

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. Jenny McAlaine

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

Official School Name: Lakeridge Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 8215 Southeast 78th Mercer Island, WA 98040

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

County: King State School Code Number *: 2981

Telephone: Fax: Telephone: 206-236-3415 Fax: 206-230-6232

Web site/URL: E-mail: Web site: <http://www.mercerislandschools.org/Domain/11>

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

email: jenny.mcalaine@mercerislandschools.org

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

Jenny McAine

Date: 1/26/2017

(Principal's Signature)

Name of Superintendent: Dr. Gary Plano

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

District Name: Mercer Island School District

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

Gary Plano

Date: 1/26/2017

(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 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.

Green Ribbon Schools Application

3.

School Profile

School Name

Lakeridge Elementary School

Street Address

8215 SE 78th Street

City

Mercer Island

State

WA

Zip

98040

School Website

<http://www.mercerislandschools.org/site/Default.aspx?PageID=5483>

Principal First Name

Jenny

Principal Last Name

Mcalaine

Principal Email Address

jenny.mcalaine@mercerislandschools.org

Principal Phone Number

206-236-3436

Total School Enrollment (Fall 2016)

487

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

3.2

Is your school

Public

Name of School District (if a public school)

MERCER ISLAND

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

Nancy

Lead Applicant Last Name

Weil

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

parent

Lead Applicant Email
nancyweil@gmail.com

Lead Applicant Phone Number

206-941-4333

Application Team Members (Others who helped prepare this application)

| | Name (First and Last) | Title/Department (e.g., parent, student, teacher) |
|---|-----------------------|---|
| 1 | Julie Naylor | Transportation and Maintenance Operations |
| 2 | Tony Kuhn | Transportation and Maintenance Operations |
| 3 | Dale Alekel | Director of King County Green Schools Program |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |

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)

Lakeridge Elementary School is deeply dedicated to the environmental education of its students, as well as being a leader in our community on sustainability. In 2009, Lakeridge enrolled in the King County Green Schools Program. Over the course of 6 six years, we attained recognition as a Level 1, 2, 3 and 4 Certified Green School. This covered education and of everything from waste reduction, energy

conservation, water conservation, transportation education and work to continuing education annually on all levels. Since the 2016-2017 school year began, Lakeridge created an inspiring sustainability video that students helped produce and was played throughout the school. Please watch the video here, <https://youtu.be/KpF4R75gOn8>

Lakeridge Elementary, along with the entire school district, is participating in an energy benchmarking program run by Smart Buildings in Seattle. Our Maintenance and Operations department will be working with this program and PSE to obtain energy use numbers and find ways we can further reduce our usage. In November and December, we ran a food waste reduction campaign where students created posters all around the school teaching students about the impacts of food waste. Students helped weigh food compost after each lunch for weeks. They made announcements every morning over the loud speaker and in the lunchroom with facts about food waste and its heavy environmental impact. We reduced our food waste 15%. The district ran an extensive water quality program to confirm we had no lead, radon and many other possible contaminants and were thrilled to find that we were clear of all of it. Lakeridge also continues to be a part of the Air Quality Management Plan to monitor any existing radon, carbon monoxide, mold etc.

Our PTA has taken on an active role in supporting the green team by educating parents about sustainability from packing waste-free lunches to running zero waste classroom parties and school events. The PTA provides room parents with compost bins and party supplies making every effort to run zero waste parties and events. Last year, all indoor and outdoor lightbulbs were replaced with LED lights. Students learned the importance of monitoring energy use and turning off computers, appliances and other equipment at the end of each day or when not in use. Many classrooms have timers/sensors. Water conservation consists of student educational campaigns and we recently added low-flow faucets in bathrooms and classrooms reducing our energy usage by approximately 20%.

Every September, Lakeridge runs a re-education on being a green school. This year we did this through the use of our new video and it was a huge success. Student Green Team members read daily "green tips", go around the school daily to collect recyclable materials from all classrooms, frequently visiting classrooms to promote conservation practices, and started a contest to engage students in conservation actions. We also hold environmental assemblies every fall and organize an Earth Week celebration that has a different activity happening each day of that week. We believe that the health and wellness of students has improved tremendously as students and faculty members are constantly being educated about how and why these efforts matter for the sake of the earth as well as their health and well-being.

