U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

U.S. Department of Education Green Ribbon Schools

2011-2012 Presentation of Nominee to the U.S. Department of Education

---

Part I – Principal and Superintendent Eligibility Certification……..2

Part II – Summary of Achievements ……4

Part III – Documentation and Certification of State Nomination……4

Attach State or Nominating Authority's Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.

3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.

4. 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.

5. 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.

6. 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.

7. 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.

8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

For Public Schools only: (Check all that apply) [ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Dr. Francisco J. Grijalva
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The Overlake School
(As it should appear in the official records)

School Mailing Address 20301 NE 108th St
(If address is P.O. Box, also include street address.)

Redmond WA 98053
City State Zip

County King State School Code Number* N/A

Telephone (425)868-1000 Fax (425)868-5771

Web site/URL www.overlake.org E-mail fgrijalva@overlake.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Francisco J. Grijalva Date March 19, 2012
(Principal's Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel.( ) N/A

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

N/A Date N/A
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.

3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Washington State Office Superintendent of Public Instruction

Name of Nominating Authority Ms. Gilda Wheeler

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

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

_____ Date: March 22, 2012

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.

SUMMARY OF ACHIEVEMENTS OVERLAKE SCHOOL

The Overlake School is a college preparatory independent school with 530 students in grades 5-12, located in Redmond, Washington. The school has been recognized for its commitment to sustainability. We are fortunate to have the support of parents, students, faculty and staff, administration, and the Board of Trustees in this effort.

The Overlake School campus encompasses 15 separate departmental and office buildings connected by walkways. Built on about 15 of 75 acres that once served as a horse farm, the campus's wooded, rural setting is a key component of its character. An integral part of the Overlake experience for students, employees, and families is appreciation of the environment as we walk between buildings, to and from parking, etc. To preserve that character we endeavored to develop in our students a sense of environmental stewardship. In 2007 a "green" program was officially launched and a Green Team began seeking ways to lower the school's impact on the environment. The Green Team commissioned a campus-wide energy audit and began to systematically implement its recommendations. Facilities upgrades such as water restrictors, energy efficient lighting, and occupancy sensors drove immediate results. When three buildings were demolished and another expanded, the school designed their replacements to be smart, efficient, and have remotely accessible, digitally-controlled HVAC systems. One building is LEED-certified. An electric car charging station was installed on campus in 2010 inspiring three families to purchase electric vehicles.

The Overlake School has healthy conditions inside and outside the classrooms. Digitally controlled ventilation systems consistently bring fresh air inside, while economizers bring cool air in during the evenings to eliminate the need for cooling during warm days. Natural light fills indoor spaces. Outside a host of Pacific Northwest plants, lawns, wetlands, and ponds are preserved and self-sustained by the natural environment. A rain garden was constructed for each of the three new buildings, and one of the buildings hosts a cistern, a green roof, and a solar array. A 2½ mile-long set of nature trails provides a means to walk the campus, exercise, and learn about the ecosystem. Students create and manage interpretive signs identifying indigenous plants and trees, and classes may elect to meet in an outdoor classroom. The PE department uses a comprehensive set of outdoor fitness equipment installed to encourage outdoor activity. Athletes use outdoor tennis courts, athletic fields, an outdoor climbing wall, and the trails. A low ropes course built in the woods provides exercise and social bonding.

An appreciation of the outdoors is also built into The Overlake School's curriculum, where Outdoor Education credits have become a graduation requirement - and every student learns what "leave no trace" means. The curriculum requires that students be knowledgeable in environmental science, which covers: uses, sources and production of U.S. and Washington State energy; nonrenewable and renewable energy sources; fossil fuels; energy conversion; and world uses, production and reserves of energy and oil. Students elect additional courses covering environmental problems and sustainability, ecological principles, sustaining resources, sustaining environmental quality, and sustainable societies. Overlake dedicates one week each year (Project Week) as an immersion into classes outside the normal curriculum. Half of the topics offered during Project Week are outdoors focused, and one-third of the offerings explore environmental protection and sustainability. One project this year will focus exclusively on sustainability, including activity that requires students to self-generate 100% of their own

electrical power for the week. Overlake is scheduled to offer an AP Environmental Science course in 2013-2014.

