



2015-2016 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Michael Lane

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

Official School Name: Gaiser Middle School

(As it should appear on an award)

Official School Name Mailing Address: 3000 NE 99th Street Vancouver, WA 98665

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

County: Clark State School Code Number *: 244

Telephone: 360313-3400 Fax: 360-313-3401

Web site/URL: <http://gaiser.vansd.org/> E-mail: Michael.lane@vansd.org

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

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

(Principal's Signature)

Date: 1/27/16



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

District Name: Vancouver Public Schools

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 blue ink, appearing to read "Todd Horenstein", is written over a light blue rectangular background.

Date: 1/27/16

(Assistant Superintendent's Signature)

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

Name of Nominating Agency: Office of Superintendent of Public Instruction

Name of Nominating Authority: Ms. Sultana Shah

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in blue ink, appearing to read "Sultana Shah", is written over a light blue rectangular background.

Date: 1/28/16

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or



retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Summary: Gaiser Middle School

Gaiser Middle School's work in the area of natural resource conservation and sustainability began in 2009 when seventh grade science teacher Charlene Shea and sixth grade teacher Meagan Graves partnered with WSU-V scientists in the National Science Foundation's GK12 project. This partnership resulted in students' initiating a restoration project involving the removal of invasive species and replanting native trees, grasses and roses in an area now referred to as Gaiser Pond. This initial project involved approximately 200 students. This stepping stone project continued to expand to all sixth and seventh grade Gaiser science classes and our National Junior Honor Society (NJHS) students who completed our first Green School level waste and recycling in 2011. Since then NJHS has completed five levels of Green School certification by focusing on water, transportation, energy, and a healthy building in addition to their original focus of waste and recycling. Their efforts have distinguished Gaiser as a leader in the area of resource conservation. We have been honored as an EPA Energy Star School and we are the recipient of the Energy Excellence Conservation Award presented by the Vancouver School District. We also achieved the Washington State Green Leader Award in Pillars 1 and 2 in 2015. Our efforts now involve the majority of our 930 students who have been working diligently to identify educational opportunities and implement sustainable procedures into daily operations while cultivating a culture of conservation.

Partnership and collaboration have been common threads throughout Gaiser's conservation efforts. We have partnered with Vancouver Water Resource Center, Waste Management, Washington Green Schools, Clark County Public Utilities, and Vancouver Public Schools facility administrators to reduce electricity, natural gas, and water consumption, reduce solid waste, and increase recycling and composting programs including food scraps from our cafeteria. Additionally, Gaiser science students work with our county water resource managers to evaluate the results of these monthly tests of the water quality of our campus bioswail (Gaiser Pond). They communicate their findings with the student body and our community at large by annually participating in the Clark County Watershed Congress. While we are striving to improve our on-campus water quality, students are committed to monitoring our school run-off quality and teaching their peers to keep our campus clean to prevent debris from entering our drainage system. These partnerships have increased our sphere of educational influence in our campus, neighborhood, and expanded communities to improve our sustainability and conservation culture. Through the efforts of students, teachers, principal, building operators, district maintenance and operations teams, as well as our community partnerships, our school is operating at an excellent level of efficiency.

In addition to preserving a healthy natural environment, Gaiser also focuses on sustaining a healthy school environment. These efforts include a comprehensive health and wellness program which includes both physical and emotional well-being, improvements of Indoor Environmental Quality, and outreach programs such as food and clothing drives and community beautification projects. Our students make connections to this work and their future college and career pathways by utilizing Career Cruising software which allows them to share their academic, health goal achievements and other successes, all focused on the overarching goal of becoming a contributing independent member of our world's community.

Gaiser's long term goal is to achieve Level 6 Green Schools status as well as sustain our previous Green School achievements and develop life-long sustainability practices. In order to do this our plan is to

continue our cross curriculum connections, community partnerships, and our campus culture that promotes sustainability, environmental consciousness and conservation practices.





2015-16 Green Ribbon Schools Application

3.

