



2014-2015 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

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

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2014-2015 District Sustainability Award

Name of Superintendent: **Mr. Robert Morrow**

District Name: **Tahoma School District**

Address: **25720 Maple Valley-Black Diamond Road SE, Maple Valley, WA 98038**

Telephone: **425-413-3400** Fax: **425-413-3455**

Web site/URL: **www.tahomasd.us** E-mail: **rmorrow@tahomasd.us**

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 that reads "Robert Morrow".

Date: **January 26, 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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

Name of Nominating Agency: **Washington 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 that reads "Gilda Wheeler".

Date: **1/26/15**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your district 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 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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Summary: Tahoma School District

Environmental sustainability is part of everyday life in the Tahoma School District, from lunchroom recycling to core curriculum. The district's sustainability culture began with simple things, such as partnering with King County Green Schools to recycle milk cartons. That partnership led to more complex things, such as studying the effect of stormwater runoff on the health of Puget Sound. It now extends to designing core curriculum with a sustainability emphasis. All of those things, and many more, fit into daily life for 7,800 students in the suburban district that is recognized for its academic excellence.

The Tahoma School District established the basis for its sustainability emphasis 20 years ago, when it developed a set of learning standards called Outcomes and Indicators. Those outcomes, which have now been revised and expanded as part of the district's Future Ready initiative, include Community Contributor, Self-Directed Learner, Complex Thinker, Quality Producer, Effective Communicator, and Collaborative Worker. We see environmental and sustainability literacy embedded in both Community Contributor and Complex Thinker. Environmental and sustainability literacy is seen as an essential component of the Tahoma curriculum and a way to engage both the hearts and minds of our learners around some of the most important problems our world must solve.

Our school board and district leadership are committed to sustainability in both the curriculum and operation of the school system. Sustainability concepts provide a thread that runs through social studies and science across all grade levels. While there is no formal isolated literacy requirement the integration of economic, environmental and cultural sustainability experiences extend through the education for our students and result in a pervasive and enduring understanding and commitment to sustainability concepts in our students. As they advance from elementary school into secondary schools, Tahoma students bring with them a growing environmental awareness. They help nurture that process by returning to elementary schools as seniors to present environmental lessons to Grade 4 students. Seniors study environmental issues and then develop their own lessons that will be presented to fourth-grade students. The high school learning unit, called Humans and the Environment, challenges students, as complex thinkers, to consider how environmental issues will affect their generation and the ones that follow it. The curriculum covers several grade levels, having seniors circle back and present information to students who are just beginning their studies. Seniors are required to research environmental topics and then present them in creative ways. The fourth graders are introduced to topics that include sustainability, global warming, deforestation, recycling, energy efficiency, preserving water resources, and dangers associated with plastic waste at sea. High school students use creative ways to engage the younger learners and often use the outdoor areas at the school to help bring the learning to life.

This partnership gives students the tools to make a difference at school, in their homes and in their community. Adults are part of the partnership as well. Teachers and other staff collaborate with students to save energy, recycle and compost. Maintenance and custodial staff use "green" cleaning methods. Bus mechanics regularly maintain engines to reduce emissions.

Each school is actively engaged in recycling, composting, energy conservation and other sustainable practices. Students get involved in clubs and activities focused on the environment, from Green Teams at each school to the efforts of high school marketing class students who refurbish surplus school district computers for use by families in need. Campus vegetable gardens, volunteer roadside litter collection, and visits to a local peat bog to observe its rare ecosystem are examples of opportunities for students to have real-world experiences in practicing sustainability. Tahoma takes great pride guiding its students on how to become environmentally conscious and how to ensure they are informed about the importance of sustainability. At Tahoma High School, daily Green Team announcements remind students how to take small steps to a greener future. For example, we ask students to carpool and give data to support why they should; we also explain to the students why they should not idle cars in the parking lot. We teach students how to properly recycle and compost not just for a greener school but also so they can take those habits home and teach their families. Students are encouraged to bring reusable water bottles to school and refill them at hallway hydration stations. Posters and signs encourage sustainability, teachers talk about it, and students find themselves immersed in information and activities that encourage responsible use of resources. Sustainability is becoming synonymous with life as a Tahoma Bear. It all fits with the school district's Future Ready mission statement: "Together, provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success."

