

3. Page Three

School Contact Information

School Name

North Adams Elementary

Street Address

2295 Moores Road

City

Seaman

State

Ohio45679

Zip**School Website**

<http://www.ohiovalley.k12.oh.us/naes/>

Principal First Name

Marla

Principal Last Name

Young

Principal Email Address

marla.young@ovsd.us

Principal Phone Number

937-386-2516

Lead Applicant First Name (if different from principal)

Steve

Lead Applicant Last Name (if different from principal)

Wolfe

Lead Applicant Email

steve.wolfe@ovsd.us

Lead Applicant Phone Number

937-725-6930

Level

Elementary (PK - 5 or 6)

School Type

Public

How would you describe your school?

Rural

District and Code

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

Yes

4. Page Four

Application form outline:

Weight:

PILLAR ONE: Net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions 15 points

Energy

Buildings

Element 1B: Improved water quality, efficiency, and conservation 5 points

Water

Grounds

Element 1C: Reduced waste production 5 points

Waste

Hazardous waste

Element 1D: Use of alternative transportation to, during, and from school 5 points

PILLAR TWO: Net positive impact on students and staff health

Element 2A: An integrated school environmental health program 20 points

Integrated Pest Management

Ventilation

Contaminant Controls

Asthma Control

Indoor Air quality

Moisture Control

Chemical Management

No Vehicle Idling

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 10 points

Fitness and Outdoor Time

Food/Nutrition

UV Safety

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

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems 20pts

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 10pts

Element 3C: Development and application of civic engagement knowledge and skills 10pts

5. Page Five

PILLAR ONE: Net zero environmental impact

You can choose to demonstrate progress towards elimination of GHG emissions and waste as well as water and energy conservation by completing one or more of the questions below, or by other methods (see final question).

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1. A. If you have received EPA's ENERGY STAR certification, in what year was the certification earned:

2011

2. B. If you have reduced your total non-transportation energy use (i.e., electricity, lighting and temperature control) from an initial baseline, please provide:

Percentage reduction % : 10.4

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

Time period measured : Aug 2010- Dec. 2011

What documents can you provide to document this reduction? : Energystar Portfolio Manager Reports

Are there any energy saving programs in place (such as student led programs)? : District Wide Energy Management Plan

3. C. What percentage of your energy consumption is derived from?

On-site renewable energy generation: % : 30

Purchased renewable energy: % : 0

4. BUILDINGS

D. If you have constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards?

What percentage? : 100

What is the total constructed area? : 90,360 Sq. Ft.

What is the total renovated area? : 0

Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)? : LEED for Schools Silver

5. E. What percentage of your total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards?

What percentage? % : 0

What is the total building area? : 0

Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)? : N/A

6. F. If you reduce or offset the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO₂e)? : 624.16

Baseline Total GHG Emissions (MtCO₂e)? : 755.99

Change from Baseline: GHG Emissions (MtCO₂e)? : -131.83

Time period? : November 2010-November 2011

Explain any offsets used? : n/a

7. G. Have you fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management?

Yes

8. Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager?

No

9. H. What percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? %

unknown

10. I. Is an energy- and water-efficient product purchasing and procurement policy in place?

No

11. J. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available):

As we track our utility use and subsequent GHG emissions through the Energystar portfolio manager, we see a continual decline month after month. We continue to find new ways to reduce our carbon footprint and maximize efficiency. Currently this building is rated with an Energystar score of 97 which would put it at approximately the top 3% of k-12 school buildings in the nation in terms of energy efficiency. The building is in the process of being engineer certified to receive it's Energystar label for the 2012 year.

6. Page Six

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

Water use is a bigger issue in some regions of the country than others. Water should be conserved as much as possible and reused whenever possible, but a goal of zero use may not be realistic or even necessary in some areas.

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

Percentage reduction? % : 40

Time period? : From building design to first year of operation

What documents available to document this reduction if requested? : LEED Scorecard

13. B. Have low-flow fixtures been incorporated into the facilities? (such as faucets, toilets, sinks)

Yes

14. C. How often do you conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings?

Bi-annually as part of our preventive maintenance plan

15. D. Describe how your site grading and your irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

The North Adams Elementary building site is seeded with turf grass. The grading slope on the site range from 1% to 33%. This slope range is typical to the Ohio region and when stabilized with turf grasses, the slopes are non-erodible in most conditions. The slopes are also manageable from a maintenance standpoint; they can easily be mowed and maintained. The turf grass

planting consists of drought tolerant species that do not require permanent irrigation. By eliminating the needed for permanent irrigation, the school is conserving their water usage.

