



District Sustainability Award Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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 and sustainability education.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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 District Sustainability Award 2019-2021

Name of Superintendent: Robert Eckert

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

District Name: Wahluke School District

(As it should appear on an award)

Address: 411 E Saddle Mountain Drive, Mattawa, WA 99349

Telephone: 509-932-4565 Fax: 509-932-4571

Web site/URL: www.wsd73.wednet.edu

E-mail: reckert@wahluke.net Superintendent chubbard@wahluke.net Applicant

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



Ellen Ebert 2/5/2020

Date: 2/5/2020

(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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

- 1. The district 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 education.
- 2. The district 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: Dr. Ellen Ebert
(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.

Ellen Ebert, Ph.D.

Date: 2/11/2020

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: March 31, 2021

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.

U.S. Department of Education Green Ribbon Schools District Application

Wahluke School District
411 E Saddle Mountain Drive, Mattawa, WA 99349

Summary Narrative

The Wahluke School District (WSD), home of the Warriors, is in the town of Mattawa, Washington. WSD is a rural school district in Grant County, an agricultural region of Eastern Washington located near the Hanford Reach National Monument.

Many people across the district are involved in helping achieve the district's green goals. The District Green Team has 20 members involved to varying degrees. Our team has two district wide specialists (Science/STEM and Gardens & Sustainability) responsible for communicating and coordinating with the larger team. The team includes five department heads (Teaching and Learning, Grounds and Maintenance, Food Service, Custodial, and Transportation), four school administrators, four K-12 classroom teachers (two elementary, one junior high, one high school), two elementary specialists (Physical Education, and Science, Technology, Engineering, and Math), one counselor, a Positive Behavioral Interventions & Supports (PBIS) Specialist, and a Migrant Student Advocate. Recruitment of team members is ongoing.

WSD has made considerable progress toward reaching its green goals. Comprehensive waste management systems under development target district water usage, greenhouse gas emissions, and multi-stream recycling. WSD has developed several partnerships at the local, regional, and state level to help meet its green goals. For example, WSD's three elementary schools partnered with the Mattawa Community Medical Clinic to provide SNAP-Ed funded nutrition classes to the after-school Garden Clubs. The two clubs serve all students in the district's three elementary schools; one club serves students in Kindergarten through 2nd grade, and the other club serves grades 3-5. WSD partnered with the Grant County Transit Authority and Ben Franklin Transit to provide staff with access to carpools to their jobs in Grant County from communities more than 50 miles away. More than 50 staff and substitute teachers participate. This alone helps keep several dozen cars off the road each day. The WSD is part of the K-5 Science Education Cooperative through Educational Service District (ESD) 105. The ESD provides elementary schools with rotating science kits and supports our teachers with professional development to support implementation of the Next Generation Science Standards (NGSS).

Thus far the district has established on-site composting at two elementary schools, which helps reduce district contributions to local landfills. This process provides educational opportunities for students and will supply valuable soil amendments for garden projects around the campus. The district is on its way to a 50% reduction in food waste for both schools.

The WSD maintenance department is successfully applying automation to coordinate Heating, Ventilation, and Air Conditioning (HVAC) systems around the district. This ongoing project has reduced heating costs by half in the High School. Energy audits by WSD's maintenance director in select elementary portable classrooms are providing valuable data that will help the district identify inefficiencies and make energy-wise changes as building systems come up for replacement.

One elementary school garden is established, and another is under development. School gardens allow students access to healthy food and opportunities to learn about the food system. Produce from local farms is served in school cafeterias. This helps provide our students with nutritious food, supports a member of the district's community (a farmer), and reduces the carbon footprint associated with food service.

WSD has implemented the PBIS Student Management Model for school discipline. This model is designed to be more equitable than a "zero tolerance" behavior policy and focuses on positive, safe school environments for all. School gardens are a place that school counselors or PBIS Specialists can take students to talk, decompress, and provide the self-reflection time that the PBIS model recommends.

WSD is in the process of implementing NGSS aligned science curriculum district wide. Our high school offers Career and Technical Education courses in Environmental Science and Natural Resources. The district Science/Stem Specialist is collaborating with the Gardens & Sustainability Specialist to develop sustainable practice learning opportunities for all K-12 students. Two high school students currently serve as mentors for K-5 students in the after-school Garden Club.

The district will sustain this work long-term by continuing to build student, staff, and community support for its sustainability projects. WSD goals are to provide fun, hands on, learning experiences for students; support teachers with professional development and access to cross-curricular learning activities for their classes; and become visible in, and communicate with, the larger community. WSD will continue to build partnerships with supporting organizations, apply for grants to support our projects, and reduce operating costs in the district. The funds from avoided costs will be used to help fund the District Green Team and associated programs.

