



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. Craig Tutt

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

Official School Name: Lakota Middle School

(As it should appear on an award)

Official School Name Mailing Address: 1415 SW 312th Ave S Federal Way, WA 98023

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

County: King State School Code Number *: 32

Telephone: 253-945-4801 Fax: 253-945-4848

Web site/URL: <http://schools.fwps.org/lakota> E-mail: ctutt@fwps.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: 1/25/2016



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

District Name: Federal Way

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

Tammy Campbell
 (Superintendent's Signature)

Date: 1/25/2016

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.

Sultana Shah

Date: 1/25/2016

(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: Lakota Middle School

Lakota Middle School, which has celebrated over fifty years of excellence in educating students in the Federal Way Community, rededicated a new building in 2010. With great pride our staff and students are accomplishing 21st century education within the new and modernized construction using the green building guide for Washington State. This beautiful school meets Washington Sustainable Schools Protocol (WSSP), including criteria related to site, water, materials, energy, indoor environmental quality, and planning and operations. The building is embedded into a “parklike” setting adjacent to an extensive wetland, and includes the use of photovoltaic roof panels with an instructive feature to effectively educate students about solar energy. In 2011-2012 a group of students voiced interest in creating a “school within a school” that advocated for environmental sustainability, a community garden, and stewardship. The district incorporated this student vision into creating the Integrated Environmental Sustainability Academy (IESA). The academy provides students with opportunities to construct their own understandings with clear awareness of and concerns about economic, social, and ecological interdependence in their local, state, national, and global communities through direct experiences in hands-on and mind-on learning in a highly engaging place and service-based environment.

With a student population of nearly 800 and an increasing free-reduced lunch rate at over 50%, the idea of becoming economically responsible and socially accountable, as well as providing food from garden-to-table for the need of the community, encouraged administration and staff to implement a new program. They began by developing a 6th and 7th grade, with two teachers to fifty student program along with a part-time coordinator. Through the partnership provided by Green Ribbon Award winning Camelot Elementary and the creation of the Federal Way Green School Coalition, Lakota began the new academy. In 2012-13 students became members of a community and were learning all core subjects -- language arts, math, science, and social studies -- by solving real-world problems through interdisciplinary, project-based learning with a service component. They design solutions to issues such as water and energy use, resource conservation, climate change, clean air, sustainable food and product design, all while seeking to maximize the health of their communities, social equity, and sustainable economy. Students created a Green Team in partnership with King County Green Schools Program (KCGSP) to reduce environmental impacts and costs. Lakota was recognized as a Level One (waste reduction and recycling) Green School. Students also attended Islandwood’s “School in the Woods” for outdoor education experience, and partnered with Federal Way Community Garden Foundation (FWCGF) in planning Lakota Community Garden.

For the 2013-14 school year, parents and students advocated that the IES Academy extend to 6-8th grade with 25-30 openings in each grade level, adding an additional teacher. The curriculums were developed around essential questions that are aligned with the Environmental and Sustainability standards as defined at the district and state level. Achievements include: Recognition as a King County Level Two (energy conservation) Green School, a continued partnership with Islandwood through the Outdoor School Program (OSP), and attendance at the Make a Difference Summit to present an initiative to create a Foam-Free Federal Way with the hope of eliminating Styrofoam in the school cafeteria. IESA continued to plan with the FWCGF and the Lakota PTA for a large community garden. With the help of grants, students were able to attend the Mt. Rainier Institute, beginning a partnership to further provide field experiences and outdoor education with the University of Washington and Mt. Rainier National Park.

By the 2014-15 school year the IES Academy was able to continue, sustain, and further develop integration of environmental and sustainability education at Lakota in all grade levels. Achievements include continued maintenance of Levels One and Two while working towards Level Three (water conservation) with KCGS program. Staff also attended training for Washington Green Schools Program (WGSP). In the fall of 2014 Lakota received approval from the school district and the FWCGF to construct an on-site, 10,000 square foot community garden. At the February 17th groundbreaking, a community raised-bed garden was constructed allowing the school to have a new outdoor community learning space. Through the vision and effort of students, staff, and parents the class that began the IES Academy as 6th grade students will see their legacy pass on.

Opportunities and adjustments arise with every new academic year. Changes have occurred, but the commitment from administration, PTA and staff is overwhelming. Eighth grade sciences are taught with a CTE/Sustainable Design/STEM curriculum created in collaboration with two district middle schools. Teachers within the academy work closely in a professional learning community to collaborate on learning experiences and integration of content, meeting the needs of all students. Lakota and IES Academy has continued its partnership with Islandwood and the Mt. Rainier Institute by having students attend outdoor education programs annually. Goals are to obtain KCGS Level Three and WGSP water certification as well as creating more service and place-based learning experiences for students.







