



U.S. Department of Education Green Ribbon Schools

2011-2012 Presentation of Nominee to the

U.S. Department of Education

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012*

For Public Schools only: (Check all that apply) [] Charter [X] Title I [] Magnet [] Choice

Name of Principal Mr. Craig Bates
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Winterboro High School
(As it should appear in the official records)

School
Mailing Address 2260 Alabama Highway 21
(If address is P.O. Box, also include street address.)

Alpine Alabama 35014
City State Zip

County Talladega State School Code Number* 0180

Telephone (256) 315-5370 Fax (256) 315-5380

Web site/URL www.whs.tcboe.org E-mail cbates@tcboe.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Craig Bates Date 3/16/2012
(Principal's Signature)

Name of Superintendent* Dr. Suzanne Lacey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Talladega County Schools Tel. (256) 315-5100

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Suzanne Lacey Date 3-16-2012
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.

toward the three Green School Pillars and Elements.

- 4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Alabama State Department of Education

Name of Nominating Authority Dr. Thomas R. Bice
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Thomas R. Bice Date 3/20/12
 (Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.



Winterboro High School, Alabama

Summary of Achievements

Built in 1936 by local craftsmen, Winterboro School is the community hub not only for its current students/families but for generations of graduates and community members. The school has been placed on the Alabama Register of Historic Places and is noted by many for its unique architecture that includes a rock exterior over the original 1936 buildings. These rocks were hauled to the location by the community members who took the stones from the fields and the foothills of the Appalachian chain which terminates within the adjacent Cheaha State Park. Located on 40 acres of land, the campus is an open, natural habitat that is highly conducive for outdoor studies and wholesome physical activities. The school provides a 21st Century Community Learning Center (CCLC) that focuses on a plethora of outdoor fitness and science studies for students after-school and during summer science camps. Students are learning to value a spring-fed creek, quality wooded areas, and open fields. A lagoon waste water system provides a unique environmental learning venue. Even though the school has not specifically been designated a Healthier Schools award recipient, students are served food items that meet the standards and are daily addressing the desirable guidelines of this program. It is expected that the school will soon be recognized for this award. The after-school students harvested their first carrots from their garden in January. Beyond the daily physical education classes, over 40% of the students participate in organized active sports programs! The 21st CCLC program uses a Wii fitness program. Additionally, parents and community members have recently begun afternoon Zumba classes at the school. These specific efforts are designed to improve the quality of life while enjoying a healthy environmental setting.

Winterboro students are prepared for their future through project-based learning which is heavy in real life science, technology, and math applications. Students are engaged in projects that involve problem solving activities related to environmentally friendly structures, green-house related science, and the

value of healthy lifestyles. Winterboro High School is frequently referred by the Alabama State Superintendent of Education as a “flagship” school for the state’s highly successful school reform initiative to boost student attendance and to develop successful graduates and citizens. Community business leaders are frequently in the school working alongside students to assess projects. They also meet with students on creek banks or outside study areas to provide career-related information. Outdoor classroom areas allow science classes opportunities for students to participate in projects such as Neanderthal tool making, rocket launching, gardening, composting techniques, and other science related activities. Uniquely, our rural school is located adjacent to a spring fed creek, a highly effective school campus sewage lagoon system, and more than 30 acres of natural habitat and well managed outdoor study areas. Students have become aware of the environmental impact of highways, business and industries and the related expectations that are a vital part of the quality of life related to needed environmental regulations.

Winterboro School makes continual efforts to be an exemplary 21st Century school setting. The project-based learning initiative has created a daily global perspective over the past three years for the students as well as all other stakeholders. This global perspective incorporates learning skills that embrace citizenship for students and the environmental cornerstones are very much a part of many lessons and daily activities. Green plants have been placed throughout the building to improve indoor air quality. Outdoor study areas are designed to encourage projects that incorporate collaborative learning in math, science and technology. The school showcases a “smart” car in our parking lot and promotes a “no idling” policy. The Green Ribbon School application has made us more aware of our carbon footprint in the use of energy and the recycling of various materials. Come see us.