Crosscutting Questions

Awards and Programs

Does your district participate in a local, state, or national green schools' program?

No

In the past five years, has your district received any awards relevant to the Green Ribbon School/District recognition?

No

Communication Strategies

How do you communicate your Pillar I required policies and best practice recommendations related to school principals, faculty, staff, parents, and other stakeholders in your district?

Communication of Pillar I required policies and recommendations begin in person. Required policies are shared at Administration Team Meetings, for dissemination to individual schools as administrators best see fit. Some required policies may be communicated to staff electronically through email, tutorial, or video.

Communication of recommended practices occur on a case by case basis. In some situations, school principals are responsible for organizing policies for their school as is the case with food waste. In other cases, such as district wide recycling measures, programs are developed by the sustainability office and implemented through cooperation with the district's maintenance department, district staff, and the school board. As these larger programs are implemented, education for faculty and students is provided so everyone involved understands the program.

Equity

Please describe how your students and broader community members are being included in, honored for, and engaged in this work.

In all cases, these programs are designed to involve students and provide opportunities for education and career development. Currently we have students involved in our food waste reduction program. This involves helping sort food waste in our cafeterias and bringing kitchen scraps to our worm bins, which generate compost for our school gardens.

In another example, students across all grades have been involved in the Pumpkin Patch located on district grounds. The Pumpkin Patch was planted to eliminate the need for elementary students to travel more than 40 miles to pumpkin patches each fall. A local non-profit organization, The Wahluke Enrichment Organization, donated the plants, junior and high school

students helped to maintain the Patch, and elementary after-school clubs weeded it. In the end, there were enough pumpkins to share with the community.

One project in development is a “Warriors’ Garden” on campus. The Garden will feature native plants important to the local band of indigenous people, the Wanapum, who are members of the Yakama Nation. We are partnering with the Wanapum and together are in the process of identifying plant species and a suitable location.

Pillar 1: Reduce environmental impact and costs

Element 1A: Energy conservation strategies

Describe how your district programs, policies, and actions have reduced the amount of energy used in your building(s). Please cite data and/or give specific details in your answer.

The WSD’s maintenance director is actively working to reduce the district’s energy usage. This includes conducting energy audits on some of the district’s portable classrooms. These portables represent the largest draw on power at 4 of our 5 schools. Transitioning all the district’s buildings to a computer-controlled HVAC system has greatly improved efficiency in heating and cooling. Light Emitting Diode (LED) bulbs are being phased in as old bulbs die out. All district electricity come from renewable hydropower provided by the Grant County Public Utility District.

All district copiers and desktop computers go into ‘sleep’ mode when not in use, at night and on weekends. Forty Promethean Boards that utilize a ‘sleep’ mode installed in classrooms around the district have replaced document cameras and projectors, which can be left on.

The district’s greenhouse gas reduction plan includes increasing capacity to collect, store, and deliver cardboard, mixed paper, and metal recyclables to reduce greenhouse gas emissions associated with regular truck collection. The district has a tree planting plan to further reduce its carbon footprint. The District’s Recycling and Carbon Reduction Plan is written but needs to be reviewed and adopted by the WSD School Board.

Element 1B: Water quality, efficiency, and conservation

Describe how your district implemented and is maintaining your water conservation program. Please cite data and/or give specific details in your answer.

Currently all district irrigation uses non-potable water from the irrigation canal system serving Grant County. The District is designing and converting several irrigated sections of grass to xeriscape native plantings, which will conserve water and provide habitat for native pollinators. All district student bathrooms have sinks that turn off after a designated time to help conserve water. Some of these sinks are on a motion sensor; others use a lever system.

Element 1C: Waste Management and Product Procurement

Describe your solid waste management plan and practices. Please cite data and/or give specific details in your answer.

In the 2019-2020 school year WSD began on-site composting for organic waste materials such as food waste from our cafeterias. Currently this process occurs in two schools, and we keep one hundred pounds of food waste out of the landfill each week. Our food service director has implemented waste reduction measures in our cafeterias, eliminating our need for disposable trays.

One drinking fountain in every building on campus (6 total) has been replaced with a dual-purpose drinking fountain that can also refill water bottles. These new fountains reduce the need for disposable water bottles on campus, and each have a digital display recording how many bottles have been kept out of the garbage stream. At last count these fountains had kept 145,000+ plastic bottles out of the local landfill.

