



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 [] Title I [] Magnet [] Choice

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

Official School Name Dunloggin Middle School
(As it should appear in the official records)

School Mailing Address 9129 Northfield Rd, Ellicott City
(If address is P.O. Box, also include street address.)

Ellicott City MD 21042
City State Zip

County Howard State School Code Number* 211

Telephone (410) 313-2831 Fax (410) 313-2530

Web site/URL http://dms.hcpss.org E-mail cher-jones@hcpss.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.

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

Name of Superintendent* Dr. Sydney L. Cousin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) mjc

District Name* Howard County Tel. (410) 313-6600

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.

Mamie J. Perkins Date 3-15-12
(Superintendent's Signature) Deputy

*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 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' *quantified achievement*¹ toward reaching the goals of each of the three Green School Pillars and elements.²

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 (the CSSO, DoDEA or BIE) 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.)

1 The quantified assessment should be based on the common metrics provided in state level evaluator guidance.

2 In future years, evaluators will be required to review the school community's comprehensive *green school plan* that incorporates, at a minimum, the plan elements listed under "The Three Pillars and Elements," and a *baseline assessment* for each of the elements of the plan; however, this documentation is not a requirement in the pilot year.

PENDING OMB APPROVAL

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 *quantified achievement* toward the three Green School Pillars and Elements.

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

Name of Nominating Agency _____ Maryland State Department of Education

Name of Nominating Authority _____ Bernard J. Sadusky, Ed.D.
(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.



Date March 21, 2012

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov, or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Andrea Suarez Falken, Director, Green Ribbon Schools, Office of Communications and Outreach, 5E227, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8173.

Part II

U.S. Green Ribbon School Essay

Dunloggin Middle School is part of a very diverse community located in Ellicott City, Maryland. The school is home to students who speak a combined total of 72 different dialects. The school population of 555 students includes 47.3% Caucasian, 30.3% Asian or Middle Eastern descent, 14.1% African American, 4.1% Hispanic, 4% mixed race, and 0.2% Hawaiian/ Pacific Islander students. DMS prides itself on providing a unique learning experience for all of its children related to environmental education.

As part of a school-wide initiative to help promote conservation and eco-friendly behaviors at the school as well as in the local community, students at Dunloggin partake in a number of different activities throughout the school year. These activities include a stream restoration/ wetland construction project, school wide recycling program, and energy conservation practices.

The Dunloggin Middle School stream restoration/ wetland construction project has served as the 7th grade student service-learning project since its inception in 2005. This project is an intensive and on-going project that actively engages students in environmentally friendly activities throughout the school year. As part of this project, the students remove trash on a regular basis from two streams that run behind the school and calculate the amount of trash removed. The students also remove invasive species from the area and re-plant native species of trees and shrubs along the banks of the streams to help prevent erosion. Through the establishment and continued maintenance of a wetland area near the streams, the students are helping to create a natural habitat for wildlife as well as provide a buffer to absorb excessive nutrient runoff from local fields before it enters the stream and eventually reaches the Chesapeake Bay. The students also have created and regularly maintain nature trails through the area, perform water quality testing on the streams/ wetland area to determine the health of the water, and also take population samplings of the various organisms found in the area. This project has received both local, state, and national recognition in the form of newspaper articles ("Pupils Dig in For Stream Cleanup Project" which appeared in the Baltimore Sun on April 23, 2006 and "The Curriculum is Wet, Green, Outside Walls" which appeared in the Howard County Times on April 22, 2010), published materials ("Feet Wet, Hands Dirty: Environmental Education Projects in Maryland Middle and High Schools" which was published by the Maryland State Department of Education in 2008), and in 2009 the school was recognized as a winner of the prestigious President's Environmental Youth Award. Dunloggin Middle was certified as a Maryland Green School in 2008 and re-certified in 2011. Project directors, Dan Blue and Pam Kidwell, received the Environmental Educators of the Year Award from the Howard County Public School System in 2009 for the design and development of the project. On Earth Day in 2009, Howard County Executive, Ken Ulman, visited the site as part of a school wide celebration. All students received seedling trees that were purchased through the Arbor Day Foundation as part of the celebration. The project has also received an Environmental Excellence Award from Sea World/ Busch Gardens/ Fuji Film, been awarded a Disney Minnie Grant through Youth Service America, and received yearly grants through the Chesapeake Bay Foundation. The school has developed working relationships with numerous local, state, and federal

Part II

U.S. Green Ribbon School Essay

agencies including Howard County Parks and Recreation, the Maryland Department of the Environment, the Chesapeake Bay Foundation, and the U.S. Fish and Wildlife Service.