TAHOMA

Future Ready Students



2014-15 Green Ribbon District Application

Response ID:5 Data

3. District Profile

District Profile

District Name

Tahoma School District

Street Address

25720 Maple Valley-Black Diamond Rd SE

City

Maple Valley

State

WA

Zip

98038

District Website

www.tahomasd.us

Superintendent First and Last Name

Rob Morrow

Superintendent Email Address

rmorrow@tahomasd.us

Superintendent Phone Number

425-413-3400

Total District Enrollment (Fall 2014)

7,806

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

13%

Application Team Information (who prepared the application)

Lead Applicant First and Last Name

Kevin Patterson

Lead Applicant Title (e.g., Facility Manager, Curriculum Director, Superintendent)

Director of Communication

Lead Applicant Email

kpatters@tahomasd.us

Lead Applicant Phone Number

425-413-3409

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1	Dawn Wakeley	Executive Director/Teaching & Learning
2	Lori Cloud	Assistant Superintendent/Director of Finance
3		
4		
5		
6		
7		
8		

4. Summary Narrative

1. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your district'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 district's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

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

The people, including teachers, principals, students, district staff, school board members, parents, and community members, involved in your district sustainability efforts

Your progress thus far, including results and benefits

The plan to sustain your work

(Maximum 800 words)

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5. Crosscutting Questions: Awards and Programs

2. Does your district 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	King County Green Schools	Level 4	Levels 1, 2 & 3
2	Puget Sound Energy RCM Program	5% Additional Energy Savings in 2014	In Progress
3	PowerED	Year 1: Ignite	In Progress
4			
5			

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

Yes

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	Green District Leader Award Pillars 1, 2 & 3	Tahoma School District	WA State Office of Superintendent of Public Instruction	2014
2	Green District Leader Award for Pillars 1 & 3	Tahoma School District	WA State Office of Superintendent of Public Instruction	2013
3	King County Green District Award	Tahoma School District	King County	2009 - Level 1 2012 - Levels 2 & 3
4	Green Ribbon Schools	SLES GPES THS TJH	US Department of Education	2014 2013 2013 2012
5				

7. Element 1A

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

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

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

Our district is committed to tracking and benchmarking all buildings energy using EPA ENERGY STAR Portfolio Manager or an equivalent program.

All major new construction and major modernizations after 2009 are designed using Washington Sustainable Schools Protocol (WSSP), Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard as a planning guide.

Our district has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

5. Use the list above as a guide to describe how your district 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 the environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 300

words)

Since 2009, Tahoma SD has been actively committed to energy efficiency, conservation and proactive management of facilities and their impact. Starting with a resource conservation management program, TSD has achieved and maintained a 27% decrease in energy consumption across its portfolio, even with increasing student enrollment and high community use of its aging buildings. During the 2013-14 academic year, the district focused on addressing deferred maintenance of many systems, and in fall 2014 upgraded controls at three schools. With these buildings now functioning closer to their operational design, the District decided to proactively reset the benchmark to compare savings against, and established a new baseline as the 2013-14 school year. Against this new benchmark (that more accurately captures their operations) the District is aiming to achieve 5% energy savings this year. The District maintains a rigorous energy policy that ensures building temperatures, hours of operation and system controls are standardized and running only when required while maintaining comfortable learning conditions. In addition to technical energy tracking, audits and recommendations, the District is engaging students, staff and administrators through the powerED program managed by their RCM partner, McKinstry. This program emphasizes behavior change to impact facility energy savings and awareness. Energy consumption and savings are tracked and shared with the community. Buildings are also ranked based on current Energy Star scores and greenhouse gas emission reduction. This information is available to students, teachers and the community on an online dashboard. Green Teams at each school participate in tracking energy performance, conduct student energy audits, and take pledges and other activities to encourage sustainable behavior at their school, ultimately impacting the energy and carbon footprint of their school while learning Future Ready skills.

