

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: Mrs. Amy Sturdivant

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

Official School Name: Weyerhaeuser Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 6105 365th Street East, Eatonville, WA 98328

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

County: Pierce State School Code Number *: 2361

Telephone: 360-879-1650 Fax: 360-879-1662

Web site/URL: <https://www.eatonville.wednet.edu/wes> E-mail: a.sturdivant@eatonville.wednet.edu

*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.



Date: 3/27/2018

(Principal's Signature)

Name of Superintendent: Ms. Krestin Bahr



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

District Name: Eatonville School District

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

Date: 3/27/2018

(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: Washington Office of Superintendent of Public Instruction

Name of Nominating Authority: Ms. Rochelle Gandour-Rood

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

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

Date: 3/27/2018

(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.

Weyerhaeuser Elementary School Green Ribbon Schools Application

Summary Narrative

With the intentional integration of Science, Technology, Engineering and Math through an environmental lens, Weyerhaeuser Elementary will inspire, allow innovation, create safe and strong academic opportunities to allow all students to realize success and develop 21st Century competencies.

Our campus in Eatonville, Washington, is uniquely located to offer students a high-quality environmental STEM education. The school is located in a rural area and surrounded by woodlands and open spaces. An eight-acre outdoor classroom is part of our school campus and serves as a natural laboratory, with easy access for all students.

During a recent grant funded energy upgrade program, we executed a comprehensive energy audit and made substantial energy efficiency improvements that included an upgrade of HVAC system controls for the entire school. This upgrade included occupancy controls. Furthermore, all of our classrooms have doors out to the outside and large energy efficient windows to let natural light in. Students in our school have maximum access to natural light, air and water which is a unique quality.

The school is miles from any town. Efforts to conserve are local and instantaneous with students and staff using refillable water bottles, a food-sharing program in our cafeteria, and students recycle as often as possible. Student help monitor and contribute to the building goals. Staff and students have a focus on recycling through an initiative for aluminum, plastic, ink cartridges, and tallow, and use only sustainable certified paper. We have worked to reduce food waste in our food service program by implementing a food sharing program, where leftover food items are donated to a local agency for distribution to needy families. Our efforts have been widely publicized as the first district in Washington state to work through the Emergency Food Network.

Wildcat Woods is our outdoor education area that includes forested areas and a seasonal wetland. Students are outside in this learning space daily. For our students' health, we are also actively involved in a Farm to School Network with other districts sponsored by the Washington State Dept. of Agriculture, and have focused on increasing fruit, vegetable, and milk consumption.

Over the past several years, we have implemented a wide range of programs designed to support student mental health and school climate. We have a full-time school counselor and a staff member designated to support our Positive Behavior Intervention and Support (PBIS) program school wide.

Weyerhaeuser Elementary is within the Nisqually River Watershed. Two seasonal freshwater streams flow through the campus, providing students with the opportunity to participate in water testing, studies of rocks and minerals, as well as macroinvertebrate studies and streamflow observations.

Weyerhaeuser has a long-standing partnership with the Nisqually River Education Project to gather water quality data from these (and other) local streams on a regular basis. We discuss results and possible causes, then explore possible solutions to adverse conditions. Additionally, we invite experts to explain stream problems associated with over-clearing of the riparian zone and then act to solve these problems with yearly tree planting field trips.

The Center for Sustainable Forestry at Pack Forest with 4,300 of working forestland, is 10 minutes from our school and provides students with the opportunity to learn about forest ecology, forest management and current research in sustainable forestry in a real-world setting.

Mt. Rainier National Park, with its wide variety plant and animal species and glacial and volcanic activity, is a short half-hour drive from our school.

Weyerhaeuser Elementary has a strong network of partners eager to work with our students and staff to strengthen environmental STEM education. Our green school staff and student groups have been diligent, public and persistent regarding innovative green efforts and the communication of results. We plan on continuing to grow our green school efforts through our continued partnerships with our partners and the community.

