Issaquah School District	King County Department of Natural Resources	2009
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.

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.

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

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)

The Issaquah School District has reduced environmental impacts and costs associated with energy, water, solid waste and recycling use through several innovative practices. The district maintains a database of utility usage and costs for each site, tracking electricity (usage, demand, reactive), natural gas, water (domestic, irrigation, storm, sewer), and solid waste (garbage, commingled recycling, compost recycling, yard waste recycling). This information helps the Resource Conservation Manager (RCM) and district maintenance personnel identify HVAC malfunctions or control problems, water leaks, and changes in occupancy.

The RCM program started the development of a sustainable conservation program districtwide in 2001. This program reduced energy consumption from 132,488 MBtu in 2000/2001 to 126,843 MBtu in 2014/2015, a 4% reduction, even with building SqFt increasing 36%. The majority of savings was achieved by controlling HVAC on/off times and carefully scheduling after school and evening events. Additional energy savings were achieved by adding or upgrading equipment and controls such as vending misers on vending machines, CO2 sensors in HVAC systems and replacing old boilers, heat pumps, air handlers, digital controls, and variable frequency drives. All of the district's 11,000+ computers are remotely shut down each night. Collaborating with our local utilities, audits and commissioning projects were performed to identify needed equipment maintenance or updates.

Issaquah was one of the first districts nationally to reduce its bus fleet greenhouse gas emissions by participating in a grant promoted by Puget Sound Clean Air Agency. Oxidation catalyst, filters and containment of crankcase oil fumes on bus exhaust systems combined with new ultra-low sulfur diesel fuel reduced toxic emissions and fine carbon particle pollution by over 50%. Several schools implemented "no idle zone" programs to reduce emissions from parent's cars using student and parent education programs. District bus drivers turn off buses whenever they park at schools.

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)

Domestic water usage for 2014/2015 was 20,257 CCF, a reduction of 29.5% from the base year usage of 28,719 CCF. The majority of domestic water savings was achieved by controlling urinal auto flush systems that operated 24/7. The district installs 1.6 Gal/flush low flow toilets and 1 pint/flush urinals in all new and renovated buildings. All new toilets now come with dual flush handles. Pushing down uses 1.6 gallons but pulling the handle up uses only 1.1 gallons to flush. Students working with a community water conservation group participated in a building water audit and found 90% of the classroom sink faucets had flow rates of 12.5 gallons/minute. After installing .5 gallon/minute aerators the water flow decreased by 95%. Our water suppliers take hundreds of water samples annually to determine the presence of contaminants to maintain clean water.

Irrigation systems for schools are equipped with Cal-Sense Controllers that adjust irrigation use based on evapotranspiration rates, humidity, temperature and rainfall. School landscapes and gardens are now planted with drought resistant plants and an increasing number of the playfields are now turf or sand that requires no irrigation. Liquid soap dispensers were replaced with foam soap districtwide significantly reducing soap costs, waste generation, water use and maintenance.

Storm water runoff is managed by the district through retention ponds at most schools. Current water retention systems handle storm water on-site using rain gardens and ponds that retain, filter and return water to the local aquifers. These storm water systems provide student-learning opportunities about water cycles and wetlands ecosystems. Because surface water lessons are included in district curriculum, local water districts eliminate surface water charges from the district's water bill saving thousands of dollars annually.

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 collects compostable 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 purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).

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.

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)

Waste reduction and recycling program helped the district's recycling rate increased from about 20% to 50% annually with schools recycling 7,500 yd³ and collecting 1,800yd³ of food scraps annually. All our schools completed King County's Green Schools "Waste Reduction and Recycling Program" and our District received the county's Waste Reduction and Recycling Award. Implementing this waste reduction and recycling program reduced the districts impact on the environment while fostering a culture of sustainability with its student population and community. All print paper that is "good on one side" is collected in "GOOS Boxes" located in classrooms, offices and workrooms and made available for use as scratch paper or art projects. Recycled print paper is not purchased because it costs more than virgin paper purchased by the truckload. To reduce print paper consumption, schools deliver morning school bulletins, parent newsletters by email and closed circuit TV. Teachers use computer projectors, active boards and document cameras to deliver lessons to students dramatically reducing the need for paper.

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.

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

Our district 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 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)

Issaquah was one of the first districts nationally to reduce its bus fleet greenhouse gas emissions by participating in a grant promoted by Puget Sound Clean Air Agency. Oxidation catalyst, filters and containment of crankcase oil fumes on bus exhaust systems combined with new ultra-low sulfur diesel fuel reduced toxic emissions and fine carbon particle pollution by over 50%. Several schools implemented "no idle zone" programs to reduce emissions from parent's cars using student and parent education programs. District bus drivers turn off buses whenever they park at schools.