Student electives endorse their commitment to the environment. Environmental clubs create posters for waste containers and their skits reinforce sorting routines and educate new students. Students perform annual waste audits and report results to the school. Partnerships with local government and nonprofit institutions help advance our students' awareness as they learn about native plants, invasive species, plant propagation and impacts of protecting and restoring wetlands and watersheds with Pacific Northwest native plants. Additional work by students with Woodland Park Zoo focuses on preserving wildlife habitat/endangered species and working to support the Zoo's Backyard Habitat and summer programs.

The school has a committed part-time Director of Sustainability charged with finding and promoting sustainability and curbing wasteful practices. This role oversees the Green Team with an ongoing mission of changing the awareness and consciousness of our students though education, initiatives, and green grants. This role tracks monthly utility usage and waste and recycling results. Best practices are posted in the school electronic newsletter and on http://www.overlake.org/blogs/green to encourage new thinking. Individual departments, students, faculty, and staff continually find ways to reduce, reuse, and rethink their habits which diminish our impact on the environment.

The Overlake School is honored to be nominated by Washington State for recognition as a Green Ribbon School.

Green Ribbon Schools Award Scoring Rubric

Name of School: The Overlake School

Reviewer #: 5, 6

Overall Rating:

☐ **Excellent** ☐ Very Good ☐ Good ☐ Fair ☐ Poor

AVERAGE **Total Points:** **83/100**

GRS Selection Criteria	Exceeds Expectation	Meets Expectation	Below Expectation	Weight/Points
Green School Program and Awards				**10%** **10 points**
Participation in a Green School Program	**5 points** The school is participating in a recognized Green Schools program and has achieved an advanced level of progress in that program. The school is taking a leadership role in a Green Schools program in their district.	**4 points** Is currently participating in a recognized Green Schools program.	**0 points** Is not currently participating in a recognized Green Schools program.	/5 points
Awards for Environmental and Sustainability Efforts	**5 points** The school has received more than 1 school-wide award for ES efforts.	**2-4 points** The school has received a school wide award for ES efforts.	**0-1 points** The school has not received any school-wide awards for ES efforts.	/5 points
Reviewer Comments • King County Green Schools Level 3 plus the awards over the past three years show significant accomplishments and effort at the school. I gave them a 5 for participation even though I can't determine if they are taking a leadership role. They should "adopt" another private school and show them how it is done.				Average Total: 10
PILLAR ONE: Net zero environmental impact/Zero greenhouse gas (GHG) emissions				**35%** **35 points**
1A. Improved energy conservation / energy-efficient building(s)	**8-10 points** Provides strong evidence that the school has significantly reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power. e.g., Has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity,	**4-7 points** Provides some evidence that the school has reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power. e.g., Has an Energy Star rating and an Energy Master Plan; demonstrates	**0-3 points** Provides little or no evidence that the school has reduced greenhouse gas emissions, uses an energy audit or emissions inventory and reduction plan, implements cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.	/10 points

	heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.		
1B. Improved water quality, efficiency, and conservation	**4-5 points** Provides strong evidence that the school has significantly improved water quality, efficiency, and conservation. e.g., In addition, demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bio-swales for controlling runoff).	**2-3 points** Provides some evidence that the school has improved water quality, efficiency, and conservation. e.g., In addition, has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.	**0-1 points** Provides little or no evidence that the school has improved water quality, efficiency, and conservation. e.g., Protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	/5 points
1C. Reduced waste production and improved recycling and composting programs	**8-10 points** Provides strong evidence that the school has significantly reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., Also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party	**4-7 points** Provides some evidence that the school has reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., In addition, has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as	**0-3 points** Provides little or no evidence that the school has reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream. e.g., Monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with some recycled content; uses some "third-party certified" cleaning products; and describes a few creative ways the school community practices	/10 points

	certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.	the 4Rs.	
1D. Use of alternative transportation to, during, and from school	**8-10 points** Provides strong evidence that the school has significantly expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., In addition, has alternative-fuel buses and other creative means of promoting alternative transportation.	**4-7 points** Provides some evidence that the school has expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., In addition, has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	**0-3 points** Provides little or no evidence that the school has expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies. e.g., Has programs in place to promote more efficient and healthier transportation including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	/10 points
Pillar 1 Reviewer Comments • Keep doing what you are doing. The commitment to a sustainable, healthy schools shows. My only suggestion is to develop a green cleaning policy based on one of the cleaning product standards available. An example is Green Seal.				Average Pillar 1 Total: 32

PILLAR TWO: Net positive impact on students and staff health				**25% 25 points**
2A. An integrated environmental health school program	**10-15 points** Provides strong evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., Has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (i.e., physical, biological, chemical, natural).	**5-9 points** Provides some evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., In addition, tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	**0-4 points** Provides little or no evidence that the school has an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. e.g., Complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	/15 points
2B. Nutrition, fitness, health services, school climate and safety, and outdoor time	**8-10 points** Provides strong evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Also purchases a substantial amount of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	**4-7 points** Provides some evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.	**0-3 points** Provides little to no evidence that the school has high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff. e.g., Conducts at least an average of 120 minutes per week for middle and high school or 90 minutes per week for elementary school per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	/10 points

Pillar 2 Reviewer Comments				Average Pillar 2 Total: 20
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate				**30% 30 points**
3A. Interdisciplinary learning about the key relationships between dynamic environmental, social, and economic systems	**8-10 points** Provides strong evidence of significant interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.	**4-7 points** Provides some evidence of interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	**0-3 points** Provides little to no evidence of interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems. e.g., Incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	/10 points
3B. Use of environment and sustainability content and process/programs to develop STEM knowledge and thinking skills to prepare graduates for the 21st century economy	**8-10 points** Provides strong evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	**4-7 points** Provides some evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	**0-3 points** Provides little to no evidence of the use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.	/10 points
3C. Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community	**8-10 points** Provides strong evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and environmental issues in their community. e.g., Receives full credit when all grades have civic projects; when all grades have meaningful outdoor learning experiences; and when the quality and quantity of	**4-7 points** Provides some evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and environmental issues in their community. e.g., In addition, employs best practices for inquiry-based, hands-on, experiential learning in both their	**0-3 points** Provides little to no evidence of students' development of civic engagement knowledge and skills, and the application of these to address sustainability and environmental issues in their community. e.g., Has civic projects related to environment and sustainability in some grades; occasional meaningful	/10 points

	community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.	civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.	
Pillar 3 Reviewer Comments				Average Pillar 3 Total: 27
General Comments • A model school effort. The partnering and donating of electronics and furniture to other private schools must be appreciated.				

Green Ribbon Schools Application

Response ID: 119 Data

2. New Page

School Contact Information

School Name

The Overlake School

Street Address

20301 NE 108th Street

City

Redmond

State

WA

Zip

98053

School Website

overlake.org

Principal First Name

Francisco

Principal Last Name

Grijalva

Principal Email Address

fgrijalva@overlake.org

Principal Phone Number

425-868-6191, ext. 614

Lead Applicant First Name (if different from principal)

Melody

Lead Applicant Last Name (if different from principal)

Gulledge

Lead Applicant Title

Director of Sustainability

Lead Applicant Email

mgulledge@overlake.org

Lead Applicant Phone Number

206-890-4493

Level

Middle (6 - 8 or 9)
High (9 or 10 - 12)

School Type

Private/Independent

District and Code (if applicable)

ESD:

ESD 121 / Puget Sound

Is your school participating in a local, state, or nationally recognized green school program (for example, Washington Green Schools, Eco Schools USA, PLT Green Schools, King County Green Schools, Cool School Challenge)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

	Program	Level
1	King County Green Schools	Level One
2	King County Green Schools	Level Two
3	King County Green Schools	Level Three
4		
5		

Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

	Program	Level
1	Terry Husseman Sustainable School Award	2011
2	Nat'l Wildlife Federation Schoolyard Habitat Certification award	2010
3	King County "2008 Earth Hero at School" award	2008
4	King County Green Schools Levels 1-3 awards	2008-2010
5		

4. New Page

Has your school received EPA ENERGY STAR certification?