The WSD is expanding our recycling program. Currently the district recycles only cardboard. WSD does this at an expense to the district. Recycling options are limited in this rural community, but the district is in the process of interviewing recycling partners and identifying possible storage locations on campus. Once this program is introduced, WSD will recycle mixed paper, tin, and cardboard. Additionally, by baling and storing recyclable materials on site for bi-annual transport to processing facilities, we will reduce our carbon dioxide emissions associated with recycling by 92% and cut our district's waste volume in half.

This year WSD moved to a district wide print management system called "Papercut" which is installed on all building photocopy machines. This system is designed to track use and reduce the amount of paper and ink consumed by district staff.

The WSD Maintenance Department has eliminated exposure to dangerous cleaning chemicals by using Eco-certified cleaning products in each building. Used fluorescent light bulbs are collected, ground, and kept in a 50-gallon drum for disposal.

Element 1D: Alternative transportation

Describe alternative transportation options to driving in a single occupancy vehicle to and from school. Please cite data and/or give specific details in your answer.

Many of our students live within 1 mile of school and use active transportation (walk, bike, skate) to get to school each day.

Over 50 staff members participate in a van pool that commutes roughly 100 miles per day. Grant County Transit Authority provides the district with seven 12-passenger vans to serve staff that live in the Ellensburg area (50 miles away). This alone helps keep several dozen cars off the road each day. Six more teachers from the Tri Cities area (50 miles away) participate in a ride share program commuting to Mattawa in a minivan provided by Ben Franklin Transit, the major public transportation provider in Benton and Franklin counties.

WSD partnered with the Grant County Transit Authority providing staff access to 12-passenger commuter vans for carpooling to their jobs in Grant County. This program currently has seven vans that serve 50+ regular staff and substitute teachers from the Ellensburg area. Another group of six teachers use a minivan provided by Ben Franklin Transit to commute from the Tri-Cities area. Ben Franklin Transit is the major public transportation provider for Benton and Franklin Counties.

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

Element 2A: An integrated district-wide environmental health program

Describe how your district implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the district community. Please cite data and/or give specific details in your answer.

Our maintenance director and staff are largely responsible for implementing our green cleaning and chemical management programs. Cleaning products used in each building are Eco-certified. The district is reviewing possible changes that can be made based on current research around radon levels and pesticides. The district's use of chemical pest management is restricted to isolated instances and notice is posted on site beforehand to notify potentially affected populations. The maintenance director is working to transition grounds maintenance to integrated pest management, however, pressure from surrounding agriculture producers stifles community support for this process. All school garden areas are managed without any use of chemicals, and all vegetables are grown organically.

The district does not have any wood playground equipment or other structures that contain chromate copper arsenate.

Air Filters in all HVAC systems throughout the district are changed every four months. The arid climate of the Mattawa area naturally inhibits the growth of mold, and any water leaks in district buildings are reported by site staff and promptly fixed by our maintenance department. The maintenance department also performs annual inspections for water leaks every summer when school is out of session.

Element 2B. High standards of nutrition, fitness, and quality outdoor time for both students and staff

Describe how your district implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Please cite data and/or give specific details in your answer.

Wahluk School District partners with local farmers to provide all district cafeterias with fresh fruit and produce from the local community. My Plate nutrition guides are posted in cafeterias and students are expected to take a fruit or vegetable along with their entree and milk every day. Unopened food is collected in two cafeterias to be shared as part of our districts McKinney-Vento Program to support homeless students.

Elementary school students have three outdoor recesses per day. Junior high students have the option of going outside for half (20 minutes) of their lunch each day. High school students have access to an outdoor courtyard during their lunch.

The district recently installed its first learning garden outdoor classroom at one of our elementary schools. The district is developing curricular connections to this space and creating a scheduling procedure to ensure that all K-5 students have equitable access to this space. Right now, teachers can reach out to our Garden & Sustainability Specialist to schedule class visits or specialized class lessons.

In recent years outdoor air quality has been a concern because of the smoke associated with increased wildfire activity. Our District follows the Washington State Department of Ecology air quality recommendations for having indoor recess. The first part is using the State Department of Ecology Air Quality Monitoring Website to determine the air quality level in our area. Because the closest monitoring station is over 60 miles away in Toppenish, and because we have some hyper-localized weather patterns in Mattawa, our maintenance department purchased a hand held particulate meter which can be used to determine the on-site air quality level and help our administration make better informed decisions about when to have indoor recess because of poor outdoor air quality.

What proportion of schools in your district have a school nurse and/or school-based health center?

The district has two nurses who serve our five schools. All five of the schools are located on one campus so these nurses can travel between schools to provide health care to all enrolled students.

