



## 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 2015-2018

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Ms. Margot Hightower

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

Official School Name: Green Gables Elementary

(As it should appear on an award)

Official School Name Mailing Address: 32607 47<sup>th</sup> Ave. S.W. Federal Way 98023

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

County: King State School Code Number \*: 4426

Telephone: 253-945-3056 Fax: 253-945-2626

Web site/URL: fwps.org/greengables E-mail: mhigtow@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: 1/26/17

Name of Superintendent: Dr. Tammy Campbell



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

District Name: Federal Way School District

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

*Jammy Campbell*

Date: 1/26/17

(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.

*Sultana Shah*

Date: 1/26/17

(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 [green.ribbon.schools@ed.gov](mailto: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](mailto: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.

# Green Ribbon Schools Application

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## School Profile

School Name

Green Gables Elementary Street Address

32607 47th Avenue S.W.

City

Federal Way

State

WA

Zip

98023

School Website

<http://www.fwps.org/greengables>

Principal First Name

Margot

Principal Last Name

Hightower

Principal Email Address

[mhightow@fwps.org](mailto:mhightow@fwps.org)

Principal Phone Number

253-945-2712

Total School Enrollment (Fall 2016)

417

Percentage of students eligible for free or reduced priced meals (Fall 2016) 37

Is your school Public

Name of School District (if a public school)

Federal Way School District-17210, ESD 121/ Puget Sound

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

Application Team Information (who prepared the application)

Lead Applicant First Name

Danielle/ Karen

Lead Applicant Last Name

Fischer/ Konrad

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

Instructional Coach/ Teacher

Lead Applicant Email  
dfischer@fwps.org

Lead Applicant Phone Number  
509.592.0210

**Application Team Members (Others who helped prepare this application)**

	<b>Name (First and Last)</b>	<b>Title/Department (e.g., parent, student,</b>
<b>1</b>	<b>Margot Hightower</b>	<b>Principal</b>
<b>2</b>	<b>Dale Alekel and Patricio Ku</b>	<b>King County Green Schools Program</b>
<b>3</b>	<b>Springy Yamasaki</b>	<b>Principal on Special Assignment (POSA)</b>
<b>4</b>	<b>Christina Reagle</b>	<b>Resource Conservation Manager</b>
<b>5</b>	<b>Geoff Lawson</b>	<b>District Custodian Coordinator</b>
<b>6</b>	<b>Rick Leavitt</b>	<b>Maintenance and Operations Manager</b>
<b>7</b>	<b>Kimberly Pennington</b>	<b>Secretary Generalist for Transportation</b>
<b>8</b>	<b>Sherry Stewart</b>	<b>Health Services Manager</b>

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**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)

Green Gables is proud to be an active partner with the King County Green Schools program. We are now at Level 3 indicating that we have achieved dramatic results in waste reduction, recycling, energy and water conservation. Green Gables embraces the mandate of conserving and preserving our environment. As Earth Stewards, we believe that each person can help create an environment that is sustainable, abundant and able to nurture all life on earth. Environmental Stewardship is a mindset woven into every aspect of our school day, from the classroom, to the lunchroom to the playfield. Most importantly, the work we do with students, families and the community paves the way for a more sustainable and healthy future.

In an effort to reduce our environmental impact and costs, Green Gables has achieved many successes. We were the first school in the district to initiate comprehensive recycling and composting. As a result, we increased our recycling rate from 50% to 61%. In 2009, we went from an 8-yard garbage container to a 6-yard container. We have consistently maintained a 57% to 61% recycling rate from 2011 to 2016. Our school sets heating and cooling points at 68 to 70 degrees, with a programmable HVAC system for weekend and vacation shutdowns. Energy and water use is

benchmarked using EPA ENERGY STAR Portfolio Manager. Our green team reviews that data and implements practices in the school with a green practice checklist placed on each classroom door. We've seen a 15.2% decrease in energy use and kwh used between 2011 and 2016 annually. Similarly between 2010 and 2016, we've seen a 16% decrease in therms and gas emissions used annually. In order to ensure consistent low flow water rates, our fourth and fifth graders tested the water flow of building faucets and reported findings, fixing four fixtures last year. Our green team work hard to prompt decreasing water consumption in our school. Between 2015 and 2016, we decreased our ccf's from a monthly average of 39 ccf to 32 ccf. We also collaborated with the City of Federal Way and the Friends of the Hylebos to install 2 rain gardens. Green Gables was also the first school in the district to construct an organic wheelchair accessible garden. In order to minimize water usage, we installed a drip line watering system.