8. Element 1B

6. Which of the following practices contribute to the protection and conservation of the district's 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 district has its own well(s) and we do water sampling in accordance with our local and state health authorities.

Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

Our facilities have low-flow water fixtures.

Our facilities have native drought-tolerant plants.

Our facilities have minimal or no landscape irrigation.

Our district water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

7.

Use the list above as a guide to describe how your district implements and maintains your water conservation program, including your baseline, goal, and reduction rate to date. Explain how the district will continue to reduce water use to meet your goal. Include the schools in your district and which district staff participate in the water conservation program.

Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 300 words)

Tahoma schools have a close connection to water resources, both in the curriculum and student educational awareness and in facility operations. All students receive stormwater curriculum across multiple grade levels, including topics such as stormwater engineering, best management practices and green infrastructure. Green Teams at each of our schools have a focus on water conservation and pollution prevention through the King County Green Schools Program Level 3. The District overall and five of our eight schools have achieved Level 3 King County Green School awards. The District has had many years of active participation with local organizations, including the City of Maple Valley, Friends of the Cedar River Watershed, and the Sustainability Ambassadors focusing on raising awareness about watershed health in the region. The proactive water efficiency, quality and conservation practices are demonstrated on site with rain gardens, native vegetation requiring no irrigation, and low-flow water fixtures when facilities are upgraded or replaced. Rain barrels supply a water source for school gardens and any irrigated landscaping. Mitigating stormwater runoff has been a primary focus of the District in recent years, and investments were made to improve this effort. A new retention pond was constructed at one elementary school, while others received extensive cleaning and maintenance.

9. Element 1C

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

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

Our district collects recyclable materials.

Our district collects compostable materials.

Our district eliminates, reduces, stores, and labels hazardous waste.

Our district follows preferred procurement requirements.

The recycling program in each school collects all recycling materials that are collected in our city/county.

Our district only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.

Hazardous and dangerous products in our district have been reduced or eliminated.

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

9.
Use the list above as a guide to describe your solid waste management plan and practices, including district-wide goals, materials collected to be recycled or composted and at which facilities, the current recycling rates by facility, and how you calculate the recycling rates. Include who (e.g., students, staff, community) participates in the waste management program, student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 300 words)

All Tahoma schools have a robust recycling and waste reduction program in place. As part of the King County Green Schools program, all schools set a waste reduction goal, measure progress and continue to improve against this goal. In recent years, student Green Teams have taken the initiative to start Waste-Free Wednesdays, encouraging even further waste reduction with an emphasis on school lunch waste. The emphasis on waste reduction, combined with a vigorous recycling and compost program has resulted in a significant drop in materials bound for the landfill. Schools in the Tahoma district have recycling rates between 44% and 68%, with ongoing reminders from Green Teams to maintain successful programs. Custodial cleaning supplies are purchased with the intent of minimizing chemicals present in the schools, selecting products based on enviro-friendly labels and shifting to practices that reduce the need for chemical products. Reduction of chemical waste and best practices for chemical hygiene and hazardous waste elimination and management is a high priority. This plays out in our educational programs, including science, career and technical education, and visual arts, as well as in our building operations. Supply purchases by the district reflect environmental sustainability when possible and practical.

10. Element 1D

10.
Our district provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

Schools in our district participate in a "Safe Routes to School" or similar program.

Our district offers school bus service.