School Profile

School Name

Gaiser Middle School

Street Address

3000 NE 99th Street

City

Vancouver

State

WA

Zip

98665

School Website

www.gaiser.vansd.org

Principal First Name

Michael

Principal Last Name

Lane

Principal Email Address

michael.lane@vansd.org

Principal Phone Number

360.313.3400

Total School Enrollment (Fall 2015)

930

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

68%

Is your school

Public

Name of School District (if a public school)

Vancouver Public Schools

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

6-8

Application Team Information (who prepared the application)

Lead Applicant First Name

Charlene

Lead Applicant Last Name

Shea

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

teacher

Lead Applicant Email

charlene.shea@vansd.org

Lead Applicant Phone Number

360.313.3400

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1	Mike Lane	Principal
2	Aaron Smith	Facilities Manager
3	Jodi Koch	PE/Health teacher
4	NJHS members	8th grade students Gaiser MS
5	Kathy Hardy	Teacher
6	Kellie Budnick	School Counselor
7		
8		

4.

1. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below. For examples of previous highlight reports, please see: <http://www2.ed.gov/programs/green-ribbon-schools/performance.html>).

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

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

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

Your progress thus far, including results and benefits

The plan to sustain your work

(Maximum 800 words)

Gaiser Middle School's work in the area of natural resource conservation and sustainability began in 2009 when seventh grade science teacher Charlene Shea and sixth grade teacher Meagan Graves partnered with WSU-V scientists in the National Science Foundation's GK12 project. This partnership resulted in students' initiating a restoration project involving the removal of invasive species and replanting native trees, grasses and roses in an area now referred to as Gaiser Pond. This initial project involved approximately 200 students. This stepping stone project continued to expand to all sixth and seventh grade Gaiser science classes and our National Junior Honor Society students who completed our first Green School level waste and recycling in 2011. Since then NJHS has completed five levels of Green School certification by focusing on water, transportation, energy, and a healthy building in addition to their original focus of waste and recycling. Their efforts have distinguished Gaiser as a leader in the area of resource conservation. We have been honored as an EPA Energy Star School and we are the recipient of the Energy Excellence Conservation Award presented by the Vancouver School District. We also achieved the Washington State Green School Leader Pillars 1 and 2 Award. Our efforts now involve the majority of our 930 students who have been working diligently to identify educational opportunities and implement sustainable procedures into daily operations while cultivating a culture of conservation.

Partnership and collaboration have been common threads through Gaiser's conservation efforts. We have partnered with Vancouver Water Resource Center, Waste Management, Washington Green Schools, Clark County Public Utilities, and Vancouver Public Schools facility administrators to reduce electricity, natural gas, and water consumption, reduce solid waste, and increasing recycling and composting programs including food scraps from our cafeteria. Additionally, Gaiser science students work with our county water resource managers to evaluate the results of these monthly tests of the water quality of our campus bioswail (Gaiser Pond). They communicate their findings with the student body and our community at large by annually participating in the Clark County Watershed Congress. While we are striving to improve our on campus water quality, students are committed to monitoring our school run-off quality and teaching their peers to keep our campus clean to prevent debris from entering our drainage system. These partnerships have increased our sphere of educational influence in our campus, neighborhood, and expanded communities to improve our sustainability and conservation culture. Through the efforts of students, teachers, principal, building operators, district maintenance and operations teams, as well as our community partnerships, our school is operating at an excellent level of efficiency.

In addition to preserving a healthy natural environment Gaiser also focuses on sustaining a healthy school environment. These efforts include a comprehensive health and wellness program which includes both physical and emotional well-being, improve Indoor Environmental Quality, and outreach programs such as food and clothing drives and community beautification projects. Our students make connections to this work and their future college and career pathways by utilizing Career Cruising software which allows them to share their academic, health goal achievements and other successes, all focused on the overarching goal of becoming a contributing independent member of our world's community.

Gaiser's long term goal is to achieve Level 6 Green Schools status as well as sustain our previous Green School achievements and develop life-long sustainability practices. In order to do this our plan is to continue our cross-curriculum connections, community partnerships, and our campus culture that promotes sustainability, environmental consciousness and conservation practices.

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

Yes

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

	Program	Level in Progress	Level and Date Achieved
1	WA Green Schools	Waste and Recycling	Level 1, May 2, 2011
2	WA Green Schools	Water	Level 2, April 17, 2012
3	WA Green Schools	Transportation	Level 3, April 16, 2013
4	WA Green Schools	Healthy Building	Level 4, April 22, 2014
5	WA Green Schools	Energy School Grounds	Level 5, March 2015 Level 6, in progress

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

Yes

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	Excellence Energy Conservation Award	Gaiser Middle School	Vancouver School District	2013
2	WA Green School Leader Pillar 1 and Pillar 2	Gaiser Middle School	US Dept of Education Green Ribbon Schools	2015
3	Certificate of Recognition- Outstanding Accomplishment	Gaiser Middle School	Vancouver School District	2015
4				
5				

6.

