



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

Flagstone Elementary School - Colorado

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 Title I Magnet Choice

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

Official School Name Flagstone Elementary
(As it should appear in the official records)

School Mailing Address 104 Lovington Street
(If address is P.O. Box, also include street address.)
Castle Rock, CO 80104
City State Zip

County Douglas State School Code Number* 2965

Telephone (303) 387-5225 Fax (303) 387-5226

Web site/URL www.dcsdk12.org/schools/FlagstoneElementarySchool/index.htm E-mail dan.streeter@dcsdk12.org

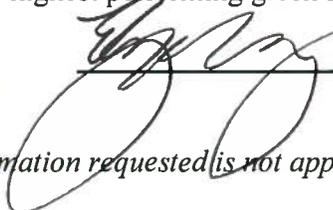
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 3/15/12
(Principal's Signature)

Name of Superintendent* Dr. Elizabeth Celania-Fagen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Douglas County Tel. (303) 387-0123

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.

 Date 3/15/12
(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.

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 _____ Colorado Department of Education _____

Name of Nominating Authority _____ Mr. Robert Hammond _____

(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.



(Nominating Authority's Signature)

Date 3-20-2012

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.

U.S. Department of Education

Green Ribbon Schools 2012

PART II- Summary of Achievements

Flagstone Elementary

Castle Rock, CO

Flagstone Elementary values sustainable practices and has been committed to reducing environmental impacts for the past six years. In fact, this year, FSE has dedicated one teacher solely to teaching students about the ***“Future of Energy and Sustainability.”*** She has led students in inquiry-based projects all year around sustainable practices and uses the building and grounds as her classroom. We have focused our efforts around three of ***Eco-Schools USA*** pathways to sustainability: energy, consumption and waste, and school grounds. Since our building lacks much of the green technology that Douglas County’s newer buildings boast, ***we use student teams*** to identify problems, devise solutions, then act to create change.

Our ***energy management program*** came both out of necessity and opportunity. Like many other Districts around the country, we are facing substantial budget cuts. In hopes of limiting the effects to students, our district has turned to energy management as a viable means to save money by setting up a program where schools can earn a portion of what they save in energy usage. We began our efforts by de-lamping, ridding classrooms of refrigerators and unnecessary lamps, and setting laminating guidelines. We formed a student team, the ***Helpful Energy Resource Officers (HEROs)***, to collect data and monitor habits. They perform weekly audits and are currently running a contest to see which classroom can consistently and effectively manage their energy use. ***Our HEROs have reduced our energy usage by 27%***, earned the school thousands of dollars in district pay-back money, and were chosen as finalists in the ***Siemens “We Can Change the World” Contest*** last year. Our ***Energy Eco-Team*** is working with district personnel to take more in depth building audits. Other groups of students have chosen to count bulbs, calculate costs, and start a ***“Lights-out Lunch”*** program to save energy during high demand hours.

Consumption and Waste is a second pathway in which we are learning to be more sustainable. Our ***student recycling team*** started six years ago by recycling paper in classrooms. This year we audited our waste stream to find if our building was recycling all acceptable items. Students took part in a project to weigh all trash over a month’s time. We found that Flagstone throws away about 185 pounds of trash everyday! By looking at our waste stream we discovered that even though many classes had recycling bins, students and teachers were throwing away recyclable materials. Since we are partnering with our local waste company, we contacted

them and they donated bins for every classroom. A sixth grade team measured food waste and found much of our waste comes from food. As a result, third grade researched composting and set-up classroom bins to test how we could reduce our waste by composting with worms. **The Consumption and Waste Eco-Team** has made re-usable snack bags in hopes of reducing plastic waste. Our recycling program has grown as we recycle Capri-Sun pouches, potato chip bags, Lunchable packaging, printer cartridges and empty glue containers through **Terra-cycle**. We also have collection points for batteries, pop-tops, cell phones, newspapers and plastic shopping bags. Our **art and science programs** also incorporate the use of recyclable materials in classroom projects.

The third pathway is **School Grounds**. FSE has been approved for a **Wind for Schools** turbine installation to further reduce energy costs and to teach students about renewable sources. We have received grants to start a garden this spring. **The garden Eco-team** has been growing plants in preparation. We will have garden beds as well as vertical gardens to teach students about organic gardening, composting, and healthy foods. **Nutrition Services** is working with Master Chef's to further improve our cafeteria offerings and promote healthy eating. Flagstone offers a teacher-led running club. During their weekly sessions, participants create a training plan that will meet their individual needs as they train for a District sponsored 5K later this spring.

Flagstone's leadership understands the importance of preparing students for the 21st century workforce. One of the foundations of Flagstone's identity is providing students with the skills, attitudes and knowledge that will impact the **"Future of Energy and Sustainability"** of our nation and the world. **As Colorado Department of Education saw on their site visit, students own the programs.** In fact, during the Colorado Department of Education walkthrough over 30 students, some as young as 6, presented their findings and demonstrated their practices.

Through true inquiry/constructivist based science lessons, our approach has broken the mold of what classroom science used to be and is using sustainability to drive what students want to find out and empowering them to take action to make a change. Students are truly learning how to **communicate, collaborate, think critically and most importantly create innovative solutions** to real-world problems that will lead our nation out of an energy crisis and into the future!

Green Ribbon Schools

Flagstone Walking and Talking Tour

Galleria:

- (PILLAR 1&3) Paper Recycling, 4th grade Leadership Project
- (PILLAR 1&3) PIT STOP: Energy Contest Chart, Seimens We Can Change the World Finalists, 2011
- (PILLAR 1&3) ECO-Team Display
- (PILLAR 1) Recycling Station: printer cartridges, glue containers, plastic bags, batteries, pop tops.
- (PILLAR 1&3) Recycled Art Projects/Textile Recycling

Lunch Room:

- (PILLAR 1) Terra-Cycle: chip bags, Capri-Sun pouches, Lunchable packaging.
- (PILLAR 1) Recycling Station: milk cartons.
- (PILLAR 1) Use of plastic re-usable trays, Earth friendly chemicals.
- (PILLAR 1, 2 &3) PIT STOP: Recycling Team, Running Club

Green Pod:

- (PILLAR 1&3) Future of Energy and Sustainability Education
- (PILLAR 1&3) PIT STOP: Mr. Weyland's Class: Composting, energy, recycling
- (PILLAR 1&3) PIT STOP: Ms. Chambless' Class: Energy Team
- (PILLAR 1&3) Re-use of plastic bags in art display
- (PILLAR 1,2&3) PIT STOP: School Grounds/Gardening Team

Berry Pod:

- (PILLAR 1&3) PIT STOP: Energy Audit Team, building efficiency using ECO-Schools USA guidelines.