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

Each school at Wahluk is now staffed with a PBIS Specialist. The PBIS specialist is responsible for helping implement restorative disciplinary practices at their school site with the goal of reducing out of school suspensions and office referrals at every grade level. These specialists

receive training and participate in their own Professional Learning Community to help facilitate effective implementation district wide. WSD also has a designated Social Worker who coordinates support services for students, including working with Grant County Mental Health. Another position designed to support district students is our Homeless Liaison, who works to provide additional services to qualifying students.

Annual school climate surveys are given to staff, students, and parents. The results of the surveys are shared in staff meetings and used to guide school or district goals. Our Junior High School utilizes the Where Everybody Belongs Student Leadership System. In this system 7th and 8th graders mentor younger students and help teach about school wide programs like anti-bullying, and responsible digital citizenship.

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

Element 3A: Interdisciplinary learning about the key relationships between environmental, energy, and human systems.

Describe how your district integrates and measures students' environmental and sustainability literacy at each grade level, including curriculum and outdoor learning. Please cite data and/or give specific details in your answer.

All Wahluke Elementary Schools are part of the K-5 Science Education Cooperative through ESD 105 which includes *Smithsonian: Science for the Classroom (STC)* curriculum and ClimeTime teacher training linking climate science and the NGSS. Curriculum includes "How Can We Stop Soil from Washing Away," "How Can We Provide Freshwater to Those In Need," and "Protecting Animals When Habitat Changes." Each unit includes a sustainability-based design challenge as the final project. Elementary schools are currently in Phase One of a four-year implementation plan. Wahluke Junior High recently adopted the *Smithsonian: STC* curriculum for middle school, which includes the same theme of environmental awareness as the elementary curriculum. Wahluke High School is currently in the curriculum adoption process.

Wahluke School District completed the first of three planned elementary learning garden outdoor classrooms. The District K-12 Science/STEM Instructional Specialist is developing lessons and finding resources that connect the garden to the adopted science curriculum & NGSS. The after-school K-5 Garden Club currently meets in this space with the Garden & Sustainability Specialist and the Educational Outreach person from Wahluke's local medical clinic to teach SNAP Ed Nutrition & gardening. Five sessions of this club will serve up to 40 students per session (200 students per year).

In the 2018-19 school year, the fifth-grade classes at one elementary school participated in a "Waste Assessment" unit and decided to take action to reduce the food waste from their

cafeteria. Systems were designed and installed to support the students' decision, and food waste is now being sorted for use as garden compost or animal feed. In Spring 2020 the 'Waste Assessment' unit is being taught to all fifth-grade classes across the district. The Science & Sustainability team is in the process of scaling this unit up for use in the Junior High and High Schools to help spread these sustainability practices district wide.

Wahluke has also started to create a "sustainability space" on the district campus where sustainable practices such as food waste composting, vermicomposting, recycling, native plants, and pollinator protection can be observed and taught K-12. One measurement of district wide, student sustainability literacy will be successful sorting of food waste in each cafeteria at a rate acceptable for the composting program. Currently one of five (20%) cafeterias are sorting successfully, the district goal is 5 of 5.

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. Please cite data and/or give specific details in your answer.

This year 100% (51) of Wahluke K-5 teachers responsible for teaching science received 6 hours of ClimeTime training from ESD 105 related to their *Smithsonian: STC* Engineering & Design curriculum.

The K-12 Science/STEM Instructional Specialist and one junior high teacher are active Washington State Science Fellows, receiving up to 24 hours of professional development each year. ClimeTime training to help implement and support the NGSS in our district is one of the focuses of this program. WSD's goal is to have one teacher from the elementary grades and one from the high school join the Science Fellows program, a statewide professional learning community for science teachers.

The district is currently in Phase 1 of Next Generation Science Standards (NGSS) curriculum implementation in partnership with the ESD. This August, ESD 105 sent science trainers to Wahluke and all K-5 teachers were trained on their new NGSS aligned, Phase 1 science kits. Kits focus learning on Engineering & Design solutions to problems like "How do we stop soil from washing away?", "How do we provide fresh water to those in need?", and "How do we protect animals when habitats change?".

The K-12 Science/STEM Instructional Specialist and the district Garden & Sustainability Specialist attended 6 hours of PD at ESD 105 from the Washington Green Schools organization titled "Zombie Guacamole" focused on composting and reducing waste. This was part of the K-5 STEM Leadership Network training offered by ESD 105. Attending professional development at ESD 105 introduced Wahluke to the Washington Green Schools (WGS) non-profit organization.