No

In what year?

Does your school meet the criteria for EPA ENERGY STAR certification?

Yes

Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : School Utility Reports
Measurement unit used (kBTU/square food, kBTU/student, annual therms, etc.) : Annual: Therms (Nat'gas) and kW.hrs (elect)
Percentage reduction : 50% max 24.5% ave therms. 28% max 15.9% ave kW.hrs
Time period measured (mm/yyyy - mm/yyyy) : 09/2007 - 09/2011

What percentage of your school's energy is obtained from:

Purchased renewable energy : 0% see essay
On-site renewable energy generation : 0.2% solar power
Natural gas : 59%

Please indicate which energy saving practices have been implemented at your school

School has automatic light sensors in all regularly occupied rooms or has a policy to turn off lights in all unoccupied rooms and use daylight when possible.
School is inspected for potential energy waste on a regular basis (at lease annually) and issues are addressed promptly by maintenance staff.
School has a programmable system or weekend and vacation shutdown procedures for its HVAC system.
School sets standard heating and cooling points of 68 - 70 degrees during the heating season and no higher than 75 degrees for air conditioning.
School policy requires all computers and other electronic equipment to be turned off at the end of the day.

In what year was your school constructed?

2011

Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol) : 100% of one building. See below.
Which certification did you receive and at what level? : LEED
What is the total constructed area? : 14,000 sq ft of the LEED building.
What is the total renovated area? : 2,345 sq ft was added to the 7343 sp ft Campus Center with complete HVAC renovation.

Does any part of your existing building meet green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)?

No

Please provide the following information:

Does your school reduce or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

Please indicate which green building practices your school is using to ensure your building is energy efficient.

Other: Campus wide energy audit and implementation elaborated in the end essay. DDC heating control systems. Green Touch Screen. http://overlake.greentouchscreen.com/ There are 15 buildings on Overlake campus. Three are brand new and two are newly renovated. All buildings are tracked for energy useage. The Green Touch Screen showcases one building's use of solar power, cistern water collection for toilets, and green roof.

5. New Page

Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : School Utility reports
Percentage reduction domestic : 59% max 37% ave cu ft
Percentage reduction irrigation : no irrigation
Time period measured (mm/yyyy - mm/yyyy) : 09/2007 - 09/2011

Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
Our school's landscaping is water-efficient and/or regionally appropriate.
Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)
Our school uses alternative water sources (ie. grey water) for irrigation before potable water.
Our school has not been sited within the past three years for failure to meet federal, state or local potable water quality standards.
Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Please provide the following information about your school's landscaping

What percentage or your total landscaping is considered water-efficient or regionally appropriate? : 100%
What types of plants are used and where are they located? : PNW native vegetation is planted near buildings on the 15 acres of campus. See last essay on this page for further description.

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

Ovelake land has one concrete ground catch basin. This water is used for hand watering one sports field during two summer months.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

UHWA water has been tested for copper and lead levels in selected homes and has been found to be in compliance with EPA standards. The Association adopted a wellhead protection plan in 1998. The plan defined wellhead protection areas (WHPA) for the well field. Contaminant inventory and risk assessments were then conducted. The Washington Department of Health has assessed a low contaminant susceptibility rating to the well field. The Association continues to monitor for new risks that may arise. In addition, The Association has three existing storage sites containing two steel and two concrete tanks.

