

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 early learning to 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 and sustainability 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

Name of Principal: Mrs. Susan F. Greer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Anderson Island Elementary
(As it should appear on an award)

**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.

Susan F. Greer

Date: 2/16/2021

(Principal's Signature)

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

District Name: Steilacoom Historical School District

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

K. Weight

Date: 02/16/2021

(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: 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: 2/22/2021

(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: December 31, 2023

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.

2020-2021 ED Green Ribbon Schools: **School** Application

Anderson Island Elementary School

Summary Narrative

Anderson Island Elementary School is small, rural school within Steilacoom Historical School District. At Anderson Island Elementary, we have 22 students PreK-3rd grade, and 41% of those students qualify for free and reduced lunch. Anderson Island Elementary strives to offer all these students an equitable, hands-on, well-rounded education. Our school mascot is an eagle, and at Anderson Island, we like to embody what it represents – strength, wisdom, and courage.

Our school is small, but mighty, and we are proud of where we came from and all that we have accomplished since. In 1881, an old abandoned home on Anderson Island was used as a school building for seven students. It wasn't until 1904 that a school building was constructed, and that building is now the oldest one-room schoolhouse in Pierce County. In 1958 the school closed, and it wasn't until 1980 that the new Anderson Island School was built. Anderson Island Elementary, a one-room school in the middle of the island, was constructed on an acre and a half of land and is surrounded by forest and community park. From 1980 until now, our school population grew, and we built more buildings to support our growing needs.

From the beginning of our school's history until now, we have known we are unique. It wasn't until a couple of years ago that we realized we could be even more unique and capitalize on our desire to be an eco-friendly school – the first school in our district to begin this journey. We began working hard transforming our school, prioritizing hands on, interdisciplinary learning, linking sustainability and environmental studies to traditional subjects, and improving our school grounds to meet specific standards.

We strive through a variety of methods to implement experiential and project-based learning for our students. In just a few years, our school transformed parts of the forest to an outdoor classroom, which was built with a completely green infrastructure and remains an interactive green space. Students access the outdoor classroom via a one-mile long walking path. We also worked hard with our students to restore our local creek, building up the ecosystem by raising and releasing salmon each year. We also have a school garden that is integrated into life and earth science, math, and nutrition education. We value interdisciplinary education and ensure that students receive education aligned with the Next Generation Science Standards and Washington's Environmental and Sustainability Education standards.

In the 2018-2019 school year, we became certified with Washington Green Schools. Anderson Island Elementary is Bronze level certified. This pushed us to improve our air quality by installing

new fans and embracing the clean Pacific Northwest air. It pushed us to integrate a pest management system, as well as implement green cleaning programs. Not only this, but it helped us educate our staff and students on water conservation and usage and drove us to implementing important recycling, composting, and waste reduction programs. Additionally, it helped encourage carpooling and riding the bus to school. Since then, we have continued to be a leader in our district and worked hard to be an even stronger Green School. We are proud of all the work that we have done, as we have accomplished it by ourselves, with the help of our local community as needed.

The staff at Anderson Island Elementary have worked hard to ensure that they are educating each other, and their students, when it comes to strategies for being greener. Our staff have worked together closely to ensure that their curriculum is aligned to environmental and sustainability concepts and our staff engage students in the work to be greener every day. Without our staff and our students, we could not accomplish all that we have. Our staff and students are how we keep growing in our efforts to be greener. They are dedicated to continuing this journey and will do all it takes to ensure we stay on this journey.

A few years ago, our students and staff wanted to reduce the amount of garbage that they produced daily and revamp the recycling program so that it worked better. Our students came up with a way to do just that. By eliminating all non-reusable items in our cafeteria, we significantly cut down on the trash we produce each day. We introduced reusable lunch trays, each student received their own reusable water bottle, we got condiment dispensers, replaced our plastic utensils, and more, so that we were only throwing away the absolute minimum. Not only this, but our students developed a program for collecting and sorting recycling products so that the recycling did not get contaminated. We have worked hard to educate our students and staff about ways to reduce waste and from that education, we began our own composting on site. We noticed an even larger reduction in trash quantities by composting food that is unable to be saved and donated. Our staff and students have led efforts to reduce the amount of water and energy used each day by educating each other on appropriate usage and conservation strategies. These efforts were started by students and continue this day by our current students. Because of our students, our school community has become proficient in recycling and composting.