As part of the school-wide recycling program, students are encouraged to recycle all used paper/ plastic products in the classroom and recycle plastic containers and cardboard in the cafeteria during lunch. Several students are assigned to collect these materials on a weekly basis and regular morning TV announcements are made to help promote recycling amongst the entire school population. Soap dispensers, toilet paper, and paper towels are all green seal certified and eco-friendly, processed chlorine free, and made with 100% wind generated electricity. The school regularly remains among the top 5 schools in Howard County for its recycling efforts. There are several "paper free" days established during the school year to encourage both staff and students to not use any paper during the school day.

The students and staff at Dunloggin are also encouraged to help reduce the use of electricity within the building by turning off or powering down all electrical equipment including televisions, computers, radios, etc. when they leave the classroom for the day. The school has also installed a new boiler system within the last year that has helped to reduce energy consumption by 12.90%. The school is also scheduled to replace the roof over the summer of 2012 and is looking into the possibility of installing an energy efficient white roof over a portion of the building. A no idling policy is in effect in the front of the school and students are encouraged to ride bikes, walk, or carpool to school on several occasions during the school year. Lights are energy efficient and new appliances are Energy Star approved.

Dunloggin Middle School is proud to be one of the leaders in environmental activities among schools in Howard County. All students at Dunloggin are expected to exhibit and promote eco-friendly behaviors both at school and in their local communities that will benefit the regional and global communities as well.

Green Ribbon Schools Maryland Application 2012

Response ID: 347 Data

3. Page Three

School Contact Information

School Name

Dunloggin Middle School

Street Address

9129 Northfield Rd.

City

Ellicott City

State

MD

Zip

21042

School Website URL

<http://dms.hcpss.org>

Principal First Name

Cher

Principal Last Name

Jones

Principal Email Address

Cher_Jones@hcpss.org

Principal Phone Number

410-313-2831

Lead Applicant First Name (if different from principal)

Pamela

Lead Applicant Last Name (if different from principal)

Kidwell

Lead Applicant Email (if different from principal)

pamela_kidwell@hcpss.org

Lead Applicant Phone Number (if different from principal)**Level**

Middle (6 - 8 or 9)

School Type

Public

How would you describe your school?

Suburban

Does your school have at least 40 percent of your students from a disadvantaged background?

No

Public School LEA and School Code (6 digits)

Example: 300406 [Prince George's (30), Forest Park HS (0406)]

130211

5. Page Five

Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion, e.g., MAEOE Green School Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

Recertified Green School

Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

2010 Presidential Environmental Youth Award, 2009 Howard County Public Schools Environmental Educator of the Year; 2009 Arbor Day Foundation Award for Tree Plantings; 2007 Sea World/Busch Garden Environmental Excellence Award

7. Page Seven

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : 490

Final GHG emissions rate (MT eCO₂/person) : 490

Percentage reduction : 0%

Time period measured (mm/yyyy - mm/yyyy) : 12/2010- 12/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :

Facility summary for HCPSS

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes

If your school received the certification, please note the year it was achieved and the score received:

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 982 total therms/ 3% drop

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : Annual therms

Time period measured (mm/yyyy - mm/yyyy) : 12-2010- 12-2011

How did you document this reduction (i.e., ENERGY STAR portfolio, district report)? : HCPSS district report

Q 1A4: What percentage of your school's energy is obtained from:

Purchased renewable energy : 7.2%

In what year was your school constructed?

1973

What is the total building area of your school?

80,948 sq. ft.

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

No

Please provide the appropriate information requested below.

