



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

The school has some configuration that includes grades Pre-K-12.

- 1. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes.
4. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
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 public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
6. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

Charter Title I Magnet Private Independent

Name of Principal: Dr. Stephen Covert
Official School Name: Pine View School for the Gifted
Official School Name Mailing Address: 1 Python Path, Osprey, Florida 34229
County: Sarasota State School Code Number *: 0021
Telephone: (941)486-2001 Fax: (941)486-2042
Web site/URL: http://www.sarasota.k12.fl.us/pvs/E-mail: Stephen.Covert@sarasotacountyschools.net

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

(Principal's Signature) Date: 1-9-15

Name of Superintendent: Mrs. Lori White
District Name: Sarasota County Schools

(Superintendent's Signature) Date: 1/9/15



Nominating Authority's Certifications

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

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

Name of Nominating Agency: Florida Department of Education

Name of Nominating Authority: Commissioner Pam Stewart

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 "Pam Stewart".

Date: 1-28-15

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov 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.

Pine View School for the Gifted Summary

Pine View School for the Gifted formally developed its *Sustainability @ Pine View (S@PV)* program in January, 2012. Our school and curriculum span Grades 2 through 12, affording us the unique opportunity to positively impact over 2,200 students at the elementary, middle, and high school levels. In three short years we have built a common understanding and awareness of how working together across grades and disciplines results in clear improvements in environmental stewardship, healthy living, and sustainability education.

Pine View School protects the environment and reduces environmental impact by maintaining an environmentally-friendly campus, promoting the use of renewable energy, reducing energy use, and recycling. We protect our 76-acre natural setting campus, our lakes, and our water shed by choosing to limit chemical use, not use irrigation, leave many pathways unpaved, and maintain some parking areas as natural porous shell instead of pavement. Over a third of the campus is comprised of regionally appropriate vegetation, which provides wildlife and wading birds refuge throughout our campus.

In 2011, Pine View School partnered with the University of Central Florida Solar Energy Center to install a 10 kW solar array as part of the SunSmart E-Shelter Program. Over the past three years, the solar array has generated an estimated 50,000 kWh, which has the beneficial environmental effect equivalent to planting over 800 trees and growing them for 10 years.

Pine View earned the EPA Energy Star certification in 2012 and has reduced its annual non-transportation energy use by 12% as compared to the 2007 baseline year. The school has saved thousands, and has helped the Sarasota School District save \$16 million dollars in energy cost since 2007.

Pine View has received multiple awards for its many recycling initiatives and programs. We have been able to divert 43% of our solid waste from landfill through recycling and composting. In the past two years, the E-Waste Tuesday program has helped divert 2,300 pounds of electronic waste from the landfill.

Making healthy life choices is part of Pine View's core values. We have a Wellness Committee that meets monthly. In 2014, over 400 runners participated in our first 5K race and 1-mile fun run. We have a Walking School Bus for elementary students. Students, parents, and staff can all join our walking clubs and running teams to help reach their fitness goals together. One highlight of the year is our exciting exercise event, the Peramathon. Classes walk and jog as many laps as they can around the track to their favorite music during this full-day action-packed event.

Pine View participates in the USDA's Healthier US School Challenge, Alliance for a Healthier Generation's Healthy School Program, and the Farm-to-School program. We maintain a healthy snack policy and offer salads and healthy foods to students and staff daily. Menus are color coded so that making healthy choices is easier. The County offers an Employee Wellness Program and yoga is offered to staff once a week.

Environmental education is part of our curriculum and sustainability awareness is promoted through S@PV forums for students and staff. Our S@PV logo contest engaged students in all grades and a slogan was developed using our school colors: “Pine View School. Where Blue and Gold Make Green.” The Student Sustainability Council then developed a way to use the word “Green” to help explain the concept of sustainability:

- **G**rowth through responsible and healthy choices
- **R**esource conservation
- **E**nergy reduction
- **E**nvironmental protection
- **N**eeds met today, while protecting the needs of tomorrow

Science, Technology, Engineering, and Mathematics (STEM) courses and hands-on learning are an integral part of Pine View. Students participate in hands-on labs, science fairs, and outdoor classroom science field trips to state parks. Students also learn respect and appreciation of our environment through art and music.