Blue Pod:

- (PILLAR 1&3) PIT STOP: Mrs. Stone's Class, renewable energy education with STEM, Newspaper Recycling Leadership Project.

Outside:

- (PILLAR 1,2&3) Garden and Wind Turbine Site

Green Ribbon Schools

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

School Name:	Flagstone Elementary		
District Name <i>(if applicable)</i>:	Douglas County School District		
Mailing Address:	104 Lovington Street		
School Website:	http://schools.dcsdk12.org/education/school/school.php?sectionid=23		
School Code*:	2965	District Code*:	900
Principal Name:	Dan Streeter		
Telephone:	303-387-5225	E-mail:	dan.streeter@dcsdk12.org
Signature:			
Lead Applicant Name <i>(if different than principal)</i>:	Chantel Astler		
Telephone:	303-387-5225	E-mail:	chantel.astler@dcsdk12.org
Signature**:			
School Type:	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Institute Charter School <input type="checkbox"/> Private		
Level Served:	<input checked="" type="checkbox"/> Elementary <i>(PK – Grade 5)</i> <input type="checkbox"/> K-8 <input type="checkbox"/> Middle <i>(Grades 6-8)</i> <input type="checkbox"/> High <i>(Grades 9 – 12)</i>		
Percentage of students eligible for Free and Reduced Lunch:	13.09 %		
Is your school participating in a local, state, or nationally recognized green school program (e.g., National Wildlife Federation Eco-Schools USA, Project Learning Tree’s Green Schools, LEED or CO-CHPS)? <i>If yes, please explain below the program and level (if applicable) your school has achieved:</i>			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
First year in Eco-Schools USA. Working towards completing audits and Eco-Team requirements. We are aiming to qualify for the Green Flag Award.			
Has your school, staff or student body received any green school, environmental, healthy school, environmental education, or sustainability education awards? <i>If yes, please list below:</i>			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Siemen’s “We Can Change The World” Contest Finalist - 2011			

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

***By signing this application, Principal and/or Lead Applicant assure that the information provided is accurate to the extent possible.*

2012 Green Ribbon Schools Application Template

Directions: This template **must be used** to complete the application. Answer each question below by checkbox or typing in the information requested. Free responses are limited to the word limit noted following the question. **Note:** to activate the checkboxes below, double click on the box and select 'checked' when prompted. No written narrative is required outside of what is requested within this template.

Part II

Pillar I: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). See Attachment B Glossary of Terms for additional information.

Pillar I includes four main elements:

- Reduced or eliminated greenhouse gas emissions (including, but not limited to: construction, maintenance, cleaning, and contaminants from mechanical systems), using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- Improved water quality, efficiency, and conservation (including storm water and potable water);
- Reduced solid and hazardous waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams; and
- Expanded use of alternative transportation to, during and from school, through active promotion of existing locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar I and its associated 4 elements.

A. Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power.

Has your school received EPA ENERGY STAR certification?

If yes, in what year was the certification earned? _____

Yes No

Has your school reduced its total non-transportation energy use from an initial baseline? *If yes, answer the following:*

Yes No

Percentage reduction:

33.8%

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

kBtu/sf

Time period measured:	From: 07/2007	To: 06/2011
What percentage of your school's energy consumption is derived from:		
On-site renewable energy generation:	0 %	Purchased renewable energy: 0 %
In what year was your school constructed?	2003	
Has your school constructed a new building or renovated an existing building in the past ten years?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does any part of your existing building meet green build standards (for example, LEED, CO-CHPS, Green Globes, or other standards)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does your school reduce or offset the greenhouse gas emissions from building energy use?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Which green building practices is your school using to ensure your building is energy efficient? <ul style="list-style-type: none"> <input type="checkbox"/> School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management. <input checked="" type="checkbox"/> School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager. <input checked="" type="checkbox"/> School has an energy and water efficient product purchasing and procurement policy in place. <input checked="" type="checkbox"/> Other: Behavior management occupant program and training. 		
B. Improved water quality, efficiency, and conservation.		
Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the initial baseline?	6.056 kgal/ occupant	Year Established: 2007
Current Consumption:	3.58 kgal/occupant	
Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings. <input checked="" type="checkbox"/> Our school has a smart irrigation system that adjusts watering time based on weather conditions. <input checked="" type="checkbox"/> Our school's landscaping is water-efficient and/or regionally appropriate. <input checked="" type="checkbox"/> Our school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards. 		

- Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).

Our school's drinking water comes from:

- Municipal water source
- Well on school property
- Other: _____

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

The water system at FSE is fed by the Town of Castle Rock. They implement stringent water quality standards for all of their customers. In addition, DCSD tests the water quality monthly. Also, we have external companies test our water supplies regularly, and on request. Contaminant protection is provided through the local municipalities.

Please describe any additional efforts your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

At FSE, our irrigation system now utilizes on-site rain volume monitors to ensure appropriate levels of irrigation. Natural vegetation is used as widely as possible to require less additional watering. For domestic water needs, we have implemented several maintenance policies to reduce consumption and need. For our closed loop systems, monthly maintenance checks are performed to verify integrity and reduce potential leaks or system losses. Open systems are also inspected regularly to reduce loss due to leaks or other losses. Auto-flush/auto-run valves are used to limit waste, with the run times being checked regularly to control waste.

C. Reduced solid and hazardous waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams.

What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e., Recycling Rate)?

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

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

40

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).

0

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

33.3%

Which of the following practices does your school employ to reduce waste?

- Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).
- Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).
- Our school does not sell bottled water.
- Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.
- Our school has reduced or eliminated Styrofoam and other disposable trays and utensils in our lunch room.
- Our school actively involves students and staff in our waste reduction and recycling practices.

What percentage of your school's 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. (If a product is only 30% recycled, only 30% of the cost should be counted)

0 %

What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

100 %

How much hazardous waste does your school generate? (lbs/student/year)

Nearly 0

Please provide the following information about your school's hazardous waste:

Types of hazardous waste generated:

Old Paint (from touch-ups and such)

How hazardous waste is monitored:

DCSD Environmental Manager, Custodial Team

How the amount generated is calculated:

Total volume disposed of...

Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

- Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our school has a comprehensive chemical procurement system that ensures chemicals are not over purchased and that restricted and prohibited chemicals do not enter the school. The system is applied to all chemicals, including paints, pesticides, cleaning chemicals and those used in science labs and vocational areas.
- Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
- Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building or other equivalent standard. Other: _____
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

Please provide the following information about the cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?

50 %

What specific standard does the school use?

Various (effectiveness v. cost v. green)

What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste (e.g., custodial, maintenance, storage and disposal of science lab chemicals)? (Maximum 200 words)

We have strict purchasing controls of all potential hazardous waste materials designed to prevent any excess. Our custodial products are verified safe and green.

As part of our goal to reduce waste at FSE, students took part in a project to weigh all trash over a month's time. We discovered that even though most classes had recycling bins, students and teachers were throwing away recyclable materials. A sixth grade team measured food waste and found much of our waste comes from food. Third grade researched composting and set-up classroom bins to test how we could reduce our waste by composting with worms. Students helped to create a "Green Grader" which assesses recycling and energy use habits in their classrooms, then allows them to set goals for improvement. The Consumption and Waste Eco-Team is making re-usable snack bags in hopes of reducing plastic waste. In addition, we upcycle multiple items through Terra-cycle as a means to fundraise to further green efforts. Our art and science programs incorporate the use of recyclable materials in projects such as making kinetic and potential energy vehicles out of recyclables, making vertical garden containers out of old t-shirts, and using recyclables to make sculptures.

D. Expanded use of alternative transportation to, during and from school, through active promotion of existing locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to/from school?

80 %

Does your school participate in the Colorado Safe Routes to School Program?

Yes No

How was this data collected and calculated? (Maximum 100 words)

This information is based on data collected through site visits, regular bus passenger loads, and physical counts.

Which of the following policies or programs has your school implemented?

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.
- Our school participates in a "Safe Routes to School" program.

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)

(Maximum 100 words)

Our transportation department has not moved to alternative fuel vehicles yet. We are studying the cost impact and potential environmental impacts currently. Also, we are starting discussions with the Governor's Energy Office to consider an RFP for alternative fuel fleet vehicles.

This is the end of Pillar 1. Please describe any other accomplishments or efforts your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency.

(Maximum 200 words)

Flagstone has been committed to reducing environmental impacts for the past 6 years. We do not have much of the green technology that Douglas County's newer buildings boast. So, we use student teams to change wasteful habits.

We began our energy conservation efforts by delamping, ridding classrooms of refrigerators and

unnecessary lamps, and setting laminating guidelines. We formed a student team, Helpful Energy Resource Officers (HEROs), to collect data and monitor habits. They have reduced our energy usage by 27% and were chosen as finalists in the Siemens “We Can Change the World” Contest. Other groups of students have counted bulbs, calculated costs, and started a “Lights-out Lunch” program to save energy during high demand hours. We have been approved for a Wind for Schools turbine installation to further reduce energy costs and to teach students about renewable sources.

Our student recycling team started by recycling paper. Since then, our recycling program has grown as we have extended our efforts to families and community members. We recycle Capri-Sun pouches, potato chip bags, Lunchable packaging, printer cartridges and empty glue containers through Terra-cycle. We also have collection points for batteries, pop-tops, cell phones, newspapers and plastic shopping bags.

Part III

Pillar II: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff. Pillar 2 includes two main Elements.

- 1) 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.
- 2) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

A. 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.

Which of the following practices does your school employ with regards to pest management? *(Please check all that apply)*

- Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides. Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
- Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
- Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Which of the following practices does your school employ to improve ventilation and contaminant control? *(Please check all that apply)*

- Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

- Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
- Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- Our school has carbon monoxide alarms that meet the requirements of the National Fire Protection Association code 720.
- There are no wood structures on school grounds that contain chromate copper arsenate.
- Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
- Our school has a comprehensive indoor air quality management program that is consistent with the EPA Indoor Air Quality (IAQ) Tools for Schools.
- Our school visually inspects all buildings on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- Our school's indoor relative humidity is maintained below 60%. Our school has moisture resistant materials/protective systems installed (i.e., flooring, tub/shower, backing, and piping).
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

What is the percentage of classrooms that have outside windows in your building?

75 %

Estimate the number of complaints received regarding thermal comfort (e.g., too hot, too cold):

< 10% of occupancy

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

N/A (no mitigation needed)

If your school has combustion equipment, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide?
(See Attachment A for Resources)

Yes

No

Our school does not have combustion appliances

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

Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

- Our school participates in the USDA's Healthier School Challenge or another nutrition program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school has an onsite food garden.
- Our school garden supplies food for our cafeteria.
- Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).
- Our school uses a coordinated school health approach or similar initiative to address overall school health.

Please describe any additional efforts your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall school health and safety. (Maximum 200 words)

FSE and Douglas County are committed to healthy kids and schools.

Douglas County has a strong relationship with several agencies including Tri-County Health and the Sheriff's Office. Our security department works with the Sheriff's office to provide safe environments for students, staff, and parents. We work with Tri-County on the health and wellness programs for students and staff, like our Flat Fourteeners walking program. Nutrition Services is working with Master Chef's to further improve our cafeteria offerings and promote healthy eating. The chefs visit schools and work with the students directly to help them learn the importance of what they eat. We are developing a school garden program so that our students can grow food that will become part of the meals in school. We also work closely with the Town of Castle Rock to provide after school athletic activities for our students.

During the warmer months, FSE offers a teacher-led running club. In March, a marathon running teacher is taking this club to another level by involving parents and community members. During their weekly sessions, participants will create a training plan that will meet their individual needs as they train for a District sponsored 5K later this Spring.

Part IV

Pillar III: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate. Pillar III includes three main elements.

1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

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

Each question in this section is designed to measure your school's progress toward Pillar III.

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

Which practices does your school employ to support environmental and sustainability literacy?

(Please check all that apply)

- Our school has an environmental or sustainability literacy graduation requirement.
- Our school has identified specific standards related to environmental and sustainability literacy or used the standards in Colorado's environmental education plan.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.
- Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.