Every staff member is involved in the promotion personal health and fitness. With the support of our P.E. teacher, staff members track steps walked and set personal fitness goals for themselves. A weight reduction program has been a popular addition and has increased individual success rates. Produce from our garden is distributed to school families, many who do not have access to fresh organic foods. Before and after school fitness activities are routinely available students and staff. Students have also participated in the Great Breakfast Challenge, the Walk a Mile Club, PTA supported walk-a thons, and the annual Jump Rope for Heart fundraiser. Curricular Programs include: Fit Kids: Healthy Choices, Healthy Lives, The Great Body Shop, Beeker's Pur Food Foundation Kids Workshop, and From Seed to Table: A Free Famers Market. We are one of six districts in the state that are a STAR certified by the EPA. Throughout the year, air and water quality is monitored. Capturing Kids Hearts, Positive Behavior Interventions, and Restorative/Mindfulness Practices are used in order support the social/emotional wellbeing of staff and students.

Our environmental education is project-based integrating experiential learning with core standards. Curricular highlights include raising and releasing salmon, use of our school garden as a living laboratory, weaving Next Generation Science Standards into thematic units of study, a Robotics Club and Camp Invention. We also provide science, technology, engineering, art and math (STEAM) opportunities which include a community supported Career Fair. Our Green Team has created and performed in a variety of plays and videos to promote selected environmental goals. Educational and outreach efforts include presentations on the "4 Rs" (Reduce, Reuse, Recycle, Rethink) and a weekly litter patrol. Our annual Earth Day Celebration includes an art based multi-media assembly related to environmental issues and solutions. Staff members provide opportunities for students to learn from experts by scheduling King County classroom workshops and guest speakers. Each year fifth- grade students go to Islandwood, an outdoor education center to learn about watersheds, water conservation, and pollution prevention with the mentorship of University of Washington graduate students. Other supports include National Park staff, King County environmental educations, Nisqually Education Center, Northwest Trek, and the Federal Community Garden Foundation. Students spend at least 150 minutes each week in physical activities, with at least 50% taking place outdoors.

The word "green" takes on a special meaning at Green Gables. Students do not strive to make a difference, they know they ARE making a difference for our community and our planet.

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**1. 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 Sustaining Green Schools	In Progress	
2	King County Green Schools Program		Level Three- Water Conservation, May 2016
3	King County Green School Program		Level Two: Energy Conservation, May 2011
4	King County Green School Program		Level One: Waste Reduction & Recycling, April 2010
5	Seattle Tilth Gardening in the Schools Program		June 2012

2. 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 Receive
1	2017 Water Conservation Poster Contest	Alex J. and Makai J.	Lakehaven Water & Sewer District	January 2017
2	King County Earth Hero at School Award	2 Green Team Members	King County Green Schools	April 2015
3	Century Link Teacher & Technology	Green Gables	Century Link	2014
4	Washington Environmental Protection	Green Gables Elementary- \$2000	WEPA	February 2012
5	Washington King County Earth Hero Award	Karen Konrad	King County Green Schools	April 2010

3. 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 has met our energy conservation target every year since we started our program.  
 Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

5. 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). Please include as much data as possible. 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)