Outdoor learning opportunities include sustainable gardening, green roof work stations funded by Toyota, a Nature Trail, and our solar array. In 2012, we were awarded the Florida Green School Network Classroom Award. Since 2010, our students have won Junior Solar Sprint awards each year at the EnergyWhiz Olympics run by UCF's Solar Energy Center.

High school students learn about the environment and sustainability through their rigorous academic classes and their after school environmental, engineering, and social justice-related clubs. Pine View offers 14 STEM-related AP and college-level courses. Our students have an overall 90% pass rate on AP exams across all subjects and are ranked 1st in the state and 6th in the nation. Students are encouraged to go into STEM and sustainability-related careers, attend sustainability conferences, and visit organizations like The Florida House Institute. Students write S@PV articles, maintain and enhance S@PV's website, and help with our annual Earth Day celebration.

Through these comprehensive educational efforts, we are preparing our students to take leadership roles in our common journey towards a sustainable future.



U.S. Department of Education
Green Ribbon Schools
2014-15 TECHNICAL REVIEW

Nominee	Pine View School for the Gifted, 1 Python Path, Osprey, Florida 34229 Sarasota County School District	
Evaluation Issues	Approvable	Special Notes
Florida Department of Environment Protection: Checked all records available regarding environmental violations for this school. Reviewer Name and Title: <i>Terry Cerullo, Environmental Administrator, and Amanda Hartsfield, Office of Emergency Response, South District, Florida Department of Environmental Protection</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	DEP found no environmental violations for this property.
Florida Department of Health: Checked Radon Monitoring Records: Reviewer Name and Title: <i>Jorge Laguna, M.S. Environmental Manager, Radon Program Bureau of Epidemiology, Public Health Toxicology Section Division of Disease Control & Health Protection</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	
Florida Department of Agriculture and Consumer Services: Checked compliance with regulations related to National School Lunch Program Reviewer Name and Title: <i>Lisa Church, Supervisor of Implementation, NSLP, SSO, SMP, Division of Food, Nutrition and Wellness, Florida Department of Agriculture and Consumer Services</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	
Florida Department of Education: Checked compliance with USDOE Individuals with Disabilities Education Act (IDEA) Reviewer Name and Title: <i>Patricia Howell, Program Director of Monitoring and Compliance, Bureau of Exceptional Education & Student Services</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	
U.S. Department of Labor: Occupational Safety & Health Administration (OSHA) Checked referred database for compliance with OSHA regulations at Federal and state levels: http://www.osha.gov/pls/imis/establishment.html Reviewer Name and Title: <i>Romina Sola, FL-DEP and Coordinator Florida Green School Network</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	No OSHA violations found on database for this property.







Florida Green Ribbon SCHOOL Application 2014-2015

2. Applicant Information

1. Principal Name:

Dr. Stephen Covert

2. Phone Number:

941-486-2001

3. Principal Email Address:

Stephen.Covert@sarasotacountyschools.net

4. City:

Osprey

5. Street Address:

1 Python Path

6. Zip:

34229

7. Facebook page:

N/A

8. Lead Applicant Name (if different):

David Yotsuda

9. Website:

<http://www.sarasota.k12.fl.us/pvs/>

10. State:

Florida

11. School Name:

Pine View School for the Gifted

12. Lead Applicant Email:

david.yotsuda@sarasotacountyschools.net

13. Phone Number:

941-486-2001

14. District name:

Sarasota County

15. School Type:

Public

16. How would you describe your school?

Suburban

17. Level:

Elementary

Middle (6-8 or 9)

High (9 or 10-12)

18. Does your school serve 40 percent or more students from disadvantaged households?

No

19. Graduation Rate:

100%

20. Attendance Rate:

90%

21. Total Enrolled:

2,218

22. Percent of students receiving Free or Reduced Price Lunch:

10.85%

3. General Green School Information

23. Summary Narrative (Snapshot): Provide an 800 word maximum narrative describing your school's efforts in the following areas: Reducing environmental impact and costs, improving student and staff health, and providing effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (See final Summary attached)

Is your school participating in a local, state or national school program, such as Florida Green School Awards, EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the pillars?