Does your school serve grades 9 - 12?

Yes No

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

Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Yes No

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

Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes
 Not at all grade levels
 Not at all

Which of the following features does your school have to connect students to the school grounds?

(check all that apply)

- School vegetable garden
- Wildlife or native plant habitats
- Outdoor classroom
- Environmental restoration projects (on campus or nearby)

<input type="checkbox"/> Rain garden <input type="checkbox"/> Walking or running trails	
What percentage of the school grounds are devoted to ecologically or socially/culturally (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 or community connections?	~ 60 %
Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not at all grade levels <input type="checkbox"/> Not at all
<p>Please describe your partnerships with local academic, business, government, nonprofit and informal science institutions to help advance your school, other schools and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)</p> <ul style="list-style-type: none"> • Waste Management: Our relationship with Waste Management provided recycling bins, educational materials and teacher resources. Our partners at Waste Management have helped us to create one of the foremost recycling programs in the state. • Wind for Schools: As one of only approximately 70 schools to receive a Wind for Schools grant, we are only one of a handful of elementary schools in the country that will have partnered with Colorado State University and the Department of Energy to have a true hands-on experience with wind energy. We hope to have this project completed by December 2012. • Eco-Schools USA: As a partner with the National Wildlife Foundation, Flagstone uses the Eco-Schools template which has students change their living habits in 8 eco-friendly ways to improve sustainability. • Lockheed-Martin: In 2011, Flagstone’s FLL Robotics Teams took part in the Food Factor Challenge. It taught students about food safety and teamwork. Lockheed-Martin not only supported the teams financially, they also provided an engineering mentor. • Tagawa Gardens: Our school foundation is built on Rhyolite making it nearly impossible to produce a garden with the topsoil. This detriment has been turned into an ingenious solution. Students will learn about state of the art ‘Vertical Gardening’ techniques. Tagawa Gardens has supplied us with a grant to help fund the program along with our Douglas County School District Print-Shop which supplied us with discarded t-shirts that will be turned into ‘vertical gardening’ flowerpots. • Camp Invention: Flagstone is the only school in the Castle Rock area to offer the summer Science program “Camp Invention.” As Flagstone’s focus is on the future of energy and sustainability, our curriculum of choice is called “Innovate” which focuses on the meaningful use of power, robotics, entrepreneurship, and inventing. Camp Invention uses recyclables to teach kids science through the lens of sustainability. (http://www.invent.org/camp/teachersinnovate.aspx) 	
Do you have a curriculum of environmental teaching?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not at all grade levels <input type="checkbox"/> Not at all

Please describe how you are using your building as a sustainable teaching tool. (Maximum 200 words)

FSE values sustainable practices and has high expectations for students and staff around changing wasteful habits. In fact, FSE has dedicated one teacher solely to teaching students about the “Future of Energy and Sustainability.” She has led students in inquiry-based projects all year around sustainable practices and uses the building and grounds as her classroom.

Students have spent time collecting and measuring waste, taking physical inventories of electrical items in each room, counting the number of broken window seals, taking temperature readings to monitor HVAC systems, using light meters to measure and ensure proper lighting, and taking temperature readings of water out of the tap. Students have even visited the basement to learn about our HVAC system. We use the data to learn where improvement can be made, then they educate others to make a change.

School Grounds is one area we have noticed is being neglected. As a result, FSE has received a couple grants to start a garden this spring. The garden Eco-team has been working on growing plants this winter in preparation for our garden. We plan on having garden beds as well as vertical gardens to teach students about organic gardening, composting, and healthy food choices.

Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

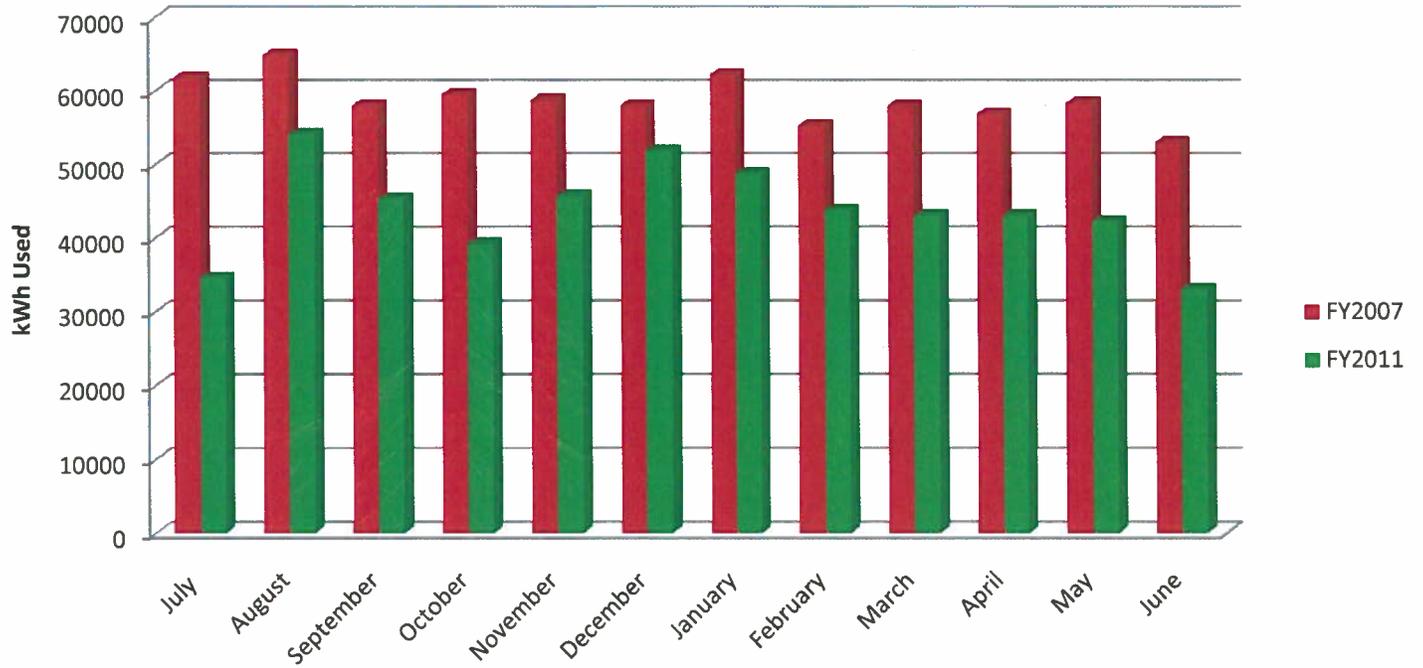
Flagstone’s leadership understands the importance of preparing students for the 21st century workforce. One of the foundations of Flagstone’s identity is providing students with the skills, attitudes and knowledge that will impact the “*Future of Energy and Sustainability*” of our nation and the world.