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

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

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

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

Our school is EPA Energy Star certified this year.

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

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

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

Gaiser Middle School (GMS) has implemented daily strategies, such as "turn off the light" reminder stickers on all light switches and afternoon school –wide announcements to help conserve energy. Teachers who have signed energy conservation/reduction contracts are encouraged to keep classroom doors closed to reduce the amount of energy lost and to help the heating/cooling system work more efficiently, thus more cost-effectively. The teachers have committed to sharing microwave ovens and other electronics to reduce energy usage as well as opening window blinds to use natural lighting as frequently as possible. Our school has participated in an energy efficiency audit in which our energy use is tracked and benchmarked using EPA Energy Star manager. As a result of our efforts we earned the Energy Excellence Conservation Award from the Vancouver School District. We are an EPA Energy Star certified school. The energy we use is obtained from an off-site renewable energy source. In order to monitor our annual progress, our National Junior Honor Society and Facilities Manager analyze our energy consumption reports. We share these findings with the students and staff through school-wide announcements. Our National Junior Honor Society (NJHS), 6th/7th grade science and Leadership teachers and students have partnered with Waste Management, Washington Green Schools, Clark County Public Utilities, and district facilities administrators to help us develop understanding and implementation of sustainable practices.

These collaborative efforts have resulted in the following changes: Sept. 2013- Electricity (kWh) 85,111 vs. Sept. 2014 —39,395 (kWh) a savings of 45716 (kWh); Sept. 2013 Natural gas 398 (Therms) vs Sept. 2014 186 (Therms) a savings of 212 (Therms).

We are currently focusing on Level 6 Green School requirements for School Grounds. We are confident our efforts will continue to improve energy savings and we will achieve Level 6 Green School certification by April 2016.

7. Element 1B

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

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.

Our school has low-flow water fixtures

Our school has native drought-tolerant plants

Our school has minimal or no landscape irrigation

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

7.

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

Gaiser is served by a county owned water provider that is required to annually report on the quality of our water. Our facilities team cleans water taps and drinking fountains daily to prevent bacterial contamination. We have low-flow water fixtures, native drought-tolerant plants, minimal landscape irrigation, and our water usages is tracked and monitored each month. These reports are used to encourage student and staff changes. For example, in September 2012 we noticed our water usage had significantly increased. NJHS students completed the Washington Green Schools Water audit, made recommendations for repairing faucet leaks which were completed by our facility staff. In addition, due to the unusually high usage report, our facility manager requested a water line check. A broken underground pipe was discovered and repaired.

The collaborative efforts of our students, facility staff and district personnel resulted in a significant reduction in water use. In Sept. 2012 water usage was 1,007 (CCF). In Sept. 2013 we had reduced our water usage to 896 (CCF), and continued to reduce our usage to 508 (CCF) in Sept. 2014. This was an overall savings of 499 (CCF).

Our science students monthly monitor the water quality of our campus bioswail (Gaiser Pond). 7th grade students monitor water quality by testing the phosphates, nitrates, pH, turbidity, fecal coliform and dissolved oxygen. 7th graders monitor water quality by macroinvertebrate counts. Students work with our county water resource managers to evaluate the results of these monthly tests and communicate their findings with the student body and our community at large by annually participating in the Clark County Watershed Congress. While we are striving to improve our on campus water quality, students are committed to monitoring our school run-off quality and teaching their peers to keep our campus clean to prevent debris from entering our drainage system.

8. Element 1C

8.

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

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

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

Our school collects recyclable materials.

Our school collects compostable materials.

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

Our school follows preferred procurement requirements.

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

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

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

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

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

Our school 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.

9.

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

Gaiser Middle School is committed to reducing solid waste by actively participating in composting organics such as food scraps through the Save Organic Scraps (SOS) program. We utilize our bi-weekly campus-wide student video announcements and daily oral announcements to encourage students to separate their breakfast and lunch scraps into the appropriate waste/compost bins. Our kitchen staff is committed to helping our school reduce paper waste during breakfast and lunch by utilizing reusable lunch trays, silver eating utensils, and serving food directly onto trays rather than using paper containers when possible.