Our school has also worked hard to ensure that our grounds are as green as possible. We have made sure our playground equipment is safe for students to play on – removing and adding new items to our play space as necessary. We have also created several other play areas for students on our grounds, including a covered area for play, a walking track, and a large green space for multipurpose play. We embrace our Pacific Northwest weather and go outside every day, rain or shine. We have built and maintained a garden that provides food for our students seasonally. The students are active contributors to the garden's success, preparing and testing the soil, maintaining its quality, starting seeds, planting the starts, and maintaining the perfect environment for them as they grow in the garden. Students then also harvest the crops and prepare the soil for the next season. As much as possible, we partner with our community in order to educate students about healthy foods and gardening so that the skill they learn and practice at school can be taken home, spreading the green mindset to the families on the island.

At Anderson Island Elementary, students and staff are provided the education we all need to maintain a positive, healthy well-being. Our schools, district-wide, have a strong focus on social-emotional health, trauma, and Adverse Childhood Experiences (ACEs). We also participate in neural education classes so that we better understand how our brains function, particularly in regard to social-emotional health, trauma, and ACEs. Our staff have been trained on the Zones of Regulation curriculum and vocabulary as well as mindfulness moments. By educating our staff, and making social-emotional health a priority, we are directly benefiting our students. It is essential that our staff and students know strategies for self-care and how to improve their own well-being. Our teachers directly teach students the Zones of Regulation and participate in restorative and inclusive practices. They also help students take mindfulness breaks throughout the day, and make sure that all students get fresh air as much as possible. Our teachers check in on their student's social-emotional health in a variety of ways throughout the day. Social-emotional health is a priority throughout our district.

At Anderson Island Elementary, we believe that being outside and helping in our community is an excellent way to boost your spirits. We try and spend as much time outside as possible - in our garden, at the beach, visiting our outdoor classroom, or walking through the woods. We take several field trips per year to different places, like to several beaches on island to test our local water quality and explore and compare the natural habitats. We have also gone to the hands-on museum to explore a variety of different scientific phenomenon.

Our staff is extraordinarily dedicated to making the education of our students hands-on, interdisciplinary, and environmentally/sustainability tied. This is hard, but important work. Our students, teachers and staff who have dedicated their time to making sure our school is green are like eagles – strong, wise, and courageous.

School Name:

Anderson Island Elementary

Address: 13005 Camus Road, Anderson Island, WA 98303

Website: <https://www.steilacoom.k12.wa.us/Domain/13>

Principal: First Name: Susan Prefix: Mrs. Last Name: Greer

Email: sgreer@steilacoom.k12.wa.us

Phone: (253) 884-4901

Total Student Enrollment (Fall 2020): 22

Select a metric that best represents your school's disadvantaged population, using data from Fall of 2020: Free and Reduced Lunch Rates

If you selected Free and Reduced Lunch Rates, please list the percentage of your student body that qualifies: 41%

Is your school:

- Public
- Private (independent)

Name of School District (If a public school): Steilacoom Historical School District

What grade levels does your school serve? Pre-K - 3

School or District Facebook Page (type N/A if you do not have one):

<https://www.facebook.com/AndersonIslandElementary/>

School or District Twitter Handle (type N/A if you don't have one): @anderson_island

Application Team Information - who prepared the application? Please note, the Lead applicant will be OSPI's main point of contact upon receipt of your application.)

Lead Applicant First Name Katelyn	Lead Applicant Last Name Griffin
Lead Applicant Title STEM Coordinator – districtwide	Lead Applicant Email kgriffin@steilacoom.k12.wa.us
Lead Applicant Phone Number (253)278-6433	Alternate Phone Number --

Application Team Members (Others who helped prepare this application)

Name (First & Last)	Title/Department	Email
Susan Greer	Principal	sgreer@steilacoom.k12.wa.us
Abby Cunningham	Teacher	acunningham@steilacoom.k12.wa.us
Janet Friedlos	Teacher	jfriedlos@steilacoom.k12.wa.us
Dana Ballou	Office Administrator	dballou@steilacoom.k12.wa.us

Crosscutting Questions: These questions are 10% of your overall score.

Awards and Programs

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

- Yes
- No

Program	Level in Progress	Level and Date Achieved
Washington Green Schools	Completed Application	Bronze – 2018-2019 school year

In the past five years, has your school, staff, students, or student groups received any awards relevant to the ED Green Ribbon School recognition?

