



## 2014-2015 School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

### U.S. Department of Education Green Ribbon Schools 2014-2015

Charter  Title I  Magnet  Private  Independent

Name of Principal: **Ms. Paula Seaman**

Official School Name: **Hillcrest Elementary School**

Official School Name Mailing Address: **1500 NW 2<sup>nd</sup> Avenue**

**Oak Harbor, Washington 98277**

County: **Island** State School Code Number \*: **140**

Telephone: **360 279 5200** Fax: **360 279 5249**

Web site/URL: <http://oakharborps.schoolwires.net/Page/19> E-mail: **pseaman@ohsd.net**

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

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

Date: **January 27, 2015**

(Principal's Signature)



Name of Superintendent: **Dr. Lance Gibbon**

District Name: **Oak Harbor Public Schools**

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

A handwritten signature in black ink, appearing to read "Lance Gibbon".

Date: **January 27, 2015**

(Superintendent's Signature)

### **Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **WA State Office of Superintendent of Public Instruction**

Name of Nominating Authority: **Ms. Gilda Wheeler**

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

A handwritten signature in black ink, appearing to read "Gilda Wheeler".

Date: **1/28/15**

(Nominating Authority's Signature)

### **SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

### **SUBMISSION**

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

### **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](mailto: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: Hillcrest Elementary**

Hillcrest Elementary is striving to be recognized as one of the U. S Department of Education Green Ribbon Schools. Hillcrest is the largest elementary school in the Oak Harbor School District with 640 students in grades kindergarten through fifth and is located in Oak Harbor, Washington on Whidbey Island. Sixty percent of our student population are military dependents through Whidbey Naval Air Station. We formed our Green Team to engage students, staff, parents, central office, and community members in our efforts to reduce the environmental impact of Hillcrest's footprint. School wide it has been imperative to improve the wellness and health for our school, students, staff, and parents. It is essential for the future to provide an integrated environmental education and that is what we do. All of us connected to Hillcrest Elementary work daily to meet the expectations of the U.S. Department of Education Green Ribbon Schools.

We are integrating our school programs in an effort to reduce environmental impact and costs. Part of the original design of Hillcrest from 1989 was to include two outdoor courtyards within the school. Hillcrest Elementary began a collaborative working relationship with the Oak Harbor Garden Club in 2010. The goal of this effort was to create a garden in one of these courtyards. Students are responsible for planting, weeding, harvesting, studying insect anatomy and learning about the lifecycle of a butterfly among other learning experiences. The original funding was provided by the Oak Harbor Educational Foundation to help students and staff focus on the positive effects on growing local crops and the importance of conservation. We now have a covered outdoor classroom complete with white board and seating in the garden area and added twelve new raised flower and vegetable beds built by our staff and Navy Partners in Education in 2012. Our harvested vegetables and fruits are donated to our local food bank on a regular basis throughout the summer and fall. Our families are also invited to get produce from the garden on specific days.

In 2014 our Green Team met to discuss the best utilization of an additional outdoor courtyard. It was determined that raising chickens was the answer. We purchased day old chicks and for the first two months the chicks were rotated among classrooms. Students learned and monitored the life cycle of our chickens. To do so students graphed chicken growth and weight and named each chicken. They created narratives and expository text and shared their learning with other students. Prior to the chicks being moved outside, a chicken coup was built by our school parents using donated materials. The coup has windows for students to observe the chickens laying eggs. Students visit the chickens daily, continue to write about chicken behavior, collect the eggs, feed the chickens and know each by name! Our eggs are sold and the money donated to our local food bank.

Our District has supported Hillcrest Elementary to become more energy efficient. In the past two years we have replaced 25 year old carpet with tiles and office carpet made from recycled materials, changed to LED lights, replaced the old boiler with a new cast iron condensing boiler, replaced the old water tank with a new condensing style hot water tank, and changed to Peroxy green cleaning bleach free products. We aren't kidding, we want a safe and healthy environment.

We have learned how to ensure progress, produce positive results, maintain wonderful benefits and most of all, how to sustain what is best for Hillcrest. Our daily evidence shows we are meeting our goals through integration of nutrition, physical activities, custodial application, transportation, technology, field trips, eliminating toxic materials, and monitoring the health and safety of each individual in our school. As a result we get better every year.