Our school's drinking water comes from:

Other: Private Water Corporation

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

The water provided by Union Hill Water Association (UHWA) is tested on a continuing basis to assure that it is safe and that it meets all State standards for drinking water. There is no added chlorine or fluoride in the water. UHWA tests its water on a continuing basis to check for coli-form bacteria in the water system. The Association lists "pesticide and herbicide free zone" on association site. Strategically placed monitoring and early warning wells and sampling stations provide detection of potential contaminants before they enter critical recharge and aquifer areas.

Please describe any additional efforts your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Overlake has 77 acres with approximately 15 acres of "campus" including 15 educational and office buildings. These 15 acres are considered landscaped with an additional 10 acres maintaining a "groomed" appearance. There is no irrigation system. The plantings are Pacific Northwest native selections, lawns, and wetlands thus maintained by our NW climate. The groomed areas

consist of trimmed weeds. There are three on-site rain gardens, a cistern, and a green roof on one building. We annually host community service efforts to educate students about their native surroundings, have them remove invasive species to encourage natural foliage. Students learn how to appreciate downstream impact of and on water and how to maintain healthy water. Overlake has extensive Wetlands and ponds which are protected.

6. New Page

What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 58.8
C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 8.4
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 33.6
Recycling Rate = ((B + C) ÷ (A + B + C) x 100) : 41.7 %

Which of the following practices does your school employ to reduce waste?

Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).
Our school does not sell bottled water.
Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.
Our school actively involves students and staff in our waste reduction and recycling practices.
Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.
Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).

Please describe how students and staff specifically are involved in your school's waste reduction efforts. (Maximum 200 words)

School environmental clubs create posters for recycling, compostable, and garbage containers to exemplify the processes. Students in every building sort trash before disposing in proper containers. Students perform skits during announcements to reinforce sorting routines and to educate new students. The Upper School environmental class performs annual waste audits reporting results to students. The stated policy is for students to bring reusable water bottles for extra curricular and off-site functions. All activities on campus have drinking fountains or bulk water dispensers. Faculty laptops and computers in labs employ energy management and policy required them to be turned off at the end of the school day. Ink jet printers have been replaced over time to toner reduced laser jet printers. Computers are purchased on need basis in lieu of a common three year replacement cycle.

What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

29%

What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

95%

How much hazardous waste does your school generate? (lbs./student/year)

0.15 lbs/student/year max one year.

Please provide the following information about your school's hazardous waste

Types of hazardous waste generated : PCs, monitors, florescent & metal halide bulbs, and small amounts of mercury for science labs

How hazardous waste is monitored : Overlake works with Total Reclaim for all electronics, batteries, and mercury. DC Bach lighting for all bulbs.
How the amount generated is calculated : The school disposes a few computers each year with 36 computers in one year being the maximum. Hazardous lead is 6.3% wt for PC chasis of 17lbs and 0.32% lead for 9lb LCD monitors. The approximate 20 light bulbs per month disposed of are about 40lbs per year. ((36 PCs x 17 lbs).063 +(36 x 9 lbs).0032 + 40 lbs bulbs)/530 students = .15 lbs/stud/yr

Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
Our school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Please provide the following information about the cleaning products used in your school:

What percentage by volume of all cleaning products in use are certified green or meet environmental standards of established eco-label programs? : 75% based on useage of Simple Green, Simple Orange, and mild disinfectants to clean toilets and eating surfaces.
What specific standard does the school use? : Use as many earth friendly products as possible.

What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

Overlake endeavors to contact all smaller schools and local organizations to determine their need before disposing of unneeded products. SafeFutures Youth Center in Seattle and Woodinville Montessori School regularly are asked if they can utilize electronics that were are finished with. All private schools in the Olympia to Bellingham area have been contacted for acquisition of furnishings when the last three buildings were constructed and new furniture purchased. In a recent effort of this type of solid waste, over 97% of products were moved in whole to new homes and not disposed of. The 3% of products remaining were recycled.