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

Yes

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

Yes/No Describe

No. Irrigation is not needed at all on this site.

18. G. If drinking water is acquired from the school's own well, are your drinking water sources protected? Yes/No Describe how they are protected:

N/A

19. H. Do you have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes/No Describe:

No

20. I. Have you been cited within the past three years for failure to meet federal, state or local potable water quality standards?

No

21. J. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes/No How often is such cleaning conducted?

Yes. Our daily custodial cleaning plans address the daily cleaning of fixtures. Faucets and aerators are cleaned regularly as part of our preventive maintenance program.

22. K. Other ways you are working to improve water quality, efficiency, and conservation:

N/A

23. GROUNDS

L. What percentage of your school grounds are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? (such as Bioswabs or Rain Gardens, etc.) Yes/no Describe:

Over 50% as evidenced by receiving LEED credit 5.1 "Protect or Restore Habitat" of building site. The majority of the building site was completely undisturbed during the construction of this facility. Students can commonly see deer and other native animals in the field surrounding the school building.

7. Page Seven

24. Element 1C: Reduced waste production

Waste

You can work towards elimination of all solid waste through reduced consumption, reuse practices and recycling.

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

We have implemented a very robust recycling program in this school building. We have reduced the amount of trash sent to landfills by 40%. Previous to our recycling program, we had a dumpster that was filled and collected by our landfill collector 5 days a week. Since our recycling program began, we have reduced to three day a week pickups. Also, our recycling program extends to the entire community since our recycling dumpsters are also open the community for them to deposit recyclable paper and metal, glass, and plastic containers.

25. B. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard? (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.)

0%

26. C. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF) :

100%

27. D. Any procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture?
Yes / No

Please explain what type if yes or if no why.

No

28. Hazardous waste

Please answer all the questions below if possible regarding elimination of hazardous waste streams.

E. How much hazardous waste do you generate: lbs/student/year?

unknown

29. Describe the types of hazardous waste, how hazardous waste is monitored and how the amount above is calculated. Please list each hazardous waste and the amount of each present at the end of the year.

unknown

30. F. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?

No

31. G. Have you been cited within three years for improper management of hazardous waste according to Federal and State regulations?

32. H. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products:

100.0%

33. How do you dispose of unwanted computer and other electronic products?

To a local recycling agency, The Adams/Brown County Recycling Center.

34. I. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

49%

35. Which standard(s) are you using?

GreenSeal Certified

36. J. Any procurement policies in place to encourage the purchase of "green" cleaning products? Yes / No
Please explain what type if yes or if no why.

No

37. K. Is your custodial program based in the principles of effective management and "green" service?

Yes

38. L. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard):

No

39. M. Other indicators that you are reducing waste and eliminating hazardous waste

Our cafeteria in this building previously used disposable Styrofoam lunch trays that were not recyclable. We now use solid plastic lunch trays that can be washed and re-used. This has significantly reduced waste.

8. Page Eight

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

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

50%

41. Describe how this information been collected and calculated

Unable to calculate this with any accuracy due to not knowing how many students per car.

42. B. Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are limiting idling on school premises?

Yes

43. C. Are all vehicle loading & unloading areas at least 25 feet away from all building air intakes (including doors and windows)?

Yes

44. D. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles or vehicles retrofitted with emission reduction or idle reduction equipment in your fleet, or other indicators of significant reductions in emissions):

We received LEED for Schools Credit 4.4 "Alternative Transportation" for giving preferential parking to those having low-emitting and fuel efficient vehicles.

45. E. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office?

No

46. Describe any other accomplishments you've made under Pillar One towards eliminating your negative environmental impact or improving your environmental footprint which you feel should be considered:

In regard to question #45, we DO have a "Safe Routes to School Program" that is in process. Sidewalks are being built and the program is about 50% complete. Over 10% of the materials used in the construction of our building were extracted, processed, or manufactured regionally, thereby reducing vehicle emissions involved in shipping materials to our site. Over 20% of the raw materials used in the construction of our building came from recycled content. Over 75% of the construction waste that was generated by our building construction was recycled. These statistics can all be documented from our LEED scorecard.