2015-16 Green Ribbon Schools Application

3.

School Profile

School Name

Lakota Middle School

Street Address

1415 SW 314th Street

City

Federal Way

State

WA

Zip

98023

School Website

<http://schools.fwps.org/lakota/>

Principal First Name

Craig

Principal Last Name

Tutt

Principal Email Address

CTutt@fwps.org

Principal Phone Number

253-945-4818

Total School Enrollment (Fall 2015)

778

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

55.7

Is your school

Public

Name of School District (if a public school)

Federal Way Public School District

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

Laurie

Lead Applicant Last Name

Sukola

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

teacher

Lead Applicant Email

lsukola@p12fwps.org

Lead Applicant Phone Number

253-945-4827

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1	Rasa Conklin	Teacher
2	Pam Tuggle	Former Principal
3	Toni Fortunato	Counselor
4	Jill Mohler	Teacher
5	Julyn Cook	Office Manager
6	Greg Kundert	Head Custodian
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)

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5.

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

Yes

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

	Program	Level in Progress	Level and Date Achieved
1	King County Green Schools Program	Level 3	Level 2 6/13 Level 1 6/12
2	Washington Green Schools	Water School yard	
3			
4			
5			

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

No

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1				
2				
3				
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)

5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.
Our school was built or modernized to meet Washington Sustainable Schools Protocol (WSSP), Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.

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)

Lakota was built in 2010. At completion it was the "green" school. Our school was modernized to meet WSSP and standards with photovoltaic roof panels to obtain renewable energy. The community was educated on clean alternative energy sources and on using this energy source at the school. A conservation effort in building/classroom lighting was taken to integrate daylight so that the electric lighting is reduced or turned off when natural light levels are adequate. Using daylight responsive controls is an automated option; sensors were placed correctly in the classroom to read the available daylight in the space. Lights go off fifteen minutes after leaving the room.

The elimination of the Resource Conservation Manager (RCM) position in 2010 has made it difficult to gather measurable energy data. In 2015 FWPS district created a part-time RCM position; our hope will be to gather data on energy usage as this individual becomes familiar with the job. Lakota's IES Academy and Green Team have and continue to work towards educating the school community on energy reduction best practices. Obtaining KCGSP, Level Two, students have: placed signage in classes, staff rooms and other spaces to remind people to turn off the lights as they leave a room. Created an "Energy Conservation Patrol", travelling to classes to shut down computers and unplug the computer carts, over weekends and long holidays and sharing energy conservation ideas, facts, and tips twice a week in school-wide morning announcements. Science standards are taught addressing human impact, global warming, alternative energy and good stewardship at all grade levels.

The heating and cooling system is maintained annually. The computer system thermostats are set between 68-70 degrees and weekend and vacation shut-down procedures are followed. Windows and blinds are closed at days end. All HVAC systems are OFF during weekends and vacations.

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 school has low-flow water fixtures
- Our school has native drought-tolerant plants
- Our school has minimal or no landscape irrigation
- Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

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)

Lakehaven Utility District provides drinking water for the residence and businesses of Federal Way, the primary source of water coming from the Green River Watershed and Tacoma Public Utilities. In accordance with the Federal Safe Drinking Water Act, Lakehaven provides an annual water quality and consumer confidence report to provide the public information about their drinking water.

The national economic downturn in 2009 led to the district's elimination of the district Resource Conservation Manager position which has made it nearly impossible to gather measurable water-use data. At Lakota Middle School our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination. Our school has all low-flow water fixtures. A stormwater retention pond was required and is prevalent at the entrance of Lakota's campus. The landscape was designed as a school within a park using all native and drought-tolerant plants, leaving areas of second growth Douglas fir, Pacific madrona, and native understory close to the buildings. With the addition of the Lakota Community Garden, outdoor water use has increased. The garden has a manually operated, two-circuit drip irrigation system. This has worked for the first growing season but extensive changes will be made before planting in 2016. Conservation measures will be that each bed will have individual valves allowing only beds that are in use to be watered.

This year's (2015-16) service-place based project involves using the engineering design process and plan to design and create a rain garden to reduce erosion caused by stormwater and garden drainage. This is in a prominent, public, high-use area. Success for this project will include a partnership with the City of Federal Way and FWPS maintenance and risk-management department.

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

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

All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard ensuring furniture is safe, comfortable, durable, and sustainable.

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

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

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

Our school follows preferred procurement requirements.

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

9.

