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

---

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

Official School Name Tahoma Junior High School
(As it should appear in the official records)

School Mailing Address 25600 Summit-Landsburg Road SE
(If address is P.O. Box, also include street address.)

Ravensdale, WA 98051
City State Zip

County King State School Code Number* 17409-4556

Telephone (425) 413-5600 Fax (425) 413-5500

Web site/URL http://www.tahomasd.us E-mail Rmorrow@tahomasd.us

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.

Rob Morrow Date March 18, 2012
(Principal's Signature)

Name of Superintendent* Mr. Michael Maryanski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Tahoma School District No. 409 Tel.(425) 413-3400

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.

Michael K. Maryanski Date March 18, 2012
(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.

Tahoma Junior High Summary of Achievements

By the time students at Tahoma Junior High take the next step and move to Tahoma High School, they have begun a close examination of their world and how to sustain it. They learn that the nearby Cedar River is not only beautiful but is an integral part of a complex system that sustains Puget Sound. They continue lessons learned at elementary school about recycling and gain awareness of energy conservation. Students also learn about health, fitness and the joy of outdoor activities. This education is achieved in the classroom and in the field; it is part of the fabric of life at Tahoma Junior High, where 1,200 students in grades 8 and 9 learn and practice sustainability, community and environmental awareness every day.

Ninth-grade students have a rich array of learning related to sustainability beginning with the learning unit developed by Tahoma School District titled "Sounding Off on the Sound." The 12-week unit explores the complexity of the Puget Sound ecosystem by examining the natural and human forces that influence the Sound. Social studies, language arts, science and the arts are integrated in the learning unit. Ninth-grade students supplement their classroom work with visits to the Cedar River, a key tributary of Lake Washington, which empties into Puget Sound, where they conduct field studies of the river. The students also visit Puget Sound, riding on a ferry from Seattle to Bainbridge Island. During the ferry trip, they hear from experts on the Sound, including organizations that work to sustain it and businesses that rely upon it. The Sound visit also includes a visit to the waterfront Seattle Aquarium.

In Sounding Off on the Sound, students acquire the knowledge and skills of environmental sustainability. Their families are involved as well; students and parents complete pre- and post-unit surveys measuring knowledge of the issue, thinking skills, Habits of Mind, problem-solving skills, collaboration, and commitment necessary to sustain our environment. Educating student and families is key to improving the health of our environment. Teachers seek to create understanding of storm water issues, identify different stakeholder points of view, describe individual actions to improve the local environment, and explain ways that students can apply skills to address Puget Sound's challenges. All 9th grade students further develop environmental and sustainability literacy in science by learning about their watershed and preserving water quality in the inquiry-based river study.

Tahoma Junior High students find other ways to practice sustainability as members of the school's Green Team. The team actively encourages and offers instruction in classroom recycling and lunchroom recycling and composting. Recycling bins have been part of classrooms for many years. Cafeteria composting is in its third year. Green Team leads other student in a "waste-free lunch day" once a month, instructing students in ways to minimize packaging and food waste. The team helps monitor energy usage by reminding teachers to turn out lights when they aren't needed. And they have helped dig and plant three rain gardens to filter rainwater that runs off the school's roof. Green Team also hosts a weeklong celebration of Earth Day, with appropriate activities to emphasize environmental sustainability. Green Team works in collaboration with the King County Green Schools Program.

Tahoma Junior High students are in close touch with the natural environment of the school's campus. Students participate in campus cleanup and beautification activities. They also become acquainted with

the walking and running trails that wind through 37 acres of reforested fir trees adjacent to the school. Students spend an average of at least 120 minutes a week in physical education activities, with about half that time spent outdoors during fall and spring months. A new class this year, called Walking Fitness, uses the school's walking trails as part of its health and fitness curriculum. An outdoor recreation strand in the curriculum includes the following units: Trail, Power Walking, Track and Field, and the Amazing Race. All units incorporate a wellness strand that focuses on monitoring body signs, such as target heart rate, burning calories, and healthy food choices. Students learn safety practices for all activities and focus on how to incorporate fitness in a life plan for healthy bodies and healthy minds.

Tahoma Junior High students are rewarded for efforts they make to improve the environment related to school safety and to promote community contributions. The rewards program encourages students to be involved with school and community activities. Staff members recognize and reward students for accomplishments in academics, community service, athletics, clubs and organizations.