The changes at Hillcrest Elementary have impacted many. Students discuss how these experiences have changed their family's lives. One student reported, "We now have a garden at home. I want to be a farmer when I grow up. I love this more than anything." However, the overall effect goes beyond the students. We have created a community that focuses on making choices that result in positive outcomes for our Earth. This is some of the most powerful learning and experiences students can have at Hillcrest. It takes the community working together to make this happen - staff, parents, community resources, district support and students. The Hillcrest community is dedicated to doing what is best for all. Working collaboratively, we are making that happen!







# 2014-15 Green Ribbon Schools Application

Response ID:30 Data

3.

## School Profile

**School Name**

Hillcrest Elementary

**Street Address**

1500 NW South 2nd Avenue

**City**

Oak Harbor

**State**

Wa

**Zip**

98277

**School Website**

www.ohsd.net

**Principal First Name**

Paula

**Principal Last Name**

Seaman

**Principal Email Address**

pseaman@ohsd.net

**Principal Phone Number**

360 279 5203

**Total School Enrollment (Fall 2014)**

638

**Percentage of students eligible for free or reduced priced meals (Fall 2014)**

38%

**Is your school**

Public

**Name of School District (if a public school)**

Oak Harbor School District



What grade levels does your school serve? (e.g., K-5, K-8, 6-8, 9-12)

K-5

## Application Team Information (who prepared the application)

**Lead Applicant First Name**

Paula

**Lead Applicant Last Name**

Seaman

**Lead Applicant Title (e.g., teacher, principal)**

Principal

**Lead Applicant Email**

pseaman@ohsd.net

**Lead Applicant Phone Number**

360 279 5203

## Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department (e.g., parent, student, teacher)
1	Jodi Crimmins	4th Grade Teacher
2	Tristy Nielsen	2nd Grade Teacher
3	Donna Smith	3rd Grade Teacher
4	Helene Valdez	Garden Coordinator
5	Paula Seaman	Principal
6	Brian Hunt	Director of Maintenance
7	Jada Miller	Student
8	Wade Applington	Student

## 4.

### 1. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below.)

Summarize the school's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

Partnerships or memberships the school has developed to meet your green goals

The people, including any student team, involved in your Green School efforts

Your progress thus far, including results and benefits

The plan to sustain your work

(Maximum 800 words)

Hillcrest Elementary is striving to be recognized as one of the U. S Department of Education Green Ribbon Schools. Hillcrest is the largest elementary school in the Oak Harbor School District with 640 students in grades kindergarten through fifth and is located in Oak Harbor, Washington on Whidbey Island. Sixty percent of our student population are military dependents through Whidbey Naval Air Station. We formed our Green Team to engage students, staff, parents, central office, and community members in our efforts to reduce the environmental impact of Hillcrest's footprint. School wide it has been imperative to improve the wellness and health for our school, students, staff, and parents. It is essential for the future to provide an integrated environmental education and that is what we do. All of us connected to Hillcrest Elementary work daily to meet the expectations of the U.S. Department of Education Green Ribbon Schools.

We are integrating our school programs in an effort to reduce environmental impact and costs. Part of the original design of Hillcrest from 1989 was to include two outdoor courtyards within the school. Hillcrest Elementary began a collaborative working relationship with the Oak Harbor Garden Club in 2010. The goal of this effort was to create a garden in one of these courtyards. Students are responsible for planting, weeding, harvesting, studying insect anatomy and learning about the lifecycle of a butterfly among other learning experiences. The original funding was provided by the Oak Harbor Educational Foundation to help our students and staff focus on the positive effects on growing local crops and the importance of conservation. We now have a covered outdoor classroom complete with white board and seating in the garden area and added twelve new raised flower and vegetable beds built by our staff and Navy Partners in Education in 2012. Our harvested vegetables and fruits are donated to our local food bank on a regular basis throughout the summer and fall. Our families are also invited to get produce from the garden on specific days.

In 2014 our Green Team met to discuss the best utilization of an additional outdoor courtyard. It was determined that raising chickens was the answer. We purchased day old chicks and for the first two months the chicks were rotated among classrooms. Students learned and monitored the life cycle of our chickens. To do so students graphed chicken growth and weight and named each chicken. They created narratives and expository text and shared their learning with other students. Prior to the chicks being moved outside, a chicken coup was built by our school parents using donated materials. The coup has windows for students to observe the chickens laying eggs. Students visit the chickens daily, continue to write about chicken behavior, collect the eggs, feed the chickens and know each by name! Our eggs are sold and the money donated to our local food bank.