Q 1A6: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

Yes

Please provide the following information:

Current total GHG emissions (MtCO_{2e}) : 490

Baseline total GHG emissions (MtCO_{2e}) : 490

Change from baseline : 0%

Time period measured (mm/yyyy - mm/yyyy) : 12/2010-12/2011

Q 1A7: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

School has an energy and water efficient product purchasing and procurement policy in place

8. Page Eight

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

No

Please provide the following information:

Percentage reduction domestic : Lowered from 201,974 gallons to 207,958 gallons

Time period measured (mm/yyyy - mm/yyyy) : 03/2011-11/2011 (quarterly payment)

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, school district reports)? : HCPSS facility report

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply.)

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school uses alternative water sources (i.e., grey water, rainwater) for irrigation before potable water.

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 conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 95%

What types of plants are used and where are they located? : Red bud trees, river birch, spice bush and pepper bush. These are located at our wetland site. As other plants around the school needs replacing, native vegetation is installed in its place.

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

We have installed rain barrels at the gutter downspouts as well as large 55 gal plastic bins around our outdoor classroom to capture rainwater. We use the nearby stream to water our plantings in the wetland/stream restoration project.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

The last time our water was tested for lead was in 1999. Whenever there is a plumbing upgrade, our county will test for lead. Our next renovation is scheduled for 2017.

Q 1B3: Our school's drinking water comes from:

Municipal water source

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

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

All energy purchases are made through Baltimore Regional Purchasing Coop, which seeks both good pricing and renewable credits consistent with state policies. We have aerators low flow toilets. Also, our school is checked on an ongoing daily basis at 6 a.m. and 11 p.m., both inside and outside, for water leakage.

9. Page Nine

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e., Recycling Rate)?

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 72 cubic yards

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 6.24 cubic yards

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 7

Q 1C2: 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.)

65%

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

30%

Q 1C4: Please provide the following information about your school's hazardous waste

How much hazardous waste does you school produce (lbs/person/year)? : 21.6 lbs/yr. Too much of a variable to generate a per person figure.

How is the amount generated calculated? : The information was taken from an HCPSS district report conducted over a 3 year span which included 65 lbs. within that period of time.

How is hazardous waste monitored? : It is governed through EPA standards

List the types of hazardous waste generated : Any expired chemicals from science classrooms are disposed of by the Howard County Safety Office at the end of each school year. Chemical are stored in locked cabinets and inventoried every year.

Q 1C5: 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 disposes of unwanted computer and electronic products through an approved recycling facility or program.

Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

Which green cleaning standard is used?

GS-42

Q 1C6: Does your school use "third party certified" green cleaning products?

Yes

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

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 100% as required by state law

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : DayCon, GoJo, Symmetry, North River Cascades, Magnesium Chloride Flakes

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

We hire a company to come in to remove hazardous waste. We have removed 65 lbs. of waste over a 3 year span. The waste is EPA governed and properly incinerated or disposed of in an appropriate manner. We also have in place a chemical hygiene plan. Our science teachers eliminate expired classroom chemicals through the Howard County Safety office.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

walkers and car riders would be 25%; bikers would be 9%; and bus riders would be 66%

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

The total student population of Dunloggin Middle School is 545 students. We have 12 buses daily with approximately 30 students per bus therefore, 360 students ride a bus. The average amount of students who bike ride to school is approximately 30-45 students per day on average. The following 138 students either walk to school or are dropped off/ picked up by their parents. This varies upon changing weather conditions.

Q 1D2: Which of the following policies or programs has your school implemented? (Please check all that apply.)

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

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g., the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions).

We have created designated days for walking, riding a bike, or carpooling to school. We encourage those staff members and students to either walk or bike if possible. We have designated safe routes students may use when walking or peddling to school. These are mostly away from busy roads or highly congested areas.

Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden,

wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails, etc.)?

75%

Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

We are having a white reflective roof installed which is more energy efficient and should help our school reduce the impact on the environment. We also have replaced our old boiler system with a newer, more energy efficient model. When the boiler was replaced there was an automatic interlock installed which removes low quality air from the room when the boiler is not in use.

11. Page Eleven

Q2A1: 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.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply.)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

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.

