

## EXEMPLAR: TRANSPORTATION

Your Report Card is your opportunity to share out all the effort your school put into your certification project. Please respond to each question with as much detail as possible.

### **STEP ONE: BUILD YOUR GREEN TEAM**

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1. Please describe your Green Team. Please include the number of members, their roles in the school community, and any other details.

**Our Green Team includes 12 members. Myself, a 4<sup>th</sup> grade science teacher, our 5<sup>th</sup> grade math teacher, and 10 students in 4<sup>th</sup> grade.**

2. How often does your Green Team meet?

**We meet the second Wednesday of every month after school from 2:45 to 3:45 pm.**

3. What general goal does your Green Team have in making your school greener and healthier this year?

**By the end of the school year, we will have reduced the number of cars idling in the drop off/pick up zone.**

4. Give us a brief description of your school. Include whether it's in a rural or urban community as well as any other details that makes your school stand out.

**We are a small, suburban school that serves grade K-5. Our campus has a lot of unused property and is attached to a small community park. Over half of our students have families involved with the navy. Due to this, it is rare students will stay at our school for all six years. We are also a very diverse school with about 40% of our students speaking another language besides English.**

5. If you have already certified as a Washington Green School, please share how you are maintaining your Lasting Change from previous environmental categories.

**Last year we certified in Waste & Recycling through our project to provide all reusable cups, cutlery, plates and trays. This has greatly reduced our cafeteria waste. Since certifying our Green Team has presented several times to teach their classmates about the impact of keeping this waste out of landfills.**

**Two school years ago we certified in healthy school buildings. Members from our Green Team still take turns wiping down desks during lunch. We also continued our proper handwashing campaign by making new signs that hang above all bathroom sinks.**

## **STEP TWO: ASSESS**

Please complete the audit found within the [Transportation Classroom Supplement](#) and then answer the questions below.

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### **General Transportation**

**6.** Does your school sponsor or participate in any programs to encourage carpooling, use of public transportation, or non-vehicular transportation to and from school (i.e. ride-share, bike to school week, bike safety classes, etc.)?

**Yes**             **No**

If yes, please describe:

**We participate in National Walk to School Day which is observed annually.**

**7.** Does your school have a "Walking School Bus" program?

**Yes**             **No**

**8.** Does your school district have a School Walk Route Plan?

**Yes**             **No**

### **Walking and Biking**

**9.** Which of the following are safe and accessible options for students and staff to get to and from school?

**Sidewalks**             **Bike paths**             **Bike lanes**

**10.** Do sidewalks and bike paths within a quarter-mile of the school have:

Adequate lighting     **Yes**             **No**

Access ramps         **Yes**             **No**

Smooth pavement     **Yes**             **No**

**11.** Does your school provide bicycle-parking racks for students and staff?

**Yes**             **No**

**12.** Are crossing guards provided before and after school for students who walk or bike to school?

**Yes**             **No**



### Vehicles

13. Which of the following options are available for students and staff to get to and from school?

- Public Transportation (Bus)                       **School Buses**  
 **Other: Many parents drop off their students in front of the school.**

14. Approximately how many school buses are used for pick-up and drop-off of students daily?

**6**

15. Does your school have anti-idling policy for all vehicles at student pick-up areas and loading docks?

- Yes                       **No**

If not, is there evidence of idling before and after school? Please investigate and explain:

**Yes, absolutely. There is usually a long line of cars idling before and after school.**

### Audit

16. Please complete the Transportation Audit in the Classroom Supplement and transfer your findings to the following questions. During the assessment phase, you will calculate data regarding your school's transportation currently as a baseline for your Lasting Change.

a. After studying the transportation patterns at your school for one week, what is the combined school-wide percentages\* of student use for each of the following forms of transportation:

\* Combined school-wide percentage = (Weekly student average/average students counted) X 100

Hybrid, biodiesel, electric- **0%**

Car- **5%**

Van/Minivan- **3%**

Truck- **1%**

SUV- **1%**

School Bus- **76%**

Public Bus- **0%**

Bike- **0%**

Walk- **14%**

17. What is the percentage of students arriving to school in a carpool each day?

0%

### **STEP THREE: MAKE A LASTING CHANGE**

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**18.** Describe *in detail* what actions your Green Team took to address your Lasting Change goals. What did students do? **How many students, Green Team members and beyond, were actively involved in this project?** For assistance, please see exemplar report cards [here](#).