9. Page Nine

PILLAR TWO: Net positive impact on student and staff health

Please answer all questions under Pillar Two

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

47. Integrated Pest Management

A. Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?

Yes

48. B. Do you provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees?

Yes

49. C. Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location?

Yes

50. D. Do you prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label?

Yes

51. Ventilation

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

Our school finished construction in 2009. It was constructed under the latest ASHRAE standard available at that time which was the ASHRAE Standard 62.1-2004 to meet LEED requirements and Code.

52. F. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms?

Yes

53. G. Have you installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air?

Yes

54. Contaminant Controls

H. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?

No

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

0%

56. I. Carbon Monoxide (CO): If you have combustion appliances, do you have an inventory of all combustion appliances & do you annually inspect these appliances?

Yes

57. Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720?

Yes

58. J. Mercury: Have all unnecessary mercury-containing devices been replaced with non-mercury devices? Yes/No (Explain)

Yes

59. Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, mercury sphygmomanometers, gauges and other devices in accordance with federal, state and local environmental regulations?

Yes

60. K. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months?

No

61. L. Secondhand Tobacco Smoke: Is smoking prohibited on campus?

Yes

62. M. Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?

No

63. N. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools?

Yes

64. O. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage?

Yes

65. Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)?

Yes

66. Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)?

Yes

67. P. Chemical Management: Do you have a chemical management program in place that includes the following elements: -Chemical purchasing policy, including low- or no-VOC products

-Chemical inventory

-Storage and labeling

-Training and handling

-Hazard communication

-Spills, clean-up and disposal

-Select EPA's Design for the Environment - approved cleaning products

Yes/No/Explain

Yes- Chemical inventory is kept at our central administrative office for all of our buildings. This building is provided with lockable storage containers for all chemicals. All chemicals are labeled and an MSDS sheet is on file for each. Training is provided via an online training program that covers the proper handling, hazard communication, clean-up and disposal of chemicals. Nearly 50% of our cleaning products are GreenSeal approved.

68. Q. Describe any other measures regarding the school's built and natural environment that you take to protect student and staff health and which you feel should be considered.

This school building received LEED for Schools Credit IEQ 5 for Indoor Chemical & Pollutant Source Control.

10. Page Ten

69. Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff
Fitness and Outdoor Time

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

100%

70. What is the average amount of time over the past year that each student engaged in school-supervised physical education and/or outdoor time per week? _____ minutes/week

230

71. B. Do you have outside classrooms or learning labs available? Yes/No If yes please describe

Yes. There is a "Fitness Trail" used by students. There is also a GLOBE weather station located on the school property that collects real-time weather data. There is an outdoor classroom shelter area also.

72. Food

C. Have you earned USDA's HealthierUS School Challenge award for school food? Yes/No

List award level earned:

No

73. D. What percentage (by cost) of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

0%

74. E. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)?

0%

75. Does the school have an on-site garden in which the students participate?

No

76. UV Safety

F. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program?

0%

11. Page Eleven

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

There are many pathways to achieving a 100% environmental and sustainability literacy rate. Please answer all of the questions below, and you may supplement this information by also describing alternative benchmarks of progress (see final question).

Learning and Environmental Literacy

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

77. A. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments? % : N/A

sustainability assessments? % : N/A

environmental science assessments ? % : N/A

78. Briefly describe the assessment(s):

This building is a k-6 school building and as such, there is no graduation. However, this school is a feeder school to North Adams elementary where 92.4% of the students test proficient in science on the Ohio Graduation Test.

79. B. Does your school or your state have an environmental or sustainability literacy graduation requirement? Yes/No Describe

No

80. C. Are environmental and sustainability concepts integrated throughout the curriculum? Yes/No Describe

Yes. Our science teachers are innovative and integrate environmental and sustainability concepts within their daily instructional activities. This building has a large (290 KW) rooftop solar array that is hooked to a computer interface that students use regularly to monitor our solar energy production.