School policy requires electronic equipment to be turned off at the end of the day. Potential energy waste is monitored and addressed regularly. Standard heating and cooling points of 68-70 degrees are set during cooler months and no higher than 75 degrees during warmer seasons. HVAC shutdown procedures are in place when the building is not in use. Window coverings are shut at the end of the day to retain heat and opened in the morning. Windows and doors are closed when heating/cooling systems are on. School has developed and implemented a communication plan that includes print and electronic media for students, staff and parents regarding above practices. Green Gables has an energy and water efficient product purchasing and procurement policy in place. We use high efficiency light bulbs rather than florescent tubes to save energy. Our green team reviews that data and implements practices in the school with a green practices checklist placed on each classroom door. As of 1-18-11, our annual electric use in kwh was 208,440 with an annual cost of \$23,195. As of 12-1-16, our annual electric use in kwh is 176,940. The annual cost is \$19,052. That demonstrates a 15.2% decrease in energy use and kwh used at Green Gables annually. As of 12-16-10, our annual gas use was 7,643 therms and the annual cost \$8,480.61. As of 11-1-16, our school's annual gas use was 6,416 therms with an annual cost of \$5,463. That is a 16% decrease in therms and gas emissions used annually.

## Element 1B

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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.

We have a water reduction plan in place.

Our school has native drought-tolerant plants.

Our school has minimal or no landscape irrigation.

Our school water use is tracked and bench marked 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)**

Green Gables conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks. Our school's landscaping is water-efficient and/ or regionally appropriate. For the last three years we have met all federal, state and local portable water quality standards. Taps, faucets, and fountains are

cleaned at least twice annually. Screens and aerators are cleaned at least once a year to remove particulate lead deposits. District ground crews monitor the water meter and contact maintenance if repairs need to be made within the system. Additionally, students post water conservation signage around the school to educate and reinforce these efforts. Last year, the Green Team used flow bags to measure water usage in each classroom. We measured from 1 GPM (gallon per minute) to 5 GPM. For classroom that had above that 5 GPM we contacted our custodian to get them fixed. Based off that information, Green Team decided to do a school-wide water conservation poster contest. Through the Hazardous Waste curriculum, students identified water sources, tracked water flow from sink, drains, towels, etc. to water treatment plants or to natural water systems. This helped student's gain an understanding of how toxic material can enter our water stream. Green Gables also installed two rain gardens, a drip line watering system and use of permaculture techniques to conserve water in our vegetable garden. In 2016, students tracked and promoted decreasing our water usage throughout the building. As a result, in 2015, we were at 464 ccf to a decrease in 2016 using 432 ccf. That is a decrease of 32 ccf a year or a month average of 39 ccf in 2015 to 36 ccf in 2016.

## Element 1C

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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.

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)

Green Gables actively involves students and staff in all waste reduction and recycling practices. Our lunchroom has implemented the recycling of paper products, aluminum cans, and milk cartons. Students monitor the collection of food scraps and other compostable materials, which are then transported to a local composting facility. Due to the reduction of lunchroom and paper waste and other recyclables, Green Gable's overall recycling rate rose from 50 percent to 61 percent. The recycling rate was calculated by the King County Green Schools Program by dividing the total monthly volume of solid waste (garbage, recyclable and compostable materials) by the total monthly volume of recyclable and compostable materials. After starting to collect food scraps in 2010, the school's trash volume was

reduced from 32 cubic yards to 24 cubic yards per month. Further, each classroom recycles and composts all appropriate materials. Parent and staff correspondence is handled through E-mail further reducing paper consumption. Some classrooms also have a "reuse box" ensuring that both sides of paper are filled prior to recycling. Recycled materials are often used for art projects and other learning activities. Additionally, students and parents are encouraged to pack lunches and beverages in reusable containers. Eliminating use of plastic water bottles during school events is currently being addressed by our school PTA.

## Element 1D

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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.

