

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent “snapshot” that describes how your school is representative of your jurisdiction’s highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instruction to Nominating Authority

The nominating Authority must document schools’ high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority’s application based on the Framework and sample application or a committee’s written evaluation of a school in each Pillar and Element.

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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 Ohio Department of Education

Name of Nominating

Authority Mr. Jeremy Marks



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 "James S. [unclear]".

(Nominating Authority's Signature)

Date 1/22/2014

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

Metro Catholic School Green Ribbon Award

We at Metro Catholic are so excited to be considered for a Green Ribbon Schools Award! Over 25 years ago our founders combined three, struggling urban parish schools to form what is now A National Blue Ribbon School of Excellence and a member of schools That Can, a national network of high-performing schools operating in urban neighborhoods. We have extensive programs to assist refugee students and those with cognitive learning disabilities. We are especially proud of our very diverse student population and our high level of academic performance. Grounded in the educational tradition of the Sisters of Notre Dame, the development of the whole child is our goal.

We are located in a struggling inner-city neighborhood on Cleveland's west side. As many as 80% of our students' families live below the Federal poverty level; 95% receive some sort of financial aid. As in many poor, urban communities, an environmental mindset often takes a backseat to meeting one's most immediate needs. That's why we have been working for decades on what have just now become popular as green ideas.

Even though our families and our neighborhood struggle economically, our religious tradition of caring for the world and people has motivated us for years to teach our students to become socially aware, environmentally sensitive, spiritually connected to Earth, and educated in sustainable practices.

Our school includes 3 different buildings each built before or during early 20th century. Despite the challenges of our aging buildings, we have been hard at work on an environmental and sustainable "make-over".

Some of our greatest successes have helped us improve both the environment and student and staff health:

- We have been doing urban gardening since 2002 with the opening of our Peace Garden, in memory of the events of September 11th and as an antidote to violence.
- In 2013 we opened the Sister Ann Michael School Garden and green space, which reclaimed several city lots given by the local Land Bank. Students learn through frequent out-door classes and hands on activities such as working together, growing plants organically, maintaining the soil, naming and recognizing beneficial insects.
- As a spiritual practice, students deepen into an awareness of being attentive to the moment and appreciate the beauty and silence of being in touch with the Earth. Students share produce from the garden with their families and local food pantry programs. Native plants and meadow grasses from this bio-region are included in the garden.
- In 2008, an eighth grade classroom was remodeled to LEED specifications by the class working with a LEED certified architect. This room serves as a "model" to demonstrate the use of sustainable and environmentally friendly materials.
- The renovation of men's lavatory in 2013 was done to demonstrate low-flush toilets, sensor lightening and environmentally friendly wall tiles and flooring.
- Rain barrels have been installed to support watering gardens and reducing rainwater run-off.

- We provide transportation to our school from two further city neighborhoods for 20+ students that eliminate at least 15 individual cars bringing children to school; we have a no idling policy in place.
- Last year we had a student-led “Drink local, Drink Tap” campaign to end use of bottled water in school and at school sponsored events.
- Two teachers have been trained in project-based restoration and sustainability through the Earth Partnerships for School and now train other teachers.
- All teachers have been trained in the internationally known environmental program, Awakening the Dreamer–Changing the Dream.
- Compostable foodstuffs are used to make compost for the gardens beginning in 2002.
- Hazardous Waste and Chemical Hygiene Plan/policy in place since 2008.
- Computers: recycling of printer ink, “green” cleaner used on computers; all “old” computers are donated to a local recycler.
- For all faculty meetings and school events, food is purchased from locally grown urban gardens and local food providers.
- Outdoor recess for all students as often as possible, regular gym classes; several health and fitness clubs/teams.
- School-wide participation in St. Francis Care of the Earth Program, 2012-2013.
- Multiple partnerships with local businesses, schools and civic organizations, particularly, the Detroit Shoreway Community Development Corporation to promote the sustainability principles of our Eco-Village Neighborhood.
- Genius projects: 2013-2014–projects based on STEM subjects, as a curriculum challenge for all grade levels.
- Future scheduled improvements include:
 - Lighting upgrades for energy efficiency
 - Continued restroom renovation
 - Window upgrades for energy efficiency and to prevent leakage in summer and winter
 - Reclaim two city lots for a Community Nature Center from the Land Bank – in process
 - Implementation of EPA-Sun-Wise program

If we received this award we would use it as a way to build enthusiasm to continue to expand these efforts!

Green Ribbon School Application

Part One:

School: Metro Catholic School

District: Cleveland Metropolitan School District

Contact person(s): Sister Ruthmary Powers, H.M.