(for environmental stewardship, student and staff health and wellness, or environmental education/civic programs)

- Yes
- No

Award	Awarded To	Awarded by	Year Received
Rotary Educator of the Month	Shelley Crossen	Lakewood Rotary Club	2015-2016
Rotary Educator of the Month	Abby Cunningham	Lakewood Rotary Club	February 2018
Rotary Educator of the Month	Janet Friedlos	Lakewood Rotary Club	2018-2019

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 school, district, and community?

We are designated as a Washington State Remote and Necessary school due to our physical location on Anderson Island Elementary. Because we are such a small school, and small community, we strive to communicate with our stakeholders in a personal way. We reach out and speak with them individually and share our thoughts, ideas and plans for reducing environmental impact. We involve them directly in our plans.

To ensure that we reach our stakeholders consistently, we produce a weekly newsletter that is published on our school's website for all staff, parents, and community members to read. We use social media outlets to communicate the projects and activities our school is participating in so that we can potentially educate an even larger audience online. Not only this, but we rely on our students to help us communicate all the work that they are doing to make our school environmentally friendly. Forming a strong team of school and community members has helped make our efforts successful. This has been a completely student driven experience and we count on our kids to help us with every aspect, including sharing the good that we are doing!

Equity:

Please describe how all students at your school, and more broadly how community members, are being included in, honored for, and engaged in this work.

At Anderson Island Elementary, we pride ourselves in embracing and welcoming each other as a community. We frequently work with a variety of stakeholders on different projects around our school. Everything begins with our students as they are the heart of our school. To the greatest extent possible, we involve the students in every step of our projects. Our students increase our motivation to be stronger, more eco-friendly contributors to society. Their desire to learn about, and act upon, the conservation of their island encourages us. Our older students teach the younger students and help them work in our community garden. From soil sampling to tilling the soil, planting the garden and harvesting crops, our students take pride in helping each other learn.

We are fortunate to have strong support from our entire community. In particular, the school's Booster Club provides students with monetary support and supplies. Parents and community members have donated their time, talents, and treasures to our school and have been instrumental in helping us be environmentally friendly. Our community has helped us build our outdoor classroom space, revitalizing fallen trees they found within our forests to build seats for each student and tables for their learning to take place. They have helped us build bird houses for our outdoor space to attract wildlife, allowing our students to learn about the avian species native to our island. Not only this, but our community donates their time and volunteers within our classrooms and shares their life experiences and career knowledge with our students. Our community, both internal and external, plays an essential role in the success of our school and we are beyond thankful to have their support.

Pillar 1: Reduce Environmental Impact and Costs

This section includes four main elements and is 30% of your overall score.

Element 1A: Energy conservation strategies

Describe how your school 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.

Currently, we focus on educating our staff and student body on ways they can conserve energy within our school and at their own homes. For example, our staff and students practice turning of lights and equipment when not in use. When possible, we use the sun and daylight as our main source of light (passive solar energy). We recently replaced all the lighting ballasts and are using high efficiency bulbs to help reduce energy consumption. Using softer lighting has resulted in reduced eye strain and stress for both students and staff. Living in the Pacific Northwest, our students and staff are accustomed to dressing appropriately for the weather. Students arrive at school dressed in layers and wear appropriate coats and shoes because we often hold class outside regardless of the weather. Staff members conserve energy by sharing kitchen appliances. This eliminates the need for multiple mini-fridges and personal microwaves. Recently installed exhaust fans help to properly circulate air resulting in a reduced strain on our heating and cooling systems while improving the air quality and flow. These initial steps to reduce energy are important for our health and demonstrate to staff and students how they, too, can reduce energy.

Element 1B: Water quality, efficiency, and conservation

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

Our school receives an annual water quality report which is used to help educate our staff and students on water quality and conservation methods. It is a school wide practice to keep the water off as much as possible. For example, students are taught to rub soap on their hands, turn on the water to rinse, and immediately turn the water off again. Students understand that playing in the water is not helping their environment, rather it is wasteful. As part of our school's partnership with Pierce County's Environmental Education Department, we received a water bottle filling station and fountain. Using funds from our Booster Club, individual reusable water bottles were purchased for each student. Our kitchen staff uses water sparingly, only running the dishwasher when it is full, for example. Our maintenance staff performs daily inspections on water faucets and toilets to ensure leaks are not causing damage to the building or wasting water. Low flow water fixtures are installed throughout the campus. Our school is located on an island and the campus is in a community park. In partnership with the island's parks division, we collaborate on landscape design, use of natural resources, and preservation of materials. Our current project is the creation of a native and drought-tolerant plant garden.