We support practices that promote the 4Rs in other ways as well. Our 7th grade science teachers utilize the schools used milk cartons rather than Styrofoam containers for classroom labs. Our science and Gateway to Technology classes promote the use of recycled materials in the designing of their engineering projects. All science classrooms use glass beakers, graduated cylinders, and test tubes for all labs. Science and art classes are paper towel free utilizing cloth towels for clean-up. These towels are then washed with environmentally safe soap and reused. Our towels are not purchased; rather they have been donated by school staff members and the students' families when they are no longer usable for family use. Every classroom on our campus has a paper recycling bin and there are water bottle recycling stations throughout our campus. Students are encouraged to bring a reusable water bottle to school rather than purchased water on campus.

Hazardous and dangerous products have been significantly reduced. We store our labeled hazardous materials in a locked storage container that is not student accessible. Our hazardous wastes are handled and disposed of in accordance with federal and state regulations. We purchase paper that is chlorine-free (TCF) or processed chlorine free (PCF) and is 50% or more post-consumer material.

9. Element 1D

10.

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

Our school has designated carpool parking stalls.

Our school offers yellow school bus service.

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

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

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

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

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

11.

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

Our school offers yellow school bus service in which all buses were built after 1994. We have a city bus stop directly across the street. This bus service offers student bus passes at a reduced cost. We have a no idling policy that is promoted in the parent newsletter. Our loading/unloading areas are a minimum of 25 feet from building air intakes, doors, and windows. Our bus stops are located in safe well lit locations that are easily accessible to the students. As part of our Green Schools Level 3 certification in transportation our lasting change was encouraging students to take the school bus or carpool. During our school wide audit we learned approximately 80% of our students ride the school bus, 10% walk or ride their bike, and 10% travel by car/carpool. To increase bus ridership we gave our bus drivers Legacy Tickets to hand out to students. These are good behavior tickets that students can "cash" in at our Legacy store for various prizes. This encouraged students to ride the bus and have good behavior which made the ride safer. We also encouraged students who road their bikes to school to use safe biking behavior. School-wide bike safety morning and afternoon announcements and posters were made. Staff members held after school bike maintenance student workshops. After these efforts students reported feeling better riding the bus, drivers reported better behavior, and bike riders said they had more confidence repairing their bikes.

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

12.

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

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

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

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our school has a comprehensive green cleaning program.

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

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

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

13.

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

Over the past decade our district has implemented a series of policies and practices intended to improve Indoor Environmental Quality (IEQ) in schools and support facilities. An independent audit conducted in 2004 by Dr. Thomas Green of The Indoor Pest Management (IPM) Institute of North America resulted in VPS becoming the 17th school district in the nation to receive the institutes' IPM Star Certification. As a result, the use of pesticides has been significantly reduced. While rarely used, when necessary pesticides selected for use must meet strenuous criteria as the "least toxic" pesticide option available. Building Operators are required to obtain Building Operator Certification (BOC). BOC certification encompasses competency based training specifically in Indoor Air Quality (IAQ) and building operating systems that affect IEQ and building energy consumption.

Additional inspections include:

Facility Inspections – custodial services are evaluated semi-annually through a Continuous Quality Improvement (CQI) inspections conducted by Maintenance Department managers that focuses on cleaning for health. Building assessments are also conducted annually to evaluate the condition of the structure.

Maintenance Program Evaluation - Cleaning products, equipment and cleaning practices have been evaluated using Green Seal (GS) – GS-42 Standard for Cleaning Services, GS-37 Standard for Industrial and Institutional Cleaners and US Green Building Council – LEED for Existing Buildings.

Environmental Safety & Health Evaluation- The VPS Maintenance Department uses the U.S. EPA's Healthy Schools Environmental Assessment Tool (Healthy SEAT) to evaluate & monitor compliance with the entire range of national school safety/health requirements.

Our maintenance personnel continue to participate within Washington State Children's Environmental Safety Network to monitor and respond to emerging health and environmental issues through continued annual participation in policy development and educational forums.

VPS has addressed response times to within 24 hrs to address school ventilation issues, moisture control and other conditions impacting building IEQ.

11. Element 2B

14.

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

Our school has a "Coordinated School Health" program.

Our school participates in the USDA's Healthier School Challenge.

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

Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

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

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

Our school integrates health measures into student assessments.

15.

Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. (Maximum 300 words)

In 6th, 7th, and 8th grade PE/Health physical, mental and emotional health are foundations of our program. Included are: first aid, CPR, communicable and non-communicable diseases, drugs and alcohol, bullying/harassment, nutrition, and human growth and development are taught during a two year curriculum cycle. Specifically, students study positive decision making, peer pressure and refusal skills, conflict resolution, and grief with an understanding of how these areas affect the overall fitness. We have a school nurse who cares for injuries and illness as well as other health related issues, a psychologist and school counselors who addresses mental and emotional health concerns. We have partnerships with local churches and community members who provide necessary supplies to help students be successful.

Our students participate in outdoor units that include soccer, ultimate Frisbee, kick ball, flag football and walking. We also have fitness days such as the jaunt and mile run. Students participate in team building activities and games. We use Fitnessgram to set our standards and measure fitness progress in flexibility, cardio-respiratory endurance and strength. Students also set individual health goals and monitor progress in meeting their goals. We focus on encouraging students to develop life-long health and fitness goals by encouraging students to participate in all activities both during class and develop fitness activities at home.

Gaiser participates in the healthy lunch program in which local produce is used as frequently as possible, food choices/portions are in compliance with USDA regulations. Our PE/Health curriculum focuses on healthy food choices both today and in the future.

Through our school-wide video announcements, our students and staff are encouraged to reduce the spread of colds, flu, and other illnesses by regular hand washing. In our staff weekly Team Bulletins encouragement is given to take healthy steps for individual care.

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

Yes

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

Gaiser has implemented anti-bullying programs through our PE and Leadership classes. Students create anti-bullying public service announcements. We have dedicated one hour per week to school-wide Legacy lessons in which our school's Culture and Climate team design lessons that promote positive anti-bullying behaviors.

Our counselors utilize a suicide prevention unit called "Look, Listen and Link" during the 7th and 8th grade PE/Health classes the past four years. Lessons are designed to help students identify behaviors that need to be brought to the attention of an adult to help students address mental health concerns. As a result an increase in ideation identification reports from students, teachers and parents. We have outside mental health agency counselors who provide care during the school day, within the school itself to our students. Counselors participate in staff meetings and discuss suicide identification.

Our counselors have implemented the "WHY TRY?" program. This program is designed to aid students who do not see education as a valuable resource and refuse to learn course material. The students meet with counselors in small groups to learn about the importance of education.

We have a weekly food backpack program that provides weekend food for several of our families who do not have adequate access to nutritious food over the weekends and holidays. We have monthly Share House Open Pantry partnership open to all families at Gaiser. The open food pantry held in one of our class rooms. Parents can come to school and "grocery shop" for their families at no cost.

At Grizzly Den students can get free paper, pencils, calculators, highlighters, rulers and other needed supplies. By providing basic necessities and providing resources to students who have additional needs, we are helping our students have a positive self image and opportunities for academic, social, and mental success.

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

18.

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

In addition to our school commitment to an active "green team" through our NJHS, the district curriculum connections to sustainability are found in our science content: 6th grade Earth Science, 7th grade: Life Science, and 8th grade: Physical Science. During 7th grade year-long water monitoring and plant invasive species removal/native plant replacement at Gaiser Pond our outdoor living lab occurs on a monthly basis. In 8th grade curriculum examines the physical science connections to CO2 accumulation, global warming, and renewable energy sources. 8th grade students design and construct alternative energy cars in a project based learning sustainability designed assignment. 7th and 8th grade English teachers utilize environmental articles as they practice Common Core Reading strategies and connect the science content to the articles being read. Our science teachers also use articles that connect class content to our local community thus increasing sustainability literacy.

Our students have iPads which have provided additional opportunities to connect environmental and sustainability literacy through individual science research projects and presentations which connect them to their community, national and global environmental concerns and alternative means to improve sustainability. Our technology classes provide students with advanced skills training in order for the iPad to be utilized at an increased sophistication resulting in high student engagement in learning about environmental concerns and sustainability as they design and create projects.

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)

Our teachers have access to professional development opportunities through community resources including: Columbia Springs, Clark County Water Resources, Clark County Waste Management, Washington Green Schools, Energy Trust, Energy Smart Program, Clark Community College, and Washington State University—Vancouver campus, Master Gardeners, and Heritage Farms Community Garden. During the past two years approximately 30% of our teachers have participated in these programs. However, these teachers then return to our campus and share the information they gained with other teachers at Gaiser.