Winterboro High School

Pillar and points	Judge	Totals										
Pillar One (35)	25	28	36	27	24		25	21	21	23		230
Pillar Two (25)	18	18	17	18	18	17	16	16	17	14		169
Pillar Three (40)	32	32	24	31	31	32	31	35	29	32		309
Total (100)	75	78	77	76	73	49	72	72	67	69		708

ALABAMA GREEN RIBBON SCHOOL APPLICATION FORM**PILLAR ONE: The school has a net zero environmental impact****Element 1A: Zero greenhouse gas (GHG) emissions****ENERGY**

1A1. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? NA **(The extremely old structure makes this designation hard to obtain, however all ENERGY STAR measures are utilized to work toward the goal of certification)**

RESOURCES: [DOE and EPA ENERGY STAR for K-12 School Districts](#),
[DOE Purchasing Specifications for Energy Efficient Products](#)

1A2. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: -28.4 %

Measurement unit used (kBTU/Square foot or kBTU/student): kBTU/Square foot

Time period measured: from Aug 2010 to Dec 2011

RESOURCES: [EPA Portfolio Manager](#), [Database of State Incentives for Renewable Energy \(DSIRE\)](#)
[DOE's Better Building Manager](#)

1A3. What percentage of your energy consumption is derived from:

On-site renewable energy generation: 0 %

Purchased renewable energy: 0 %

RESOURCES: [Advanced Energy Design Guide for K-12 School Buildings](#),
[USGBC Center for Green Schools](#)

BUILDINGS

1A4. If your school has constructed and/or renovated 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 (CHPS), Green Globes or other standards? 0 %

What is the total constructed area? 0 (SQ.FT.)

What is the total renovated area? 0 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? NA

RESOURCES: [K-12 Guide to Energy Savings Performance Contracting](#)

1A5. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards? 0 %

What is the total building area? NA (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

NA

RESOURCES: [ENERGY STAR for Federal Agencies](#)

1A6. If your school reduces or offsets the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO₂e) 38.71

Baseline Total GHG Emissions (MtCO₂e) 52.13

Change from Baseline: GHG Emissions (MtCO₂e) -57.70

Time period: from Aug 2010 to Dec 2011

Explain any offsets used? N/A

RESOURCES: [DOE State Energy Program](#)

1A7. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Yes/No Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? Yes/No

RESOURCES: [EPA's Guidelines for Energy Management Overview](#), [EPA Portfolio Manager](#)

1A8. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? 0 %

RESOURCES: [BIFMA's level Standard](#)

1A9. Does your school have an energy and water efficient product purchasing and procurement policy in place? Yes/No

RESOURCES: [EPA Portfolio Manager](#)

1A10. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available) Since 2006, Winterboro High School (WHS) has been involved in a comprehensive energy management program coordinated by Energy Education of Dallas, Texas. During this time WHS has saved 1,985,380 kilowatts of electricity and 19,966 ccf of natural gas. This has resulted in 114 metric tons of CO₂ not entering the environment. The data is documented in Energy Cap Professional.

Assessment tool: [Clean Air Cool Planet's Campus Carbon Calculator](#)

Element 1B: Improved water quality, efficiency, and conservation

1B1. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction: 2.82%

Time period: from Feb 2006 to Dec 2011

RESOURCES: [EPA WaterSense](#)

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? weekly

RESOURCES: [EPA WaterSense: Outdoor Water Use](#)

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

The Winterboro School site is a completely natural setting without a need for an irrigation system. Rain barrels will be used for spring and summer gardens watering needs.

RESOURCES: [EPA Drinking Water in Schools & Childcare Facilities](#)

1B4. Do **all** your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? **Yes/No**

If no, what percentage of the total consists of this type of plantings: _____%

Describe the type and location of plantings: **The natural school setting includes numerous large shade trees, common grass lawns, native habitat wooded areas and locally drought /heat tolerate shrubs that are well established. A minimum number of occasional flowering plants are used for color and encouragement of birds and bees for pollination and insect control.**

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

Yes/No If yes, describe these alternative water sources:

Rain barrels are used for small spring and summer gardens AND as a teaching tool to stress conservation of water.

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected? **Yes/No** If yes, describe how they are protected: **The school well is only utilized as an emergency water source, not for consumption, and has not been needed for several years. It is a protected water source through filtering and regular water quality testing. The well water has a high rating for quality and safe use level from established test records when active.**

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes/No If yes, describe this program: **The local water supplier meets federal and state requirements for lead.**

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? **Yes/No**

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? **Yes/No**

If yes, how often is such cleaning conducted? **weekly**

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:

Facilities are monitored weekly, if not daily, for leakage, and bills are audited monthly to address usage that is outside normal parameters. The school system has an Energy Control Officer that inspects schools monthly, at a minimum. The school has a strong partnership with the local water supplier which also provides early monitoring of potential leaks.