Email: ruthmaryp@sbcglobal.net Phone: 216 280 4809

Part Two: Summary narrative

Provide an 800-word maximum narrative describing your school’s efforts to reduce environmental impact and operating costs; improve students’ and staff members’ health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. Use the bullets below as a guide to frame your narrative and include relevant information that the reviewers are looking for during their evaluation of your application.

- Is your school participating in a local, state or national school program, such as the U.S. Environmental Protection Agency’s ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree or others that ask you to benchmark progress in some fashion in any or all of the Pillars?
- Has your school, staff or student body received any awards for facilities, health or environment?

Insert narrative here:

Metro Catholic School is a school located on the near west side of Cleveland and part of the Cleveland Catholic Diocese. Twenty-six years ago, three urban parish schools joined together as one. The goal was to create a fiscally sound school that would be available for all urban children, regardless of religion or ethnicity. The Sisters of Notre Dame of Cleveland have been instrumental in supporting this educational institution. From this outset this school has provided cutting edge educational programs along with a focus on justice issues, especially the environment.

The school of 550 students Preschool through Grade 8 operates out of three buildings, which were previously part of the individual parishes. Each of these three buildings (Boniface, Stephen and Michael Building) was built in the late 19th or early 20th century, so bringing these buildings up to date environmentally has been most challenging. However, here are the ways that throughout the 26-year history the school has continued to move forward in teaching and modeling environmentally sound principles.

- School and community garden projects beginning in 2002-2003 school year for 15th anniversary as an antidote to violence in the lives of the students. Ongoing to this day.
- Junior Garden Club created with partner Adult Garden Club to work through the summer. St. Stephen Parish has built a greenhouse on the property and offers education sessions for the neighborhood and students of the school on Saturdays through out the year and during the summer.
- Learning Garden and Green Space result of partnership with Detroit Shoreway Community Development Corporation and Cuyahoga Land Bank: includes learning garden, outdoor

stage, storage shed, raised growing beds, rain barrels, permaculture, meadow and wildlife habitat. Area for instruction and engagement in Earth literacy and STEM projects

- Partnerships: Cleveland EcoVillage, Detroit Shoreway Community Development Corporation, Cleveland Botanical Garden Center, local urban gardens and local food providers.
- Teacher training through Earth Partnership for Schools, Great Lakes – Two teachers trained focusing on bioregion and project-based restoration and sustainability.
- Renovation of Class Room (2008) as a model LEED classroom for the students and teachers to become familiar with LEED principles.
- Renovation of Men's Lavatory (1st floor Stephen Building) as a first step in remodeling all the school lavatories to install water and energy saving devices. 2013
- Recycling is done in all three buildings. However, the Boniface Building, Preschool through First Grade, recently began a program of recycling that will bring awareness of how many trees are saved through this process. Our youngest students are already being made aware of the importance of protecting the Earth.
- Other classes and projects as addressed under the specific pillar.

Part Three: PILLAR ONE: Net zero environmental impact

Provide a 1,500-word maximum narrative of how your school is progressing toward elimination of GHG emissions and waste as well as water and energy conservation. Below are guiding questions to help frame your narrative. (Element 1A: Zero greenhouse gas (GHG) emissions)

Energy

- If you have received the U.S. Environmental Protection Agency's ENERGY STAR certification, in what year was the certification earned?
- How has the school reduced its total non-transportation energy use (i.e., electricity, lighting and temperature control) from an initial baseline?
- Are there any energy saving programs in place (such as "Turn the Lights Off" or other student-led programs)
- What percentage of your energy consumption comes from on-site renewable energy generation or purchased renewable energy?

Buildings

- Have you constructed and/or renovated any buildings in the past three years?
- What percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools, Green Globes or other environmental rating standards? Have you reduced or offset the GHG emissions from building energy used?
- Have you fully implemented the Facility Energy Assessment Matrix within the U.S. Environmental Protection Agency's Guidelines for Energy Management? Do you use the Federal Guiding Principles Checklist in Portfolio Manager to assess the school building?
- Are your furniture purchases certified under the Business and Institutional Furniture Manufacturers Association's "level" eco-label?
- Is a purchasing and procurement policy for energy- and water-efficient products in place?
- Are there occupy sensors or daylight harvesting controls in the building?
- Describe other indicators of your progress towards elimination of GHG.