Tahoma Junior High partners with organizations and individuals to bring multiple viewpoints and expertise into the school's sustainability curriculum and practices. Among those are King County Green Schools Program, Friends of the Cedar River Watershed, City of Maple Valley, Pacific Education Institute, and McKinstry Co., to name a few.

Green Ribbon Schools Award Scoring Rubric

Name of School: Tahoma Jr High **Reviewer #:** 4, 6, 7

Overall Rating:

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

AVERAGE **Total Points:** **76/100**

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 This sounds like the start of very positive and productive whole school engagement around green schools ideals. I encourage you to continue building on your success!				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	**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	**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

	reductions from baseline in electricity, 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.	Energy Master Plan; demonstrates 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	**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	**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

	hazardous wastes; uses 100% "third-party 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.	(some organics/ compost, such as 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 • While it the application states that the school has saved 30% energy, it would be good to know more about strategies implemented. The water reduction efforts could be improved.				Average Pillar 1 Total: 20

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 • Nice integration of health, fitness and nutrition. • It was not clear from the application that the school has an integrated environmental health program, or that they have taken measures to ensure good indoor air quality such as natural ventilation, and procurement practices to ensure chemical free products and furniture.				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	**8-10 points** Provides strong evidence of students' development of civic engagement knowledge and skills, and the application of	**4-7 points** Provides some evidence of students' development of civic engagement knowledge and skills, and the	**0-3 points** Provides little to no evidence of students' development of civic engagement knowledge and skills, and	/10 points

address sustainability and environmental issues in their community	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 community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.	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 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.	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 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: 24

- Wonderful integration of standards, systems, habits, ESE and the real world
- The outdoor education and water projects are exciting and highly relevant, especially when a PBL on Puget Sound becomes a capstone class in last year of jr high. I applaud your school wide integration of subjects to enhance thinking around complex issues with the entire community? A thematic question such as "How Shall We Live Sustainability and Protect our Environment"? So many of the activities you describe would stream into this question, or other open ended essential questions.
- While the Grade 9 Sounding Off on the Sound unit sounds amazing, the lack of civic engagement outlined in the application caused a lower score.

General Comments

- Very good overall application!

Green Ribbon Schools Application

Response ID: 115 Data

2. New Page

School Contact Information

School Name

Tahoma Junior High

Street Address

25600 Summit Landsburg Road

City

Ravensdale

State

WA

Zip

98051

School Website

www.tahomasd.us/subsite/TJH/index.html

Principal First Name

Rob

Principal Last Name

Morrow, Sr

Principal Email Address

rmorrow@tahomasd.us

Principal Phone Number

425-413-5601

Lead Applicant First Name (if different from principal)

Kevin

Lead Applicant Last Name (if different from principal)

Patterson

Lead Applicant Title

Public Information Officer

Lead Applicant Email

kpatters@tahomasd.us

Lead Applicant Phone Number

425-413-3409

Level

Middle (6 - 8 or 9)

School Type

Public

District and Code (if applicable)

Tahoma School District - 17409

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 1
2	King County Green Schools	Level 2
3	King County Green Schools	Level 3
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	Make a Sound Impact! Student Video Contest," sponsored by Facing the Future, a Seattle-based national educational non-profit organization whose mission is to engage students in learning by making academics relevant to their lives. Two Tahoma Junior High students, A.J. Tift and Sierra Serino, placed first and third, respectively, in the 2011 contest for original videos related to preserving and protecting Puget Sound.	2011
2	Certificates of Excellence, awarded by the Puget Sound Partnership, to teachers Todd Baker and Cary Collins in 2011.	2011
3	Terry Husseman Sustainable School Environmental Curriculum Award, presented by the Washington State Department of Ecology to Tahoma Junior High in May 2010.	2010
4		
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:

Percentage reduction : 31%
Measurement unit used (kBTU/square food, kBTU/student, annual therms, etc.) : kBTU/square foot
Time period measured (mm/yyyy - mm/yyyy) : 09/2008-08/2011
How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Utility Manager, District Reports

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

Natural gas : 60%
On-site renewable energy generation : 0%
Purchased renewable energy : 0%

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 policy requires all computers and other electronic equipment to be turned off at the end of the day.
School is inspected for potential energy waste on a regular basis (at lease annually) and issues are addressed promptly by maintenance staff.
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 has a programmable system or weekend and vacation shutdown procedures for its HVAC system.

In what year was your school constructed?

2000

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

No

Please provide the following information:

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: Resource Conservation Manager, Energy Performance Contracting

5. New Page

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

No

Please provide the following information:

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 not been sited within the past three years for failure to meet federal, state or local potable water quality standards.