**Our Green Team realized that our buses already had a policy in place to shut off their engines. Instead, the Green Team concentrated their efforts on educating parents who pick up their children to not idle their cars. Parents are required to get out of their cars to pick up students, but there is a curb where some parents wait. My students created dynamic "No Idling" posters and held them up at the end of each school day for one week. We were able to encourage all parents to shut off their cars, while they waited. Due to our success, we talked with our school administration and were able to use funds to create permanent signs. For the first three months while the signs were first put up, Green Team members stood outside before/after school and ensured that all parents were educated and understood the importance of turning off their vehicle. This was a great opportunity for the Green Team to share facts that they learned regarding air pollution with their school community. 24 students were actively involved in this project.**

**19.** What challenge(s) did you face while implementing your Lasting Change? What kind of solutions were you able to develop to address the challenge(s)?  
**We realized that some parents were having trouble understanding our signs. To address this, we created another set up signs in a variety of different languages, including Spanish and Russian.**

### **STEP FOUR: VERIFY YOUR IMPACT**

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The purpose of the verification step is to determine to what extent your Lasting Change is having an impact on your transportation situation at school.

**20.** Did your Green Team reach the goal set in Step 1?

**Yes, we did reach our goal because no cars idle outside of our school anymore.**

**21.** Please elaborate on key factors in achieving this goal or reasons that you did not achieve the goal.

**Central to our success was support from our administration to fund the signs as well as parents' willingness to listen and learn about local air quality.**

**22.** After studying the transportation patterns at your school for one week after implementing your lasting change, what is the combined school-wide percentages\* of student use for each of the following forms of transportation:

\* Combined school-wide percentage = (Weekly student average/average students counted) X 100

Hybrid, biodiesel, electric- **0%**

Car- **5%**

Van/Minivan- **3%**

Truck- **1%**

SUV- **1%**

School Bus- **76%**

Public Bus- **0%**

Bike- **0%**

Walk- **14%**

**23.** After implementing your Lasting Change, what mode of transportation do most students usually use to get to school?

**Due to high traffic streets nearby, students still mostly ride the school bus. Our project focused on idling and not so much on how students arrive to school.**

**24.** After implementing your lasting change, what is the percentage of students arriving to school in a carpool each day?

**0%**

**25.** Has there been a change in the amount of idling that occurs among vehicles at your school? Please explain.

**Yes, there is now zero idling because of our signs.**

**26.** What circumstances may have influenced your Lasting Change results?

**The parking lot and driveway where parents wait for their children is quite small. Since it is so crowded parents want to move through quickly, pick up their child and then leave the parking lot. We cannot control the size of the parking lot, so if parents need to wait, we can at least encourage them to turn off their vehicle.**

27. How do you plan to maintain your Lasting Change?

**We have spoken to our Principal about staggering dismissal times for different grades. We believe this will limit the amount of time cars spend in the parking lot, thus limiting the chance for idling in the first place.**

28. What are some takeaways or lessons learned from this process that you have yet to discuss in the questions above?

**We were happy to learn from and then apply a policy already in place with our school buses. It was also exciting to see students, especially the shy ones, come out of their shell and talk to parents about turning off their cars.**

#### **STEP FIVE: SHARE YOUR STORY**

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29. In order for your sustainability efforts to become a part of your school's identity, the entire community has to be aware and involved. How did you share your certification project within your school AND within the greater community?

**We maintained a bulletin board by our main office to update our school community on our progress, along with other green projects we were working on. Also, our Green Team made several announcements on the loud speaker and our principal mentioned our efforts at the Back to School Night.**

30. What do you consider to be the greatest success that you've seen as a result of your action project?

**Our biggest success was our Green Team's ability to problem solve and come up with another set of signs for parents who spoke other languages.**

31. What do you consider to be the greatest challenge you faced when completing the certification process?

**Our biggest challenge was convincing our administration for the money to buy the permanent signs. At first, when I asked, our principal didn't budge, but when the students presented, we were giving the necessary funds to buy the signs.**

32. Your community should know about the exceptional work you've done to become a Washington Green School! We can help you get the word out by sharing a press release of your certification story with a local news outlet. We'll need a few things to make that happen:

The name of your local paper where we can send the press release:



### **The Columbian**

A brief synthesis of how your Green Team has made a positive impact on your school:

**The Green Team at Green Elementary has reduced idling outside of their school to zero. This was through signs they designed and conversations they had with parents. Beyond this, they recognized a need to create another set of signs that were written in other languages in order to accommodate more cultures.**

A quote from a member of the school community or Green Team about why this certification project was important:

**“At first, I was nervous to talk to other kids’ parents I didn’t know, but once I spoke with a few it was really fun to teach them about the importance of shutting off their cars and helping our environment.”**

### **STEP SIX: CERTIFY AND CELEBRATE**

- 33.** Please give your Report Card a careful final review to make sure that all your information is complete and correct. We will follow up with you in about two weeks with a review of your Report Card and information about celebrating your success!