11.
Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from schools. Included 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. Where applicable, include the

number and percentage of schools participating in the programs listed above. (Maximum 300 words)

Tahoma School District serves a suburban city and rural area of 90 square miles. There are few sidewalks or other safe walking routes, which means more than 60 percent of the district's students are bused to and from school each day. Parents are encouraged by individual schools and the district to use the bus system. Only two of the district's eight schools have safe walking routes, but several neighborhoods have been converted to walking areas during the past few years, reducing bus trips. Each fall at one of those schools, Glacier Park Elementary, the school's Green Team sponsors a "Walk and Roll to School" event. Classrooms make posters to describe the benefits of walking, riding the bus or riding a bike to school. Adjacent neighborhoods have sidewalks students can use. There are crossing guards on the street in front of the school.

Another Green Team activity at Glacier Park is a daily announcement that reminds the students how to take small steps to a greener future. For example, we ask students to carpool and give data to support why they should; we also explain to the students why they should not idle cars in the parking lot.

The district's bus fleet has converted its exhaust systems to catalytic converters to reduce emissions. All new diesel buses are purchased with urea diesel exhaust systems to further reduce emissions. The Tahoma Transportation Department received an award from the Washington State Patrol this school year for maintaining its buses at the highest level. Buses also follow a no-idling policy whenever it is practical to do so. The automated bus-washing system uses recycled water.

11. Pillar 2: Improve the health and wellness of students and staff

12.

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

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

Our district 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 district 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 district has a comprehensive green cleaning program.

Our district 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 district implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the district community. Include information on how your district addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 300 words)

The school district has an integrated pest management policy that uses non-toxic methods. Custodial and maintenance staff have created district standards that use only green cleaning products. The few hazardous waste items that are used in the district are diligently tracked by staff and disposed of by a third-party vendor. Wood treated with CCA is not used by the district. Pressure-treated wood is limited to student gardens, portable ramps and some playground equipment. As ramps are repaired and replaced, metal decking is used. The district has hired a full-time, state-licensed HVAC mechanic who oversees all mechanical systems. This person monitors all systems to ensure proper operation and maintenance. Custodians and maintenance personnel are trained to monitor regularly for leaks and condensation. All issues identified are addressed immediately. Any mold found is removed and all surrounding areas are cleaned with bleach and water. Humidity is controlled by the HVAC system and proper use of outside air (20%). All filters are changed twice a year by the custodial staff and inspected by the district HVAC mechanic. Any air quality concerns are sent directly to the district's insurance representative, who works closely with the district's insurance provider and maintenance department to address any concerns or issues. A 20% outside airflow is maintained at all times, which exceeds standards. The system is monitored daily by the head custodian

and HVAC mechanic. Periodic inspections are made by the district Resource Conservation Manager and Industrial Hygiene Consultant.

12. Element 2B

14.

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

Our district encourages schools to participate in a Farm to School or comparable program to use local, fresh food in our cafeteria. Include participating schools in the narrative below.

Our district encourages schools to have food gardens either on-site or in close proximity to the school building, which is utilized by the cafeteria or by teachers. Include participating schools in the narrative below.

Over the past year, students in our district 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.

15.

Use the list above as a guide to describe how your district implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Where applicable, include the number and percentage of schools participating in the programs listed above. (Maximum 300 words)

Tahoma School District believes comprehensive physical education and good nutrition is an integral part of student wellness. Our PE program offers a balanced curriculum with focus at every grade level on personal wellness, positive self-esteem, and lifelong fitness. At secondary, students keep an electronic health and fitness portfolio to track nutrition, fitness and wellness activities, and engage in weekly personal reflection. We believe this supports building habits and skills necessary for a lifetime of wellness. A variety of staff fitness activities are sponsored by health and fitness staff at each school, as well as our district wellness program operated by Tahoma Learning Community. Employees choose from a variety of free or low-cost activities, including Zumba, swimming, yoga, strength and agility training, martial arts and creative arts classes. Creation and use of outdoor learning sites at each of our schools is seen as an easy, manageable way to breathe life into concepts learned in the classroom. Students better absorb and retain knowledge and skills that incorporate their immediate environments, using all five senses. This is especially impactful when outdoor activities are integrated as part of the structured curriculum. Urban and suburban living, along with the increasingly digital social interactions of our children, is balanced by ensuring outdoor learning experiences are included as part of the curriculum. Our outdoor learning sites are as close as the door to the classroom. Each school has multiple outdoor learning spaces, including school gardens, greenhouses, native landscape plantings, retention-pond beautification, and nature trails.