What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

61.5%

How was this data collected and calculated? (Maximum 100 words)

Overlake has optional bussing and designated parking lots for Seniors, Juniors, and Sophomores. We know who is registered for bus service. We also know which families have siblings attending school. These two amounts are strictly 61.5%. The designated lots and the known number of students per class help sort out which students are carpooling. In addition, we have annual Bike-to-School days with 10% participation. Further efforts are showcased by 2% faculty that walk to school, 2.5% of faculty that bike to school, and two VanPools that are consistently used by 18% of faculty.

Which of the following policies or programs has your school implemented:

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

This is the end of Pillar 1. Please describe any other accomplishments or efforts your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

Overlake invested in a campus wide energy audit in 2008. Recommendations have been implemented to save energy and water to 14 of our 15 buildings. The server room and three offices are the only locations with air conditioning. Remaining locations utilize economizers which cool during the night. The majority of heating is during class hours when doors and windows are closed. Three buildings now have DDC HVAC systems which can be accessed through a computer or handheld device to ensure heating is taking place properly and reductions can be made during unscheduled school closures. Malfunctions can be immediately noted as well. The installation of an electric car charging station has inspired three electric cars to be purchased and used in the last six months. The chartered Green Team is currently studying the Puget Sound Energy "green energy program" to determine if student and family offerings to offset our energy use will be implemented. This effort would involve further educating students on carbon foot-printing and reducing overall commuting trips. Overlake has safe pedestrian routes and trails on campus. This encourages people to completely stay off driving roads.

8. New Page

Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Which of the following practices does your school employ to improve ventilation and contaminant control? (Please check all that apply)

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school's indoor relative humidity is maintained below 60%.
Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?

On the Washington state map on EPA's website, our County is in Zone 3, and the EPA site states that "Zone 3 counties have a predicted average indoor radon screening level less than 2 pCi/L - low potential."

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide?

Yes

9. New Page

Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
Our school has an onsite food garden.
Our school garden supplies food for our cafeteria.
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.
Our school uses a coordinated school health approach or similar initiative to address overall school health.

Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

The 77 acres of Overlake campus encompass 2 1/2 miles of nature trails. This trail system is consistently used by: PE department for running, environmental clubs for studying nature, classrooms for outdoor projects, athletic teams, and so many more. The PE department reports that 150-200 hours per week are spent by all students in physical activities. 50% percent of this activity is outdoors during Fall and Spring, with Winter allowing for 20% outdoor use. Additional time every lunch period is used by middle school students for physical activity. A comprehensive set of outdoor fitness equipment is readily used by the PE department. On site tennis courts, soccer fields, sports fields, an outdoor climbing wall, and the trails allow for athletics.

Interpretive signs pointing out our native plants and trees, an outdoor classroom, and a low ropes course invite students into the outdoors. Outdoor Education is fully embraced with graduation credits required for all students starting with the class of 2013. This does not describe 75-80% sports participation that Overlake sees of its students!

Please describe your school's coordinated school health program or other initiatives. (Maximum 200 words)

Campus kitchen participated in the Culinary Institute of America in California seminar called " Healthy Cuisine for Kids" 8th grade health • Self-Esteem, Decision-Making, and Communication • Nutrition, Fitness, and CPR • Alcohol, Tobacco, and Drugs • Sexuality, Sexually Transmitted Infections, Sexual Orientation, and Sexual Harassment 10th grade Essential questions: What does it mean to be truly healthy? What are my health habits? How do my health habits affect my current life and my ability to fulfill/live my mission? • Gathering personal data related to health issues • Explore Wellness • Learning about health topics and how to access and evaluate health information • Reflecting on how health habits connect to personal mission and goal setting • Learning about healthy choices: nutrition, sexuality, substance abuse • Learning basics of CPR/First Aid • Assessing daily health habits: sleep, diet/nutrition, exercise • Nutrition: PCC Walk and Talk field trip with PCC nutritionist; view Food, Inc. • Sexuality and healthy choices • Alcohol, drugs and substance abuse • CPR/First Aid

This is the end of Pillar 2. Please describe any additional efforts your school has made, including unique community and/or business partnerships, to promote overall school health and safety within both your school's built and natural environment. (Maximum 200 words)