Understanding what it means to have clean air and water and how each student can help make this sustainable in their lifetime is priceless. They are even educated about the importance of buying and shopping locally and why it isn't just about saving on gas and reducing pollution, but that it also provides health benefits to buy less processed food.

Environmental and sustainability education is constant and conservation practices are now part of the school's culture being reinforced every year. The PTA has appointed a Green Team to their Board of Directors to ensure that green policies are followed at all times. Our 487 students are being taught civic skills about how to correctly sort compostable and recyclable materials, as well as how to reduce waste in the first place. They are taught why it matters to take the time to sort trash and the impact these choices have on our planet and their future. They then move to the middle school and eventually the high school where Nancy Weil helped implement these same programs to ensure that students have it

engrained in their minds so when they leave the district, they enter the world as stewards of the environment. The school district created a special teacher stipend to ensure there is a committed teacher at each school who is leading Green School activities year after year. We hope students that leave our school end up at a minimum putting into action at home and at other schools what they have learned at Lakeridge Elementary, and that they go on to start up new companies or organizations that help change and improve the world.

Pillar 1: Reducing Environmental Impact and Costs

Element 1A

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 1 2010, Level 2 2011, Level 3 2013, Level 4 2016 |
| 2 | | | |
| 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?

Yes

If yes, provide award details below.

| | Award | Awarded to | Awarded by | Year Received |
|---|------------|-----------------|-----------------|---------------|
| 1 | Earth Hero | Nancy Weil | Dow Constantine | 2011 |
| 2 | Earth Hero | Heather McLyman | King County | 2013 |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

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

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

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

Our school 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.

Our school is EPA Energy Star certified this year.

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

5. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). 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)

Mercer Island School District (MISD) received a PSE grant for software to monitor energy use district-wide. PSE provides monthly data reports for gas/electrical meters. At Lakeridge, there has been a general trend to lower energy use. Comparing energy usage for the dates Nov. 1-Dec. 11 in 2014 and the same period in 2015, the Kwh usage went from an average of 719.73Kwh/day in 2014 to 673.61Kwh/day in 2015, a reduction of 6.5%. By fine tuning building systems and education, Lakeridge reduced energy use and greenhouse gases. The district uses EMS to control electrical and HVAC systems. EMS enables

custodial staff to monitor temperatures, set points, and energy consumption in classrooms, offices, multi- purpose room, and other spaces. EMS allows staff to quickly and easily set schedules that reduce system runtime, resulting in significant energy savings and reduced wear on equipment, thus making equipment more sustainable.

MISD is implementing EPA Energy Star Portfolio Manager and expects its buildings, including Lakeridge, to be certified in the near future. Sensors detecting both movement and sound were installed in classrooms. The school's vending machine display lights have been permanently turned off. Incandescent lights have been replaced with fluorescent bulbs/tubes or LED lights around the school perimeter. Gym/cafeteria lights have been changed from old 250 watt metal halide fixtures to 110 watt LEDs. Education and signs with instructions on how to reduce energy consumption (including messages on light switches and equipment), has become a common practice.

Our maintenance and operations department recently analyzed our natural gas and electric grid from 2012-2016. Lakeridge was using 280,000 kBtu a month in 2012. By January 2016, we were down to 210,000 kBtu a month. When we look at the overall energy use, it has gone down approximately 20,000 kBtu's each year since 2012, a decrease of over 7%. When the green team learned about the GHG calculator, we ran the numbers and learned we had saved 5.8 metric tons of GHG.

This year's energy consumption analysis is currently being compiled by the district's maintenance and operations department, along with participation from PSE and our new joint venture with the company Smart Buildings to benchmark our energy use so we can further reduce our energy use in coming months and years.