Our District has supported Hillcrest Elementary to become more energy efficient. In the past two years we have replaced 25 year old carpet with tiles and office carpet made from recycled materials, changed to LED lights, replaced the old boiler with a new cast iron condensing boiler, replaced the old water tank with a new condensing style hot water tank, and changed to Peroxy green cleaning bleach free products. We aren't kidding, we want a safe and healthy environment.

We have learned how to ensure progress, produce positive results, maintain wonderful benefits and most of all, how to sustain what is best for Hillcrest. Our daily evidence shows we are meeting our goals through integration of nutrition, physical activities, custodial application, transportation, technology, field trips, eliminating toxic materials, and monitoring the health and safety of each individual in our school. As a result we get better every year.

The changes at Hillcrest Elementary have impacted many. Students discuss how these experiences have changed their family's lives. One student reported, "We now have a garden at home. I want to be a farmer when I grow up. I love this more than anything." However, the overall effect goes beyond the students. We have created a community that focuses on making choices that result in positive outcomes for our Earth. This is some of the most powerful learning and experiences students can have at Hillcrest. It takes the community working together to make this happen - staff, parents, community resources, district support and students. The Hillcrest community is dedicated to doing what is best for all. Working collaboratively, we are making that happen!

5.

**2. Does your school participate in a local, state, or national green schools program (e.g., Washington Green Schools, Eco Schools USA, Project Learning Tree Green Schools, King County Green Schools Program, or Cool School Challenge)?**

Yes

**If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?**

	Program	Level in Progress	Level and Date Achieved
1	Washington Green School	School Grounds and Gardens	
2	Washington Green Schools	Water and Recycling	
3			
4			
5			

**3. In the past five years, has your school, staff, students or student groups received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?**

No

**If yes, provide award details below.**

	Award	Awarded to	Awarded by	Year Received
1				
2				
3				
4				
5				

**6.**

**4. Which of the following programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects related to buildings? (Check all that apply)**

Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.

Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.

Our school has met our energy conservation target every year since we started our program.

5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.

Our school was built or modernized to meet Washington Sustainable Schools Protocol (WSSP), Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.

**5. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 300 words)**

Oak Harbor School District has participated in conservation management for three years and exceeded reduction goals each year. In order to become more energy efficient we've made many changes.

In the summer of 2014, we switched to efficient LED lighting. The LED lighting provides incredible energy savings and the quality of bright white light is superior to the old lighting.

We replaced our old boiler with a new cast iron condensing boiler to heat over 55,000 square feet. The installation of the new boiler improved reliability and the biggest bonus is the cut in our natural gas use. The system operates at a much lower temperature and provides a better quality of heat. This boiler is between 95%-98% energy efficient. Our natural gas use in therms dropped by 60% over the last three years.

We updated our heating system to DDC control and installed Alerton Building Automation System that is computer controlled and scheduled to shut down when not in use. Our electricity use in kwh has dropped 10% over the last three years.

We changed our domestic hot water tank to a condensing style that is +90% energy efficient. Our water usage has dropped by 75% over the last three years and our refuse costs dropped by 13% over the past years. This data was supplied by our district HVAC engineer, Jon Piepenbrink. We will continue to work collaboratively with the district departments to reduce our carbon footprint.

7.

**6. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)**

We are served by a community/city/county owned water provider that is required to report annually on the quality of our water. Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

We have a water reduction plan in place

Our school has low-flow water fixtures

Our school has native drought-tolerant plants

Our school has minimal or no landscape irrigation

We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.

Our school has its own well and we do water sampling in accordance with our local and state health authorities.

7.

**Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 300 words)**

Hillcrest Elementary gets water from Oak Harbor Public Water System and our team of custodians clean water taps and fountains twice a week. We utilize an automated flush system in all bathrooms controlled by the DDC (Digital Diagnostic Control) system. This has a huge impact on the decrease in our water usage. We have recently installed rain barrels to water our garden and do not water our lawn during the year. When our lawn is mowed, all grass is mulched through mower back onto the lawn. We plant native, drought resistant plants throughout the school grounds. Our garden water is supplied by our rain barrels and also a systematic watering system. Water usage has dropped 75% over the past three year.

8.

**8. Which of the following programs has the school initiated and maintained to prevent and recycle solid waste, eliminate or reduce hazardous waste, and procure environmentally preferable products? (Check all that apply)**

Our school collects recyclable materials

Our school collects compostable materials

Our school eliminates, reduces, stores, and labels hazardous waste

Our school follows preferred procurement requirements

Our recycling program collects all recycling materials that are collected in our city/county.