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? : Native or climate-appropriate

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

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

Our school's drinking water comes from:

Municipal water source

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

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

Tahoma Junior High is installing a water refill station to cut down the use of bottled water in disposable containers. The school's Green Team finds a variety of ways to educate students on how to conserve, using posters, announcements, and bulletins. In addition, all Grade 9 students are educated on simple ways to maintain surface water quality. Examples are: not washing cars on impervious surfaces, scooping animal waste, and using biodegradable fertilizers. In the 2010-2011 school year, students constructed a third rain garden on the site to improve the quality of runoff water. The school will develop additional curriculum on stormwater management and systems thinking through a partnership grant with the city of Maple Valley. Our school also complies with King County Green Schools Level 3 standards.

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). : 64
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 48
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). : 16
Recycling Rate = ((B + C) ÷ (A + B + C) x 100) : 50%

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 has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.
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 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)

Tahoma Junior High's Green Team actively encourages and offers instruction in classroom recycling and lunchroom recycling and composting. Recycling bins have been part of classrooms for many years. Cafeteria composting is in its third year. Green Team leads students in a "waste-free lunch day" once a month, instructing students in ways to minimize packaging and food waste. Green Team also hosts a weeklong celebration of Earth Day, with appropriate activities to emphasize environmental sustainability. The team is an active participant in the King County Green Schools Program.

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)

0%

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

100%

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

None

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

Types of hazardous waste generated : None
How hazardous waste is monitored : A container is kept in the science lab office, and includes a log sheet. No hazardous materials have been used or recorded. An audit was conducted by local hazardous waste management program of King County in October 2009. The only hazardous waste item found was mercury thermometers, they have since been removed.

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

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
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 disposes of unwanted computer and electronic products through an approved recycling facility or program.

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? : 50%
What specific standard does the school use? : Standard is being developed for implementation this summer.

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

Students are helping their school to reduce spending for garbage hauling by instead sending more material to recycling and composting instead of to the landfill. Their participation in recycling and composting is part of a district-wide emphasis that now has become routine. Parents have told us that this awareness of recycling and composting extends into students' non-school activities as well.

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

91%

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

The data is based on school bus ridership: 91 percent of the 1,200 students attending Tahoma Junior High School are transported by school bus. The remaining students are transported to school by car or car pools. Walking and biking to school is not encouraged because there are no safe walking routes.

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.

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)

Tahoma Junior High has reduced its energy usage during the past three school years by 30 percent (from 2008 to 2011) as a result of conservation measures recommended by McKinstry Co.

8. New Page

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

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.
Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
Copes of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

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

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

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

No classes have radon level > 4pCi/L

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?

Our school does not have combustion appliances

9. New Page

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

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.
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

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 Health and Fitness Department provides a curriculum that incorporates outdoor exercise and lifelong fitness. A new class was offered this past year which proved to be very popular! The class is called Walking for Fitness and the students take advantage of the beautiful nature trails that surround the school. Even if students don't take this class, every student participates in a trail walk. There is a 1.6 mile run/walk course on campus, and multiple outdoor units are part of the fall and spring

activities strand in the health and fitness curriculum. There is an outdoor recreation strand in the curriculum that includes the following units: Trail, Power Walking, Track and Field, Amazing Race, and Golf. All units incorporate a wellness strand that focuses on monitoring body signs, such as target heart rate, burning calories, and healthy food choices. Students learn safety practices for all activities and focus on how to incorporate fitness in a life plan for healthy bodies and healthy minds. In addition to exercise during school, there are after-school activities that focus on outdoor exercise. These include an after-school bike club and a Frisbee club.

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

All Tahoma Junior High students participate in a required full semester of health at Grade 9. This curriculum includes units in Self Esteem, Stress Management, Nutrition, and Alcohol, Tobacco, and Drug Prevention. Students monitor their lifestyles and learn strategies for managing stress and how to make healthy eating choices. They also learn about the dangers associated with illegal drug use and are provided with tools to help them as they encounter drugs, including refusal skills, discussions of peer pressure and how to cope. At grade 8, the teachers have developed an integrated wellness strand that is taught in conjunction with the various activities units that are offered as part of the core curriculum. The entire school is committed to improving school climate and reducing incidents of bullying and harassment.