This year our district is partnering with the City of Issaquah and King County Metro to implement a "School Pool" program. As of this application, we are in the planning process of starting to pilot this program at three schools.

At each high school, preference is given to students that carpool for parking.

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 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)

Because health, comfort and learning environment of staff and students are important aspects of the Issaquah School District's mission an Indoor Environmental Quality (IEQ) Management Plan was developed to help monitor and improve the quality of the indoor environment in school buildings. The objectives of this IEQ Management Plan are:

1. Reduce the level of indoor air pollutants through preventative measures that includes routine maintenance activities, periodic building evaluations, pollutant source control, inspections and IEQ-specific policies.
2. Provide and maintain adequate airflow by repairing and maintaining ventilation equipment, which will provide a comfortable and healthy working and learning environment.
3. Respond to IEQ-concerns and problems in a prompt and thorough manner, and effectively communicate the progress of investigations and their resolution to all interested or concerned parties. Pest management entitles chemical applications of pesticides or herbicides within the Issaquah School District when school is not in session. However, on occasion, when other pest controls are ineffective, chemicals are used to prevent the costs and hazards associated with insects, rodents or noxious weeds. When chemicals need to be applied while school is in session, the treated areas are to be clearly marked, and notification posted in each school office.

Ventilation, air quality, asthma controls and moisture control are all monitored and regulated through the Indoor Environmental Quality Coordinator for the District. The state air quality regulations are observed and followed.

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

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

Our district integrates health measures into student assessments.

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)

The district is committed to improving the health and wellness of students and staff by operating environmentally healthy buildings and programs. The district has developed an indoor environmental quality plan to monitor and improve the quality of the indoor environment in school buildings. The plan includes ways to reduce the level of air pollutants, provide adequate airflow and reduce the use of chemicals and pesticides. The district also has a comprehensive health and nutrition programs. Students receive health and fitness education at all grade levels. The Issaquah School District has a comprehensive K-12 health and fitness program. All students in the district are required to take PE and health. PE and Health are also required in high school for graduation. Our students regularly participate in outdoor fitness activities that take advantage of the district's rich environment. The physical education classes at Issaquah High School regularly hike the trails on Tiger Mountain. The District provides school meal programs that meet the nutritional standards required by state and federal school breakfast and lunch programs. The District strongly encourages the sale and distribution of nutrient dense foods at all school functions and activities. This year the District participated in the Taste of Washington Day. School lunches highlighted local produce, grains and dairy. Each school offered Honeycrisp apples from Borton Fruits in Yakima, whole grains from Sherperd's Grain in Spokane, milk from Smith Brothers Farms in Kent and Bartlett pears from Trout Inc. in Lake Chelan. By integrating a healthy school environment, nutritional and physical fitness programs with health education, counseling and health services in schools, as well as community and family support for counseling, psychological and social services, the district is enable to provide a holistic support system for the health and wellness of students and staff.

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

all schools in the district have a school nurse and each high school has a mental health professional in partnership with Swedish Hospital

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).

PBSES (Positive Behavior and Social Emotional Support) is an Issaquah School District initiative targeting students in elementary through middle school. The goal is to shift from a reactive and aversive approach of managing problem behavior to one that is preventative and positive. Each school has a PBSES coach that works with staff. The program works toward this by supporting all students, since every child entering school needs behavior support. Giving priority to empirically validated procedures and systems that have demonstrated effectiveness, efficiency, and relevance. The program emphasizes prevention in establishing and maintaining safe and supportive school climates. PBSES works toward building a school environment where team building problem solving skills are expected, taught, and reinforced. The empirically validated procedures that we are forwarding are PBIS, SEL, Positive Relationships, and Proactive Classroom Management Strategies.

The district's focus is on creating school environments that are positive and predictable, where students feel safe, have better academic performance, higher test results, and make better behavior choices. The PBSES framework which includes multi-tiered systems of support, evidence based practice, universal screening practices, progress monitoring, fidelity of implementation, data based decision making and problem-solving process is used for a guide to good practice and the lens that the student support coaches will take when approaching interventions for the school.

In addition to the PBSES coaches, each high school has a mental health counselor. The district, in partnership with Swedish Hospital, has provided each high school with a full-time mental health counselor that assists the school staff when working with students and families in crisis. The counselor helps provide resources and support to students and families.

Every school has a nurse and health room aid. The district nurses have access to a fund each year that allows them to help students and families in need.

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 of the Student Learning Goals on our ENDS document is "Students will live as responsible citizens." This goal includes our commitment to educating responsible citizens who will contribute in positive ways to the local and world community. One of the most important issues for our future is sustainability. Our students must develop the knowledge, skills and ability to find creative solutions to the problems we have created and make choices today that preserve and protect tomorrow's world. We believe that sustainability education must be integral to our curriculum. Students must encounter the environment in personal ways through field experiences, learn strategies for decision-making and problem solving and work collaboratively to solve complex problems that challenge the well-being of our world. The Issaquah School District has embedded sustainability concepts into STEM, science and social studies courses at the secondary: Environmental Science, Intro to Engineering, AP and IB Computer Science, Web Design, Biodiversity, Robotics, Rocketry, Life Science, Earth Science, and Physical Science.