Through partnering with companies like KidWind, the director of our “*Future of Energy and Sustainability*” program has become a Wind Senator. Now, students have the opportunity to complete clean energy lessons as well as understand the calculable impact of wind energy.

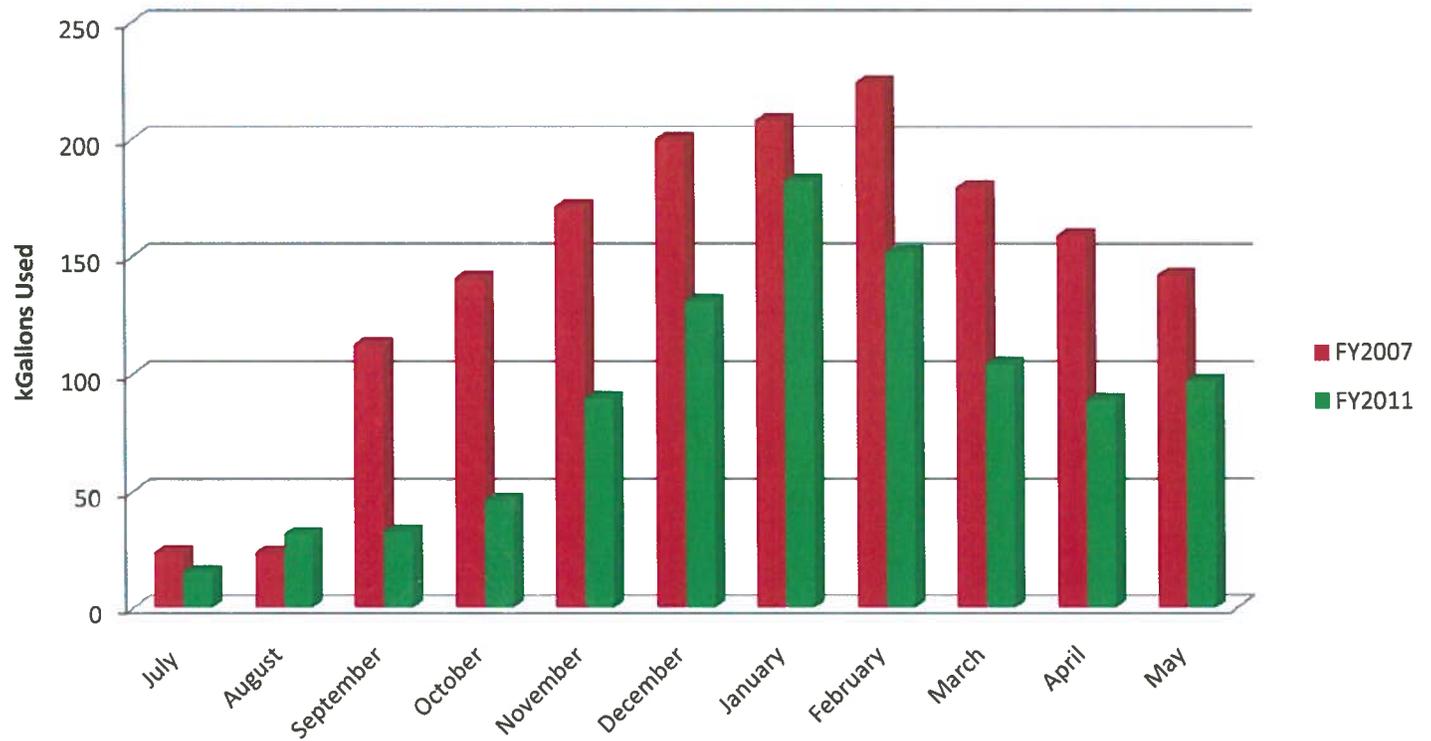
Although all of the partnerships and programming mentioned throughout the application are incredible, the most important part of our program rests in a solid foundation of exceptional teaching. Through true inquiry / constructivist based science lessons, our approach has broken the mold of what classroom science used to be and is using sustainability to drive what students want to find out and empowering them to take action to make a change.

Students are truly learning how to communicate, collaborate, think critically and most importantly create innovative solutions to real-world problems that will lead our nation out of an energy crisis and into the future!