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.

As a school, we have worked hard in this specific category. As a school, we work hard to eliminate and reduce the amount of hazardous and dangerous products, as well as properly store, label, handle and dispose of these products. In the past six years, we have significantly reduced our use of paper food products and printer paper, beginning by only printing what is necessary and using double-sided copying to reduce paper consumption. We only purchase paper that is 50% or more post-consumer material. Recently, we have significantly cut back on our paper usage all together by using technology. Currently, every student is assigned a Chromebook and the teachers are using Google Classroom for instruction and dissemination of information.

Our students have played a key role in the success of our efforts. We have developed a comprehensive recycling program that is managed by the students. After collecting recycling materials, students sort it by type and ensure that it is placed in the correct bin for removal. This process our students have created incorporates and sorts all recyclables that are collected by our city. Similarly, our students also help us compost, making sure they place their food scraps in the correct bins after lunch. We then take their food scraps and compost them on site. Our students learn the science behind composting and how to effectively compost in hopes that they will someday compost on their own, reducing household waste.

To help reduce food waste, our students have recess before they eat, giving them longer seated lunch periods to promote healthy eating habits. We also tailor our lunch menu, within federal nutrition guidelines, based on what students are selecting and eating. In our eating space, we hang ample signs and posters promoting healthy eating, as well as directing students, visitors and staff to the appropriate recycling containers for waste disposal. In our eating space, we have also done a significant amount of work reducing the amount of garbage we produce, meaning we have eliminated all plastic serving items, plastic utensils, disposable trays and more in order to ensure that we are producing as little garbage on site as possible. We have removed plastic utensils and disposable trays and now have reusable utensils and five compartment trays. We have also discontinued the use of plastic straws. Should they choose to not eat specific items of food, students can place them in a donation space. Our students play a key role in the upkeep and sustainability of these programs and we hope that with the eco-friendly education and training they are getting at school, application elsewhere is happening!

Element 1D: Alternative transportation

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

Anderson Island Elementary is located on an island in the southern region of Puget Sound. The area is kept in its natural state with minimal roadways and no sidewalks. This is something we simply cannot change, and lack of roads and sidewalks is out of our control. Student safety is

our top priority and therefore we hesitate from encouraging students to walk or ride their bikes to school, even though we know they would love to do just that. To reduce traffic and vehicle emissions, we encourage our students to ride the bus to and from school. While this is not as green as walking or riding bikes to school, our school is served by a bus that was built after 1994, when the first emission standards were adopted. Therefore, we feel confident that our bus is as safe for the environment as possible. During the past five years, approximately 80% of our student population rides the bus daily. Our families are tight-knit and several choose to carpool, which we encourage and appreciate. When the bus and private vehicles arrive at school, they are directed to a loading/unloading area that is at least 25 feet from building air intakes, doors and windows to ensure our staff and students in the building have clean air to breathe. As a whole, we do our best to minimize our use of bus, riding it only when necessary.

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

This section includes two main elements and is 30% of your score.

Element 2A: An integrated school environmental health program

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

Health and safety of our school community is essential, especially given the pandemic we have been facing the last year. We have done all that we can to ensure that our school is safe and healthy for our students and staff. We have a comprehensive green cleaning program that we utilize daily. We use a Green Certified cleaner/sanitizer called Envirox. This product is a healthy, safe product for our students, staff and our environment. We are sure to clean all surfaces, bathrooms, water taps, drinking fountains, door handles and more. We also have a chemical management plan for all chemicals that need to be disposed of. We have an integrated pest management plan in place and try to avoid pests as much as possible! At our school, we have also tested all frequently occupied rooms at or below ground level for radon and ensured that none of our rooms have high levels of radon. Something of great importance this school year and last, is the indoor air quality and we have a plan to make sure that our air is safe for breathing. We recently installed new fans and filters in our buildings to help circulate fresh air into our buildings to get new air without constantly running our systems. We also make sure that environmental triggers for asthma are limited so that our students and staff who suffer from asthma are safe. We measure the success of our plans by our air quality levels, while also working closely with our custodial staff to ensure that they have what they need to keep our buildings clean and safe. If at any point, it is communicated by any party that a measure of

health and/or safety is not being met, we are sure to address it and make modifications for our students and staff.

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

Describe how your school 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.