81. D. Is your curriculum aligned to the state science standards 2002 or 2010?

k-12 science alignment will be completed by May 30th to the 2010 standards.

82. E. What percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career?

0%

83. What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment?

0%

84. F. If your school does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year?

71%

85. G. Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year? Yes/No Describe a few of these opportunities.

Yes. Our district employs a GLOBE (Global Learning and Observations to Benefit the Environment) Certified Instructor who provides continuing education to our staff.

86. H. Does your environmental education curriculum pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence:

Yes

87. I. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level?

Yes

88. J. Are the sustainable elements of your building used as an educational opportunity? Yes/No If Yes, briefly describe.

Yes. Our staff and students commonly use the solar web interface that tracks and monitors real-time and historical solar energy created by our roof mounted solar array. This array provides 30% of our building power annually.

12. Page Twelve

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

A. Do your students graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences?

Yes

90. Describe (e.g., percentages of enrollment in environmental sciences, earth sciences, biological sciences, statistics and post-secondary school or career-intended focus)

This k-6 school is a feeder school for the North Adams High School which is an "Excellent" Rated school district by the Ohio Department of Education. 92.4% of students at NAHS test proficient in science on the Ohio Graduation Test.

91. B. Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes/No Describe.

Yes. We have aligned the Common Core Standards & Articulation agreements with a local college.

92. C. Does your curriculum provide any environmental focused career preparation, career-technical education

programming, agricultural and environmental systems career field, college-level science or math course enrollment or specific science/math assessments? Describe.

Not at the elementary level. This does happen at our district's high schools and career technical center.

93. Community and Civic Engagement

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

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

0%

94. B. Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?

No

95. What percentage of students satisfactorily completed such a project last year?

0%

96. C. Do you partner with local academic, business, government, nonprofit, informal science institutions and/or other schools to help advance the school and community toward the 3 Pillars and/or assist the progress of other schools, particularly schools with lesser capacity in these areas? Yes/No

Briefly describe the scope and impact of these partnerships:

We help the community in the advancement of sustainability by encouraging residents of the community to make use of our recycling collection dumpsters.

97. D. Do you have outdoor classrooms on your grounds which include native plantings and do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?

Yes

98. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate do you feel should be considered?

N/A

13. Page Thirteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

14. Page Fourteen

Thank you for submitting an application to Ohio Green Ribbon Schools.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of March 22, 2012.

If you have any questions, please contact Ohio's Green Ribbon Schools program via Brenda Metcalf at brendasmetcalf@aol.com

Email Confirmation

Feb 16, 2012 13:26:22 Success: Email Sent to: marla.young@ovsd.us

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 Mrs. Marla Young
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2295 Moores Road
(If address is P.O. Box, also include street address.)

Seaman, Ohio 45679
City State Zip

County Adams State School Code Number* IRN-033936

Telephone (937) 386-2516 Fax (937) 386-2032

Web site/URL www.ohiovalley.k12.oh.us E-mail marla.young@ovsd.us

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.

Marla Young Date 3-15-2012
(Principal's Signature)

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

District Name* Adams County Ohio Valley Tel. (937) 544-5586

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.

Rodney Wallace Date 3/15/12
(Superintendent's Signature)

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

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

Ohio Department of Education

Name of Nominating Authority

Mr. Jeremy Marks

(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.

Jeremy Marks
(Nominating Authority's Signature)

Date

3/22/12

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.

North Adams Elementary School Excels In Green Efforts

North Adams Elementary School (NAES) is located in Seaman, Ohio and is part of the Adams County/Ohio Valley School District. Seaman is located 60 miles east of Cincinnati in the Appalachian Region of Ohio. Adams County has struggled with economic development and had Ohio's 5th highest rate of unemployment in January 2012 (14.2%). There are approximately 700 students enrolled in grades K-6 and 47.83% of these students are considered economically disadvantaged. NAES has received high marks on the Ohio Local Report Card and has continually earned a designation of "Effective" or "Excellent" since the 2004-2005 school year.