Insert Narrative Here:

Energy:

The Advisory Board Buildings and Grounds Committee has been reviewing energy use and costs in order to create a master plan to upgrade all the building(s) systems for energy efficiency and lower GHG. Building assessment for conservation of energy is in process. The priority list (below) is based on emergency needs first, and then the continued development of energy efficiency and ways to lower GHG in all our buildings. As noted above, both the Michael and Stephen Buildings were built before the turn of the 20th century.

PRIORITY LIST

- i. Fire escape – As required by Cleveland Fire Department
- ii. Down spouts – For correct elimination and /or absorption of rainwater
- iii. Lighting upgrades – As noted in other sections
- iv. Restrooms – Renovation for all restrooms described below
- v. Window upgrades –energy efficient glass to prevent leakage in both summer and winter
- vi. ADA / Gym – To meet the needs of those who find steps difficult
- vii. A/C Faculty lounge –To give relief during hot fall, spring and summer months

Reduction of energy use:

In 2008, the fifth grade along with the teacher, worked with a LEED qualified architect to create a “green classroom” as a model to demonstrate all aspects of a Green room. Student members in that class became part of a “green committee” and functioned as part of it until their graduation. Visitors to the school are given tours of this room by our school ambassadors who explain the “green” aspects of the room.

In 2013, the same LEED design-build architect, William Doty, renovated the men’s lavatory in the Stephen Building. The bathroom now has low-flush toilets, sensor lighting, and environmentally produced wall tiles and flooring. The desire is to re-do all of the school bathrooms in order to update and bring about energy efficiency and waste water reduction.

Student Led Energy reduction programs: Students have been involved as noted above in the Green Room Development, using both math and science knowledge while working with the architect.

Plans to use renewable energy:

Plans are currently being made to redo the lighting in the Stephen building to use energy efficient lights and reduce the use and cost of electricity throughout. The plan is to use the rebate through this program to continue updating the building for energy efficiency.

Because this is a brand new program we do not have the data on the amount of energy to be saved.

Buildings:

In the past five years there have been ongoing plans to renovate aspects of the school buildings where energy is being wasted or overused. In 2008 a classroom was renovated based on LEED standards. This classroom serves as a model for further development of environmentally friendly rooms through out the building. Because this is one classroom in a three floor building of 17 classrooms the percentage is small. However, the green room serves as a model and goal for all the other rooms in the other two buildings.

The latest renovation was the boys' lavatory in the Stephen Building. Using the same architect and his design build company to create this renovation. The lavatory now has water reduction flush toilets as well as sensor lighting that turns on when the lavatory is occupied. Sinks, vanities, flooring and wall tiles were replaced with either recycled materials or environmentally friendly materials. Again, because of cost, this lavatory is serving as a model for future development with the same focus on the environment.

The LEED Classroom or the "Green" room as it is called, and the renovated bathroom serve as models and teaching examples. They are used to demonstrate the effort in environmental principles to the students, teachers, parents and guests to the building. (608)

Part Four: Element 1B: Improved water quality, efficiency and conservation.

Provide a 500-word maximum narrative of how your school is progressing toward water conservation. Below are guiding questions to help frame your narrative.

- Do your facilities have low flow fixtures (such as faucets, toilets, sinks)?
- Can the school demonstrate a reduction in total water consumption intensity (measured in gal/square foot) from an initial baseline?
- Do you conduct audits of facilities and irrigation systems to make sure they are free of significant water leaks and to identify opportunities for savings?
- Do all outdoor landscapes consist of water-efficient or regionally-appropriate (native species and/or adapted species) plant choices?
- Are alternative water sources (e.g., greywater, which means using water from sinks or kitchens, for example) used before drinkable water for irrigation?
- If you use drinking water from the school's own well, are your drinking water sources protected?
- Do you have a program in place to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water)?
- Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination? Are faucet screens and aerators regularly cleaned to remove particulate lead deposits?
- Is an area of the school grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife (such as Bioswales or Rain Gardens, etc.)?
- Describe other ways you are working to improve water quality, efficiency and conservation.

Insert Narrative Here:

1. Low flow flush toilets are part of the renovated bathroom as noted above.
2. We do not have figures for water reduction as produced by this one room. However, there are rain barrels located on the Michael Building to support the Green Space and Garden area adjacent to it. Rain barrels are also in place to water the Peace Garden.
3. There is regular monitoring of areas where water leaks might occur. All faucets and lavatories are tested each year to assure no leakage. Rain barrels are used to water garden and plants. Native species of plants as well as xeriscape plants are used to reduce a need for watering.
4. Regular testing is done to control lead in drinking water. All drinking fountains are flushed and cleaned at the beginning of the year and tested throughout. All of the cooking areas are also cleaned on a regular basis.
5. Student-led program 2011-2012 school year: Drink Local, Drink Tap. Students were encouraged to use tap water and to NOT use bottled water. At our events we now have large bowls or containers with water and recycle cups instead of bottled water.