Yes

24a. Program(s) and Level(s) achieved:

FL Green School Network classroom award (Neal Gleitz) 2012
FPL Energy Efficiency award 2013
Funds and awards from the County to reward PV (2013) for recycling efforts
Toyota Grant Award for Green Roof Project (2009)
Recipient of Beautiful Campus Award.

24. Has your school, staff or student body received any awards for facilities, health or environment?

Yes

25a. Award(s) and year(s)

FL Green School Network classroom award (Neal Gleitz) 2012
FPL Energy Efficiency award 2013
Funds and awards from the County to reward PV (2013) for recycling efforts
Toyota Grant Award for Green Roof Project (2009)
Recipient of Beautiful Campus Award.

4. Pillar I: Reduced Environmental Impact and Costs

26. Can your school demonstrate a reduction in greenhouse gas emissions?

Yes

26a. Percentage reduction:

15

26b. Over (mm/yyyy - mm/yyyy):

07/2007 - 06/2014

26c. Initial GHG emissions rate (MT eCO₂/person):

0.85

26d. Final GHG emissions rate (MT eCO₂/person):

0.72

26e. Offsets:

none

26f. How did you calculate the reduction?

energy cap professional software

27. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes

27a. Year(s) and Score(s) received:

March 2012, score of 81/100

28. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

28a. Current energy usage (kBTU/student/year):

4,546 kBTU/student/year

28b. Current energy usage (kBTU/sq. ft./year):

49

28c. Percentage reduction:

12%

28d. Over (mm/yyyy - mm/yyyy):

07/2007 - 06/2014

28e. How did you document this reduction?

energy cap professional software

29. On-site renewable energy generation:

0.54%

30. Type:

solar PV

31. Purchased renewable energy:

0.06%

32. Type:

Solar

33. Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program. List Program or N/A:

SunSmart E-Shelter Program (FL Dept of Ag & Consumer Services)

5. Pillar I: Reduced Environmental Impact and Costs

34. What year was your school originally constructed?

1994

35. What is the total building area of your school?

195,660 sq ft

36. Has your school constructed or renovated building(s) in the past 10 years?

No

6. Pillar I: Reduced Environmental Impact and Costs

37. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

No

37b. Current water use (gallons per occupant):

unknown - no meter

38. Does your school use a Florida-friendly landscape maintenance certified professional?

No

39. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? List the type of plants used and location:

33% - cabbage palms, saw palmetto, live oak, Fakahatchee grass, wax myrtle, slash pine - throughout campus

40. Describe alternate water sources used for irrigation. (50 words max)

no irrigation used

41. Describe any efforts used to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)

Student parking lot is a natural shell covering; pathways are natural soil and grass; natural lakes throughout campus were left in place to collect and manage storm water runoff

42. Our school's drinking water comes from:

Municipal water source

43. Describe how the water source is protected from potential contaminants. (50 words max)

Natural lakes are fenced in and chemical use is not used in those area; no irrigation is used on campus to protect water reserves and prevent unnecessary runoff into water reservoirs

44. Describe the program you have in place to control lead in drinking water. (50 words max)

No lead is used on campus. No older buildings are present on campus. This does not apply to school.

45. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 words max)

20% (PVS has an extensive Nature Trail which is home to 150 species of plants. It includes the following plant communities: Pine Flatwood, Freshwater Marsh, Willow Swamp, Oak-Palm Hammock, and a Retention Pond.

7. Pillar I: Reduced Environmental Impact and Costs

46. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting?

43.39%

47. A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

120

48. B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

64

49. C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected):

28

50. Recycling Rate = $((B + C) \div (A + B + C)) \times 100$:

43.39%

51. Monthly waste generated per person = $(A/\text{number of students and staff})$:

.05

52. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

52.6

53. Corrosive liquids

none

54. Flammable liquids

none

55. Mercury

none

56. Other Toxic

a small amount (250 mL) of heavy metal waste solution from HS/AP Chemistry classes

57. How is this Measured?

mL

58. How is hazardous waste disposal tracked?

The waste is collected in a special waste container and disposed of by the school district contacted Hazardous Waste Pick Up Team usually once every 2-3 years because of the small amount. It is packed in special drums and it goes to a specific landfill. A form is filled out before pickup listing the containers and the contents. A copy of the form is kept at school.