GROUNDS

1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.)

beneficial uses, including those that give consideration to native wildlife? **80%** Describe: **The location of the school lends itself to outdoor spaces as it is located immediately adjacent to pockets of native hardwood forests as well as large green spaces that surround the school buildings. Community youth groups, band camp and competition groups, and adult groups frequently enjoy the open wholesome outdoor environment of the school campus. The campus is safely accessible and outdoor facilities are frequently used as walking tracks, for friendly games of softball/baseball, or for family bike riding on the various campus areas. All of these types of activities are indicators of the community enjoying the healthy atmosphere of the great outdoors in the safety of the school grounds.**

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

Element 1C: Reduced waste production

Waste

This section asks you to describe how your school is working towards the elimination of all solid waste through reduced consumption, reuse practices, and increased recycling.

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: **5-10%** (total amount reused, composted or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator)

RESOURCES: [EPA WasteWise Re-TRAC](#)

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: **10-12%** (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? **Estimate based on best use of Sustainable Forestry Initiative information**

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? **15-20%** (Based on required bid limitations and requirements)

Hazardous waste

1D1. How much hazardous waste does your school generate? **0 lbs/student/year.**

How was this calculated? **Hazardous Waste Self-Inspection Checklist**

List each hazardous waste and the amount of each present at the end of the year: **N/A**

1D2. How does your school monitor hazardous waste?

Follow Federal guidelines as noted during inspection that follow safety protocols for a school environment.

RESOURCES: [CDC Hazardous Waste Self-Management Checklist](#), [Tennessee School Lab Chemical Cleanout Campaign Inventory](#), [Design for the Environment](#)

1D3. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? **Yes/No**

1D4. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? Yes/No/Don't Know

1D5. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: 95 % How does your school dispose of unwanted computer and other electronic products? **Computers and related products are kept in a storage/holding area until retrieved by Waste Management Services Environmental Management. This retrieval is conducted separate from other waste management disposals to address the specific nature of electronic product disposal.**

RESOURCES: [EPEAT](#), [EPA Reducing Risk From Hazardous Waste](#)

1D6. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? undetermined % Which standard(s) are you using? **Numerous cleaning products have indicators of levels of eco-friendly status, however a true % could not be determined for all products.**

1D7. Is your school's custodial program based in the principles of effective management and "green" service? Yes/No –not specifically, but reasonably effective in implementation toward 'green' principles

1D8. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): Yes/No

RESOURCES: [ISSA Cleaning Industry and Management Standards](#)

1D9. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste: **Winterboro High School actively recycles and composts. Because the school is a Project-Based Learning school these resources are often used for projects, arts and crafts creations, etc. We make every effort to never purchase hazardous items, if at all possible!**

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

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? 99 % Describe how this information been collected and calculated: **All but one student lives on a transportation route that is mandated by board policy. No students live at an address that is not serviced by bus transportation. Some students ride with their teacher/employer parent, which still supports carpool criteria.**

RESOURCES: [DOT Pedestrian & Bicycle Safety](#)

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes/No

RESOURCES: [EPA Clean School Bus USA](#)

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes/No

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions): **N/A**

RESOURCES: [CHPS Transportation Plan](#)

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? Yes/**No- this is N/A due to the rural nature of the school setting, however all bus routes are developed within safe route guidelines and energy efficient measures through the school district's Transportation and Safety Administration.**

RESOURCES: [Safe Routes to Schools](#)

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered: **Winterboro School makes continual efforts to be an exemplary 21st Century school setting. The project-based learning initiative has created a daily global perspective over the past three years for the students as well as all other stakeholders. This global perspective incorporates learning skills that embrace citizenship for students and the environmental cornerstones are very much a part of many lessons and daily activities. Green plants have been placed throughout the building to improve indoor air quality. Outdoor study areas are designed to encourage projects that incorporate collaborative learning in math, science and technology. The school showcases a "smart" car in our parking lot and promotes a "no idling" policy. The Green Ribbon School application has made us more aware of our carbon footprint in the use of energy and the recycling of various materials. Come see us.**

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 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

Integrated Pest Management

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides? Yes/**No (pest management is extremely limited and not considered adversely detrimental as it is used so sparingly)**

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes/**No**

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? Yes/**No**

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? **Yes/No**

RESOURCES: [EPA Integrated Pest Management for Schools](#)