No pesticides are used on campus except for infrequent wasp spray to alleviate safety concerns for students. This is used while students are away. Overlake has a "college campus" setting. Approximately 15 acres host school buildings. Every student attending simply commits to an outdoor experience by nature of the campus. Students walk between buildings between most classes. Outdoor spaces and benches invite people outside during breaks. Respect for individual health and the environment is integral for Overlake. A Community Fun Run and bike-to-school day occur annually as well as coaches vs kids sports games for cancer awareness. Youngest students, 5th graders, have annual Service Days dedicated to learn about the property and how to care for the trail system and wetlands by removing invasive species and collecting trash. Overlake has a unique immersion week each year called Project Week. This opportunity allows students to study something normally unavailable with offerings including arts, sciences, service, and outdoors. Such courses provide an opportunity for growth, improved self-confidence, learning, and fun. 50 percent of offering are directly outdoors and 30 percent explore environmental protection and sustainability concepts with one called Sustain-Ability!

11. New Page

Which practices does your school employ to support environmental and sustainability literacy? (Please check all that apply)

Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.
Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe how the Environmental and Sustainability Standards and concepts are taught and which subjects they are integrated into. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

Although we don't have unique scoring for noted concepts, all students are required and are proficient in a quarter of environmental science including: Uses, sources, and production of U.S. and WA state energy; Non-renewable and renewable energy sources; Fossil fuels; Energy conversion; and World uses, production, reserves of energy and oil. Nearly 10% of students select a dedicated course covering: Environmental problems and Sustainability, Ecological Principles (Ecosystems, Biodiversity, Evolution, Population, Population and impact), Sustaining Resources (Food, Water, Energy, Non-renewable energy, Fossil fuel, Peak Oil, Renewable energy), Sustaining Environmental Quality (Air, Climate, Water, Waste), and Sustainable Societies. Examples of hands-on tools used in the classroom include "Kill A Watt" meter and pedal powered bicycle. Additionally, individual departments lead environmental improvements and are showcased regularly to promote thinking outside the box in reducing environmental impact. Whether it be reduced paper use by implementing online

applications and enrollment or eliminating chemical and paper use by removing all printed team photos and providing digital photos, Overlake has made huge steps toward educating each other on sustainable efforts. Every student matriculating Overlake student knows what "Leave No Trace" means. Specific lnt.org principles list how to treat the outdoors.

Please describe professional development opportunities are available in environmental and sustainability standards and include the percentage of teachers who participated in these opportunities over the past 2 years and the percentage of faculty who have already earned or are working towards the specialty endorsement in Environmental and Sustainability Education. (Maximum 200 words)

Various courses and workshops arise that Overlake is able to take advantage of for professional development. All faculty have the opportunity to apply for a sabbatical each year. Our current Environmental Science teacher will be using a sabbatical for the whole of next year to develop and establish an AP Environmental Science course. As he already established an AP physics course in the past, he is certain to accomplish this. Nearly four percent of our faculty/staff participate in environmental and sustainability education including the kitchen chef, outdoor director, green team lead, and environmental science teacher.

Does your school serve grades 9 - 12?

Yes

Please provide the following information:

Percentage of eligible graduates who completed the AP Environmental Science course : 0% (see essay above)

Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

No

Please describe these college and career connections. (Maximum 200 words)

Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 50% for middle school. 25% for upper school.
What percentage of students completed such a project last year? : 33.5%

Which of the following features does your school have to connect students to the school grounds? (check all that apply)

School vegetable garden
Wildlife or native plant habitats
Outdoor classroom
Environmental restoration projects (on campus or nearby)
Rain garden
Bird or bat houses
Walking or running trails

What percentage of the school grounds are devoted to ecologically or culturally beneficial uses, including those that give consideration to native wildlife of community connections?

80.5% (This removes the approx 15 acres that are buildings and parking lots.)

Do students have meaningful outdoor learning experiences, including projects that engage students in critical thinking, problem solving and decision making at every grade level?