Our school composts organic materials on site.

Our school promotes and follows waste prevention practices to reduce the generation of waste

Hazardous and dangerous products at our school have been reduced or eliminated.

Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.

Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

Our school only purchases office/classroom paper that is 50% or more post-consumer material.

9.

**Use the list above as a guide to describe your solid waste management plan and practices, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 300 words)**

Currently our solid waste program includes reducing, reusing and recycling. Technology has helped in our reduction of waste. Newsletters and parent correspondence is done primarily by email. Whiteboards, iPads, iPods, and Chrome books all have helped with paper reduction. We keep a box in the copy room for one sided copies that can be reused. Second hand tables were purchased when curriculum changes required places for small group work. Each classroom and workstation has a plastic recycling bin. We recycle paper, plastic, and metal this way. Confidential papers are shredded and bagged first. Batteries are taped and recycled separately along with light bulbs. Raising chickens and composting are two other ways we manage our waste. Both practices have reduced the amount of waste the school puts in the garbage dumpster. Students are first encouraged to eat what they take or bring. We feed food scrapes to our chickens and are currently installing a new composting bin so we can compost food scrapes not fed to the chickens. Weeds and garden debris is currently being recycled and used in the garden. Due to the use of environmentally friendly cleaning products we have no hazardous or dangerous waste to dispose of. The amount of waste disposed of has dropped 13% in the last three years. Students, volunteers, and staff actively participate together. As we increase our food production, our goal is to increase our composting efforts.

9.

10.

**Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)**

Our school offers yellow school bus service.

Our school participates in a "Safe Routes to School" or similar program.

Our school has designated carpool parking stalls.

Our school is served by city/metro public transportation service.

All school buses that serve our students were built after 1994 when the first emission standards were adopted.

Our school has a well-publicized no idling policy that applies to all vehicles including school buses.

Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.

11.

**Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. (Maximum 300 words)**

Oak Harbor School District has a population of over 2,300 elementary students. Parents are able to put in district transfer forms choosing their elementary schools. If granted, many are responsible for providing their own transportation. Hillcrest Elementary has over 100 students who voluntary choose to attend our school. This scenario creates a wide variety of transportation modes to and from school. We institute a "one mile walking radius" where students are expected to walk/bike to

school and are not provided bus transportation. Our school participates in the Safe Routes to School Program. This program has installed lights at crosswalks to enable drivers visibly see walkers on the way to school. Our district provides yellow bus service to those students outside the one mile radius. Hillcrest has an Island Transit bus stop directly across the street that provides free transportation services to families throughout Oak Harbor and Whidbey Island.

Out of 640 students, 157 ride the school bus, 100 are parent pick ups and over 350 walk or ride their bikes and take advantage of our many secure biking stations. Recently our district has purchased two propane fueled buses to cut down on carbon dioxide in the environment. Hillcrest also offers identified carpool parking for those families choosing this option. Carpool parking is located in the staff parking lot and participants are able to access the exiting bus lane routes. Students are encouraged to walk or bike to school.

10.

---

12.

**Which of the following programs or practices does your school implement to ensure the environmental health of the school community? (Check all that apply)**

Our school has adopted, implements, and routinely updates an Integrated Pest Management program modeled after WSU Extension School IPM or EPA IPM in Schools.

Our school has adopted, implements, and routinely updates an Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our school has a comprehensive green cleaning program.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program and works to limit environmental asthma triggers.

Our school has a chemical management program in place that includes, purchasing, inventory, storage, training, spill response, and hazards communication.

13.

**Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 300 words)**

In 2013 Hillcrest was the first building to change to Peroxy Green Cleaning Bleach Free Products. Our custodial staff has been trained in green cleaning procedures, hazardous chemical storage and response to hazardous spills. We recently had an incident of a gas leak from a car in the parking lot that filtrated our system. All students were evacuated and our custodial staff was instrumental in making it a safe environment for all staff and students. Our filters are cleaned and monitored three times a year. All of our staff are trained in safe use, storage and disposal of chemicals. Our cleaning products are peroxide based and our gas burning appliances, both the boiler and water heater, are in a separate ventilated mechanical room. Our playground equipment is free of Chromated Copper Arsenate (CCA).

Prior to 2012, staff and students were complaining of asthma triggers due to our 25 year old carpet. That carpet in all hallways and classrooms was replaced with a non permeable rubber tile flooring that was 100% recycled. Our office, staff lounge, and library carpet was replaced with water proof and 20% recycled material carpet. Hillcrest Elementary School is 100% fragrance free.