59. Describe other measures taken to reduce solid waste and eliminate hazardous waste.

PVS has reduced the amount of hazardous waste produced in the following way: The high school chemistry teachers have reworked the majority of their chemistry labs to become aqueous based, in order to minimize the amount of hazardous created.

PVS has also taken steps to reduce the amount of solid waste that goes to the landfill: 1) A new single stream recycling program has expanded the types of waste that can be recycled. For example we can now recycle #5 as well as #2 plastics; 2) a bottle cap recycling program was initiated by a PV student three years ago. Over 150 lbs of plastic caps have been recycled into Aveda shampoo bottle caps; 3) we participated in the TREX Plastic Bag Recycling Challenge, recycling over 20,000 plastic bags in two years; 4) the eWaste recycling program, facilitated by two PV parents and S@PV, collected 2,900 lbs of eWaste during the 2012-2014 school years and 2,385 lbs of eWaste from August 2014 to the present 5) educational programs to help students learn which materials can be recycled on campus. For example students labeled bins on campus to reinforce awareness of single stream recycling; 6) vermiculture and rotating barrel composting on campus; 7) 5,000 Plastic rings – collecting the past ten years and shipped to Ringleader Project to recycle the plastic into such items as picnic benches and decking.; 8) Over 50,000 Can tabs – collected over the past ten years and donated to various organizations (McDonald's Restaurants, Venice East Golf Course, students in art courses); 9) 25,000 Ink cartridges and toner cartridges recycled/refilled over 10 years.

60. Which green cleaning custodial-standard is used?

The green cleaners used at Pine View conform to the Florida School Plant Management Association

61. What percentage of all products is certified?

90% of cleaning products used at Pine View are certified.

62. What specific third party certified green cleaning product standard does your school use?

The cleaning products are third party certified through Green Seal.

8. Pillar I: Reduced Environmental Impact and Costs

63. What percentage of your students walk, bike, bus or carpool (2 + student in the car) to/from school? (Indicate if your school does not use school buses.)

59%

64. How is this data calculated? (50 words max)

36% of students ride the bus, an estimated 20% of students arrive with other students or siblings, and estimated 3% of students of students arrive by walking or riding bikes based on an estimate of population in the three neighborhoods within walking/riding distance to the school estimated through observation.

65. Our school has implemented: Please select one or more options

Designated carpool parking stalls.

Vehicle loading/unloading areas that are at least 25 feet from buildings, air intakes, doors and windows.

66. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 words max)

The school bus pick up and drop off patterns were changed to reduce fuel use, student travel time, and disruption to

neighborhoods. Most bus routes now only pick up and drop off at designated "collection points" along the main routes.

67. Describe any other efforts toward reducing environmental impact. Focus on innovative or unique practices and partnerships. (100 words max)

The walking school bus (WSB) meets twice a month. Elementary students meet off campus and walk to school with teachers, parents and other students. This program has been in progress for 3 years. The program is funded via "walk and roll grant" from Safe Routes to School through the U.S. Department of Transportation.

The program teaches awareness to students and parents of the benefits of walking to school. While reducing emissions and fuel use slightly, the program also provides a venue to talk about the benefits of walking and encourages students and parents to make healthy and environmentally healthy choices.

9. Pillar 2: Improve the Health and Wellness of Students and Staff

68. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

Approximately 3 gallons of pesticides/year are sprayed in the kitchen area of the cafeteria with an additional 1.5 gallons pesticides sprayed around campus. Major efforts are made to minimize the amount of pesticides sprayed on campus. For example approximately 25 lbs of non-toxic granules are used on campus to combat fire ants. Also 8 oz of bait is used each year as bait to combat roaches. Spraying with pesticides is a last resort.

69. How do you solve pest problems at your school?

Custodial staff use Green Cleaners first to try to address an ant or roach problem in the classroom. If this is not successful in addressing the problem, a professional pest control company is called.

70. How do you decide when to use pesticides?

Spraying is used as a last resort, if other means of controlling pests are not successful.