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)

Tahoma Junior High rewards students who work to improve the environment related to school safety and to promote community contributions. The rewards program encourages students to be involved with school and community activities. Staff members recognize and reward students for accomplishments in academics, community service, athletics, clubs and activities; and for demonstrating acts of respect, kindness and other positive behaviors. The school partners with numerous organizations and people to promote overall school health and safety, including Maple Valley Fire and Life Safety, and the One School program in conjunction with Tahoma High School. Student assembly programs feature motivational speakers, who emphasize making good decisions and life choices. Speakers include Bob Mortimer, Brad Henning, Molly Thompson and Lauren Pursekian, and Lamar Hudson. Another partner is the organization that provides "Be the Change," a motivational program to break down barriers between students to create an environment of mutual respect and support. Counselors provide ongoing support to students; the program is a catalyst for influencing a culture of mutual respect. In addition, counselors connect with outside agencies to bring services to the students, including drug and alcohol interventions, teen support groups, and other services provided by the local community center and library.

11. New Page

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

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.
Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
Students have opportunities to learn the Washington State Integrated Environmental and Sustainability Standards, and environmental and sustainability concepts are integrated throughout the curriculum.
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)

All Grade 9 students participate in a 12-week unit titled "Sounding Off on the Puget Sound." This unit integrates social studies with language arts, science and the arts. Students develop knowledge of ecological, social and economic systems by investigating the various stakeholders in the health of Puget Sound. Students use critical thinking skills to problem solve how to meet diverse needs while still preserving the health of the Sound. • Standard 1: Students apply tools of a systems thinker, including behavior over time graphs, to understand how changes to the built environment have affected changes in the natural environment. • Standard 2: They engage in a field experience on the Sound, riding on a ferry and listening to stakeholders discuss the challenges and solutions for preserving the health of the Sound. These stakeholders have included scientists from the Department of Fisheries, spokesmen from Taylor Shellfish Co., and environmental advocates from organizations such as

People for the Puget Sound. • Standard 3: The unit culminates with a self-selected project where students "Sound off on the Puget Sound." They select an audience, design a product and deliver their message take actions that promote sustainability.

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)

All Grade 9 students participate in a classroom-based assessment that focuses on educating a self-selected audience in how to preserve and protect the Puget Sound. This project allows students the opportunity to synthesize their learning about sustainability issues and to demonstrate their civic responsibilities by educating others. Students design a product that is relevant to the intended audience and are assessed on their understanding of sustainability issues, the quality of their product, and their ability to communicate effectively. Projects have varied widely, including students who elect to teach through the arts by creating paintings, sculptures, and videos; students who write and illustrate picture books to share with elementary children; students who create web sites to educate about issues such as ghost nets and bulkheads; and students who conduct science experiments such as testing different surfaces for their ability to drain water. Students have shared their projects with audiences as diverse as Grade 1 children, teens at the community center, parents through newsletters and politicians in Olympia. Approximately 95% of our students successfully complete this project. Some students choose to focus on the health of the Puget Sound for their senior projects.

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)

A number of opportunities are provided to increase teacher knowledge of sustainability education and to support the implementation of the sustainability curriculum at Grade 9. These focus primarily on supporting our social studies and science teachers and have included the following: • Peter Donaldson Seminar on Surface Water Management. This seminar is conducted annually for all Grade 9 students using the school's demonstration rain gardens. 100% of Grade 9 social studies teachers participate and learn along with the students. • Systems Thinking In-service: 50% of Grade 9 social studies teachers participated and 100% of Grade 9 science teachers. Teachers learned how to apply systems-thinking tools including Behavior over Time Graphs, the Iceberg Model, and Connection Circles to represent the problems that we face with the health of the Puget Sound. • Sounding Off field experience guest speakers from Department of Fish and Wildlife, People for the Puget Sound, Taylor Shellfish, and the Whale Trail. 100% of social studies and science teachers participate at Grade 9. • Instructional Support and Lesson Modeling for developing environmental and sustainability concepts. 75% of social studies teachers observed the demonstration lessons provided by the school district Teaching and Learning Department.

Does your school serve grades 9 - 12?

No

Please provide the following information:

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)?

Yes

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

Outside speakers are a key component of the students' learning experience. Through participation in the "Sounding Off" unit, students learn about many different professions connected to sustaining a healthy environment that promotes balance among stakeholder groups. Student are exposed to careers in marine science at the Seattle Aquarium, to marine biology as part of lectures conducted on board a Puget Sound ferry, to seafood industries through Taylor Shellfish, and to non-profits like People for the Puget Sound. As students explore stakeholders, they learn about other economic and environmental sectors, experiencing the many different voices that weigh in on key environmental issues. The Peter Donaldson Seminar invites students to consider engineering and design as they reflect on how parking lots and other outdoor structures can be engineered to promote a healthy environment.