It is common for English and History teachers to contact Science teachers to gather clarifying information needed for an article the English or History students will be using. Teachers work collaboratively and across curriculum to ensure students are receiving accurate information between class content areas. Additionally, our NJHS members have worked with technology students to create training videos that are broadcast to the entire faculty and students twice per week to increase school wide environmental and sustainability training; including professional and student educational collaboration, more than 75% of our teachers have received environmental and sustainability training during the past two years.

13. Element 3B

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

Environmental and sustainability education is a natural enhancement to our middle school science curriculum. We are a school in which all students have the opportunity to have a school assigned iPad that can be used at school and at home. All Gaiser teachers, especially the science teachers, regularly incorporate the use of iPads in student classroom learning. Our 6th grade Earth science content provides regular opportunities to move beyond the text book and introduce local sustainability and environmental concerns and solutions. Our 7th grade Life science content blends local, national and global concerns and expands on the sixth grade introduction to environmental and sustainability education. Our 8th grade Physical science content blends engineering design and problem solving to aid students in becoming positive consumers who can impact and advocate for earth healthy changes in our global community. At each grade level, students are challenged to understand their individual opportunities to impact our world. By blending the district science curriculum with environmental and sustainability education we are providing students with the knowledge they need to demonstrate positive Earth friendly behaviors, educate their friends and family members thus increasing opportunities to improve our environment for lifelong lasting changes that reach beyond the individual student. Our students are learning to be a voice for environmental and sustainability practices that will impact both generations who have come before them, and those who will come after them.

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

Career Cruising software provides opportunities to explore green careers with specifically diagrammed integrated courses that show students what educational path they need to follow in order to become qualified for a variety of jobs, including STEM careers.

For the past four years we have had a school-wide Career Day in which community members come and present their career and the educational path needed to accomplish this job. Students rotate between three speakers during a two hour time period. They listen to presentations, ask questions, and reflect on each career path. Approximately 50% of the presenters are actively employed in STEM and or environmental/sustainability field specific careers.

Science and AVID teachers also have classroom presentations throughout the year. These speakers are in careers that directly tie to the curriculum content. For example, in 6th and 7th grade when students are studying the water quality of Gaiser Pond, Water Resource employees are present to help guide students in their observations, analysis, and water chemical testing. In AVID classes, as students explore careers including STEM careers, the teachers strive to bring speakers into the classroom to share the educational path needed to be marketable in that occupation. Our 7th/ 8th grade Science and English teachers use reading articles that embed career explorations including environmental careers and the science content. As students summarize and discuss the articles, conversations involve the career and requirements needed to become employable in that field. Our Washington State history teachers discuss environmental and sustainability through a historical lens, providing opportunities for students and science teachers to show how curriculum is interconnected between subject areas and careers over time.

Our Science and Math teachers provide after school STEM TEA workshops in which 6th, 7th, and 8th grade girls and their moms have opportunities to explore STEM careers through interactive activities.

14. Element 3C

22.

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

We have an annual Canned Food and Coat Drive every December. The items collected are donated to local charities. This year over 3000 cans of food and over 200 gently used coats, jackets, scarves, mittens/gloves were collected. The students learn the value of giving and the importance of sharing rather than throwing away good but too small items. This effort is in collaboration with our local sheriff's department. Staff and students collect, sort, and wash our lost and found items and given them our local Salvation Army three times per year.

We have an annual Student Chest Drive in which collected money is used to purchase school supplies, clothing, eye glasses, and other basic necessities for students in need at both Gaiser and throughout the school district. This year we collected over \$3000.00. Separately over 50% of our staff annually donates to this program.

Our NJHS work with our local parks department staff to clearing trash and spreading bark dust to beautify our local part. This was done after school hours and the students volunteer their time and energy. Our 7th and 8th grade students volunteer their after school time to help maintain our Living Lab (Gaiser Pond), by weeding, thinning trees and grasses and removing invasive species (nightshade and blackberry) and branches that fall during winter weather. During the community service projects sustainability and environmental benefits are discussed. Students, teachers and community staff participate together.

Finally, our Leadership and AVID curriculum requires students to complete monthly community service hours. Our NJHS assists area schools in reaching Green School goals by participating in the Clark County Green School Summits and individual school consultations. This year Gaiser is hosting Genesee Community Charter School (GCCS) in Rochester, New York as they learn the ways we have implemented Green School practices.

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.