Water Quality:

As part of our ongoing environmental plan, we have rain barrels that help with the irrigation of our newly completed Sister Ann Michael Garden, which has raised beds for gardening, a meadow to support local wildlife, presentation and teaching areas for making the connections between school life and real life. The green space area was completed in May of 2013 and is in use this school year for grades 2-8. All the plants in the area have been chosen specifically as ones grown in this bioregion.

The grounds of the school buildings, while still primarily asphalt for parking, demonstrate that even in the city, green space is possible. At the Boniface building, the Kindergarten and Grade 1 students created a green space around the sign designating the building. This was completed last spring and added to the beauty of the area and the preservation of the soil when it rained. In the Michael and Stephen buildings the garden whose planning began after September 11, 2001 as a peace garden, and the newly develop Sr. Ann Michael Garden both serve as green space and opportunities for urban children to engage in environmental learning first hand.

Two of our teachers have been trained in project based restoration and sustainability through the Earth Partnerships for Schools.

A new project is in the planning entitled the Community Nature Center. This project involves the neighborhood, the Land Bank, the CDC, the Metro Catholic Board members, the Botanical Garden, teachers and students. Two city lots are being reclaimed for this project and will provide nature trails, trees, local plantings and ongoing opportunities for students and teachers to connect with nature and learn ways to protect and conserve it. The neighborhood will also benefit from this beautification project and will be available for all to use.

Part Five: 1C: Reduced waste production.

Provide a 500-word maximum narrative of how your school is working toward elimination of all solid or hazardous waste through, reduced consumption, reuse practices and recycling. Below are guiding questions to help frame your narrative.

Waste

- What percentage of waste is diverted from the landfill or incinerator by reuse, composting and/or recycling?
- Are you using post-consumer materials or materials managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard when possible?
- Are procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture?
- Are other waste reduction programs in place?

Hazardous waste

- How much hazardous waste do you generate per year? How is it disposed?
- Is there a Hazardous Waste Policy in place and actively enforced for storage, management and disposal of chemicals, and hazardous waste in laboratories and other areas?

- What percentage of total computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products? How do you dispose of unwanted computer and other electronic products?
- Do you use certified "green" cleaning products that meet the environmental standards of established eco-label programs?
- Does your custodial program use the principles of effective management and "green" service?
- Is your custodial program certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard)?
- What other indicators show that you are reducing waste and eliminating hazardous waste?

Insert Narrative Here:

Waste:

As mentioned above, all three buildings have a recycling program. The most recent program engages the Preschool through Grade 1 students in the process as each classroom has its own bin. Waste will be collected in larger bins, which will be picked up by the company. The waste will be weighed and the company will report back to the school the amount of trees saved by the recycling Preschool through Grade 1 are doing. This is a part of an ongoing educational process about recycling and waste.

Compostable foodstuffs from the food program are used to make compost for the gardens and green spaces. This began with the Peace Garden in 2002.

Purchasing and procurement are done with a focus on environmentally compatible materials. A policy is in process of being developed by the board to assure all purchases are either recycled or eco-friendly. In the Sister Ann Michael garden we are currently looking to use tree stumps for the seats for the students to use during presentations in the garden.

Hazardous waste:

Computer purchases: At this point in time some of our computers pre-date the EPEAT certified products. However, all computers and printers are donated to RET-3. This organization recycles computers while giving job training to individuals. Computers are cleaned with a Simple Green All-Purpose Cleaner. The computers, screens and keyboards are cleaned weekly with a cleaning agent that is non-toxic and biodegradable.

Other indicators of waste reduction are our printers' ink. Our large color printers use color cubes. There is no cartridge to recycle and the box is paper, which is recycled. The medium printer cartridges (HP) are mailed back to the manufacturer for recycling and the small printer cartridges are recycled at Staples. Each classroom recycles all paper products. The paper waste collected weekly for the school. Power strips are turned off to save energy.

Chemical Hygiene Plan for Metro Catholic School: We have a policy, created in 2008, that outlines all steps to be taken in regard to Hazardous materials in the school. This is actively enforced for all storage, management and the disposal of hazardous chemicals.

Cleaning Supplies: No toxic chemicals are used in the cleaning of the buildings. Green cleaning supplies will be part of this year's research.

Part Six: Element 1D: Use of alternative transportation to, during and from school.