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)

Green Gables consistently looks for alternatives to traditional transportation. This includes an annual school-wide walk to school day for staff and students where over 30 kids walked to school this year, even in the rain. We have numerous students that ride their bikes or walk to school. Because two thirds of our students are "Choiced In" (students out of our service area who are given permission to enroll), carpooling is vigorously encouraged. To minimize congestion and car idling, 5 volunteers open car doors and direct traffic during pick up and drop off times. Several classrooms schedule field trips that can be reached by walking rather than use of buses or private transportation. Public transportation is used when possible. Safe walk paths were developed in 2001 for individual schools, based on traffic patterns, traffic controls, and other crossing protection aids such as crossing guards, and controlled crosswalks (WAC-392-151-025). These route plans were set up to limit the number of school crossings so that students move through crossing areas in groups. Hazards were identified, and maps showing these safe walk paths were distributed with instructions that were shared with both staff and parents. The original safe walk path information was updated in 2010, and a review/update is currently needed to include several new developments, and large apartment complexes that have been recently built. Once updated, these reviews will include information on lighting, change in roadway design, etc., that may affect the safe walk path. Changes for improvements can then be requested through city and county Public Works Departments and several members of our PTA are in the process of enhancing Hoyt Road to ensure a walking path for safety.

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

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**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 (IPM) 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 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)**

Air and water quality are monitored consistently throughout the year. Hazardous materials are minimal and locked-up to prevent student access. Students and staff use only non-toxic adhesives, paints and other materials when doing art projects. The paper towels we purchase are made out of 100% recycled material and are Eco Certified. Green Gables is also working on implementing the use of green custodial cleaning supplies by Envirox Fresh 118- Sanitizer/ general cleaner, Envirox Critical Care- Disinfectant, and Envirox Mineral Shock- hard water cleaner. It is a district goal to have these products in every school within the next five years. All staff are trained on how to support the unique health requirements posed by students with allergies, asthma and respiratory and skin conditions. Animals that shed or have dander are not allowed, except for our 1 service dog. The custodial staff ensures all school surfaces, like water fountains, sinks, faucet and door handles are free of contamination and irritants. Students wash their hands throughout the day, particularly during snacks, meals and restroom breaks. Green Gables continues meet all state and federal safety and health requirements. We are one of six districts in Washington that are STAR certified by the EPA.

## **Element 2B**

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**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)**

Health, environment and nutrition are incorporated in all programs. Programs include: "The Great Body Shop" addressing physical development and health, "Jump Rope for Heart," which promotes cardio vascular health and "Fit Kids: Healthy Choices, Healthy Lives. This staff created program stresses the importance of choosing and maintaining healthy eating and exercise patterns as a life-long endeavor. This program also received a grant funded by a local physician's office. Health services are available for staff and students. Nutrition Services provide daily meals with choice of fruits and vegetables, including low-fat milk and whole wheat bread. The school garden also provides organic vegetables and fruits for low-income families over the summer. The garden also serves as a hands-on laboratory for nutrition education. Students research the nutritional value of selected produce and designed healthy recipes using those ingredients. Through Project Based Learning students also designed, created and set-up a Free Farmers Market using garden produce. In several classrooms, students participate in an annual Beecher's Pur Food Kids Foundation Workshop where students learn about food labels and natural foods. Classroom teachers encourage healthy eating at home and at school by highlighting the importance have daily nutritional snacks education. Our family liaison ensures that families have adequate nutrition and needed health care throughout the year. PTA supports through Walkathons, funds, WATCH Dogs, Safety Patrol, school-wide informative family events and other initiatives. Constructive outdoor education practices are taught and reinforced by our PE teacher, para educators, classroom teachers, and other support staff. Not only do these coordinated programs prompt physical health but also reduce playground conflict. Paraprofessionals were trained on Playworks, which supports these practices. Teacher daily use mediation, brain dance, brain breaks to provide daily physical activities in the classroom. All fifth graders participate in a four-day outdoor experience with University of Washington graduate students.