Lakeridge is working with Smart Building to start benchmarking our energy use to improve it. We are committed to working with them and have partnered with the City of Mercer Island to promote the importance of energy reduction. We are working with the school district to raise awareness. In Seattle, they mandated this work. However, we are volunteering to do this work because we value its importance. <http://www.smartbuildingscenter.org/about-sbc/>.

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 its own well and we do water sampling in accordance with our local and state health authorities. 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 benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

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

7. Use the list above as a guide to describe how your 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)

Lakeridge was part of a district wide extensive water testing program due to concerns nationally about lead in the water. Everything was found to be in excellent compliant condition. Maintenance and custodial staff regularly clean/maintain faucets, drinking fountains, and water bottle filling stations. This includes regular monitoring of filters and replacing filters as indicated by the sensors. When the city detected unsafe bacteria in the city's water supply, which resulted in a multi-day drinking water ban, MISD staff worked to protect students and staff from exposure to the water during the crisis and ensured that all systems were decontaminated once the ban was lifted. Grounds staff performs annual backflow testing on irrigation systems to prevent contaminants from entering drinking water. To conserve water, all toilets in the building have low flow flushers, and faucets are outfitted with aerators. In 2015, low-flow faucets were placed in bathroom and classroom sinks. By installing low flow faucets and toilets, on average it reduced our water usage by 20%. Planting areas have drought tolerant native plants, receive minimal watering, and then only during the hottest two months of the year. Bark mulch is employed in all planting areas to aid in water conservation. Water use data was gathered as Lakeridge attained Green Schools Level Three status. April 2013, the school's annual irrigation was 567CCF and monthly indoor water use was 41CCF, with 1,059 CCF of total annual water use. MISD is implementing EPA Energy Star Portfolio Manager to find areas where water use can be further reduced. Students make announcements with tips for reducing water and protecting water sources from pollution, and encouraging use of reusable water bottles. Green Team students tested school water faucets for drips and malfunctioning equipment, and reported findings to the head custodian. Staff is diligent about correcting water leaks quickly. Green Team students and parents applied storm drain stencils reading "Dump No Waste, Drains to Sound" on school outdoor drains.

Element 1C

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

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

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

Our school collects compostable materials.

Our school eliminates, reduces, stores, and labels hazardous waste. Our school follows preferred procurement requirements.

Our recycling program collects all recycling materials that are collected in our city/county. Our school composts organic materials on site.

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.

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)

The Green Team has educated students/staff about reducing, reusing, and recycling. Education is carried out in class, through newsletters, in assemblies, and via announcements and school-wide activities throughout the year.

Administrators, teachers, custodial/maintenance/kitchen staff, and parent volunteers are committed to waste reduction. Collection of recyclable and compostable materials in the cafeteria and kitchen has been in place for over 5 years. School-wide recycling of paper, cardboard, milk and juice cartons, and plastic, glass metal containers is a well-established practice. Food scraps and food soiled paper are collected for composting. Waste reduction has been a goal of the waste free lunch campaign. A survey of recycling rates has been performed annually each spring since 2011. The results are that Lakeridge's recycling rate (which includes composting) has gone from 50% to 74% over the past four years. The rate is calculated by dividing the total yards 3/months of recyclables and food scraps by the total of all the school's solid waste. Lakeridge cut its weekly lunchroom trash volume from 700 pounds per week to 85 pounds per week.

All CFL light bulbs, electronics, and hazardous wastes are sent to the appropriate companies for recycling or safe disposal. Parent volunteers introduced a waste-free lunch initiative, annually promoted each fall, to educate families about choosing reusable containers and buying in bulk to reduce waste in lunches from home. The PTA has a well-established environmentally preferred purchasing plan which includes buying only compostable products for events. Classroom parents are encouraged to design parties that generate less waste by using finger foods, unpackaged items and reusable decorations. Paper products are 20-30% recycled content and copy paper is certified by the Sustainable Forest Industry as 10% certified forest content and 90% certified sourcing. The PTA purchased water jug containers to discourage disposable water bottle use at school events.

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.

All school buses that serve our students were built after 1994 when the first emission standards were adopted. Our school has a well-publicized no idling policy that applies to all vehicles including school buses.

Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows. Our school is served by city/metro public transportation service.

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)

Department of Transportation strives to provide safe and efficient transportation for all students. Students who live outside a designated safe walking zone have access to bus service. This September, the district put into effect new elementary school boundaries and policies regarding providing buses only for students who attend the assigned school. This resulted in reducing the number of big buses and parent drivers at Lakeridge. Big buses have gone from 6 to 4. Additionally, the bus routes are shorter in distance and travel times. The number of cars at parent pick up/drop off has noticeably been reduced by the fact that primarily students living within the boundaries of Lakeridge are enrolled in Lakeridge. Many more bus eligible students are riding the buses with the new boundary changes. According to our records, 276 students at Lakeridge are eligible for the 4 big bus routes, and 228 students are riders at least some days on these routes.

The traffic congestion is far less than in the past, and with this we can assume carbon emissions have been reduced, as well as a reduction in fuel use.

Beginning last year, as small gasoline buses "age out", they will be replaced with liquid propane gas engines. The MISD box truck that delivers meals and other supplies is an LPG engine vehicle. The bus load zone is more than 25 feet from the main door or any other points of entry to reduce student exposure to exhaust fumes. The parent pickup area is about 100' away from the school building for similar reason. "No idling" signs are posted at load zones and parking lots. The school annually promotes a Healthy Ways to School week where families are encouraged to walk, bike, and carpool/take the bus. Students receive rewards for coming to school on foot or bike. Bus routes are constantly being revised to make routes most efficient.

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

Element 2A

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 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 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 Maintenance and Operations Department of the Mercer Island School District is in charge of all of these issues across the board for our 6 schools. They routinely and annually run programs that monitor the quality of our drinking water, the quality of our air and always in accordance the EPA program guidelines. They annually test Indoor Air Quality using the EPA's tools for Schools and also recently ran an extensive water quality program to rule out concerns around lead and other potentially harmful bacteria. By running routine programs, the possibility of outbreaks is reduced to the lowest possible percentage. Radon in particular is not tested as the EPA has deemed our area as safe and not needing continued testing. Additionally, any time a new program is offered or available to us that would help improve our awareness and ability to be on top and ahead of issues- we adopt them as well.

We also use green cleaning products. The first 4 products are purchased in concentrate form and dispensed through a special "dilution center" apparatus that deliver the safe controlled amount. We use: Stride, a common, everyday cleaning product which is Green Seal (CS), Green Guard Gold (GGG) and Health High Performance Cleaning (HHPC) certified. We also use EMEREL CREME CLEANSER BATHROOM POLISH- EcoLogo CCD-146 Certified and WAXIE GREEN MAGNET DUST MOP TREATMENT-

SCS Certified for Biodegradability. In order to clean our carpets, we PRE SPRAY, PROCYON CLEANER, SPOTTER, DEFOAMER which are by a company called Procyon and their products are GS Certified

We also change the filters on our A/C units 3 times a year to ensure the IAQ is to the highest standard.

Element 2B

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

Our school has a "Coordinated School Health" program.

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

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

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. 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)

New to Lakeridge, our popular garden club program began using our harvested veggies to cook and learn about the nutritional benefits of locally grown foods. We discuss in depth the impact food that has traveled across the country or further has on climate change. We participate in "Taste of Washington" where our food services brings in foods from local vendors and promotes eating seasonally. We have brought in our garden veggies and put them on display and provided educational information about what it takes to get from farm to school in lunchrooms. We are applying to a USDA Farm to School Lunchroom table to elaborate our program.

Also new is our "Walker's Club"! Kids walk laps around the school after lunchtime with friends. Our participation in this program is off the charts and extremely popular. Kids receive small charms once they walk a certain amount of laps. It's offered in the fall and spring. Parents volunteer to run the program.

Our school has an excellent fitness program that is offered at many different times of the day. A "Fit Kids" fitness program is offered before school, a PE program is provided during the school day for all students, and a variety of physical sport activities are offered after school. Lakeridge students spend an average of at least 90 minutes per week in school supervised physical education.