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

Lakota promotes and follows waste prevention practices to reduce the generation of waste. Our school has initiates and maintains a solid waste management plan. The school's recycle rate is 78% and was calculated by adding the monthly recycling volume (71.2 cubic yards) and the monthly garbage volume (20 cubic yards), and then dividing the recycling volume by combined solid waste (recycling plus garbage volumes). The FWPS district uses Styrofoam to serve at breakfast and lunch. Prior to 2012-13 there was no waste reduction program. Trays were just thrown into the garbage. Solid waste was picked up weekly. KCGS educated and helped the IES Academy and Green Team create a waste reduction program and initiate stacking the trays. Solid waste pick up was reduced to once/month. Foam-Free Federal Way Initiative was developed and presented to the school board with alternatives to Styrofoam. We are still waiting for change. Lakota continues to maintain stacking of Styrofoam.

Classrooms are provided waste and recycle containers and custodial staff disposes of material properly. The IES Academy and the Green Team has created GOOS (good on one side) paper reuse boxes that are delivered to classrooms and the staff rooms. Paper is collected, sorted, cut into tablet size. Students clamp and glue an end creating a scratch pad available to the community. The school reduced food waste by offering a share table in the lunchroom for unopened food items. IES Academy teachers presented to the staff ways to reduce paper use and have promoted an increased use of technology through blended learning practices.

Our school follows district approved procurement requirements. Purchases are made from KCDA of 100% "Green Earth" paper that is totally chlorine-free or processed chlorine-free. All furniture purchases must be of high standard ensuring safety, comfort, durability and sustainability.

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

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

11.

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

Lakota participates in a "Safe Routes to School" program in conjunction with the City of Federal Way. Projects completed in 2014 include: Lakota Middle School 13th Ave SW Sidewalk Connection Project that included construction of sidewalk, curb, gutter, and ADA improved driveway approaches on the south side of SW 314th Street (east of Lakota Middle School) and installation of school speed zone flashing beacon. Lakota Middle School Safe Routes to School Project Improvements installed a new traffic signal and an exclusive all-stop pedestrian phase at a high traffic, dangerous intersection. Additional work included curb, gutters, an 8 foot sidewalk, planter strip, five foot bike lane and street lights.

Students are provided transportation to and from school by the district yellow school bus service, family vehicles, walking or biking. Metro public transportation service is also available with free passes provided upon request. During the planning phase of the new school, vehicle loading/unloading and community health and outdoor air quality was taken into consideration. This area includes parking for staff and visitors. It has two lanes for quick drop-off/pick-up and is roughly 300 yards from the main entrance to the school.

Extensive transportation data was collected in 2011-12 for federal funds and grant money. This data is not accessible due to administration changes. Students at our school collected current transportation data through a survey. Categories on the survey were: drop-off, district transportation (bus), walk, other (walk/bike), 619 participated. Transportations were: 53% drop-off (327), 31% bus (200), 14% walk (88), 2% other, (7). A comparison survey with questions regarding carpool, if more walk after school, and season of year would be interesting. One percent of the staff carpool, others drive personal vehicles.

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 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)

The day-to-day environmental health and wellness of students and staff at Lakota are regulated and protected by government and district regulations and policies. Mandated by the maintenance department, all schools have a green cleaning plan, using Envirox Fresh, 100% "third-party certified" products for general cleaning and sanitizer. Pest management is subcontracted to a local company. A chemical management program is in place that includes, purchasing, inventory, storage, training, spill response, and hazards communication. All material is confined within an approved storage container. State and local laws and guidelines for reducing and handling wastes are adhered to. Annual training is required of maintenance and science staff in proper storage, handling, and disposal of chemicals.

Supplying clean outdoor air to classrooms is essential to assure good indoor air quality. Code minimum ventilation is provided to all areas and the capacity of the ventilation system is sufficient to meet the relevant air quality reference standards in all modes of operation. Lakota has an Indoor Air Quality program equivalent to EPA's IAQ Tools for Schools. Inspection and maintenance, which includes the filters in the HVAC systems, are changed quarterly to protect the population from molds, dust and other asthma triggering particles. Lakota, a WSSP, "high performance school" is a well-designed facility that truly enhances performance and makes education a more enjoyable and rewarding experience. Radon resistant construction features, indoor/outdoor environment, health and wellness, and sustainability were considered from the beginning of the design process and optimized based on their combined impact on the comfort and productivity of students and teachers.

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 has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.