**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).**

At Green Gables we understand that unless a child's social/emotional needs are met, learning will not occur. Staff members see appropriate behavior as a teachable skill. Problem-solving and conflict resolution are done lovingly and skillfully. Use of a recess "buddy bench" allows students to practice these skills as soon as issues arise. In this context, mistakes are seen as opportunities to grow. Building safe and secure relationships with every child is paramount. If done, students are able to take risks and learn how to interact with others in a safe, kind, and productive way. Our school has selected Capturing Kids Hearts (CKH), Positive Behavior Intervention Systems (PBIS) and Restorative Practices (RP) as models to meet social emotional learning. The needs of staff are also addressed through mindfulness, book studies, peer mentorship and other stress reduction and supportive practices. Teachers have also received professional development from the director of the Compassionate School Program from OSPI. The programs listed above, help students and staff acquire the attitudes and skills needed to understand and manage emotions, set and achieve goals, develop empathy for others, establish and maintain positive relationships and make responsible decisions in and out of school. The goal of the Green Gables Behavior and Discipline Plan is to create a positive, caring atmosphere where students feel empowered, respected and valued. Setting and maintaining high expectations, academically and behaviorally allows students to fully take charge of their learning while building self-esteem. At Green Gables we are "Safe, Kind and Productive".

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

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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)

Teaching environmental stewardship and sustainability are integral parts of our curriculum. In every K-5 classroom, students lead all composting/recycling efforts and water/electricity usage. Intermediate students serve as "Growing Green" mentors to Youngers who later serve as mentors. The Green Team gives monthly awards to classrooms who have the highest level of compliance. These efforts are now habitual, and naturally extend into each child's home. Environmental impacts and practices are referred to daily, raising student awareness and their sense of urgency to "make a difference". Other examples include "Storming the Sound with Salmon". In this program, students explore the life cycle, habitat, environmental needs and ecological threats related to the salmon and surrounding ecosystems. Lessons based on scientific practices come to life by using hands on experience, art, drama, field trips and other NGSS integration. District science lessons are also adapted. Rather than ordering "live bugs" in the insect unit, organisms are studied in their natural habitat or in the garden. We seek environmental education programs that support our learning objectives. For example, for the past six years King County has presented assemblies focusing on waste reduction, recycling, and stewardship. Following the assembly, King County provided classroom lessons on Garbology, Habitat Stewardship, Recycling Leadership, and other related workshops. We believe that the most powerful learning extends beyond the classroom. Islandwood, an outdoor learning opportunity, provides our fifth graders with opportunities to hone literacy skills in science methodology. Other field experiences include a whole day exploring Mt. St. Helens, Issaquah Hatchery (FISH Program), Sound Experience, FOSS Waterways and the West Hylebos Park. Primary students visit the Nisqually Wildlife Refuge to observe its many ecosystems. Students also visited the education center where they performed experiments on water quality, habitat restoration and related threats. Further research projects and presentations extend these learnings.

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)

Green Gables staff work closely with local community partners. We have worked with Park Rangers, Environmental Educators from the King County Green Schools program, Federal Way Community Garden Foundation, Cedar Grove Composting Co, and Seattle Tilth to just name a few. Teachers have participated in several environmental workshops, developed PBL classroom based lessons which integrate environmental and sustainability issues. Additionally, each grade level has its own related curriculum, based on learning standards and age appropriate activities. For instance, following a unit on native trees, third and fourth grade students initiated a fund raiser to purchase three shade trees for our school playground. To support our goals, numerous professional book studies on project based learning and Next Generation Science Standards have been offered. Books studied include: "PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards", "Focused K-5 Projects" and "What's Your Evidence: Engaging K-5 Students in Constructing Explanations in Science." We have had 60% of the staff attend a project based learning workshop in 2014-2016. Staff Trainings are another component of targeted professional development.

- SESI: Sustainability Educational Summer Institute= 2 teachers
- Geo-literacy Alliance Summer Leadership Institute: National Geographic's and University of Washington LIFE Center to help develop geo-literacy through multiple opportunities to investigate and act on local issues = 1 teacher
- On-going Next Generation Science Standards/ STEAM training in staff meetings and after school PD= 100%
- NGSS/ GLAD Units written district wide= 1 teacher
- NGSS/ GLAD Trained= 10 Tier I Certified Teacher and 1 Tier III District Trainer
- Seattle Tilth Gardening in the Schools Program = 2 teacher
- "From Inquiry to Actions: Civic Engagement with Project-based Learning in All Content Areas"= 5 Teachers

Teacher to teacher training extends to new staff. This ensures that all teachers have the tools and skills needed to support our comprehensive environmental efforts. Currently, teachers are working on NGSS/GLAD units used district wide.