School lunch and breakfast programs follow USDA standards and strive to incorporate fresh fruits and vegetables.

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

16.

Describe how your district integrates and assesses/measures students' environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 300 words)

Sustainability education is integral to our curriculum. We are creating a scope and sequence of units beginning in kindergarten and culminating in grade 12 that use the environment as a context for learning, investigating environmental challenges, promoting critical and creative thinking, and incorporating a call to action where students contribute to improving the local and world environment. Currently, we have completed and implemented sustainability units for all students at grades 3, 4, 5, 7, 9, and 12. At grade 3, students apply their understanding of the needs of salmon, including water quality and quantity, to create a proposed class rule to promote water conservation. Students also engage in a stormwater survey and audit on their school grounds. At grade 4, students learn about our local and county governments by proposing a rule to

sustain the Shadow Lake Peat Bog for future students to explore. Students consider the points of view of different stakeholders who have a vested interest in the bog. They create a proposal for presentation to local government to raise awareness about the bog and to support actions to ensure a safe and healthy environment. At grade 5 students engage in a stormwater engineering design unit, at grade 7 Healthy Forests and Healthy Waters, at grade 9 Sounding Off on the Puget Sound and finally at high school, students engage and are assessed on environmental and sustainability concepts through choice classes. In addition, all seniors complete the Humans and the Environment projects, teaching grade 4 students about a topic linked to sustainability and the environment. The rubric for this project incorporates our district Future Ready Skills as well as key sustainability concepts, with an overall goal to teach students ways to make a positive difference in preserving the quality of the environment.

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)

Specific inservice training is provided to all teachers as we implement new curriculum. For example, all grade 3 teachers attended inservice focused on water conservation, the life cycle of the salmon, and how fish ladders work to preserve and protect salmon in preparation for the field experience to the Landsburg Diversion Dam. Grade 4 teachers received inservice on the unique environment at our Shadow Lake Bog, including nature observation skills, critical thinking skills, and Habits of Mind. New teachers to these grade levels receive support prior to taking their children on the field experiences. Grade 7 science and social studies teachers prepared with watershed staff the Cedar River watershed field experience, including data collection to evaluate the health of the forest above Rattlesnake Lake in the Cedar River watershed. As we were first implementing our Green Team waste reduction programs, students have supported staff development concerning waste reduction and recycling. At the high school, professional development has focused on preparing our social studies and science teachers to use systems thinking tools to better understand and analyze complex systems. Currently, all 10th-grade science teachers and 12th-grade social studies teachers have undergone professional development and are integrating various environmental and sustainability standards into their curricula using systems thinking strategies. Several Language Arts teachers have also participated in this professional development. A total of 16 teachers (20% of staff) at Tahoma High School have participated in this training. For the last 10 years, the district has sent a team of teachers, students, board members, and district staff to Camp Snowball, a summer conference on systems thinking and sustainability. Last summer, Tahoma co-sponsored the camp with the Portland Public Schools. The 2014 Tahoma team included 2 board members, 3 district administrators, 1 principal, 8 teachers, and 8 students.