Provide a 500-word maximum narrative of how your school is working toward alternative transportation or upgrading current modes of transportation. Below are guiding questions to help frame your narrative.

- What percentage of students walk, bike, bus or carpool (two or more students in the car) to/from school?
- Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses, are to limit idling on school premises?
- Are all vehicle loading and unloading areas at least 25 feet away from all buildings' air intakes (including doors and windows)?
- Describe how your school transportation fleet is efficient and environmentally friendly (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles, vehicles retrofitted with emission reduction, idle reduction equipment, or other indicators of significant reductions in emissions).
- Do you have "Safe Pedestrian Routes" to school or "Safe Routes to School" designations? Are they distributed to parents and posted in the main office?
- Describe any other accomplishments made under Pillar One toward eliminating your negative environmental impact or improving your environmental footprint.

Transportation:

Because we are an urban school whose students come from many different areas of the city, we have very few walkers. Most of our pupils either are driven to and from school by their parents or through CMSD busing.

We do have a no-idling policy. Cars and buses are twenty-five feet from the doors and windows of the school when in the parking lot or on the street.

We do not have a fleet of buses, however, we use group transports from two city neighborhoods that are outside of our local area. Yellow cab transports 20 students from two locations. This innovation lessens the number of cars bringing students to school by as many as ten cars for students coming from the Slavic Village (southeast side of Cleveland) area and 5-6 cars from St. Vincent de Paul (farther west down the Lorain Corridor). This does provide for both enrollment and an environmental savings for students whose parents would have to drive them to the school in separate cars.

In the case where a parent would walk their children to school, "Safe Pedestrian Routes" are available. Our new signage in the Detroit Shoreway Development area, directs those unfamiliar with the school to eliminate unnecessary driving. (219)

Part Seven: PILLAR TWO: Net positive impact on student and staff health

2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations and maintenance of schools and grounds.

Provide a 1,500-word maximum narrative of how your school is progressing toward improving the quality of health for students and staff. Below are guiding questions to help frame your narrative.

Integrated Pest Management

- Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?
- Do you notify parents and school employees about your pest control policies, methods of application and requirements for posting and pre-notification?
- Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and Material Safety Data Sheets (MSDSs) in an accessible location?
- Do you prohibit children from entering the pesticide area for at least eight hours following the application or longer, if feasible, or if required by the pesticide label?

Ventilation

- Does your school meet the stricter of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code?
- Are local exhaust systems (including dust collection systems, paint booths and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities and chemical storage rooms?
- Have you installed energy recovery ventilation systems, where feasible, to bring in fresh air while recovering the heating or cooling from the conditioned air?

Contaminant Controls

- Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?
- Carbon Monoxide: If you have combustion appliances, do you have an inventory of all combustion appliances and do you annually inspect these appliances?
- Mercury: Which unnecessary mercury containing devices have you replaced with non-mercury devices?
- Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations?
- Chromated Copper Arsenate: Have you replaced or sealed wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate within the past 12 months? What percentage?
- Secondhand Tobacco Smoke: Do you prohibit smoking on campus?
- Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?
- Indoor Air Quality (IAQ): Do you have a comprehensive indoor air quality management program consistent with IAQ Tools for Schools?
- Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture and water leakage?
- Describe any other measures regarding the school's built and natural environment that you take to protect student and staff health.

Insert Narrative Here:

Pest Control: Because of our old buildings, Metro Catholic has regular service to seek out any pests that may be present. The company comes once a month after school hours to inspect the building and spray to eliminate any potential pests. There is an 8-12 hour interval before students re-enter the building. Parents are informed if there is any problem area, or something that would be dangerous to a child's health. We have annual reports on file of the company's visits and findings.

Ventilation Control: Due to the age of the buildings on our 2 campuses, it has been cost prohibitive to remodel airflow systems to be as environmentally progressive as we would like. We do however encourage all teachers to keep plants in their classrooms. Plants naturally process Carbon Dioxide in the air and provide for a healthier indoor environment. All kitchen and chemistry areas are properly ventilated in accordance with the standards of the State of Ohio. (See Chemical Policy, above)

- Radon: regular testing is done; none has been found
- Carbon Monoxide: yes, all are inspected annually
- Mercury: Mercury is not used for anything in the school buildings
- All chemicals are disposed in accordance with federal, state, and local standards.
- Chromated Copper Arsenate: none on campus
- Secondhand Tobacco Smoke: This is a smoke-free campus
- Asthma Control: Yes
- Indoor Air Quality: See above concerning classrooms and plants
- Moisture Control: Yes, building is inspected for moisture and mold; and is clear
- Describe any other measures regarding the school's built and natural environment that you take to protect student and staff health: Continued ongoing planning from the Building and Grounds Committee in collaboration with our partners, the Land Bank and local CDC. We also have a partnership with the Cleveland Botanical Garden and are planning to get connected with the Cleveland Museum of Natural History. (311)

Part Eight: 2B: High standards of nutrition, fitness and quantity of quality outdoor time for both students and staff.