Collaborating with the island's parks department, we have created an outdoor classroom for students. Research in the field of child development indicates outdoor learning enhances and adds to the limited scope of activities available inside a confined classroom. Less than one mile away from our campus, we have transformed a former bicycle racing track into an outdoor amphitheater. Rounds from a felled tree were cut to provide Learning Log seating areas for students. While walking through nature to our learning space, both teachers and students are getting a brain break and breathing in fresh air. They then get to spend the day outside, learning among the nature. Time teachers and students spend in their outdoor classroom is high-quality learning and very coveted time.

As a school, we implement high standards of nutrition. Our school offers healthy lunches for all students. Our students work hard to maintain a garden on campus, and sometimes we can include the food we grow in our garden for lunch, depending on the season. All students are encouraged to eat a balanced meal, including protein, fruit, vegetables, and milk. We offer a variety of meals each week, allowing students to try new, healthy foods.

We also pride ourselves on high standards for fitness. Our students participate in physical education every day as a specialist activity, learning all about health and wellness. Every day, rain or shine, our students get outside to play at recess and whenever possible, PE happens outside. We offer a variety of different activities each day, including a wide open field to play anything in, a walking track, organized games like soccer and kickball, we have a full playground, and a covered area with basketball hoops and an additional play area where kids can use scooter boards, hula hoops and a variety of other toys. Our students are also active members in our Mileage Club, setting and meeting goals of physical fitness. In September students walked and ran 1,197 laps for a total of 203 miles. Our students set a goal of walking 1450 laps in October, and they exceeded it! We are actively warming up our brains for learning every day and learning the neural science behind physical activity and its connection to learning.

Does your school have a school nurse and/or school-based health center?

Yes

No

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

For the past 5 years, our district has emphasized a strong focus on Social Emotional Learning (SEL). SEL is about how we experience and engage with the world. The skills our students are learning help them become knowledgeable, responsible, and caring citizens. We take a proactive systems approach to establishing the behavioral supports and social culture needed to all students to achieve social, emotional, and academic success. Our students are familiar with and constantly striving to work on self-management of emotions and behaviors to achieve their goals. They are taught social-awareness and self-awareness using the Zones of Regulation curriculum. This helps our students show understanding and empathy for others and helps them recognize their own emotions, values, strengths, and challenges. We work on responsible, ethical, and constructive decision-making about personal and social behavior. Finally, our students learn relationship skills like how to form positive relationships, how to work in teams, and how to effectively deal with conflict. Our school has started the We Care Project, which aims to support the mental and emotional health of our families during distance learning. We host monthly giveaways for students and their families to boost morale. We also share support resources, including suicide prevention numbers, food bank access, student tutors and more. This year, the island's Tranquility Retreat Cabin opened to support parents needing a break or support. It is very important for us to continuously have conversations about mental health with all of our stakeholders and make sure they are aware of the education our students receive about topics such as this as well as offer support for everyone within our community. We recognize that student success, in all forms, requires the support from everyone involved in a child's life and we are dedicated to making sure our community feels supported.

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

This section includes three main elements and is 30% of your overall score.

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

Describe how your school 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.

Our school follows national standards for education, specifically Common Core State Standards and Next Generation Science Standards. Through these standards, we can tie in environmental and sustainability literacy at each grade level. While our teachers are teaching about the environment and sustainability, they oftentimes use our outdoor classroom, practicing

sustainability in our environment. Our school is also unique, in that we are very hands on with our students in their application of what they learn. Because we are such a small school, our students can take on environmental and sustainability related projects that interest them through a variety of different passion projects, project-based learning opportunities, and sometimes through genius hours.

For example, we started eliminating plastic-ware in our kitchen after our students learned about this as an issue and wanted to make a difference. They love working in our school garden, and therefore, our teachers can teach about important content in Earth and Space, Physical and Life science standards, as well as math and language arts, while working outdoors with our students. This also is a great opportunity for our students to learn real world math skills, like area, perimeter, all operations, and more!

We encourage student discourse in all subjects and by working in multi-grade teams, our students are practicing communicating with a variety of age levels. Our school has been working very hard over the last few years to help teach students flexible thinking skills and teach them a variety of different ways of approaching problems. Number talks is one great strategy we've been intentionally incorporating into math lessons. The elements of number talks are being used throughout instruction in all content areas, for example, private reasoning time, making public records, drawing models of thinking, engaging in discourse, asking probing questions, adding on to another person's reasoning, studying misconceptions and learning from them, as well as from each other. These are all elements of what are often called Mathematical Habits of Mind and Mathematical Practices, and our educators have received very specialized training related to these ideas. Our teachers and students have been utilizing Mathematical Habits of Mind and Practices outside of Math so much so that now we just refer to them broadly as Habits of Mind.