Awards Won

1. District Sustainability Partner of the Year
(Part of Stewardship is Wildcat Woods, the Weyerhaeuser Elementary outdoor classroom)
from District Nisqually Land Trust in 2017
2. Grant Recipient for Mt. Rainier Institute
from University of Washington 2016-2017
3. Grant for site planning and education
from Pierce County-Pierce Conservation District
4. STEM Lighthouse School: Weyerhaeuser Elementary
from OSPI in 2015
5. Wellness Article Published by Washington State School Directors Association
January 2017

Pillar 1: Reducing Environmental Impact and Costs

1A. Energy Conservation

During a recent grant funded energy upgrade program, we executed a comprehensive energy audit and made substantial energy efficiency improvements that included a upgrade of HVAC system controls for the entire school. This upgrade included occupancy controls. Over the past few years we have participated in the EPA Energy Star Portfolio Manager program. The energy that is consumed by our school is primarily provided by hydroelectric dams, which is clean and renewable.

Metrics are measured based on yearly consumption and have been directly impacted by the energy savings we have implemented. Our million-dollar grant impacted the district with a savings equaling the grant over a time period of 3 years. All of our classrooms have doors out to the outside and large energy efficient windows to let natural light in. Students in our school have maximum access to natural light, air and water which is a unique quality.

1B. Water Conservation

Weyerhaeuser Elementary School (WES) is served by its own well that is regularly sampled and tested for contaminants. To irrigate our playfields and ground we use water from a separate irrigation well. Water use is closely monitored to conserve as much water as possible. This being the Pacific Northwest and taking into account our wet climate, we only irrigate four months out of each year. The fixtures that are currently installed include low-flow fixtures. All plants that are currently included in the landscape are drought-tolerant with no irrigation. This aligns with the need for WES to reduce and reuse. This year there was a drought and the entire district implemented a reduction plan.

The school is miles from any town. Efforts to conserve are local and instantaneous with students and staff using refillable water bottles, a food-sharing program in our cafeteria, and students recycle as often as possible. Bacterial contamination is monitored by the maintenance department.

1C. Waste Reduction

Weyerhaeuser has worked diligently to reduce, reuse, and recycle. We have a variety of items we have changed to become a Green School. Student help monitor and contribute to the building goals. Staff and students have a focus on recycling through an initiative for aluminum, plastic, ink cartridges, and tallow, and use only sustainable certified paper. With the support of our PTA, we are moving forward with beginning a composting program through the donation of a compost bin. In addition, we are looking to install rain barrels to provide water for our greenhouse plants. We have worked to reduce food waste in our food service program by implementing a food sharing program, where leftover food items are donated to a local agency for distribution to needy families. Our efforts have been widely publicized as the first district in Washington state to work through the Emergency Food Network in Summer 2017.

1D. Transportation Alternatives

Due to the rural location of WES we have very few students living close enough to walk although many students are dropped off by parents. Currently only two students live close enough to walk to school. The majority of our student body rides the school bus. Students are dropped off and picked up at designated bus stops and rally points due to the distance between the bus stops and homes, and the number of out of district students attending WES. With our rural location there are no public transportation options for our students. This maximizes the use of our schools busses and fills a real need for parents in a rural school.

Pillar 2: Improving the Health and Wellness of Schools, Students, and Staff

2A. Health and Safety

Weyerhaeuser is located in an area with some of the best air and water in the U.S., thus being outdoors is a requirement of this school. This mitigates many asthmatic issues. The building has been updated for optimal health through HVAC and air flow measures. The entire ESD facilities department has implemented and follows an IPM modeled after the WSU Extension School's IPM plan. We have also recently implemented an indoor air quality management plan with the assistance of the PSESD Workers Compensation Trust. We have made moves to keep students healthy by removing all wooden playground equipment that contain harmful chemicals such as chromated copper arsenate. The custodial department abides to a green cleaning program that includes using products that are recycled

and chemicals that are low impact on the environment. Lastly we have a chemical management program that does include training, storage, inventory, spill response, and hazards communication with the updated SDS system.

2B. Nutrition and Fitness

As a school we are participating in the Fuel-Up Program and have a 100 mile club challenge that students and staff are participating in. Our K-5 students have 90 minutes of PE weekly as well as a 60 minutes of outdoor recess daily. Our PE curriculum meets State and National Physical Education standards that are based on the FITT Principle; Frequency, Intensity, Time, and Types of activities. PE is taught outdoors as much as Washington weather allows. This lets us use our full size track, soccer field, baseball field, football field, and recently constructed cross-country loop.

As a school we have incorporated a program called Brain Breaks. Teachers were supplied with a variety of activities to get kids up and moving between lessons or at a good breaking point of a lesson.