Provide an 800-word maximum narrative of how your school is progressing toward improving the physical health for students and staff. Below are guiding questions to help frame your narrative.

Fitness and Outdoor Time

- What is the average amount of time over the past year that each student engages in school-supervised physical education and/or outdoor time per week?
- Do you have outside classrooms or learning labs available?

Food

- Have you earned USDA's Healthier U.S. School Challenge award for school food?

- What percentage of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?
- What percentage of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)?
- Does the school have an onsite garden in which the students participate?

Ultraviolet (UV) Safety

- Does your current student body participate in EPA's Sunwise Program or an equivalent program? What percentage?
- Describe any other health and fitness programs.

Insert Narrative Here:

Out Door time:

Students have recess out doors for a possible thirty-five minutes/day unless the weather is inclement. This is supervised play that involves organized games and active physical movement. Children in Grades K-1 have thirty-five minutes of minutes weekly of physical education classes; Grades 2-4 student have weekly physical education class of 40 minutes; and grades 5-8 have weekly classes of physical education for 45 minutes. (Grades 2-4 total of 2 hours and 15 minutes/week; Grades 5-8 total of 3 hours per week).

Teachers plan to make use of the Peace Garden area and the new Sr. Ann Michael Green Space because there is an emphasis on using the out-of-doors as frequently as possible for lessons. As the new Green Space areas are completed there will be a greater emphasis on using them in as many ways as possible. Studies have determined that students who are able to move more freely outside during the school day, have better behavior and also are better learners.¹ These spaces as well as the soon-to-be-developed Community Nature Center will continue to beautify the neighborhood while being used as a place for teaching and learning. Interdisciplinary, project-centered education allows for a greater amount of inquiry and deeper understanding of the process as well as the results.

Food:

The school meals are provided through the Catholic Diocese of Cleveland that serves as a conduit for the Food from the Federally Approved food program. We have not as yet earned a Healthier U.S. School Challenge Award. Because the food comes through the Federal Government food program, we have seen an increase in healthy foods and more balanced menus.

For all of our faculty meetings and public events, food is purchased from the locally grown urban gardens and local food providers. We make it a point to support our local community and work in partnership with them. This food is very much within the 200-mile limit. We use Fair Trade Coffee for events as well and continue seek ways to make Fair Trade known to the students and families.

We have two onsite gardens. One is the Peace Garden begun in 2002. Students, teachers and interested adults (parents and guardians) participate in the planting, growing and consuming of this food. The second garden area, the Sister Ann Michael garden, is a larger plot where more and different kinds of gardening can take place. Since this area was finished at the end of school last year, it was not used optimally over the summer.

¹ Brain-based Education – see www.brainbasededucation.org

Ultra-Violet (UV) Safety

We will be implementing the EPA Sun-Wise program throughout this school year. We will be passing out Ultra-violet sensitivity Frisbees to all the classes for use on the playground.

Other health and fitness program options, besides the regular Physical Education Classes, are sports programs—baseball, basketball, track, the garden club, and yoga.

Part Nine: PILLAR THREE: 100 percent of the school's graduates are environmentally and sustainability literate

There are many pathways to achieving a 100 percent environmental and sustainability literacy rate. Provide a 1500-word maximum narrative about how your school is progressing toward improving the Environmental Literacy for students and staff. Below are guiding questions to help you frame your narrative.

Learning and Environmental Literacy

3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

- Does your school or district have a graduation requirement for environmental or sustainability literacy?
- What percentage of last year's graduates scored proficient or better during their high school career on state or school environmental education, sustainability or environmental science assessments?
- Briefly describe the assessment you use.
- How are environmental and sustainability concepts integrated throughout the curriculum?
- Is your curriculum aligned to the state science standards 2002 or 2010?
- What percentage of your graduates last year completed Advanced Placement Environmental Science during their school career?
- What percentage of AP students scored three or better on the Advanced Placement Environmental Science assessment?
- If your school does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on the state science education assessments last year?
- Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?
- Does your environmental education curriculum pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and engaging in argument, and applications based on evidence?
- Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level?
- How are the sustainable elements of your building used as an educational opportunity?