Ventilation

2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? **Yes/No**

If yes, which standard is your school using? **ASHRAE Standard 62.1-2010**

2A6. 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, chemical storage rooms? **Yes/No**

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes/**No**

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)

Contaminant Controls

2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months? **Yes/No**

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? _____%

RESOURCES: [EPA Radon Information](#)

2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances & does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)? Yes/**No/ No combustion appliances**

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes/**No**

RESOURCES: [EPA Healthy Schools Environments Assessment Tool](#)

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes/No (Explain): **Yes – The original building is 75 years old. All heating/cooling has been replaced with digital operating systems that do not utilize mercury.**

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations? **Yes/No - All bulbs from projectors and fluorescent lighting is properly stored and then disposed of properly according to disposal standards in place within the school system.**

RESOURCES: [EPA Schools and Mercury](#)

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months? Yes/No – **N/A no wooden structures with CCA on the campus**

Secondhand Tobacco Smoke: Is smoking prohibited on campus? **Yes/No**

RESOURCES: [CDC Guidelines for School Health Programs to Prevent Tobacco Use](#)

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? **Yes/No**

RESOURCES: [EPA Managing Asthma in Schools](#), [CDC Tools for Making Your School Asthma-Friendly](#)

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? **Yes/No**

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? **Yes/No**

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? **Yes/No**

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? **Yes/No**

RESOURCES: [EPA Mold Remediation in Schools and Commercial Buildings](#)

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

- Chemical purchasing policy, including low- or no-VOC products
- Chemical inventory
- Storage and labeling
- Training and handling
- Hazard communication
- Spills, clean-up and disposal
- Select EPA's Design for the Environment - approved cleaning products

Yes/No Explain Through the school district, Winterboro High School adheres to a county wide policy for chemical management, cleaning supply purchases, handling, training and storage of all potentially hazardous materials.

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

Food and Nutrition

2B1. Has your school earned USDA's HealthierUS School Challenge award for school food? **Yes/No - The school's Child Nutrition Program is applying because currently the school meets the standards to be recognized as a Challenge Award winner by the USDA as a Healthier School, a designation that is more difficult for high schools.**

List award level earned: _____

RESOURCES: [USDA HealthierUS School Challenge](#)

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 0 %

RESOURCES: [USDA Farm to School Program](#)

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? 50 %

Does the school have an onsite garden in which the students participate? Yes

RESOURCES: [USDA Agriculture In the Classroom](#)

2B4. Does the school have an onsite food garden? Yes/No

If yes, does the school garden supply food for the school cafeteria? Yes/No

Physical Education, Outdoor Opportunities, and UV Safety

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? 90 %

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? 230 minutes/week

2B7. What percentage of school-supervised physical education is spent outdoors? 33 %

RESOURCES: [The President's Challenge](#), [The First Lady's Let's Move!](#)

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 0 % **However consistent efforts to protect students during outside activities are provided. This will be addressed soon as a health initiative.**

RESOURCES: [EPA Sunwise Program](#)

Coordinated School Health, Mental Health, School Climate, and Safety

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? Yes/No

If yes, describe the health related initiatives or approaches used by the school:

Health courses, Required AIDS Education component, Red Ribbon Week (Drug Awareness), Physical Fitness Initiatives for students and the community, Asthma Education, Health and Wellness Fairs, Healthy snack selection and preparation in after-school programs

2B10. Does the school partner with any community groups to support student health and/or safety? Yes/No

If yes, describe these partnerships: **SAFE – Sylacauga Alliance for Family Enhancement provides weekly groups/seminars to 6th grade students on health issues and care. The local volunteer fire department brought Sparky to the school and discussed fire safety and prevention measures. EMA provides inspection and weather radios to the school regarding weather safety. Community clean-up days**

provide venues at the school for safe removal of debris and hazardous items. The school safety officer provides additional safety and drug related training. The school nurse and mental health partners provide small group awareness seminars.