In addition to receiving a day of sustainability training from WGS, WSD created a dialogue that turned into a partnership between WSD, WGS, and the Oak Harbor School District. Together the three organizations partnered to apply for an Environmental Protection Agency Environmental Education Grant application that was submitted in January 2020. The purpose of this grant

application is to secure funding to provide our teachers with professional development and curriculum related to sustainability, and physical resources to increase our capacity for sustainable practices district wide.

Twenty staff are part of Wahluke School District's Green Team. The team includes nine elementary, junior high, and high school teachers or specialists, four administrators, and some district wide support staff and department heads. Including specialists allows the team to have a higher impact by providing greater access to students since they will see every student in the school throughout the year.

Three teachers (1 elementary, 1 junior high, 1 high school), the K-12 Science/STEM Instructional Specialist, and the Garden & Sustainability Specialist are participating in a ChangeX Sustainable Community Challenge Grant titled "Pollinator Partnership". The goal of this program is to create pollinator habitat around campus, as well as develop grade level appropriate resources for educating students about pollinators.

Element 3B: Use of environment and sustainability concepts to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century.

Describe how environmental and sustainability education in your district supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and Earth & space sciences.

The best examples of how environmental and sustainability education in Wahluke support science and engineering practices, and a robust general science program are our Elementary Learning Garden & District Sustainability Space. The K-12 Science/STEM Instructional Specialist and the Garden & Sustainability Specialist are collaborating to design each space to connect to the NGSS, adopted curriculum, and district sustainability goals.

When elementary students visit the Learning Garden, they can see and experience in person many of the things they learn about from their science class curriculum. There are instruments for collecting weather data, vermicomposting bins for cafeteria food waste, pollinator habitats, edible plants, and native plants. These resources are all connected to the adopted science curriculum of our school district.

The Wahluke Science & Sustainability Team is creating and gathering appropriate resources to be left in the garden for classroom teachers to use when they visit with their class. The district believes that having prepared materials in the garden for teachers to access will increase the use of this space for student learning by making it easy for the teachers to connect what is in the garden to what they are already doing in class.

The District Sustainability Space is a place where students can go to see science and engineering practices in action. In addition to the vermicomposting, there is larger scale composting of some cafeteria food waste and district yard waste. The district's goal is to build the capacity to compost all the district's food and yard waste, eventually incorporating pigs into the system to eat the waste, putting their manure in the compost pile and using the compost in our learning

garden, greenhouses, & pumpkin patch. This will allow students to see the cycle of growing food, eating food, and then disposing of food usefully to start the process over again. Right now, the district is doing this without the pigs and should have compost ready to be used in summer or fall. We have proposed a partnership with our local 4H chapter to share a pig barn located in this space and are waiting for the club's approval before moving forward with that plan. Our sustainability space also currently hosts native plants, pollinator habitat, and has reclaimed materials to build a keyhole garden for installation after winter.

Describe how your district's curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers.

The *Smithsonian: Science in the Classroom* curriculum has been adopted at Wahluke School District up through 8th grade. Each unit in the curriculum has readings about the different types of science careers associated with the specific topic being investigated. Some units have lessons that compare different careers in science fields, others just read about what one specific type of scientist does or researches.

Wahluke Junior High participates in the Salmon in The Classroom program in partnership with the Mid-Columbia Fisheries and U.S. Fish and Wildlife Service. Students observe salmon eggs hatching in their classroom and learn about salmon life cycle, watersheds, and water quality. Students then take a field trip to release the salmon under the supervision of Fish & Wildlife biologists.

Wahluke High School offers students in grades 9-12 electives in Career and Technical Education. Several of these CTE courses are designed to expose students to careers in the environmental or sustainability fields. Students are currently offered courses in Environmental Science, Animal Science, and Natural Resources.

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service at every grade level. Please cite data and/or give specific details in your answer.

Last year 18 Wahluke Junior High students participated in a WJH Science Internship program performing a field study doing research on stream health. In partnership with Mid-Columbia Fisheries, Yakima Nation Fisheries, Washington Department of Fish & Wildlife, and Central Washington University (CWU), students from Wahluke collected data about the effects of adding large woody debris to streams on salmon habitat and overall stream health. Interns presented their findings to the CWU SOURCE organization at CWU in Ellensburg when their project was completed.

Two high school students volunteer their time with our Garden & Sustainability Specialist and the after-school K-5 Garden Club. Their role is to help mentor elementary students and teach them about gardening, nutrition, and healthy life choices.

This past September 20th, about a dozen students from the high school took part in the Global School Strike for Climate action inspired by Swedish student-activist Greta Thunberg. They gathered next to the highway in front of city hall in Mattawa for several hours and held signs promoting awareness of climate issues, and support of climate policy.

END OF APPLICATION