Insert Narrative Here:

Learning and Environmental Literacy:

Because this is an elementary school there is no environmental literacy requirement for graduation. At this time, we have no assessment for Earth/environmental literacy. We do not have AP students in an elementary school nor AP classes strictly designated as environmental.

However, as a Catholic school we have stressed “care of the Earth” and this comes through in all subject areas. All the students regularly participate in prayer services and retreats that focus on Care of the Earth. Last year, the entire school participated in following the St. Francis Care of Earth Program. There were five tenets completed as part of this program:

1. Pray: reflect on the duty to care for God’s creation and protect the poor and vulnerable.
2. Learn: about and educate others on the causes and moral dimension of climate change.
3. Assess: how all of us—as individuals and in our families, parishes and other affiliations, contribute to climate change by our own energy use, consumption, waste, etc.
4. Act: to change our choices and behaviors to reduce the ways we contribute to climate change.
5. Advocate for Catholic principles and priorities in climate change discussions and decisions, especially as they make an impact on those who are poor and vulnerable. All grades Preschool through 8 participated in this program. A St. Francis Pledge to care for the Earth was taken by all school members. A brief power point of artwork done by the students as a result of this program is attached.

The students at Metro Catholic are used to the garden and now, Sr. Ann Michael Green Space as being part of their school life. In interviewing members of the Garden Club, they spontaneously report that the fresh food they have grown tastes much better than food bought at the grocery store. Urban Gardening has become very popular in the neighborhoods where the school buildings are located. Students are beginning to see this aspect of life in the city of “normal.” Those who have participated in the Garden Club often begin a garden in their own yards at home.

There is professional development available for the teachers and staff. This year the focus was the Green Ribbon School qualifications. The challenge this year was for each classroom from K through 8 to come up with a Genius Project that would demonstrate the creativity of the students. These Genius Projects are based on project-based learning and often include an aspect of one or more of the pillars of the Green Ribbon Schools.

The Genius Projects that incorporate environmental learning along with STEM content are the following:

1. Transportation: Study of a Merry-go-round – Grade 2
2. Math Tessellations: to create designs and patterns – Grade 7
3. Nature vs. Invaders: Plants and soil: comparison of various types of soil and what grows best in them native/non-native – Grade 7
4. Helping Furry Friends: Learning about animals, their care and treatment and how they affect the environment. Grade 1
5. Latitude and Climate: Charting the effects of latitude on a region’s climate to visualize how the distance from the equator makes a difference or not on climate (or doesn’t depending on other factors.) Grade 5
6. Exercise and Energy: Does drinking water help a person to exercise better – Grade 2
7. Life Cycle of a soap bubble: to determine life of soap bubble with various detergents -- Grade 6

8. **One Act Play:** The students will investigate, analyze, and evaluate human interactions and emotions in a post-apocalyptic world. They will make a cross-curricular connection to 8th grade science project. Students will use the 2313 world they "created" as a setting for their one-act play. Students will have to think about the impact environmental choices make on the setting and characters.

Teachers and students were encouraged to use the scientific method in creating their Genius Projects. Connecting several disciplines will be necessary in order to determine the results of their originating question.

Another way we evaluate our students' ability in math and science is through our annual Iowa Test of Basic Skills. Our seventh and eight grade scores are as follows: Grade 7: Math: 7.4 and science is 8.0; Grade 8: Math 9.1 and Science 8.8 grade equivalents. Our students are urban children and come to us with the all the challenges involved with living in the city. Obtaining grade equivalent scores as a group is quite an achievement. The focus on Science, Technology Engineering and Math is also a part of our afterschool clubs such as robotics. (See attached information).

As referenced throughout, we have outdoor classes and experiential learning available on the Stephen/Michael campus with our two working gardens and environmental learning areas. The Boniface building with Grade Pre-K-1, have also planted flower gardens and learned of Care of the Earth through outdoor and indoor activities. The transformation of a vacant lot and falling down houses into a beautiful green area is one of the best ways we demonstrate the sustainability of our school to the students, teachers, parents, guests and neighborhood community. (Please refer to our website: www.metrocatholic.org for our Genius Project updates and our ongoing section entitled "Going Green")

Part Ten: Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

Provide an 800-word maximum narrative of how your school is progressing toward improving the use of the environment and sustainability to improve STEM knowledge and problem-solving skills. Below are guiding questions to help frame your narrative.

- Do your students graduate with a robust general science education that includes a deep understanding of life, physical and earth sciences?
- What percentages of enrollment are in environmental sciences, earth sciences, biological sciences, statistics and STEM post-secondary school or career-intended focus?
- Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus specifically on environmental and sustainability fields, studies and/or careers?
- Does your curriculum provide career preparation, career-technical education programming, agricultural and environmental systems career field, college-level science or math course enrollment or specific science/math assessments with an environmental focus?