71. Do you have an Integrated Pest Management contact at your school?

No

72. Which of the following practices does your school employ to minimize exposure to hazardous contaminants?

Our school enforces a policy that prohibits all tobacco use by students, staff and visitors on all school-owned property and at school-sponsored events.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

73. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 words max)

We have addressed chemical use in HS Chemistry labs and by custodians elsewhere in the application. No other chemicals are used at the school.

74. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 words max)

Actions to prevent exposure to asthma triggers are handled on a class by class basis. For example, when necessary, students and teachers are asked not to use air fresheners, wear perfumes and to remove/minimize the asthma trigger.

75. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleans up mold or removes moldy materials when it is found. (100 words max)

All classrooms are inspected monthly by the Senior Head Custodian or more frequently if requested. If a problem is identified, it is assessed by a professional health and safety inspector. Repairs to air conditioning units, walls, ductwork, and roofs, for example, are made based on the inspector's recommendations.

76. Our school has installed local exhaust systems for major airborne contaminant sources.

Yes

77. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 words max)

All building ventilation systems and unit ventilators are inspected quarterly by certified HVAC technicians.

78. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, that are consistent with state or local codes, or national ventilation standards. (100 words max)

All classroom are inspected quarterly and are maintained to be in compliance with state and local code.

79. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues. (200 words max)

The Senior Custodian performs monthly inspections to make sure classrooms are clean, dry, free of mold and mildew, and in compliance with safety and fire codes.

10. Pillar 2: Improve the Health and Wellness of Students and Staff

80. Does your school implement the coordinated school health model?

Yes

80a. Describe highlights in each of the component areas: (300 words max) Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment (physical building and culture and climate); Health Promotion for Staff; Parent and Community Involvement Related to Wellness

Elementary students participate in a wellness wheel. Activities include hands-on evaluation of food labels. Run clubs that include grades 2-3 (Half Marathon Club) 4-5 (Marathon Club) and 6-8 (PV FIT). Team Pine View is a club for families. Several weekend runs are in the local area. Any funds generated supply a food pantry.

Nutrition services offers the salad bar at lunch. Health promotion for staff is done by the wellness champions who are liaisons with the district wellness leader. Staff is provided information about the \$100 wellness initiative (money is dispersed for wellness visit at doc, flu shot, participation in a race, gym membership), wellness programs offered by the district (diabetes help, nutritional coaching, weight loss programming), running clubs open to students and faculty.

First ever family friendly wellness event- the 5-2-1-0 5 K race and 1 mile fun run. A committee of dedicated teachers, parents and admin put this race together. Over 400 runners participated. Also, we have a running race team now, called Team PV that is made up of students, parents, and teachers all running together. We will run in 6 races (each member of team PV was asked to commit to doing at least 3 of the races). In our first local race, we won the trophy for largest team! We've had a wonderful response.

The County Employee Wellness Program will provide a balanced and proactive wellness program to employees that will improve their individual health and health behavior patterns and produce tangible improvements in their use of health care services, reduce health-related costs, and enhance their personal well-being. Healthy lifestyle behaviors will reduce injuries both on and off the job, decrease costs for both the employee and the district, decrease absenteeism, and increase employee productivity and job satisfaction.

81. Does your school have a healthy school team?

Yes

81a. If so, describe the team membership (e.g. administrator, parent, teacher, student, food service professional, school nurse, counselor), meeting frequency, goals and successes. (200 word max)

The wellness committee meets once a month. Parents, teachers, and administrators are on the committee. The 5-2-1-0 race was a huge focus last year. Five servings of fruits, no more than 2 hours of electronics, 1 hour of activity and 0 drinks with sugar to quench your thirst. PV FIT run club for middle school. This year the "half-marathon" club was added for 2nd and 3rd grade. We've developed the PV food pantry. Yoga & strength training is offered for staff once a week.

The Employee Wellness mission is to decrease the health risks of employees while empowering them to be active, involved, conscientious health care consumers. The Employee Wellness program encourages employees to take responsibility for enhancing their own well-being, decreasing their risks for acute and chronic illness and premature death, knowing when to seek appropriate care for medical problems, and acquiring knowledge tools for achieving high level wellness.