Our food service has implemented healthy food options which includes all schools and increasing milk, fruits and vegetable intake. Our food service is beginning to outline a process in which food grown on the districts farm just a few miles from Weyerhaeuser will be served in the school's cafeteria. Wildcat Woods our outdoor education area that includes, forested areas and a seasonal wetland. Students are outside in this learning space daily. The District is actively involved in a Farm to School Network with other districts sponsored by the Washington State Dept. of Agriculture.

2C. Mental Health and School Climate

Over the past several years, we have implemented a wide range of programs designed to support student mental health and school climate. We have a full-time school counselor and a staff member designated to support our Positive Behavior Intervention and Support (PBIS) program school wide. All staff members have been trained in both CHAMPS (a proactive and positive approach to classroom management by Randy Sprick) and Adverse Childhood Experiences (ACEs). In addition, our school counselor and PBIS team lead the following:

- Partnership with Good Samaritan Behavioral Health (School-Based Mental Health)
- Therapist provides individual and group counseling sessions for students on Medicaid who have mental health needs.
- Parent Advocate provides support to parents of students identified with mental health needs.
- Groups are co-led by School Counselor, Therapist and Parent Advocate. covering topics such as:
 - Resilience-Building,
 - Mindfulness Strategies,
 - Anger/Stress Management and
 - Absenteeism Support.
- Second Steps Social Emotional Learning Curriculum.

School Counselor teaches one lesson each week to every classroom in the school on topics such as Social Skills: Problem Solving, Empathy, Skills for Learning, Fair Ways to Play, and How to Calm Down. The School Counselor also teaches Second Steps units on Bullying Prevention and Personal Safety (Child Protection).

WES has a Character Development Program. One trait is highlighted each month and reinforced through classroom lessons and activities. Students are nominated and honored each month. We follow a model of school-wide Positive Behavior Intervention and Support (PBIS) and RTI Model for behavior in all school settings.

Furthermore, we have small group support for students as needed:

- Yoga Calm
- Friendship Groups
- Growth Mindset
- Art Calm

Pillar 3: Providing Effective Environmental and Sustainability Education

3Ai. Integrated Environmental and Sustainability Education

The goal of our environmental science emphasis is to provide students with a deep understanding of science with an emphasis on the inquiry cycle. A focus on looking at scientific knowledge as systems and connecting to real-life experiences allows students to make connections between the classroom and the real world. We enjoy an outdoor classroom that consists of eight undeveloped acres that includes several water sources and other natural features. This area is full of trails, bridges and learning stations engineered and designed by and for our students. Known as Wildcat Woods, this area is used as a natural laboratory both during the school day and through extended day opportunities. Here, students make close observations of indigenous plants and wildlife, weather systems, and the changing environment and conduct short and long term experiments of their own design. Students study systems, causes of environmental change and solutions to environmental distress that will directly affect Weyerhaeuser and the surrounding areas. Students routinely participate in water-quality testing and report the data to the Nisqually River Education Project as our water sources are part of the Nisqually River watershed.

Classroom teachers have access to a variety of science curriculums to ensure a well-rounded learning experience for all students. Resources include TCI Science, Mystery Science and an internally developed outdoor environmental education curriculum. All three curriculums are based on the Washington State Science Learning Standards and create explicit connections between experiences in the outdoor classroom, in class hands-on experiences and literacy standards.

Environmental and sustainability literacy is measured through state science testing and classroom-based assessments. Science data for Weyerhaeuser Elementary consistently shows over 80% of our students meeting or exceeding standard on the most recent assessment of student learning in science, exceeding both the district and state averages on the same assessment.

3Aii. Teacher Professional Development

At Weyerhaeuser Elementary, we make decisions regarding instruction based on the best research available as we strive to meet the learning needs of all our students. Our school improvement plan sets continuous growth goals for students that are tied to the standards. The staff at Weyerhaeuser, both teaching and non-teaching, is committed to being lifelong learners and is dedicated to their work to

implement STEM skills and knowledge into our school. Staff have had specific training in the 5 Dimensions of Teaching and Learning (UW), mathematical reasoning and discourse through the Teacher Development Group (TDG), deepening students thinking around mathematics through Developing Mathematical Ideas (DMI) as well as professional development in the area of Robotics instruction, Classroom for Google and the Washington State Science Learning Standards (NGSS). In addition, teachers have participated in professional learning related to our adopted science curricula – TCI Science, Mystery Science and Kids in Nature (our internally developed environmental education curriculum). Here are the specifics related to professional development opportunities over the past two years:

- TCI Science – 6 teachers, 50% of our classroom teachers
- Mystery Science – 5 teachers, 50% of our classroom teachers
- Kids N Nature – 12 teachers, 100% of our classroom teachers
- NSTA Conferences – 8 teachers, 75% of our classroom teachers
- Washington State Science Learning Standards – 12 teachers, 100% of our classroom teachers

3Bi. Science Supported by Environmental and Sustainability Education

In 2015, Weyerhaeuser Elementary was designated as a STEM Lighthouse School by the Washington State Legislature and the State Superintendent of Public Instruction. Science education, including environmental and sustainability education, is at the core of our daily work with students. As part of our STEM emphasis, science and engineering practices are integrated into math and literacy instruction on a daily basis. Foundational to that is a commitment to ensuring that students spend time every day engaged in the inquiry process. In addition, instructional practices in all content areas emphasize self-management, perseverance, collaboration and high level discourse. Students see themselves as part of a learning community and contributors to the process of innovation, analysis and reasoning that characterizes learning in the real world. Our experiments in Wildcat Woods offer applications of STEM principles to a setting that connects school to the wider world. Our "Invention Convention" engineering fair is an excellent example of applying science and engineering concepts to students' own lives. Trips to the UW Engineering Fair and visits from local experts also tie concepts learned at school to what is happening outside our doors. The classroom experiences function as a starting point from which students are able to enter the world as active contributors, innovators and analysts in the areas of science, technology, engineering and math. Earth and Space Sciences are addressed innovatively through our partnership with Starry Hill Observatory which specializes in astrophotography and hands on experiences for students through applications and practices that real astronomers, astrophysicists perform.

3Bii. Environmental Career-Connected Learning

Our students have some unique opportunities to make actual contributions to the world around them. Water testing data collected as part of the Nisqually River Education Project is shared with environmental organizations to aid in decision making regarding the health of the watershed. In addition, students participate in tree-planting as guided by the Nisqually River Education Project staff in an effort to promote the health of the watershed and as part of a larger project to re-route the stream. Students spend time every day engaged in the inquiry process. In addition, instructional practices in all content areas emphasize self-management, perseverance, collaboration and high level discourse.

Students see themselves as part of a learning community and contributors to the process of innovation, analysis and reasoning that characterizes learning in the real world. Our experiments in Wildcat Woods offer applications of environmental and sustainability principles to a setting that connects school to the wider world.

In order to enhance student understanding of environmental and sustainability field studies and/or careers, we invite community members working in these fields to speak with our students about their work. For example, our students have heard from experts in stream habitat, arborists, biologists and microbiologists. In addition, parent volunteers employed by the Department of Fish and Wildlife, the Department of Natural Resources and local timber companies have been generous with their time and expertise in an effort to educate students on current issues related to the environment and sustainability and aligned to the NGSS standards.

3C. Civic Engagement

Embedded in our instruction of environmental and sustainability concepts is the idea that we learn these skills and gain understanding of these topics so that we can use them to make our world a better, more efficient and economical place. Through our partnerships with local organizations students are able to develop an understanding of real-world, complex problems. Weyerhaeuser Elementary has a long-standing partnership with the Nisqually River Education Project to gather water quality data from a variety of local streams on a regular basis. After water quality testing of the stream in Wildcat Woods, students analyze the data for problems and create solutions – for example, if nitrate levels are high, students do additional research and develop possible solutions for keeping fertilizer from entering the stream that are offered to the adjacent tree farm. If fecal coliform levels are high, students again research and devise solutions to offer to the cattle farmer farther upstream. Because the stream in Wildcat Woods is part of the Nisqually River watershed, the data collected by our students becomes part of a larger picture of the overall health of the watershed. We invite experts to explain stream problems associated with over-clearing of the riparian zone and then act to solve these problems with yearly tree-planting field trips to various locations within the watershed. Because our school is located about 5 miles from Northwest Trek, a native wildlife and habitat park through Pierce County Parks and Recreation, we are increasingly involved in supporting their work around conservation and education. For example, in partnership with the animal keepers at Northwest Trek, students are using our greenhouse to plant and grow "enrichment" food items, such as pumpkins and various herbs, that will be used to enhance the diet of wild animals in captivity.