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

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)

The four fitness and health teachers at Lakota Middle School implement a high standard of nutrition, fitness, AHA First Aid and CPR certification, and quality outdoor time for nearly 800 students and staff. FWPS requires instruction to cover eleven health and seven physical education standards every year. A new curriculum, Five for Life, has been adopted. It emphasizes life-long fitness through personal choices. Students can participate in an assortment of activities: team (basketball, soccer), racket (ping pong, badminton), walking, movement (dance, tumbling), and conditioning. Time is split between outside and inside fitness activities, utilizing the City of Federal Way's adjacent park (Lakota) athletic field and walking paths, receiving close to 300 minutes/week of physical education for three weeks and one week of health each month.

There are five dimensions of health that students address: mental, physical, spiritual, social and emotional. Teachers implement project-based learning, allowing students to research positive and negative characteristics creating a visual display which the students present. There are partnerships with: King County Health Department- Natural Disaster Awareness; local mental health and abuse agencies sharing drug and alcohol awareness; FW Police Department- Harassment/Bully Awareness and the policies and laws, Federal Way Community Center- annual field trip to visit and promote fitness through parks and recreation.

FWPS participates in the National School Lunch Program. We serve healthy meals that provide good nutrition and variety for our students. Our Nutrition Services Department works closely with families of students who need or request a special diet. This includes special meals prepared for students with food allergies. A nutrition education is taught in health class, promoting the My Plate dietary guidelines and understanding of food labels. At Lakota, to reduce food waste, a sharing table is used where kids can share the food they do not want to eat.

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).

Lakota Middle School has a fulltime Counselor and Dean of Students as well as a fulltime Communities in Schools Outreach Coordinator that provides multiple services of families and students. Programs include:

1. No Place 4 Hate- an anti-bullying initiative involving a core group of students taking a leadership role in developing building wide projects to intervene in bullying/harassment. 2. WatchDogs (Dad of Great Students) - help support the building climate by engaging with students and offering activities and supervision. 3. Mentoring- students paired with an adult mentor for 1:1 relationship. 4. Coordination with community based therapists that provide counseling serviced on our campus. 5. Several small group interventions throughout the year on a variety of topics (i.e. Girls Empowerment, Friendship, Social Skills, etc). 6. Counselor is actively involved in identifying and intervening with academically deficient students. 7. Attendance interventions. 8. 1:1 intervention with students in crisis. 9. Referrals to community based services as needed (i.e. family counseling, housing, transportation, clothing, etc.) 10. HERO's- adolescent boys mentoring group.

The curriculum used at Lakota is: Social Skills in our Schools, NorthStar Adolescent Girls Curriculum, Student Success Skills, BullyProofing Your School, Capturing Kids Hearts, Safe Schools Ambassadors and Self-Regulation Program.

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)

The Federal Way Public School District, at the middle school level, does not formally grade students using OSPI Environmental and Sustainable Standards. However, the IES Academies foundation and curriculum at Lakota was established using these standards to guide and implement basic environmental and sustainable literacy and outdoor, place/project-based learning. Around 11% of the school population is enrolled in IESA and is fully immersed in an integrated environmental education program over three years. Student learning is measured through district directed content area standards. All students enrolled in the IES Academy have been promoted to high school, and approach, meet or exceed standard in content classes.

Core subjects in Lakota's IES Academy include Language Arts, Social Studies, Science/STEAM, Math, Spanish, Fitness and Health. Technology is taught and used across all subject areas. Essential questions that guide grade-level learning are: 6TH GRADE- How has the food system changed throughout history and how have these changes affected the ecological, economic and social systems that benefit culture and society? 7th GRADE- How have Washingtonians viewed nature in the past and how are they working toward a more harmonious relationship with nature in the future? 8th GRADE- How do we keep a balance of individual rights along with the common good, to ensure the health of human communities and the sustainability of ecological, social, and economic systems?

School-wide, students are taught units through the lens of environmental sustainability. In sixth grade, science teachers are delving into units based off questions such as "where have all the bees gone?" which leads students to look at changes in ecosystems and how the disappearance of bees indicates larger problems. Seventh grade has an extensive unit on Food: Farm-to-Table, exploring the food industry. Again, this is where student's initiated the idea of our community garden and the IES Academy.

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)

An awareness of professional development opportunities for staff of Lakota Middle School has occurred and continues to be offered by: Project Learning Tree, Project Wet, Federal Way Green School Coalition, King County Green Schools, City of Federal Way, Sustainability Ambassadors, and Washington State Green Schools at various locations/days/times, and through "all staff" emails and staff meetings. Turnout is low at 9 % with 7 staff members frequently attending. The three IESA teachers have had the opportunity to promote conservation practices by presenting "Paper-Less" best practices of paper reduction through the creation of Google Classroom at an in-service day as well as community building activities at Lakota.