2B11. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

Winterboro School is the community hub not only for its current students/families but for generations of graduates and community members. Located on 40 acres of land, the campus is an open, natural habitat that is highly conducive for outdoor studies and wholesome physical activities. The school provides a 21st Century Community Learning Center (CCLC) that focuses on a plethora of outdoor fitness and science studies for students after-school and during summer science camps. Students are learning to value a spring-fed creek, quality wooded areas, and open fields. A lagoon waste water system provides a unique environmental learning venue. Even though the school has not specifically been designated a Healthier Schools award recipient, students are served food items that meet the standards and are daily addressing the desirable guidelines of this program. It is expected that the school will soon be recognized for this award. The after-school students harvested their first carrots from their garden in January. Beyond the daily physical education classes, over 40% of the students participate in organized active sports programs! The 21st CCLC program uses a Wii fitness program. Additionally, parents and community members have recently begun afternoon Zumba classes at the school. These specific efforts are designed to improve the quality of life while enjoying a healthy environmental setting.

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

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

3A1. If your school is a high school, what percentage of last year's graduates participated in an regular or AP Environmental Education (EE) class:

Regular EE class? 100 %

AP EE class? _____ %

Briefly describe the classes: **The Environmental Science Elective Core introduces students to a broad view of the biosphere and the physical parameters that affect it. Students study a variety of topics including energy resources, environmental quality, and human practices and their effect on the environment.**

3A2. Does your school have an environmental or sustainability literacy graduation requirement? Yes/**No**

Describe: **Even though our school does not have an environmental graduation requirement, all students by virtue of our class offerings participate in quality environmentally related science classes**

throughout their elementary and secondary school years. There is a high evidence among students for effective appreciation and the need to sustain quality air, water, and earth resources.

3A3. Are environmental and sustainability concepts integrated throughout the school's curriculum?
Yes/No

Describe: **Winterboro students are prepared for their future through project-based learning which is heavy in real life science, technology, and math applications. Students are engaged in projects that involve problem solving activities related to environmentally friendly structures, green-house related science, and the value of healthy lifestyles.**

RESOURCES: [State Education & Environment Roundtable](#), [Excellence in Environmental Education: Guidelines for Learning \(K-12\)](#)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? **0 % (class not available)**

What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? **NA %**

RESOURCES: [Advanced Placement Environmental Science](#)

3A5. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? **66 %**

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? **Yes/No (available, but not attainable for all)**

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last 2 years:

The school district provides a full summer of professional development classes for teachers to improve teaching skills within their content area. Science teachers are involved in summer training for outdoor classroom activities and the entire summer enrichment program emphasizes science, with considerable time and planning devoted to developing gardens and a campus greenhouse.

3A7. Does your school's environmental education program 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: **Yes/No**

3A8. 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?
Yes/No

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

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes/No

How many hours per week on average do students spend in science content classes? 4

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes/No

Describe these college and career connections:

A highly engaging science program for a team of students was initiated this year in collaboration with the area community college to encourage interest in science through robotics, inquiry, higher order thinking, and communications that partnered with business and industry in related science fields. Students developed competitive robots to solve 'imaginary' critical bio-environmental hazards. The curriculum is being expanded and continued throughout the school year and after-school.

Community and Civic Engagement

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

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? Yes/No (not required, however over 50% of students are involved in related community engagement as a part of their curriculum choices and activities)

What percentage of these projects focused on environmental or sustainability topics? 15 %

What percentage of students satisfactorily completed such a project last year: 10 %

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? NA %

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? Yes/No

Briefly describe the scope and impact of these partnerships:

Winterboro High School is frequently referred by the Alabama State Superintendent of Education as a "flagship" school for the state's highly successful school reform initiative to boost student attendance and to develop successful graduates and citizens. Community business leaders are frequently in the school working alongside students to assess projects. They also meet with students on creek banks or outside study areas to provide career-related information. Students have become aware of the environmental impact of highways, business and industries and the related expectations that are a vital part of the quality of life related to needed environmental regulations.

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? Yes/No

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:

Outdoor classroom areas allow science classes opportunities for students to participate in projects such as Neanderthal tool making, rocket launching, gardening, composting techniques, and other science related activities. Uniquely, our rural school is located adjacent to a spring fed creek, a highly effective school campus sewage lagoon system, and more than 30 acres of natural habitat and well managed outdoor study areas.

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?

Schools in Alabama require a minimum passing score on a Biology subtest to earn a diploma. There are also required assessments on a Life Science component in both 5th and 7th grades. An average of 90% of all students pass the biology exam requirement, lowered only by highly challenged students who still perform rather well. Our students have been taught to ask questions, conduct experiments, and analyze data through project based learning, strategic teaching and formative assessment at all grade levels. The school campus, the school activities, physical education and lunchroom meals all are continuous points of discussions with students that create awareness of the four cornerstones of the Ribbon Initiative.