11.

---

14.

**Which of the following programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).**

Our school has a "Coordinated School Health" program.

Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.

Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.

Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

Our school integrates health measures into student assessments.

15.

**Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. (Maximum 300 words)**

At Hillcrest Elementary, our Physical Education department explicitly instructs students on how body composition and function are directly affected by food consumption. Staff teach students how to analyze food labels and the affect of healthy eating on both physical and academic performance as per our Washington State Standards.

Our students extend these studies to the garden working with our volunteer coordinators on growing healthy foods, and sharing in a healthy harvest celebration and feast each fall. Volunteers give cooking demonstrations in the garden with food grown on site, for example roasted sunflower seeds and applesauce. Children also harvest and donate some of what they grown to the local food bank.

We participate in the Fuel up to Play 60 program, combining physical activity and nutrition in schools, as well as FitnessGram Assessments. We have an outdoor track that over 70% of staff and students walk or run on daily. Physical fitness instruction takes place indoors and outdoors. In addition, all students participate in daily outdoor recess where they have access to play equipment, exercise stations, ball courts, and play fields.

Daily announcements include nutritional facts featuring foods served in our cafeteria, and students make educational posters to display around the school focusing on nutrition. State and district nutritional guidelines are followed during classroom celebrations.

Every spring our school participates in a school wide Walk a Thon raising money for our PTA capital project fund. This year funds raised will contribute to purchasing a 10 X 10 greenhouse for our garden area.

Staff participate in professional development as part of the Let's Move Active Schools initiative to become Physical Activity Leaders and implement activity programs in our district. We have training and professional development to help instruct students in yoga. Clubs meet after school to participate in physical fitness activities.

12.

---

16.

**Describe how your school integrates and measures students' environmental and sustainability literacy at each grade level, including curriculum and outdoor learning. (Maximum 300 words)**

In addition to our garden and compost programs which integrates outdoor learning with environmental education and sustainable practices, our district adopted the Full Option Science System (FOSS) for formal science instruction at each grade level. FOSS teaches students key concepts in environmental and physical science using experiential learning in

interdisciplinary study to deepen students' understanding on the natural and designed world.

The Pacific Science Center visits our school each year and give dynamic presentations and classes on physical and environmental science which tie into STEM and NGSS. We use materials from National Geographic Kids, Scholastic News, and Time For Kids to provide expository reading in science, and valuable age appropriate discussions on contemporary and environmental issues.

We have chickens that we have raised living in our outdoor courtyard on school grounds. This gives Hillcrest students unique opportunities for hands on learning as well as the ability to witness and actively participate in the lifecycle, egg collection, and care of our chickens. Students collect eggs and donate money from egg sales to the local food bank. As the chicks grew last spring, students graphed their growth, wrote personal narratives about the experience, and participated in school community activities to help name them. All of these experiences translate into valuable hands on learning for our students and a deeper connection to community. Students gain a deeper understanding of life cycles and natural order as they witness and experience this first hand as stewards of our chickens.

Students created posters, collaborative project research, quizzes, expository and narrative writing, and science notebooks were all used to assess student growth and learning.

---

17.

**Describe professional development opportunities available to your teachers in environmental and sustainability concepts, and the number and percentage of teachers who participated in these opportunities during the past two years. (Maximum 300 words)**

Over 60% of our teacher have worked with the following organizations among others to seek out professional development opportunities in environmental and sustainability issues and practices:

Service, Education, Adventure (SEA)  
Padilla Bay Estuary Reserve  
Pacific Education Institute  
Solid Waste Division of Skagit County Public Works  
The Samish Indian Tribe  
WSU Extention Service  
Puget Sound Restoration Fund  
OSPI Office of Native Education  
Skagit ECO Network  
RE Sources for Sustaniable Communities  
Suquamish Tribal Fisheries Department  
Common Threads Farm  
Snohomish County Surface Water Management  
Shannon Point Marine Center  
NOAA Fisheries  
Edmonds Community College LEAF program  
Plant for the Planet  
Wild Whatcom  
Museum of Northwest Art, La Conner  
Cama Beach State Park  
WA Green Schools  
Samish Indian Nation  
South Whidbey State Park  
FOSS  
Island Recycling  
Deception Pass State Park  
Bats Northwest



We have participated in professional development that focuses in designing CCSS aligned field trips, hands on learning on the watershed and human impact on shorelines. We have attended trainings on how to implement outdoor activities into writing, and how to teach students to be participants in cleaning up and caring for our waterways. We are a passionate community of educators who are striving at making improvements and being informed on how to be better stewards of our resources.