Goals provide programming aimed at lifestyles and behaviors that are associated with increased risk and cost including:

- Awareness
- Education
- Behavior Change
- Environmental or Cultural Change

82. Which practices does your school employ to promote nutrition, physical activity?

Our school participates in the USDA's HealthierUS School Challenge.
Our school participates in the Alliance for a Healthier Generation's Healthy School Program.
Our school participates in a Farm-to-School program to use local, fresh food.
Our school has an on-site food garden.
Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community.
Our school promotes physical activity opportunities above and beyond physical education (e.g. running clubs, archery, golfing)
At least 50 percent of our students' annual physical education takes place outdoors.
Health measures are integrated into assessments.
At least 50 percent of our students have participated in the EPA's Sunwise (or equivalent program).

83. Provide specific examples of actions taken for each checked practice. If involved in USDA or Alliance programs indicate level and years. Focus on innovative or unique practices and partnerships. (300 words max)

There are several food gardens on campus. There is a tower garden where herbs and tomatoes are grown. There are 6 raised garden beds that multiple classes use throughout the year to raise a wide variety of crops. The High School Club called "Sustainable Gardening" has multiple gardens among the green roof project and organic garden plants and gardens.
In promoting physical activity opportunities above & beyond the PE class there are Pine View Fit Club that meets 3 days a week for one period for High School students. There is a Marathon Club and Century Clubs that help members (staff and students) track miles walked. Yes, 50% of PE takes place outside. The President's Council on Fitness is in current use and used to assess all students enrolled in PE classes.
Food & Nutrition Services (FNS) purchases fruits and vegetables, milk, and eggs from local farmers including Jones Potato Farm in Parrish, FL; Joshua Citrus in Arcadia, FL; M&B Products (milk and orange juice) in Tampa, FL; and many other farmers throughout Florida. Check out our 2013-2014 Northern Florida Farms and Central and Southern Florida Farms maps. The FNS Director, Beverly Girard, PhD, MBA, RD, is a leader in the Florida Farm to School movement, having spoken at multiple national and regional conferences including the Florida School Nutrition Association Annual Conference in Orlando, Florida; the National PTA Conference in Fort Lauderdale, Florida; and the Arkansas Farm to School meeting in Little Rock, Arkansas.
The Farm to School Liaison, Malory Foster, RD, LDN, is responsible for administering our USDA Farm to School grant. Malory can be contacted at: Malory.Foster@SarasotaCountySchools.net or 941-486-2199. Malory is a graduate of the University of North Florida, a registered dietitian and a former WWOOF intern (World Wide Opportunities on Organic Farms).

84. Food purchased by our school is certified as "environmentally preferable."

Yes

84a. Percentage:

20%

84b. Type:

oranges, tomatoes, tangerines, cucumbers, red potatoes, and grape tomatoes.

85. Describe the type of outdoor education, exercise and recreation available. (100 words max)

Pine View has an outside track that has been used for Relay for Life. The Peramarathon is an event where students walk/run as many laps as they can and raise money. Pine View shares a nature trail with a neighboring community. There is a personnel fitness area. There are tennis courts, concrete walls.
The elementary area has swing sets, ball fields and climbing apparatus for regular use during recess.
Pine View also has a designated nature trail with signs along it to help identify some of the 6 major ecosystems that can be found on campus.

86. Describe any other efforts to improve nutrition and fitness. Highlight innovative or unique practices and partnerships. (100 words max)

There are healthy snacks available for purchase after school every day. There is a healthy snack policy to have any class activity that involves food to have healthy food. Lunch menus are colored coded to help staff and students plan their meals. Ex: WHOA choices are in red, while an awesome "go" green choice like garden bell peppers. Meatless Mondays. Yogurt is available daily as an entrée option. Milk, eggs and seasonal produce is purchased from local farmers. We have health and Wellness clubs for high school & elementary students.

11. Pillar 3: Effective Environmental and Sustainability Education

87. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated across the content areas, curricula and assessments (mathematics, science, health, English language arts, physical education and/or social studies) (300 words max)

Pine View School for the Gifted is dedicated to ensuring environmental and sustainable concepts across the content areas. This is primarily done through our Professional Learning Communities (PLCs) which meet twice a month. We emphasize enrichment activities to teach gifted students. Examples include:

At the elementary level, our foreign language department studies Marine vocabulary while singing songs from Finding Nemo. Names of animals being studied are used in sentences for story creation. Students learn foreign language vocabulary to celebrate Earth Day including the creation of labeled posters about nature.