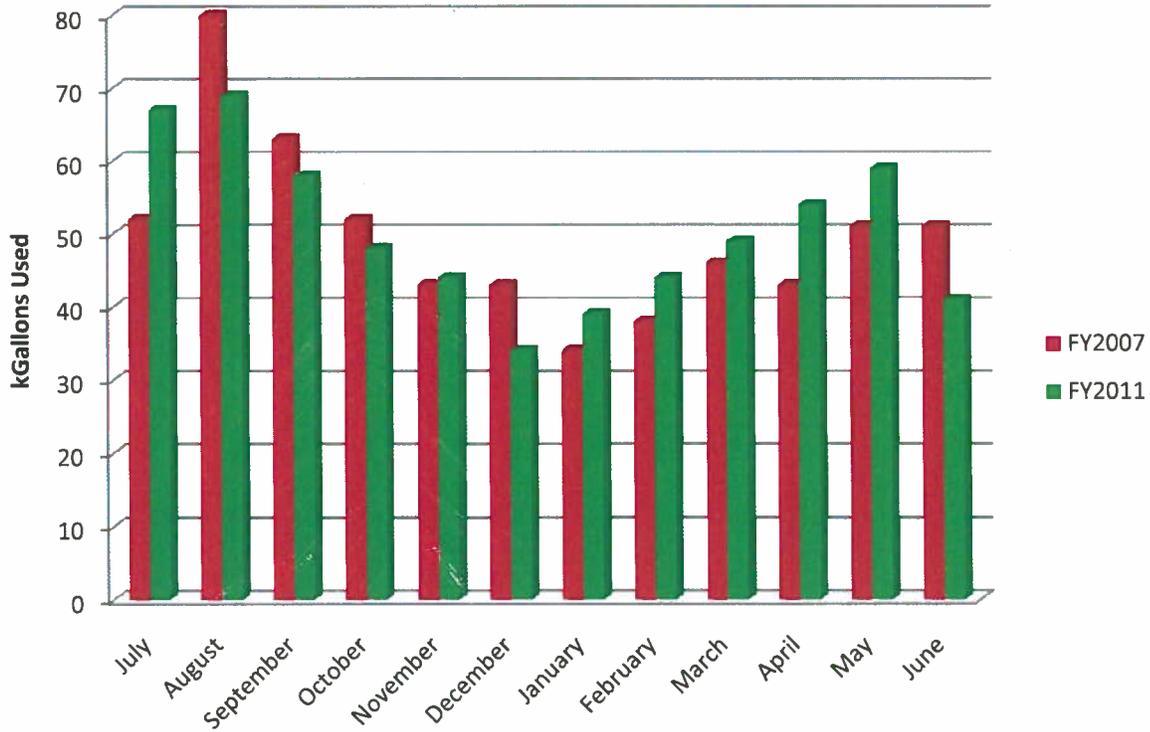
Electric Usage



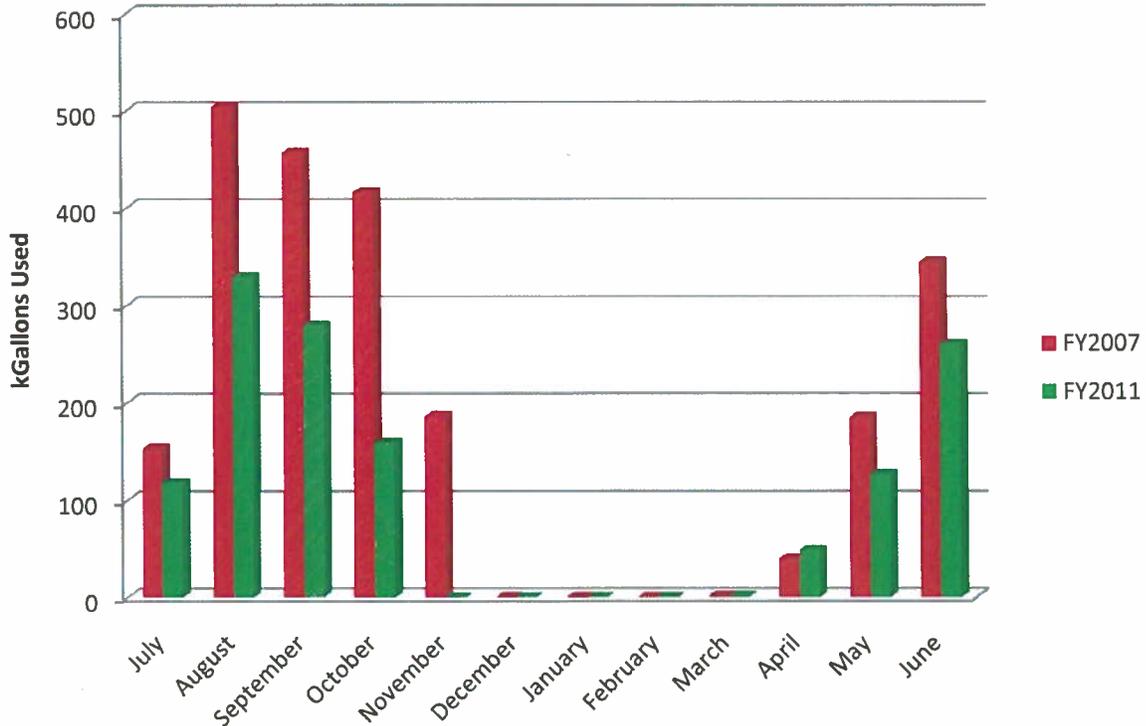
Natural Gas Usage



Domestic Water



Irrigation Usage



Electric Usage

	FY2011	FY2010	Delta
July	34560	61824	-44.10%
August	54144	64896	-16.57%
September	45312	57984	-21.85%
October	39168	59520	-34.19%
November	45696	58752	-22.22%
December	51840	57984	-10.60%
January	48768	62208	-21.60%
February	43776	55296	-20.83%
March	43008	57984	-25.83%
April	43008	56832	-24.32%
May	42240	58368	-27.63%
June	33024	52992	-37.68%
	524544	704640	-25.56%

Natural Gas Usage

	FY2011	FY2010	Delta
July	15.44	23.9	-35.40%
August	31.69	23.63	34.11%
September	32.73	112.77	-70.98%
October	46.14	140.72	-67.21%
November	89.68	171.21	-47.62%
December	130.97	199.9	-34.48%
January	182.21	208.21	-12.49%
February	151.7	224.28	-32.36%
March	104.48	179.5	-41.79%
April	88.97	158.94	-44.02%
May	97.03	142.17	-31.75%
June	31.59	60.87	-48.10%
	1002.63	1646.1	-39.09%

Domestic Water

	FY2011	FY2007	Delta
July	67	52	29%
August	69	80	-14%
September	58	63	-8%
October	48	52	-8%
November	44	43	2%
December	34	43	-21%
January	39	34	15%
February	44	38	16%
March	49	46	7%
April	54	43	26%
May	59	51	16%
June	41	51	-20%
	606	596	2%

Irrigation

	FY2011	FY2007	Delta
July	118	153	-23%
August	329	504	-35%
September	279	457	-39%
October	159	416	-62%
November	0	186	-100%
December	0	0	0%
January	0	0	0%
February	0	0	0%
March	1	1	0%
April	49	40	23%
May	126	185	-32%
June	260	344	-24%
	1321	2286	-42%