**18. Describe how environmental and sustainability education in your school supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 300 words)**

Teachers using the garden classroom are able to help their students understand plants and how they grow and the amount of work it takes to keep healthy plants. The FOSS Science lessons are supported by what is growing in the garden. Guest speakers to Hillcrest have included: county extension agents bringing and discussing plants raised here on Whidbey Island. Students will begin to collect lunchroom scraps for the compost project, they will measure and record and keep track of the recyclable materials. Classes had visitors that brought in Robots from a military squadron when they learned about career choices. They also had a local Native American talk about the connection between the land and its resources. Other school visitors have included guests discussing how they use math and science in their careers: Navy Partners, dentists, game creators, Veterinarians', Garden Club members, store clerks and other parents from various career fields. The classes have grown produce and shared it with the local food bank, created pumpkin art with fall crops, made scarecrows, made flower arrangements they used to compete in a competition (and won!) A local bee apiarist visited with bees and honey products, Audubon enthusiasts taught students about birds. We have many other partnerships with community organizations contributing to the educational awareness of our students. The garden continues to provide a learning opportunity for children and it becomes a source of pride for the school.

**19. Describe how your school's curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers. (Maximum 300 words)**

The staff at Hillcrest has made many connections to community sources that can help instruct the students in all areas of math, science, engineering and environmental concerns. A few of these include: technology (Skyping schools in different locations such as: England to chat about tulip bulbs they planted that were some of the same batch students at Hillcrest planted. SEA (Service Education Adventure ) where students participated in a stewardship project during a field trip (pulling up non-native plants). Students visited Meerkeek Gardens, a local non profit garden to learn about native plants. They were able to take home plants to start their own garden. Washington State University has shared local plant and animal knowledge, the SPU SeaLab helped teach our students about marine life in the Puget Sound, and Deception Pass taught our students about local history and plants. Every year the Pacific Science Center brings in teaching demonstrations and experiments that the students can practice hands on exploration. Navy partners assist with reading, math, learning chess and volunteering in class. A local bank sends a teller to school weekly and the students can set up and add to a savings account. Washington State Parks sends rangers into the school to do environmental educational talks with students.

13.

---

20.

**Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service. Include information about student community engagement projects around an environmental and sustainability topic at every grade level. Include information about how your school partners with local business, other academic institutions or other educational programs, or other schools to help advance the school toward the 3 Pillars. Note if your school assists other school(s), particularly a school with lesser capacity in these areas. (Maximum 300 words)**

Many of our teachers received mini grants from The Oak Harbor Educational Foundation, a local organization that raises funds to benefit education. Some relevant grants include:

**Project Bluebird:** Students built bluebird houses and made informational posters to help support the local Audubon Society's effort to reintroduce bluebirds to Whidbey Island. The bird houses were erected at Hummingbird Farm Backyard Wildlife Sanctuary.

**Protecting and Preserving Northwest Wildlife:** Students and teachers learned about the wildlife of the Pacific Northwest, animal habitats, and ways to preserve and protect our local wildlife. They created projects to educate the community's citizens, tourists and visitors about the laws and regulations concerning local wildlife. Naturalists from Island Adventure Cruises, a wildlife biologist from NAS Whidbey, and a member of the Marine Mammal Stranding Network worked closely with the classroom teachers to guide the students in developing their projects.

**Leave No Trace:** worked in partnership with Fort Ebey State Park. Park Rangers taught the Leave No Trace philosophy. Students investigated the impact of people and pets on natural spaces. Students educated their peers and members of the community by creating posters and skits. The posters were displayed in the state parks and in local businesses.

**Going Green: Reducing Waste at Hillcrest Elementary:** Partnering with WSU Extension Service and Bug-a-Bay Company, a local composting business our students started a composting bin.

**Right Here on Whidbey:** Cenex, our local farm store, to learn about agriculture and agriculture products produced on the island.

**Going Batty:** Students learned about the importance of bats in our ecosystem from Bats Northwest. Students built bat houses that are hung at our local Wildlife Sanctuary.

Members of the community worked many Saturday's to improve our walking trail and make garden beds.

## 15. Thank You!

---

### **Email Confirmation**

Jan 09, 2015 11:48:56 Success: Email Sent to: pseaman@ohsd.net