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

If our environment is to support future generations, then our young people must have the knowledge, skills and ability to find creative solutions and make choices that preserve and protect tomorrow's world. To truly understand the complex issues of today, a deep understanding of the physical and natural world around us is critical. We find that taking advantage of sustainability issues to design and develop curriculum in science provides a wonderful vehicle for building deep understanding of core concepts and developing and applying the science and engineering practices to significant problems students can relate to. The grade 5 stormwater curriculum deepens student understanding of the serious issues facing our community with stormwater runoff. Students study the needs of salmon at grade 3, including how stormwater is the number one polluter of the Puget Sound, threatening our salmon and other aquatic life. The state and federal government have established strict regulations regarding stormwater management, including funding to employ engineers who specialize in stormwater solutions. Students learn what engineers do and replicate the thinking process they use as they design solutions to stormwater runoff on their school site. Students look critically at the design of the school yard, ideas to improve runoff, and consider stakeholders as they design solutions. After evaluating proposed solutions, the students select one to recommend for implementation, outlining a specific implementation plan including how they might monitor the success of their plans. Experiences scaffold in complexity across the grade levels following the expectations in the Next Generation Science Standards. High school students synthesize their learning about carbon cycles, CO₂ emissions, resource use and availability, earth's population, and carrying capacity. Students apply their understanding to design and build a building minimizing energy usage and environmental impact. Students evaluate their work through the standards for green building design.

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

Tahoma has a long history of commitment to ensure all students are prepared with 21st Century skills through our District Future Ready Skills. In the summer of 2012, community stakeholders engaged in a process to seek a comprehensive vision that emphasizes the importance of a viable career path for all students. The team created the mission statement: "Together, provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success." All teachers have a responsibility to connect learning in their classes to the District Future Ready Skills. In addition we have designed and are in the first year of implementation of a new college and career exploration and planning curriculum in grades 6-12. Four areas are emphasized during the school year with monthly lessons. These include career exploration and planning, academic planning, financial planning and post-high school planning. To connect to and extend the college and career exploration and planning curriculum we highlight careers whenever there are natural fits in the core curriculum. An example in the grade 5 stormwater engineering unit, lesson 1 is "What is the role of the stormwater engineer?" In addition, we try to take advantage of interaction with experts in our field experiences to highlight different areas of expertise and the range of careers in the field. At high school one of our integrated programs, Global Academy, focuses on learning about issues that concern our planet's environment, our economy, and our society. Field experiences include hiking up to glaciers, visiting a sustainable farm, touring behind the scenes into sustainability at Safeco Field, and a trip to McKinstry Innovation Center in Seattle. These experiences are essential parts of Global Academy and at each of these we take advantage of opportunities to highlight potential careers.

14. Element 3C

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 district assists other districts, particularly ones with lesser capacity in these areas. (Maximum 300 words)

Every sustainability unit includes Call to Action. Anchor points include an authentic audience and purpose, informed decision-making, point of view, student choice and the expectation and encouragement to take action.

Grade 3 – Students brainstorm rules to conserve water then design and communicate their rule. Additionally, students design a class project including water or energy conservation, recycling, reuse, composting, beautification, education, or service.

Grade 4 – Students reflect on the Shadow Lake Peat Bog experience by writing a letter to a board member, sharing a new understanding and supporting preservation of the bog. Students identify a law in the interest of stakeholders to preserve the bog for either the Maple Valley City Council or King County Department of Natural Resources.

Grade 7 – After completing data collection to evaluate the health of a forest plot, students roll up their sleeves and do invasive plant removal. Students select a project to improve our healthy forest and water resources. Once an action project has been determined, students create public awareness for their projects.

Grade 9 – Students identify an issue contributing to challenges for Puget Sound health and economic viability. Students determine a stakeholder group, communications message and action steps, sharing with actual stakeholders. Additionally, students choose an organization, call and contribute to the efforts of the organization.

Grade 10 – Stewardship of self and place is a key outcome for Outdoor Academy. Students each spend 20 hours on invasive plant removal, tree planting and maintaining local wilderness trails for the King County Department of Natural Resources.

Grade 12 – Our high school seniors synthesize their sustainability learning, think creatively by designing and developing a

learning opportunity for our younger students, and act as role models through a cross-age teaching experience. Seniors then teach an hour lesson at our elementary schools.

16. Thank You!

Email Confirmation

Jan 09, 2015 19:31:28 Success: Email Sent to: kpatters@tahomasd.us