Time	Competitions / Extensions						Full Day Kindergarten
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	
8:00-9:00							
9:10-9:20							
9:20-10:00	Block I 9:20-10:40 (80 minutes)	Block I 9:20-10:40 (80 minutes)	Block I 9:20-11:00 (100 minutes)	Block I 9:20-11:00 (100 minutes)	mm,A,M,S 9:20-10:00 (40 minutes) ETIL 10:00-10:40 (40 minutes)	Block I 9:20-10:20 (60 minutes) recess (10:20-10:40)	Block I 9:20-10:20 (60 minutes) recess (10:20-10:40)
10:00-10:40	Block II 10:40-11:20a (40 minutes) recess (11:20-11:40) lunch (11:40-12:00)	Block II 10:40-11:20 (40 minutes)	mm,A,M,S 11:00-11:40 (40 minutes) ETIL 11:40-12:20 (40 minutes)	Block I 10:40-11:50 (70 minutes) recess (12:00-12:20) lunch (12:20-12:40)	mm,A,M,S 10:40-11:00 (40 minutes) ETIL 10:00-10:40 (40 minutes)	mm,A,M,S 10:40-11:00 recess (10:20-10:40)	ETIL 10:40-11:00
10:40-11:00							
11:00-11:20							
11:20-12:00	recess (11:20-11:40) lunch (11:40-12:00)	Block III 12:00-12:50 (50 minutes)	ETIL 11:40-12:20 (40 minutes) Block II 12:20-1:00 (40 minutes)	mm,A,M,S 11:40-12:20 (40 minutes) recess (12:00-12:20) lunch (12:20-12:40)	Block I 10:40-11:50 (70 minutes) recess (12:00-12:20) lunch (12:20-12:40)	Block II 12:10 (70 minutes) lunch (12:10-12:50)	Block II 11:00-12:10 (70 minutes) recess (12:30-12:50) lunch (12:30-12:50)
12:00-12:40							
12:40-1:20	Block IV 12:50-1:40 (40 minutes)	Block III 1:00-1:40 (40 minutes)	recess (1:00-1:20) lunch (1:20-1:40)	Block II 1:00-1:50 (50 minutes)	Block II 12:40-2:00 (80 minutes) Wellness 2:00-2:10	Entry 12:50 Block I 1:00-2:00 (60 minutes) mm,A,M,S 2:00-2:20 recess (2:20-2:40)	Block III 12:50-2:40 (110 minutes)
1:20-2:00							
2:00-2:40	mm,A,M,S 1:40-2:20 (40 minutes) ETIL 2:20-3:00 (40 minutes) Wellness 3:10-3:20	ETIL 1:40-2:20 (40 minutes)	Block III 1:30-2:20 (50 minutes) Wellness 2:20-2:30	Block III-A 1:50-2:30 (40 minutes) Wellness 2:30-2:40	Block III 2:10-3:10 (60 minutes)	Block II 2:40-3:55 (75 minutes)	recess (2:40-3:00) mm,A,M,S 3:00-3:20 (20 minutes) Block IV 3:20-3:55 (35 minutes)
2:40-3:20							
3:20-3:55	SS/Sci 3:20-3:55 (35 minutes)	SS/Sci 3:10-3:55 (45 minutes)	Sci/SS 3:10-3:55 (45 minutes)	SS/Sci 3:10-3:55 (45 minutes)	SS/Sci 3:10-3:55 (45 minutes)	Block II 2:40-3:55 (75 minutes)	Block IV 3:20-3:55 (35 minutes)
3:55-4:00							

mm,A,M,T	Core Content Specials (Mustangs in Motion, Art, Music, Science)
ETIL	Educational Technology Information Literacy Specials (Tech, Library, Sec. Science)
Wellness	Recess and Lunch (20 minutes each) Teacher Supervised Health / Movement Period

Legend

Outdoor Time = 150 minutes a week
 Outdoor Time + PE = 350 minutes a week

End of Day

Early Registration Deadline is FEB. 14
2012 DCSD Fittin' It In 5K Walk/Run Event
Registration Form

Full Name: _____
 BIB # (official use only): _____
 Category (circle one): Runner / Walker
 Address: _____
 Gender (circle one): Male / Female
 City/State/ZIP: _____
 Phone Number: _____
 Email Address: _____
 Birth date: _____ Age: _____
 Preferred Unisex T-Shirt Size (circle one): S M L XL

Enter the name of the Douglas County school that you would like to receive your race proceeds. The school with the most entries will receive \$1,000 from Boulder Running Company! Please write legibly.

I am interested in the following sponsorship(s):
 _____ Sponsor \$1,000 _____ Vendor \$150 _____ Supporter \$100
 _____ I can't race, but I would like to make a donation of: \$ _____
 _____ I can't race, but I would like to make a prize donation of: \$ _____

Registration costs:
Ages 16 and under - \$20
Ages 17 to 59 - \$30
Ages 60 and up - \$25
Early Registration (before Feb. 14) - save \$5
Race Day Registration - add \$5

Through February 14, return form to:
 Boulder Running Company, 8505 E. Arapahoe Rd.,
 Greenwood Village, CO 80112.

After February 14, return form to: Douglas County Educational Foundation, 620 Wilcox Street, Castle Rock, CO 80104

Make checks payable to DCEF.
 Online registration is available after February 14 at:
www.prrace.com, search "DCSD."

There is an additional 4% plus \$1.50 fee to use online registration.
 PLEASE READ AND SIGN THE WAIVER ON THE BACK SIDE OF THIS FORM. A SIGNATURE IS REQUIRED TO PARTICIPATE.
 RETURN WAIVER FORM TO BOULDER RUNNING CO. OR DCEF.

DCEF Programs

Since 1990, the Douglas County Educational Foundation (DCEF) has been developing private resources to enrich educational programs within Douglas County School District. The funds raised by these groups directly improve student learning in classrooms throughout DCSD.

The DCEF is fortunate to have great business partners that believe in a strong community. Each of the different community events held throughout the year allow the families of DCSD to come together as a community as well as raise money for their schools.

Matching Grants

The Douglas County Educational Foundation offers matching grants (up to \$1,000) to meet the demands created by the economic downturn and state and District budget reductions. The DCEF recognizes that our schools need additional support. DCEF matching funds are available for programs that support the Douglas County School District's learning goals.

Kids Helping Kids

The DCEF encourages students and their families to make a difference in DCSD by donating school supplies throughout the year. Collection totes are available in all schools. Monetary donations are also accepted. School supplies will be distributed by the DCEF based on need. Schools are welcome to submit a need-based request for school supplies via the DCEF website.

DCEF MVP

Staff, students, volunteers and community members make Douglas County School District a unique and productive place to learn and work. The DCEF designed the MVP program to recognize people going "above and beyond" throughout the District. Students, parents and staff can nominate individuals for MVP recognition through the DCEF website. MVPs will receive a small token of appreciation to celebrate their continued support of education in Douglas County.