Participating in these higher-level discussions and Habits of Mind help teachers know what their students know in all subject areas. By integrating multiple subjects, like science, math, and language arts, our students can experience real-world learning and apply what they know in a variety of situations. Our teachers can formatively assess multiple subjects at once through activities, discourse, student work and more, while student and team projects, tests, and writing can provide summative assessment data to teachers. The direct application of interdisciplinary learning helps to myelinate learning pathways and help our students become environmental and sustainability advocates in our local community.

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.

Professional learning during the past two years has been limited due to financial restrictions and the current pandemic. Over the past five years, however, teachers have attended Washington State sponsored STEAM lessons and worked intensely with educators from the Pierce County

Environmental Education (PCEE) Department. There has been staff turnover at Anderson Island Elementary, but while working with the PCEE Department, 2 out of 2 teachers attended the STEAM lessons. A representative from PCEE came to Anderson Island Elementary on five occasions to co-present lessons to students and provide teachers with materials and lesson plans to guide them in the study of Compost, Worms and Gardens. This learning specifically tied to all Environmental and Sustainability Education (ESE) standards, as well as focused on almost every NGSS for grades K-3. All our teachers participate in our district-wide professional development days, 3 times a year, which all integrate different elements of STEAM.

Element 3B: Use of environmental 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 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 & space sciences.

Our school is nestled at the edge of Jane Cammon Park, where our outdoor classroom is located less than one mile away from our campus. We walk there with our students on a path that leads to a semi-clearing with picnic tables and tree stumps for seats. There, we spend our day learning with the world around us. We teach math in the form of direction finding, calculating tree age, looking for geometric shapes within plants and more. Nature also provides a great medium for art – we craft bird houses, create natural ornaments, and discuss texture and shape in plants. Here, we have a wonderful opportunity to teach science as we experience it. We discuss habitats, ecosystems, Earth systems, identify plants, study clouds, the weather/seasons, look for different native species, and study the forests around us. Science standards in Earth and Space, life science, and physical science are all taught in our outdoor classroom. The time spent learning in our outdoor classroom is also focusing on ESE Standard 2: The Natural and Built Environment.

We also involve students in all stages of our school garden, touching on different life science standards throughout the process, as well as Earth and space science. Students begin in fall by harvesting our crops from the previous year – fruits and vegetables such as pumpkins, tomatoes, sunflowers, broccoli and more. Then, they help weed and prepare the soil for the winter season. In the early spring, we prepare seedlings in the fall, learning about the process and essentials by which plants survive. They measure, monitor, and keep data on the growth while also testing the garden soil and adding nutrients as needed. In the late spring, students transplant the seedlings to the garden and monitor/tend to them almost daily by watering, weeding, and maintaining the soil quality. Our students study life cycles while growing salmon and then they release them in a nearby creek each year, positively adding to the ecosystem around them. These activities specifically tie to ESE Standard 1: Ecological, Social, and Economic Systems, and ESE Standard 3: Sustainability and Civic Responsibility. All throughout science instruction, we discuss human impact on the Earth and what we can do to positively contribute to a healthier Earth.

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

Our school is in the process of adopting a new science curriculum, Amplify, which aligns with the K-12 Next Generation Science Standards. Amplify blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students as scientists and engineers. Each unit engages students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, and develop models/explanations to arrive at solutions. These real-world science opportunities are exposing students to field studies and career options at a young age. At our school, we also try and give students hands-on exposure outside of our curriculum as well. For example, one of our teachers adopted a cow for her classroom and, in partnership with the American Dairy Association and Discover Dairy, she and her students do math, science, and reading in conjuncture with their dairy cow. They were able to take a virtual farm tour and meet farmers who live on dairy farm in Minnesota. We also provide opportunities for our students to engage in engineering challenges in our engineering lab. Here, our students are challenged to build structures that serve an environmental purpose.