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 visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school prohibits smoking on campus and in public school buses.

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

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 third-party certified green cleaning products.

12. Page Twelve

Q2B1: Which practices does your school employ to promote nutrition, physical activity, and overall school health? (Please check all that apply.)

Our students spent 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.

Our school participates in the USDA's HealthierUS 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.

At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

We are just starting the USDA Healthier School Challenge in March, so we don't have any stats on that as yet. However, we do use the National School Lunch program as mandated by the state government, which states that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. The food is also regulated to provide one-third of the Recommended Dietary Allowances of protein, vitamins and minerals. It is nutritionally balanced, and provides meals to all children at a low-cost, reduced price, or free basis.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Our physical education classes utilize outdoor sports activities throughout the year. Many sports taught are designated for outdoor instruction. Those sports include: soccer, golf, archery, softball, field hockey, badminton, kickball, track and field, lacrosse, and tennis. We also have a nature hiking trail which is utilized throughout the year as well. Staff members occasionally take their students out as an enrichment to classroom instruction.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

50%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

We have incorporated many activities to aid in the health and welfare of our staff and student body. Some programs include: Virgin Health Miles Program, after school workout program for teachers, reward day activities for students to include (P90X Yoga, walking group, Zumba), annual Turkey Trot for students, Girls on Track program (running and self-esteem), Field and Track Day, after school running intramurals for students and staff, intramural programs for at-risk students (soccer, football, basketball).

14. Page Fourteen

Q3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply.)

Environmental and sustainability concepts are integrated throughout the curriculum.
Professional development opportunities in environmental and sustainability education are provided for all teachers.
Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

Students are regularly given a quarterly assessment in all science classes. 7th grade students complete a quarterly assessment on the ecology during the last quarter of the year. Percentages of students that are rated as "proficient" will vary from class to class and year to year but generally are in the 90% range.

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

There are many groups with whom our teachers are affiliated and/ or receive professional development instruction. The STEM (science, technology, engineering, and math) committee teachers attend monthly inservice training with National Commission on Teaching and America's Future (NCTAF). Our science team members are all members of the National Science Teachers Association (NSTA). Due to our Green School status, we are involved with Maryland Association for Environmental and

Outdoor Educator (MAEO). We are actively involved with the Chesapeake Bay Trust and as part of this experience, our students are involved in a multi day field experience each year. We have a partnership with the new Robinson Nature Center in Columbia, MD. and have received inservice training from them in the past. Teachers have also received environmental training through the Howard County Conservancy. All of our teachers have received some sort of environmental training over the past two years including staff development on the STEM program and ways to incorporate STEM activities across the curriculum.

Q 3A2: If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career : NA

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : NA

Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science, 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 from evidence when exploring environmental and sustainability issues?

Yes

Please describe. (Maximum 200 words)

Students are required to write an argumentative piece either supporting or refuting the possibility of using alternative/reusable sources of energy in the future. This occurs after the students learn about and generate electricity to operate models as they experiment with renewable energy systems. The students compare and contrast the power and efficiency that can be realized from wind, solar, and water powered machines as opposed to non-renewable sources.

Q 3B2: If your school is a high school, 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)?

Please describe these college and career connections. (Maximum 200 words)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

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

NA

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 33%

What percentage of students completed such a project last year? : 100%

Q 3C2: Do students have meaningful outdoor learning experiences that engage students in critical thinking, problem solving, and decision making at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

6th and 7th grades.

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

6th grade students spend a week of outdoor education through North Bay in Cecil County, Maryland and also conduct ongoing water quality testing of the wetland and streams located behind our school including tests for pH levels, dissolved oxygen levels, etc. They also complete invertebrate animal population samplings. 7th grade students are actively involved in a student service learning project through our Stream Restoration/ Wetland Construction Project as well as participating in day long trips

to the Chesapeake Bay. These intensive trips encourages the students to become totally immersed in caring for and preserving their local and global environments. These activities lead to a better understanding of what they can do to develop a lifetime of good environmental practices.