We educate through the school lunch program the federal nutrition guidelines and they are posted in our lunchroom and online.

Food service staff provide fresh healthy food options, including a variety of fruits and vegetables, for students at every lunch. The school implemented a "no candy" reward system. The PTA provides modest grants for staff to buy non-food based rewards such as stickers and pencils.

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).

New to Lakeridge this year is our work on mindfulness learning for our students. We currently have 14 teachers signed up to take an online training in Mindfulness from Mindful Schools.

We have a full-time, licensed Youth and Family Services mental health counselor that provides social-emotional support, education, and enhancement to students as well as consultation to staff, parents and administrators. Our counselor reduces barriers and increases access to students in need of immediate social-emotion intervention. Individual/family therapy, small group and extensive classroom education on these school-based programs: Second Step[®], Bullying Prevention and Kelso's Choice. These preventive services help reduce risk behaviors that threaten student health and safety (anxiety and/or depression) and foster pro-social indicators including self-awareness, empathy, emotional/ social intelligence, interpersonal problem solving and school and community engagement.

Drop-in support, or on-going counseling for students or their families, can be accessed and set-up. Other ancillary services include psychiatric evaluations and specialized treatment for issues such as anxiety, depression, eating disorders, obsessive compulsive disorder and developmental disabilities.

To further the District's fundamental effort to develop and enhance student self-awareness, social/emotional intelligence, responsible decision-making and citizenship, the YFS school-based staff assist students in developing one or more of the following:

- Awareness and skills to cope with interpersonal issues causing distress
- Skills to manage thoughts and feelings that can affect academic and social success · Positive peer, teacher and familial relationships to ameliorate stressors
- Intervention for critical mental health and social-emotional crises
- Professional consultation on behalf of the child to family caregivers and school staff · Linkage to community resources beyond the school house

School-based mental health professionals are an industry gold standard for providing services and support to children.

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

Element 3A

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)

Environmental and sustainability topics are integrated into Lakeridge's science lessons. New this year, our 5th graders went for 3 days to NatureBridge. NatureBridge environmental science program in the Olympic National Park offers students the opportunity to learn hands-on science in an International Biosphere Reserve. Located on the shore of glacially carved Lake Crescent, students can investigate old growth forests, wilderness coasts, and alpine peaks.

Motivated by their own curiosity, students monitor the dynamic Elwha River system, collect and identify macroinvertebrates in Barnes Creek, and study the adaptations of local mammals in our skins and skulls lab. Students are inspired to make informed decisions about what constitutes a healthy relationship between natural and human communities, their role in that relationship and appropriate actions they can take to sustain it. In fifth grade students use the study of salmon as the vehicle for learning about how human impacts have shaped and altered the environment, which dramatically impacts salmon (life cycle, habitat, water systems, etc.)

This educational overnight experience, located on the Key Peninsula, offers our 3rd graders an enrichment opportunity. The program includes several marine science experiments and activities. Third grade students will have beach access to explore sea creatures during low tide at their stay. In third grade students spend time learning about the Puget Sound region, which includes marine ecology and the impacts of human interaction with the environment. Students have participated in field experiences at local beaches as well as the Aquarium on the waterfront.

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)

Beginning next year we will open our K-5 science curriculum to a full-scale revision and adoption process. We recognize that our curriculum needs to be updated and enhanced to reflect the Next Generation Science Standards. The bulk of our work will be coming in the next two years as we review, adopt, and implement. With that said, we have had teachers write STEM-adapted units to coincide with current units and lessons. Every fall the teachers are reminded about green school practices, what it means to continue to meet Green School Best Practices and what we expect and need them to support. Teachers are extremely supportive and proud to be working at a Green School. We rely on King County's support system of advisors, programs, and classes and our student Green Team to keep all students and staff members informed about conservation practices. David L. Benson presented at a monthly Green Team meeting on energy and its ramifications for the planet.