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)

The Issaquah School District has partnered with the King County Green Schools program, the City of Issaquah, the City of Bellevue and Peter Donaldson, sustainability coach, to provide professional development to our staff. The King County Green Schools program and the City of Issaquah have provided 44 workshops and 9 schools at the elementary level. Topics include Earth Smart Choices, Environmental Leadership, Garbology, Habitat Stewardship, Healthy Habitat, Recycling basics, and Climate. At the secondary level they have provided a total of 294 workshops at 5 schools, topics include Biodiversity, Biospheres, Earth Impact and Food for Thought. The City of Bellevue provided 44 workshops at 2 schools on the topics of Garbology, Habitats and Recycling. Last summer, 12 secondary teachers participated in the 2nd Project Design Lab where they developed hands-on, real-life sustainability projects that could be integrated across the curriculum. All of the schools in the Issaquah School District have a green team and each advisor receives professional development and support from the King County Green Schools program to bring sustainability education back to their schools. Our district also has two teachers participating in the Water-Water teachers fellows program sponsored by Cascade Water Alliance and 15 teacher attended professional development offered by Cascade Water Alliance in October of this year. Every teacher in the Issaquah School District had professional development funds and incentive pay to attend professional development opportunities.

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)

Sustainability education in the Issaquah School District supports the teaching of science and engineering practices. Sustainability concepts and topics are embedded in the curriculum at each grade level. Students participate in real-life hands on field experiences. Some examples include, at the middle school level in physical science, students chemically analyze parking lot run-off. At the high school, the physics students evaluated the school's computer controlled hallway lights. The students found significant energy savings having manually switched lights rather than having lights controlled by district computer. They submitted a proposal to the district maintenance along with the facts about energy saved, the impact on human occupants, such as custodians working evenings and their schedules. District maintenance and custodial staff supported the project. The district was able to use some of its OSPI grant funding for the project and found that the payback on the project was about 5 years. The King County Green School Program demonstrates how humans are intrinsically linked to dynamic environmental systems and energy consumption. Students learn to track garbage and recycling volumes and by changing their behaviors, they reduce solid waste that in turn produces more recyclable, reusable and repurposed materials.

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)

The Issaquah School connects classroom content to career options that focus on environmental and sustainability field studies and careers. Through the district's partnership with the City of Issaquah, King County Green Schools program and other sustainability programs students learn about careers by participating in hands-on, real-life field studies led by experts in the field. One examples of this is, Friends of the Cedar River Watershed provides community activities, educational programs and habitat restoration projects often run by or participated in by high school students. Each event coordinates an educational and social component built-in to ensure that people connect the day's event to the health of the larger watershed and overall community. Students are able to study watershed flooding, soil erosion, water retention, salmon habitat and produce a video, school report or project that documents how watersheds affects citizens and businesses in the community. High school students have conducted educational programs with middle and elementary school students using data from their solar panel project to discuss solar energy generation with its benefits and drawbacks regarding the environment, greenhouse gas mitigation and issues with connecting to the grid that impact large electrical generation plants.

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)

The primary goal for the district's sustainability initiative is the district's resource conservation management program that focuses on reducing energy, water and waste to reduce utility costs. The critical component is the involvement of school staff and students to reduce energy, water and waste consumption each day in our schools. In the fall of 2013, a District Green Team was established to facilitate communication between and with all district schools related to planning district projects that deepen understanding of sustainability concepts and to increase awareness of effective sustainability practices. Green team members are representatives such as teachers and custodians from each district school. At the district Green Team meetings school and district representatives focus on sharing successes and developing solutions to common problems related to creating a school culture to reduce waste, increase recycling, and have students and staff be vigilant about conserving energy and water at their by increasing their knowledge and education of sustainability resources. Recent meetings have focused on strategies to reduce food waste at school, how to sustain Green School practices over time, and building student Green Teams. District high school leaders from grade 9-12 are serving as "Sustainability Ambassadors". These students are instrumental in providing leadership around the district. Students will be empowered to make public presentations to their local City Council, School Board, Chamber of Commerce, Rotary Club and other stakeholders to advance community knowledge, capacity and impact based on the integration of sustainability education. One example of this , the Maywood MS green team presented their plan to reduce paper towel use at their school to the District School Board this fall.

Last year, the District held it's first Sustainability Summit, green team leaders from each secondary school worked with community leaders on sustainability planning and goals.

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.

[application photos.docx](#)