Q3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources), and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

We have a very good working relationship with our Howard County Executive, Mr. Ken Ulman. Mr. Ulman is a former Dunloggin student and remains a huge supporter of the environmental planning within our school. He has supplied funding to our school in order to advance our wetland/stream restoration project. He has been involved with our Earth Day assemblies as our keynote speaker. He reaches out to our students and staff to express the need to help to maintain our environment. We also have a close working relationship with the new Robinson Nature Center in Columbia and the Howard County Conservancy in Ellicott City. Many staff members have received inservice training through their facilities.

Q3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Each year as a kick off to our environmental project, 7th grade students are involved in a wonderful environmental program (Ways of the Bay) performed by environmental activist Billy B. He shares a highly energetic and interactive performance with the students and speaks about how important it is to maintain and preserve the Chesapeake Bay watershed. Science teachers also incorporate weekly lessons related to the environment. We have water quality experts who work with the science classes through the NCTAF program. As previously mentioned, our wetland/stream development project meets the Maryland state graduation requirement for service learning. Our students work very hard to develop and maintain our designated environmental learning area. They eradicate invasives, plant native trees, establish nature trails, identify various plants, and remove trash from the stream on an ongoing basis. On average, students will remove several hundred pounds of trash on a yearly basis and plant nearly 100 native plants.

17. Thank You!

Email Confirmation

Feb 27, 2012 14:22:10 Success: Email Sent to: Cher_Jones@hcpss.org

Response Location

Region:	United States
Region:	MD
City:	Ellicott City
Postal Code:	
Long & Lat:	Lat: 39.266899, Long:- 76.848

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Maryland Green Ribbon Schools Scoring Tool

Dunloggin N Pamela Kidwell Public

Directions: Award up to the amount possible on each Element. Numbers in brackets, if present, are for high schools only. Some questions are not scored (N/S). Calculate a subscore for the Cross-cutting Question, each Element, and a total score for the Pillar.

		77.76	Not Title 1
		Points Awarded	Points Possible
Cross-Cutting Question			5
QCC1	Participating in other "green school" program, e.g., MAEOE Green Schools Program and level		1 2
QCC2	Received awards Award name		N/S 2
Subscore Cross-cutting		4.5	/5
 Pillar 1: Environmental Impact and Energy Efficiency			30*
Element 1A: Reduced greenhouse gas (GHG) emissions (15)			
	Subscore 1A	7.3	/15
Element 1B: Improved water quality, efficiency, and conservation (5)			
	Subscore 1B	9.3	/5
Element 1C: Reduced waste production (5)			
	Subscore 1C	9	/5
Element 1D: Use of alternative transportation to, during, and from school (5)			
	Subscore 1D	5.5	/5
Total Pillar 1		31.1	/30*

Note 1: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions and points awarded for each have been omitted to shorten the document.

Note 2: Individual questions under each Element have been deleted to shorten the document

*Total of individual scores could be greater than the maximum amount for the Element

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Maryland Green Ribbon Schools Scoring Tool

Dunloggin N Pamela Kidwell Public

Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S). Calculate a subscore for each Element and a total score for the Pillar.

Pillar 2: Healthy School Environments

Element 2A: An integrated school environmental health program (15)

**Points Awarded Not Title 1
Points Possible
30**

Subscore 2A

15 /15*

Element 2B: High Standards of nutrition, fitness, and quantity and quality of outdoor time (15)

Subscore 2B

8 /15

Total Pillar 2

23 /30

Note: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions and points awarded for each have been omitted to shorten the document.

*Total of individual scores could be greater than the maximum amount for the Element

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Maryland Green Ribbon Schools Scoring Tool

Dunloggin MS

Pamela Kidwell

Public

Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions i.e. yes/no are not scored

Points Awarded

**Not Title 1
Points Possible
35**

Pillar 3: Environmental and Sustainability Education

Element 3A: Interdisciplinary Learning (20)

Subscore 3A

10

/20

Element 3B: Use of the environment to develop STEM knowledge (5)

Subscore 3B

2.33

/5

Element 3C: Development and application of civic engagement skills (10)

Subscore 3C

6.83

/10

Total Pillar 3

19.16

/35

note: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions and points awarded for each have been omitted to shorten the document.