Insert Narrative Here:

As an elementary school, many of the statements above are included as part of the core curriculum. As noted above, as well, the Genius Projects are involving every teacher and child in the school in

the process of interdisciplinary investigation of a specific question they want to answer. These are classroom teachers and special teachers alike—such as the art teacher, the music teacher and our Learning Center teachers who work with students with learning disabilities or those who come to the school as non-English speakers.

We have been very much aware of the STEM projects. In 2008, the Green Classroom highlighted the interdisciplinary subject of math, science and architecture. Our robotics Club is available for students in the upper grades to understand and create multiple projects. Advanced math students in our junior high attend a local Catholic High School for Algebra classes. (See newsletter article).

Again, as an elementary school we do not as such do career education, but our graduates often report that they have become involved in Green Projects. (See Jason Bindel article, newsletter 2011)

Part Eleven: Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Provide a 500-word maximum narrative of how your school is progressing to improve civic and community partnership toward sustainability. Below are guiding questions to help frame your narrative. Community and Civic Engagement

- What percentage of last year's graduates scored proficient or better on a service learning or community engagement skills assessment?
- Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?
- Do you partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance the school and community toward sustainability and other environmental issues?
- Do you have outdoor classrooms on your grounds that include native plantings or a community garden? If yes, how do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?
- What are other indicators or benchmarks of your progress toward the goal of 100 percent of your graduates being environmental and sustainability literate?

Insert Narrative Here:

Community Involvement and Partnerships:

Metro Catholic has always seen itself as part of the neighborhood. To that end, there are multiple partnerships that have evolved over the past 26 years and are still in process. (see list attached)

Students are encouraged from early years to engage in Service-Learning Projects. As an example this year, Grade 1 is involved with the Animal Protective League as part of their Genius Project. As a Catholic school, service learning is part of the curriculum. Drink Local, Drink Tap was one of last year's projects (and the concepts carried over to daily behavior).

Recently, an after-school respite care house was opened for at-risk students. The House of Champions is a collaboration among three area Catholic Schools and serves children from Grades 1-4. There is also an after-school tutoring program developed collaboratively for average achieving students to support the development of critical thinking skills. After school snacks are healthy and are provided by the school.

An annual art show involves nine area schools – public, charter and Catholic. This annual event began nine years ago by the Metro Catholic Art teacher. It has become a highlight of the school year for the area.

Our partnerships continue to grow. Last year we sponsored a film in the Cleveland Film Festival. It was entitled the “Magic Camp.” Because of this, we will be starting a magic club at the school with the principal magician from the film coming to the school to help start it.

Through our recruitment work, we meet all the not-for-profit organizations in the area. We partner with a Montessori Preschool--Kindergarten, with the Refugee and Migration Center of the Cleveland Catholic Diocese.

We work with all our local council persons as well as the local CDCs, Land Bank, Cleveland Foundation and multiple foundations and donors who have supported the school these past twenty-six years.

Our Sister Ann Michael Green Space and Garden, as referenced a number of times, t serves as an outdoor classroom. Once the Community Nature Project is complete, there will be two areas available for out-door-education. The Peace garden has native plants as does the Sister Ann Michael Green Space. Many aspects of the core curriculum can be taught from Science, Math and Social Studies—for an example the beginnings of cities, decay and rebirth.

Students participate in welcoming visitors and touring them around the school. Our School Ambassadors also represent the school in civic functions. On October 13, 2012 the school received an award from the Lawyers Guild of the Catholic Diocese in honor of the school’s ongoing efforts at collaboration with the Catholic Diocese, Sisters of Notre Dame of Cleveland and neighborhood and community groups. Please see the attached list of the number of businesses, churches and community organizations with whom we partner. (461)

See attached a complete list of our community partners.

We would welcome a visit from the committee. Our Student Ambassadors would be most happy to explain to you the environmental aspects of our Green Room and the renovated bathroom, as well, as the many ways the school, teachers and students are continually learning more about Earth and the environment.

Part Twelve:

Submit your application with narrative to OhioGreenRibbonSchools@education.ohio.gov. Please attach any supporting documents mentioned in the narrative to show the qualifications of your school.

If you have questions during this application, please contact the executive director, Environmental Education Council of Ohio at director@eeco-online.org.

Attachments I am considering – information and blue prints for Peace Garden, Sister Ann Michael Green Space, new Community Garden designs, recent renovations of Bathroom