At the middle school level, our math department teaches a lesson through the use of nature and photography. Students photograph examples in nature which illustrate math concepts then create math problems in conjunction with their photograph. Photos are displayed in class and parents visit with students to solve the math problems together. In the study of language arts, sustainability is practiced with the use of the "tree cookies for story writing" lesson allowing for the repurposing of sliced tree limbs used and reused to write a group story – one word at a time. Cross curricular teaching using non-fiction articles and books read in Language Arts class coordinate with the Earth Science units. For example, students learning about ocean currents and gyres in science class read about the Great Pacific Garbage patch in LA allowing students to learn about a topic, such as oceans from different, supporting perspective.

In high school, students study sustainability in their Economics class, put on a "Trashion Show" in their AP Environmental Studies class, and volunteer for coastal clean ups. A unique band, "The Garbage Men Band," uses instruments made of repurposed materials to spread the word about recycling.

88. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated into professional development for faculty and staff. (300 words max)

There are many opportunities for staff to participate in professional development on Health and Wellness. Blue Cross and Blue Shield Health Insurance Company helps the county offer wellness checks. There are discounts for participants that keep up with these wellness checks. At Pine View school there are many opportunities to participate in after school activities and weekend local events. Some of these include: walks, bikes and runs; bike to work day; walk to school monthly events; staff yoga, personal training and walking groups.

To help staff stay up to date with local environmental and sustainable trends, the School District keeps up many of Gale Library subscriptions. Many staff use this information to enhance our gifted curriculum on local sustainable facts and events for their own personal use and to incorporate into the classroom.

Professional and College credit is available with organizations like the American Meteorological Society to stay current on local and global climate change. Having Mote Marine Laboratory in our county is used for our students for internships and staff development and training. Many of the students that intern there bring the issues to our schools club organizations and classrooms for further studies. Mote Marine helps facilitate guest speaker events as well as virtual field trips for staff during the school year and the summer.

89. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematical (STEM) thinking skills and content knowledge? (200 words max)

Being a full-time gifted school, enrichment activities are encouraged in the classroom thus allowing students to learn beyond the curriculum. Activities have been incorporated into the curriculum to include sustainable and environmental concepts. For example, an art teacher assigned his middle school students to design and create a robot using recycled materials from our weekly e-waste collection. Once completed, the robot will be commissioned to the high school robotics class to provide movement by using science, engineering, math and technology skills. Teachers meet twice a month in groups to plan and organize lessons. When appropriate they will coordinate lessons across content areas providing continuity for better student learning. Pine View is fortunate to serve gifted students from grades 2 to 12. This is a prime opportunity for older students to mentor younger students. One activity includes 8th graders learning about plants in Florida and mentoring elementary students utilizing the nature trails on campus. The sustainability core group (S@PV) meets weekly to discuss, plan and implement sustainable events. They provide teachers with ideas and resources to encourage environmental learning and habits. After three years, the group has found success in observing more sustainable efforts on campus and in the community.

90. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 words max)

Pine View staff, students and teachers organized a core group dedicated to planning and implementing sustainable practices on campus and at home. Any information on sustainability is shared via e-mail, monthly school publication, school newspaper, school T.V. production, daily announcements and faculty meetings. Students in social studies and science courses learn about sustainability as well as research about some possible careers in Environmental Science and Environmental Education.

91. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 words max)

Pine View engages its students in a variety of service projects through clubs and organizations on campus. Partnerships with local businesses and organizations allow students to help with beach/coastal clean-up, repopulate mangrove areas, donate to and volunteer at the All Faiths Food Bank, test water quality in some of our local streams and rivers, plan and implement a green roof module, and starting gardens around campus. Several organizations on campus use sustainable practices in their projects. For example, our Key Club collects and uses empty paper rolls to fill with healthy snacks for elementary students who participate in the Fall Parade.

92. Describe students' meaningful outdoor learning experiences at every grade level. (200 words max)

Elementary Spanish students study marine vocabulary: translate and sing songs using marine Spanish terms. Earth Day is celebrated with labeled Spanish posters. Animal Unit: use animal names while on nature trail.