Our students are active contributors to the environment around them, in our school, parks and island. We believe it our responsibility to positively impact our ecosystem and our students are taught how to do that and given opportunities to do so. Examples include raising and releasing salmon in a local creek, harvesting crops from gardens, participating in a beach surveys and explorations of native sea life, restoring our nearby creeks, testing and maintaining water quality, comparing and mapping local beaches, and more. It is our goal to expose students to real world experiences daily and connect their learning to the real world as much as possible.

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.

Community is the backbone of our island, and therefore our school. We pride ourselves in fostering a strong sense of community, as well as positively contributing to the community. The community building begins right within our own walls and extends outwards. Our school is very small, with a total student population of 22. Because of this, we try to do all activities as a school, not by grade. This builds community within our student population and together, we serve our community in many ways, their favorite being keeping up our school garden. We could not have started this garden without the help of our community and subject level experts we called upon to help us. These subject matter experts helped teach our students and staff how to keep up a garden and we have since taught children for years to come. Students are even taking charge of teaching other students and being leaders in our school community, developing their own environmental and sustainability trainings for their peers specific to our garden.

The same is true with our outdoor classroom. Our students help keep the area clear and clean of weeds, trash and more, while also spreading a positive message to our local community to help

in the efforts to keep our forests clean. Our students worked with our Anderson Island Parks Department to receive approval to remove an unhealthy, 80+ foot tree on our campus. Together with the Parks Department, our students developed an agreement to create a decorative bed in the area where the tree was taken down. Students collaborated in multi-grade teams to imagine, design, decide, and create this bed, carefully calculating the exact size and amount of materials needed. Currently, our students are painting positive messages on the rocks that will fill the decorative bed, as well as planting native plants. We also help a local farm pick apples and harvest them for our local apple squeeze each year.

As a school, we were able to give back to our community by helping to restore local creeks. This community service went in conjunction with our releasing of salmon, positively adding to the ecosystem and communicating our civic efforts to tackle environmental issues. We also put on events at our school that bring the community to us, fostering a sense of belonging and bringing joy and happiness to all involved. Examples are art shows, holiday parties, festivals, hosting Veterans' Day tea, and more. As a school, we partner with our island community as much as possible, helping wherever and whenever we can, teaching our students how important it is to give back, and teaching them how to communicate effectively to make positive changes in our world.

Summary Narrative

Summarize the school's efforts in all three pillars.

Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

- Partnerships, memberships, or participation in any Green School program the school has used to meet your green goals
- The people, including any student team(s), involved in supporting your green goal efforts
- Your progress thus far, including goals, results, and benefits
- The plan to sustain your work

Anderson Island Elementary School is small, rural school within Steilacoom Historical School District. At Anderson Island Elementary, we have 22 students PreK-3rd grade, and 41% of those students qualify for free and reduced lunch. Anderson Island Elementary strives to offer all these students an equitable, hands-on, well-rounded education. Our school mascot is an eagle, and at Anderson Island, we like to embody what it represents – strength, wisdom, and courage.

Our school is small, but mighty, and we are proud of where we came from and all that we have accomplished since. In 1881, an old abandoned home on Anderson Island was used as a school building for seven students. It wasn't until 1904 that a school building was constructed, and that building is now the oldest one-room schoolhouse in Pierce County. In 1958 the school closed, and it wasn't until 1980 that the new Anderson Island School was built. Anderson Island Elementary, a one-room school in the middle of the island, was constructed on an acre and a half of land and is surrounded by forest and community park. From 1980 until now, our school population grew, and we built more buildings to support our growing needs.

From the beginning of our school's history until now, we have known we are unique. It wasn't until a couple of years ago that we realized we could be even more unique and capitalize on our desire to be an eco-friendly school – the first school in our district to begin this journey. We began working hard transforming our school, prioritizing hands on, interdisciplinary learning, linking sustainability and environmental studies to traditional subjects, and improving our school grounds to meet specific standards.

We strive through a variety of methods to implement experiential and project-based learning for our students. In just a few years, our school transformed parts of the forest to an outdoor classroom, which was built with a completely green infrastructure and remains an interactive green space. Students access the outdoor classroom via a one-mile long walking path. We also worked hard with our students to restore our local creek, building up the ecosystem by raising and releasing salmon each year. We also have a school garden that is integrated into life and earth science, math, and nutrition education. We value interdisciplinary education and ensure that students receive education aligned with the Next Generation Science Standards and Washington's Environmental and Sustainability Education standards.