Yes

If not in all grades please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

There is simply no substitute for learning about the outdoors than living outside - Overlake has graduation requirements for students: at least one overnight trip or the combination of two day trips. Outdoor Education Program's philosophy is that students learn and grow in an outdoor environment. Trips emphasize cooperation, perseverance, concentration, judgment, and leadership by creating an experience in which the wilderness and the activities involved challenge the students to address these traits. Goals are: Gain exposure to new experiences which challenge their physical and emotional limits, thereby challenging them to expand those limits and develop the confidence to take healthy risks and strive for success. Be placed in an environment in which they need to take responsibility for their own actions and belongings and to cooperate and work together with others. Develop an appreciation for the natural environment through first-hand experience. Gain a basic knowledge of various natural science topics through field observations and apply some of what they have learned in the classroom. Learn skills necessary to undertake various activities in the outdoors.

Please describe your partnerships with local academic, business, government, nonprofit and informal science institutions to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Overlake has a contract with Carnation's Full Circle Farm. This local farm provides fresh seasonal produce every week. Seattle's SafeFutures Youth Center is supported with good Overlake electronic equipment. Woodinville Montessori School uses Overlake's unneeded electronics. These partnerships are important for Overlake's nutrition and reduction of carbon emissions and landfill waste. Ninth graders partner with Mountains-to-Sound Greenway, Cedar River Watershed, and Green Redmond. Students meet with environmental educators, Americorps volunteers, and horticulturists to learn about native plants, plant propagation, and impacts of protecting wetlands. Seattle Public Utilities horticulturists teach about preserving the watershed through restoration. After 480 student hours, impacts include potting 656 Sitka spruce and Douglas fir seedlings, planting 154 Western Hemlocks, 26 Indian-plum and Red Elderberry shrubs, removing invasive Himalayan blackberry from 600 sq.ft of land alongside Issaquah Creek, and clearing English Holly and European Blackberries to restore 1.5 acres of wildlife habitat in the protected Cedar River Municipal Watershed. Among obvious impacts, this helps keep Cedar River drinking water among the cleanest in the nation for 1.4 million King County residents. Similar work is accomplished by 5th and 6th graders partnering with these same organizations. Additional work by these latter students with Woodland Park Zoo focuses on preserving wildlife habitat/endangered species and working to support the Zoo's Backyard Habitat programs and "Zoo Adventures" summer programs. Impacts include assembling 280 Upapi bracelet kits to raise $840 for the Maasai Association's Waterhole Restoration Project helping 426 families that participate in the Great Sunflower Project to help native pollinators; inventorying brochures, flyers, and seed packets to assemble Backyard Habitat kits, which help families create habitat for wildlife in their own backyards; and constructing/painting 17 meerkat castles to provide enrichment opportunities for meerkats and observation opportunities for Zoo Adventures participants.

This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Overlake is in its fifth year with a Green Team which ensures student appreciation of and practice of sustainable concepts. Overlake employs a Director of Sustainability. Part of that job is to find and promote education, use innovation, and curb wasteful practices. The weekly newsletter and green blog http://www.overlake.org/blogs/green/ is utilized to showcase best practices and encourage new thinking. Supporters of Overlake donated nearly $100,000 at the end of 2007 to further promote "green" and "sustainable" standards. Our Board of Trustees supported LEED certification and extensive building improvements. Students, faculty, and staff continually find ways to reduce, reuse, and rethink their processes to lighten our impact on earth. In my opinion, we are a Green Ribbon School and it is clear we are committed to ongoing efforts even as initial dedicated funds have been exhausted. Overlake students also work with Cascade Land Conservancy, Tiger Mountain, Lake Sammamish State Park, Redmond Watershed Park, Nature Vision, Redmond Parks Department, Bellevue Botanical Gardens, Washington Park Arboretum, Mercer Slough Environmental Center, Water 1st International, and King County Dept. of Natural Resources as organizations to learn from and improve Pacific Northwest lands.

13. Thank You!

Email Confirmation

Feb 15, 2012 11:37:40 Success: Email Sent to: fgrijalva@overlake.org