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

Not at all grade levels

If not in all grades, please specify which grades.

Nearly all Grade 9 students (about 95%) are involved in the "Sounding Off on the Sound" project that explores the health of the Puget Sound ecosystem through in-school study and field experiences.

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100%
What percentage of students completed such a project last year? : 95% of 9th graders

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

Wildlife or native plant habitats
Rain garden
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?

About 45 percent of the overall school site is covered in natural vegetation and reforested timber. That portion of the site includes running and walking trails and equestrian trails. The trails are used by community members and organizations as well as students.

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

Not at all grade levels

If not in all grades please specify which grades.

Grade 9 in the Sounding off on the Sound unit.

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)

In addition to the "Sounding Off" field experience, Grade 9 students participate in a science unit focused on a study of the Cedar River, including monitoring water quality over time, restoring the riparian zones, and removing invasive species. The students adopt a section of the river and test it repeatedly to monitor change over time. Students apply critical thinking skills as they analyze the health of the river and how to maintain its health through stewardship. The river unit provides a strong complement to the social studies-based "Sounding Off" unit. Students engage in multiple trips to the local Cedar River for observation, data collection, and problem solving. Students learn to "own the river" and become invested in its present and future health. Tahoma Junior High's two rain gardens are a focus for systems thinking and storm water management. Students see the water cycle in action by envisioning what happens to ground water that is filtered by the rain gardens as opposed to the water that lands on the impervious surfaces of the parking lot. Students explore engineering ideas as they consider how building design can enhance or inhibit water quality just through sustainable design.

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)

Partnerships are key to the success of our curriculum development and implementation. Our partners have included the following: • City of Maple Valley: Storm water curriculum development, grades 3-12, through a grant including funding for community outreach workshops. • McKinstry: Energy analysis, monitoring our energy usage and making recommendations to conserve energy. McKinstry consultants have worked with the school's maintenance staff to monitor usage for cost cutting and energy conservation. • Pacific Education Institute: For more than a decade, our district has benefited from curriculum support and professional development on sustainability education through resources provided by PEI. These resources have environmental lessons, connections with outside providers like the Department of Fish and Wildlife and funding for field experiences including the Sounding Off experience to the Puget Sound. • Friends of the Cedar River Watershed: Funding for Peter Donaldson Seminar and Rain Garden Construction at Tahoma Junior High School. The Friends promote water conservation and water quality in our local watershed. • Facing the Future: Resources to support curriculum development for the grade 9 unit • Puget Sound Partnership: Provides curriculum materials and speakers to help students explore the issues affecting the health of the Puget Sound • Department of Fish and Wildlife: Provides speakers for the Sounding Off field experience • OSPI: Sustainability resources and professional development • Community Stakeholder groups including Taylor

Shellfish, People for Puget Sound, Whale Trail, and the Seattle Aquarium Our partnerships have provided us with rich resources that we share with other school districts. We have promoted the Sounding Off unit at state conferences including the State School Board Directors, the Washington Evaluation and Research Conference, and the Sustainability Education Summer Institute conference which draws a national audience. In addition, we have shared the unit with local school districts including Riverview, Issaquah, Ocean Beach, and North Mason.

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)

The school ensures that students are acquiring the knowledge and skills of environmental and sustainability literacy through thorough and meaningful assessments related to the Puget Sound sustainability unit in which nearly all students participate. In addition to rubrics measuring student performance, students and parents complete pre-and post-unit surveys measuring knowledge of the issues, thinking skills, Habits of Mind, problem-solving skills, collaboration, and commitment necessary to sustain our environment. Educating students and families is key to improving the health of our environment. We seek to create understanding of storm water issues, identify different stakeholder points of view, describe individual actions to improve the local environment, and explain ways they can apply skills to address Puget Sound's challenges. All 9th grade students further develop environmental and sustainability literacy in science by learning about their watershed and preserving water quality in the inquiry-based river study. Students are encouraged to become active in the school's Green Team. This student group leads the school's environmental and sustainability initiatives, including recycling, reducing energy use and reducing water runoff. The Green Team helps educate fellow students. They benefit from workshops and information provided by King County Green Schools Program and its good conservation practices.

13. Thank You!

Email Confirmation

Feb 15, 2012 18:25:16 Success: Email Sent to: rmorrow@tahomasd.us