Grades 6, 7, & 8 Spanish students tour classrooms and talk about recycling and learn terms. Nature trail on campus is used to incorporate local area fauna and flora vocabulary while on a Nature Walk.

6th grade does a sea turtle project: students learn about how hatchlings use the Gulf Stream to get from the Gulf of Mexico to the Sargasso Sea, using authentic satellite telemetry data from Mote Marine Laboratory to map the movements of adult female loggerheads after nesting in our local area; there is also a field trip to the Aquarium.

9th Grade students participate in the Green Roof Project. Many scientific probes are used to study plants as students conduct experiments on the Green Roof. 10th grade students conduct many experiments and read journal articles that incorporate curriculum with current environmental issues. Juniors and seniors have many opportunities in AP Bio, Chemistry, and Physics & Environmental Studies to conduct research in areas of interest. Debate Team incorporates many social and environmental issues into their competitions.

93. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community and develop civic skills. (200 words max)

"Pine View's campus was planned with school officials and environmental commissioners like Jon Thaxton. He is known for his work in maintaining and enriching the unique habitat of Oscar Scherer State Park.

Guest speakers from the community: Garden club came into classrooms on a regular basis. Dr. Meg Lowman, who is a noted environmentalist, botanist, and scientist and is frequently known as a director of Selby Botanical Gardens and professor at Ringling and continues as a world class scientist. This led to an outreach program between Selby Botanical Gardens and Pine View School for the Gifted.

With the help of many a booklet was created to guide future nature trail hikers.

The Ringling Design Center, at the Ringling School of Art and Design, provided graphic expertise in the final product. Pine View's Nature Trail is located at the Western entrance of Pine View School for the Gifted. Since the date of the development of this booklet, thousands of students have had the advantage of viewing this habitat as science teachers at Pine View have offered hands-on activities and on-site learning.

94. Describe your partnerships to help your school and other schools achieve in the 3 pillars. Include both the scope and impact of these partnerships. (200 words max)

The Sustainability@PV Core Team works with students, teachers, community, and other schools. S@PV runs multiple events and activities to engage everyone in themes like: recycling, conserving electricity and water, waste reduction, healthy living, and social justice.

The recycling initiative was started years ago it is an ongoing project in conjunction with Sarasota County's Waste Department & Land O'Lakes.

Each classroom was provided with recycling bins and discussions are held to help students understand the importance of using these bins for recycling. Electronic waste is also recycled. "E-Waste Tuesday" is run weekly: students, parents, teachers, and the public drop off e-waste.

Another initiative, developed by students under the guidance of teacher sponsors is a Hydration Station in the Student Union, so that students can have access to fresh filtered water instead of using plastic bottles.

Students and teachers participate in an Earth Day celebration in April, which highlights their contributions to the environment. Pine View hosted a Sustainability Day for other school teachers to come and share sustainability ideas. Students participate in local Sustainability Conferences and present their research through poster sessions.

We have also partnered with a local Sustainability Consultant (and parent) to work with us on program development and execution.

95. Question for schools serving grades 9-12: Percentage of last year's eligible graduates who completed the AP Environmental Science or dual credit environmental science course during their high school career:

5%

96. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. (200 words max)

STEM standards are incorporated daily in our TechActive Classrooms of Tomorrow and our regular classrooms. Every student at Pine View has an Educational Plans (EP). These are reviewed and updated regularly. These EP's are used to individually meet and match students' needs to help provide opportunities for their environmental and sustainable education from all grades. Pine View uses the FloridaLearns STEM scholars (FLSS) to help students participate in more rigor at summer STEM programs by university staff and STEM professionals. Many of our staff participate in AP and college level programs to enhance their ability to provide instruction.

Pine View hosted the Florida Association for the Gifted conference 2012. Sustainable tours were given throughout the campus showcasing the 42 solar panel array, gardens, nature trail, green roof project were just a few of the stops.

Florida Green Business Council has hosted their meetings on campus and teachers of sustainability at Pine View have been invited to their meetings.

Students worked on a fair concept day to share their global call to action projects. Students created multimedia handouts to share at their booths in order to educate other students on their Global Call To Action. Ex: "Trying Times in Tanzania"