In the 2018-2019 school year, we became certified with Washington Green Schools. Anderson Island Elementary is Bronze level certified. This pushed us to improve our air quality by installing new fans and embracing the clean Pacific Northwest air. It pushed us to integrate a pest management system, as well as implement green cleaning programs. Not only this, but it helped us educate our staff and students on water conservation and usage and drove us to implementing important recycling, composting, and waste reduction programs. Additionally, it helped encourage carpooling and riding the bus to school. Since then, we have continued to be a leader in our district and worked hard to be an even stronger Green School. We are proud of all the work that we have done, as we have accomplished it by ourselves, with the help of our local community as needed.

The staff at Anderson Island Elementary have worked hard to ensure that they are educating each other, and their students, when it comes to strategies for being greener. Our staff have worked together closely to ensure that their curriculum is aligned to environmental and sustainability concepts and our staff engage students in the work to be greener every day. Without our staff and our students, we could not accomplish all that we have. Our staff and students are how we keep growing in our efforts to be greener. They are dedicated to continuing this journey and will do all it takes to ensure we stay on this journey.

A few years ago, our students and staff wanted to reduce the amount of garbage that they produced daily and revamp the recycling program so that it worked better. Our students came up with a way to do just that. By eliminating all non-reusable items in our cafeteria, we significantly cut down on the trash we produce each day. We introduced reusable lunch trays, each student received their own reusable water bottle, we got condiment dispensers, replaced our plastic utensils, and more, so that we were only throwing away the absolute minimum. Not only this, but our students developed a program for collecting and sorting recycling products so that the recycling did not get contaminated. We have worked hard to educate our students and staff about ways to reduce waste and from that education, we began our own composting on

site. We noticed an even larger reduction in trash quantities by composting food that is unable to be saved and donated. Our staff and students have led efforts to reduce the amount of water and energy used each day by educating each other on appropriate usage and conservation strategies. These efforts were started by students and continue this day by our current students. Because of our students, our school community has become proficient in recycling and composting.

Our school has also worked hard to ensure that our grounds are as green as possible. We have made sure our playground equipment is safe for students to play on – removing and adding new items to our play space as necessary. We have also created several other play areas for students on our grounds, including a covered area for play, a walking track, and a large green space for multipurpose play. We embrace our Pacific Northwest weather and go outside every day, rain or shine. We have built and maintained a garden that provides food for our students seasonally. The students are active contributors to the garden's success, preparing and testing the soil, maintaining its quality, starting seeds, planting the starts, and maintaining the perfect environment for them as they grow in the garden. Students then also harvest the crops and prepare the soil for the next season. As much as possible, we partner with our community in order to educate students about healthy foods and gardening so that the skill they learn and practice at school can be taken home, spreading the green mindset to the families on the island.

At Anderson Island Elementary, students and staff are provided the education we all need to maintain a positive, healthy well-being. Our schools, district-wide, have a strong focus on social-emotional health, trauma, and Adverse Childhood Experiences (ACEs). We also participate in neural education classes so that we better understand how our brains function, particularly in regard to social-emotional health, trauma, and ACEs. Our staff have been trained on the Zones of Regulation curriculum and vocabulary as well as mindfulness moments. By educating our staff, and making social-emotional health a priority, we are directly benefiting our students. It is essential that our staff and students know strategies for self-care and how to improve their own well-being. Our teachers directly teach students the Zones of Regulation and participate in restorative and inclusive practices. They also help students take mindfulness breaks throughout the day, and make sure that all students get fresh air as much as possible. Our teachers check in on their student's social-emotional health in a variety of ways throughout the day. Social-emotional health is a priority throughout our district.

At Anderson Island Elementary, we believe that being outside and helping in our community is an excellent way to boost your spirits. We try and spend as much time outside as possible - in our garden, at the beach, visiting our outdoor classroom, or walking through the woods. We take several field trips per year to different places, like to several beaches on island to test our local water quality and explore and compare the natural habitats. We have also gone to the hands-on museum to explore a variety of different scientific phenomenon.

Our staff is extraordinarily dedicated to making the education of our students hands-on, interdisciplinary, and environmentally/sustainability tied. This is hard, but important work. Our students, teachers and staff who have dedicated their time to making sure our school is green are like eagles – strong, wise, and courageous.

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.**

School Facebook

<https://www.facebook.com/AndersonIslandElementary/>

School Twitter

@anderson_island

Principal name, date and signature below.

Name: Susan F. Greer

Date:1/7/2021

A handwritten signature in cursive script that reads "Susan F. Greer".

END OF APPLICATION