Get fit with your friends and family at the

2ND ANNUAL

FITTING IT IN



Presented by MetLife

April 28, 2012

9 AM

Highlands Ranch High School

A Douglas County School District event in partnership with Douglas County Educational Foundation, Douglas County Federation and Boulder Running Company.



Learn today. Lead tomorrow.



Community Support for Learning Excellence

620 Wilcox Street | Castle Rock, CO 80104
 303-387-0505 (phone) | 303-387-0519 (fax)
www.dcefcolorado.org

2012 Fittin' It In 5k Race

Waiver & Release

(must be signed to participate)

I, intending to be legally bound for myself, my executors, and heirs, waive any and all right that I may hold against the pre-registration locations, sponsors, vendors, charity, volunteers, officials, race management, and facility of the 2012 DCS D Fittin' It In 5k Race of any and all injuries and/or losses sustained by me as a result of participating in this event. I give consent to use my name and/or likeness for publicity and promotional purposes without obligation or liability to me. I understand that roller skating, rollerblading, biking, animals of any kind, and headsets are prohibited. I also understand that my entry fee, once paid, is nonrefundable for any reason.

Signature _____ Date _____
 Signature of Parent or Guardian (required if under 18) _____ Date _____

Through February 14, return form to:
 Boulder Running Company
 8505 E. Arapahoe Rd., Greenwood Village, CO 80112.

After February 14, return form to:
 Douglas County Educational Foundation
 620 Wilcox Street, Castle Rock, CO 80104

Make checks payable to DCEF.

Online registration is available after February 14 at: www.prace.com, search "DCSD." There is an additional 4% plus \$1.50 fee to use online registration. Fittin' It In 5K Race is presented in partnership with:



Tech Center

Use this coupon to receive

\$10 off

any purchase of \$50 or more! Exp. 6/30/12

8505 East Arapahoe Road, Greenwood Village, CO 80112

303-990-5000

Sponsorship Opportunities

Sponsor - \$1,000

Includes three free race entries, logo on event t-shirt, an opportunity to provide promotional information in race goodie bags, a prime location for a vendor exposition booth and recognition at the awards ceremonies.

Vendor - \$150

Includes an opportunity to provide promotional information in race goodie bags and a booth in the vendor exposition.

Supporter - \$100

Includes an opportunity to provide promotional information in race goodie bags.

All sponsors will receive publicity on the DCEF website.

Deadline for sponsorship is April 15, 2012.

For More Information

For information about the RACE or becoming a VENDOR, contact:

Carla Sassano, Douglas County School District

Email: carla.sassano@dcsdk12.org

Phone: 720.433.1596

For information on becoming a SPONSOR or SUPPORTER, contact:

Michelle Tripp, Douglas County Educational Foundation

Email: michelle.tripp@dcsdk12.org

Phone: 303.387.0502

For information on being a VOLUNTEER, contact:

Carla Sassano, Douglas County School District

Email: carla.sassano@dcsdk12.org

Phone: 720.433.1596

About the Race

Douglas County School District, in partnership with Boulder Running Company DTC and The Douglas County Educational Foundation (DCEF), present the Fittin' It In 5K Race which will take place at Highlands Ranch High School on April 28, 2012.

Proceeds go directly to Douglas County Schools, and you can even select which school will receive the proceeds of your race. The school with the most entries will receive an extra \$1,000 from Boulder Running Company!

Race Day Schedule of Events:

- 8 am: Registration opens, packet pick-up
- 8:50 am: Registration closes
- 9 am: Race starts
- 9:15 am: Vendor Exposition opens
- 10:15 am: Awards Ceremony begins
- 12 pm: Vendor Exposition closes

Entry fee includes:

- Official race t-shirt
- Race goodie bag
- Timed race finish
- Entertainment
- Access to the vendor exposition
- Chef prepared, post-race snacks and drinks
- Fun for the Kids!

Registration:

Early registration is available until February 14 at Boulder Running Company, 8505 E. Arapahoe Road, Greenwood Village, CO 80112.

Early registration costs are:

- \$25.00 Ages 17-59
- \$20.00 Ages 60 and up
- \$15.00 Ages 16 and Under

Regular registration is February 15—April 27, return Registration Form to Boulder Running Company, Douglas County Educational Foundation, 620 Wilcox Street, Castle Rock, CO 80104 or fax to 303-387-0519.

Registration costs are:

- \$30.00 Ages 17-59
- \$25.00 Ages 60 and up
- \$20.00 Ages 16 and under

Race Day registration will also be available. Costs are:

- \$35.00 Ages 17-59
- \$30.00 Ages 60 and up
- \$25.00 Ages 16 and under

Online registration is also available after Feb. 13 at: www.prace.com, search "DCSD." There is an additional 4% plus \$1.50 fee to use online registration.

Green Ribbon Schools 2012 Evaluation Rubric

Applicant: Flagstone Elementary School

Part I:	Proposal Introduction	No Points
Part II:	<i>Pillar I: Environmental Impact and Energy Efficiency</i>	30/35
Part III:	<i>Pillar II: Healthy School Environments</i>	30/30
Part IV:	<i>Pillar III: Environmental and Sustainability Education</i>	38/40
Total:		98/105

GENERAL COMMENTS

Strengths:

- The energy reduction completed without additional mechanical system changes or renewables is impressive.
- Maintaining student led programs and having an in-house staff member to be the sustainable champion are great steps that have and will serve Flagstone well in achieving health and environmental goals.
- Having a graduation requirement is commendable; it enables all students to have a similar sustainable and STEM basis of knowledge as they move ahead into the upper grade levels.

Weaknesses:

- Engaging the outdoor environment as a sustainable learning opportunity.
- Though it is understood that the recycling program is gaining speed, it would be nice to see recycling and composting be at a higher value.
- Purchased renewable energy (or REC's) can be inexpensive and a good motivator or reward for student led programs.

Final Review:

- 33.8% energy reduction – built in 2003.
- Elementary graduation requirement that students have sustainable knowledge
- Volume per student and reduce/reuse rate
- Student engagement in the waste measurement/reductions – weighing of trash over a month to determine that food was the largest amount of waste. Students decided to initiate a compost program.
- 80% of students walk, bike or carpool.
- Running club and Flat Fourteeners walking club.

Recommendation:

Nominate <u>X</u>