Our teachers attend the following trainings:

- Training on Sensory Processing issues in children (all teachers) - once a year
- Training on Implicit Bias, Race Privilege, and how to talk to kids about race (all teachers and para educators) - once each this year
- Training on our PBIS (Positive Behavior Intervention Support) System (all teachers and para educators) - once a year and checkin's throughout year
- Second Step PBIS and Bullying Prevention curriculum

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)

Third and fifth-grade students participate in a watershed marine unit that combines history, geography, science, and art. They visit a salmon hatchery, they learn and actually acquire salmon eggs and grow them until they are ready to be released into the water. They write essays about how students can participate in the stewardship of our waters and why this matters to the lifecycle of salmon. These grades also visit the Mercer Slough and learn about all the effects that the environmental changes happening in our life now have impacts on plants, animals, the air we breathe and more. All grades have the opportunity to work and plant in the school garden. Second graders raise caterpillars to butterflies and learn about releasing them to migrate south. In that experience, they learn how air quality changes their migration patterns. Another example is kindergarteners hosting chicken and duck eggs until they hatch. This allows them to learn about the life cycle and meet farmers who adopt them and take them on to the next part of their lives.

At every grade our students are learning about an important stage of life and its impact on our world and how our ecological footprint effects all of this. This is all more deeply understood when the students learn annually about climate change and sustainability. As they get older, this education means more and they connect the concepts more deeply. It is amazing to watch. Interestingly, it is our youngest students who are most impressionable and interested in changing the world. The entire reason behind our parent community supporting the green school program is because we believe the children are the future.

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)

Lakeridge's students experience a curriculum over 6 years that brings them into nature every year. They see and learn about careers at places like Mercer Slough where sustainability is key to their mission. They learn the science behind nature, how humans impact change, and how we need to support the stewardship of our environment. Our students are exposed to a wide range of career opportunities that is rare to find. The hands-on environmental and sustainability education they receive at Lakeridge supply them with the icing on the cake to what they are learning in class. We feel that our participation in the

green schools program has actually allowed the curriculum we teach to go deeper and have a more effective impact. This circles back to future careers when students learn that there are jobs that help the environment significantly when they go on field trips learning about ecologists, engineers, biologists, and other scientists and how these people positively impact our environmental future. They are exposed to people in many fields including exposure at lunchtime to compost and recycling facilities that exist to reduce their trash that ends up in landfills. We have shown videos from Cedar Grove to show kids the impressive production that happens at their facility to sort, crush, and create rich soil for our future planting. We have had presentations given to students from the people that run our local Farmer's Market to Republic Trash Company so we can put a face to the companies that keep our city so green. Our students are exposed in many different ways to careers in environmental stewardship. And the hallways are lined with fun art projects that promote upcycling, including a project that used bottle caps to create pictures of orca whales.

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)

Lakeridge runs Second Step Social Emotional Learning (SEL) and the Second Step Bullying Prevention Unit in all K- 5 classrooms. New to Lakeridge is K-Kids - a Kiwanis after-school club that prepares elementary students to become engaged community members, now and in the future. K-Kids learn about service leadership. At each meeting, 15-20 excited young voices can be heard brainstorming ways to help the homeless. They helped the Lakeridge K-Kids make fleece blankets for the Salvation Army Homeless Shelter. K-Kids develop empathy and civic responsibility as they consider the needs of homeless people. Several Lakeridge Elementary classes in grades 3 to 5 conducted a "Merchants With a Cause" unit, creating socially responsible products to display and sell at their pop-up marketplace. This new five-week unit included a field trip to the Bill & Melinda Gates Foundation Visitor Center in Seattle to see examples of how a global foundation helps support important causes. With the shift to Common Core Standards and the district's adoption of the MONDO literacy curriculum, teachers have been working to update their classroom libraries to accommodate the required amount of 70 percent nonfiction books. Enter a digital library provider called myON, an Internet-based service that allows students access to over 5,000 grade-appropriate books on any platform.

23. Should you be awarded either a Washington Green School Leader Award or ED Green Ribbon School Award, OSPI and ED would like to promote your school. Please list any social media accounts your school has including Facebook accounts, twitter handles, etc.

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