How the IES Academy has tried to encourage a more active participation in environmental and sustainable concepts has been through Storming the Sound, a FWPS district and FW City curriculum based on the effects of watershed/stormwater pollution on salmon. At the main entrance of the school is a 50-gallon fish tank with fry. Students are able to observe and classes have access to the curriculum. Annually, the 6th grade has participated in the springtime release of the salmon. This is a district-wide event. Arrangements are also made, annually, for King County Green Schools to visit all grade-level science classes to provide classroom workshops in an environmental sustainability content area for that grade. Teachers have reached out beyond these classroom opportunities to arrange for more learning throughout the academic year.

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)

Science curriculum at Lakota Middle School has always promoted inquiry-based, real-world application. The essential questions for each grade level in the IES Academy are based primarily on integrating environmental science/sustainability through the science/social studies lens. For example, in the 6th grade, Life Science and Ancient Civilization are taught. Units developed are based on ancient agriculture and food systems, ecosystems, and biodiversity. The classroom and our garden is where the connections are taught. In the seventh grade Washington State History and Earth Science allow students to make regional and local connection through integration and finally, in eighth grade, U.S. History and natural resources/issues are studied in-depth.

This academic year all students are participating in a mini-course titled Water: Human Impact. The primary goal is to complete the obligations for WSGSP and KCGSP Level Three (water conservation). The course is held one week, three times. The weekly session includes: One, creating a story on the life cycle of salmon and human impact on the ecosystem. Options for the final products are stop animation, Powerpoint narratives, or Movie Maker. Two: a WebQuest on human impact on salmon. Three: plan and design a rain garden for a problem area at our school. The final projects will be presented to the FW Green School Coalition and at the Make a Difference Summit at Islandwood. This allows students to see the relevance of learning to everyday problems through service/place/project-based philosophies.

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)

CTE Sustainable Design/STEM science is piloted and taught to the 8th grade IESA students. The engineering design process is emphasized as well as 21st century leadership, employability, and thinking skills. NGSS standards (physical science) are the foundation for this class as well as CTE standards. The framework was developed allowing teachers to create lessons that address current, relevant problems. One unit addresses the I-5, Skagit River Bridge collapse. Students' role play by completing a job application, studying and understanding the physics and engineering process, and working in small groups (consulting firm) to construct a bridge that could be used at the site. The intention is for students to make career and technical connections throughout the year.

Technology plays an integral role in learning at IESA. Students make use of tablets, Chromebooks, flash drives and cloud storage in all classes on a daily basis and create professional projects and present using 21st century skills. They become proficient in the use of word-processing and spreadsheet software, lab ware and online databases. Digital camera and presentation software are used to generate work products. Both teachers and students extensively use Google Classroom and FWPS email to extend learning beyond the classroom walls. IESA consistently supplements the available technology via grants and awards to maximize learning opportunities.

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)

Developing civically responsible students who can articulate their perspective and vision to the school community and beyond is promoted at Lakota and within the IES Academy. The teaching philosophy is to provide different perspectives to an issue or problem and allow the students to develop their own personal and collective decisions and then take action to promote. For example, students in the IES Academy didn't understand why Styrofoam was used in the cafeteria. They researched the pros/cons along with health and environmental problems of the product. The project expanded to how much was used in a week, month, and years. Finally students shared the research and reasons why Styrofoam should not be used in the district and presented other alternatives. Presentations were made to classes, an all school assembly, the Make a Difference Summit and to the Federal Way School Board.

Though Styrofoam is still being used today, the Lakota Robotics team is using its voice to make changes and share information at this year's FIRST robotics competition.

Lakota's partnership with Camelot Elementary included planning a four day place/service-based learning and community building trip. Recently, both schools attended the Mt. Rainier Institute, experiencing and sharing in inquiry-based, hands-on learning at Pack Forest and the Mt. Rainier National Park. Each school and field groups presented comparative field study investigations at a summit held at the conclusion of their trip. Our partnership with Camelot has been priceless. Before the existence of the IES Academy, Lakota was under served in our duties as good environmental and sustainability stewards and through Camelot's guidance and mentorship we have developed a realistic, civic-minded educational program.

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.

[2015-16 IES Academy Green Team.jpg](#)

[Lakota Community Garden 1.jpg](#)

[Lakota Community Garden.jpg](#)

[Garden Bounty.jpg](#)

[Mt Rainier Institute 1.jpg](#)

[Mt Rainier Institute 2.jpg](#)

[KCGSP partnership.jpg](#)

[Foam Free Federal Way.jpg](#)