### Element 3B

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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)

Green Gables is a STEAM school based on Next Generation Science Standards (NGSS). This means that science, technology, engineering art and math provide the foundation from which all other curriculum is built. Because we are also a Green School, integrating environmental and sustainability education is a natural partnership. Staff members have designed and implemented integrated, experiential units of study that include both frameworks. As a result, students are able to see the interconnections between living and nonliving systems, the independent nature of our planet's biology and our role in ensuring the ecological balance of these systems. NGSS units of study include Ecosystems of the Rainforest and Push-Pull, Observations of the Sky, Earth on the Move and Mixtures, Weather Events, and Biospheres. Students use our school grounds and organic garden as a living laboratory. The garden design and planting schedule were researched and created by the students. Every classroom has a plot to maintain. Students also planned a free farmers market, researched the nutritional value of foods and created accompany recipes to give to attendees. Storming the Sound with Salmon is a unique program that allows students to raise salmon from egg to fry. In this program, student's research salmon life cycle, habitat, and environmental threats both natural and human made. Salmon's role within the indigenous cultures of the Pacific Northwest are central to this study. Utilizing community resources is another key component of our learning. Student frequent visit the Nisqually Wildlife Refuge to compare/contrast the specific needs and attributes of its 7 ecosystems. The Boeing company has provided a Robotics Course;

The Federal Community Garden Foundation has provided leadership training to older student who in turn mentor younger learners. These are 21st Century learners who will soon shape our future and they are ready.

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)

At Green Gables Elementary, we encourage college and career options through hands-on and project-based learning. We expose students in classroom instruction around the 4 C's: Collaboration, Creativity, Communication and Critical Thinking. Former students and community members in Science Careers are part of the regular classroom experience. Biologists, Geologists, Engineers, Scientists and Hydrologists work with students each year. Additionally, Math Club, Robotics, Coding, technology integration, field trips and environmental opportunities help students see and experience Science Technology Art Engineering and Math practices in an accessible format. Classroom conversations encourage students to hone their interests and passions. Students are asked to see themselves in a career that utilizes those interests. Stereotypical roles are non-existent and opportunities in the STEAM field are highlighted. Students are also able to talk with professionals in those fields which furthers their excitement and eagerness to learn. Our library also has many books for each grade level to support investigations related to selected careers in the environmental sciences.

### Element 3C

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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)

Green Gables embraces every opportunity to get involved with civic and community service projects. Currently, our 4th grade students are starting OSPI, Project Citizen. Students learn how to work with local and state governments through the art of debate and environmentalism. These fourth graders will participate in a congressional hearing process in Olympia. Students have also made presentations to families and community members related to their environmental concerns. The Green Schools and Storming the Sound with Salmon programs have provided several opportunities for community engagement. Each spring, students participate in a salmon release event. Students are able to interact with other city and environmental organizations including Audubon, Friends of the Hylebos, Trout Unlimited, Dept. of Wildlife, and the City of Federal Way. Students have worked on habitat restoration with Earth Core, teamed with a local high school on organic gardening techniques, worked with food banks, planted lettuce for a farm that supports women's shelters, visited a working farm that employs the developmentally delayed, and networked with other school districts to strengthen coalition building. Other activities include, sharing environmental projects with The Federal Way Mirror, a local newspaper. This coverage generated additional support for the Green Schools program. Involvement

with Seattle Tilth includes sharing resources/expertise within an urban setting. Each year, students take part in a calendar contest sponsored by Lakeland Water District. This year, two students won and had their art featured. Additionally, one cannot overlook the role our parents play. Parents routinely share their skills/knowledge through classroom presentations, hands on experiences and one on one conversations. Students have learned about Northwest geology, the role salmon plays for indigenous people, and the benefits of permaculture in school gardens, tree care, and oceanography. In sum, students here see themselves as world citizens who are stronger because they work together.