NAES opened on January 2, 2009 and since that time has become a leader in environmental sustainability and promoting a "green" culture to the staff, students, and community. The building design has many sustainable features including a geothermal HVAC system, daylight harvesting and variable room lighting. The building site is located in a rural setting and great care was taken to leave the surrounding land undisturbed through all phases of the construction process. The campus consists of 850,000 square feet of land, yet the building footprint uses less than 11% of this space. Over 90% of the building interior offers views to the outside where wild turkey or deer can often be seen grazing in the nearby pastures.

In May 2011 NAES received its first Energystar[®] label. Presently, the building scores 97 on Energystar[®]'s 100 point rating system and ranks as one of the most energy efficient K-12 schools in the nation. Through an aggressive energy management plan, the school has been able to continually lower its energy consumption and as a result has offset over 144 metric tons of greenhouse gases.

In June 2011, NAES began using solar energy by adding over 1,250 solar panels to the building's rooftop. A Power Purchase Agreement allowed the school to add the solar array to the building with no out-of-pocket costs. The solar panels generate enough electricity to provide about 1/3 of the building's annual power consumption and are connected to a web interface that allows students to connect to the internet and monitor the building's solar production. This has proved to be a valuable teaching tool for the school and the web access also allows the community to view the solar production. During its first 90 days of operation, the North Adams solar array eliminated the emission of 2,131 lbs. of sulfur dioxide, 795 lbs of nitrogen oxide, and 201,078 lbs. of carbon dioxide by providing clean energy instead of electricity produced from coal burning power plants. Monthly production to date reached a high in July 2011 with 44,571 kilowatt-hours and a low in December 2011 of 13,867 kilowatt-hours. In September 2011 the school hosted a community-wide "Solarbration" recognizing its many green accomplishments including on-site solar power generation and a recycling program that has diverted over 50,000 pounds of refuse from area landfills.

In July 2011 NAES received the LEED[®] for Schools Silver rating from the United States Green Building Council. This certification recognizes key sustainable elements of the building design and construction including the promotion of alternative transportation to school, water efficient landscaping that requires no irrigation, low-flow plumbing fixtures, superb energy performance, 75% or more of construction waste debris diverted from landfills, greater than 20% of building fabrication materials coming from recycled content, and superb indoor air quality performance.

The staff and students of the North Adams Elementary School take great pride in their building and campus. The green initiatives outlined above have provided new teaching tools to teachers, financial savings to the school district, and raised environmental awareness to the entire community.



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

June 20, 2011

Rodney Wallace
Adams County/Ohio Valley School District
141 Lloyd Road
West Union, OH 45693

OFFICE OF
AIR AND RADIATION

Dear Rodney Wallace:

Congratulations! You have earned EPA's ENERGY STAR for **North Adams Elementary**, 2295 Moores Road, Seaman, OH.

To help you celebrate your achievement and identify your building as one of America's energy all-stars, enclosed is the ENERGY STAR plaque that bears the well-recognized ENERGY STAR logo. We encourage you to affix the plaque prominently near the exterior entrance of your building or in a frequently visited area of your building.

We are also excited to offer printer-ready files for static cling decals that can be displayed on doors or windows of your ENERGY STAR building. We understand that there are often many entrances to a building so we hope the decals will help you spread the word that your building is an ENERGY STAR. To access the printer-ready files, please visit www.energystar.gov/BuildingDecals. Files for creating your own flags and banners are also available from this link.

Your building is now listed on our ENERGY STAR registry at www.energystar.gov/buildinglist. If you have not already done so, we encourage you to submit a building profile and photo of your building as part of our online registry. These building profiles are often used by the media and others to highlight our nation's leaders in energy efficiency. To learn more about submitting a profile, please visit www.energystar.gov/submitprofile.

We hope you will proudly use the ENERGY STAR certification mark (logo) and promote your success in press releases, newsletters and other communications. Please visit www.energystar.gov/BuildingCert to access the ENERGY STAR certification mark. For further information about the ENERGY STAR logo, please visit our logo use guidelines at www.energystar.gov/LogoUse.

Also, enclosed in this shipment is a Certificate of Achievement, which may also be displayed to celebrate the superior performance of your building.

Again, we congratulate you for your commitment to energy efficiency. As you continue to maintain a high level of performance, we look forward to receiving your application for the ENERGY STAR again next year!

Sincerely,

A handwritten signature in black ink that reads "Jean M. Lupinacci".

Jean M. Lupinacci
Director, Commercial & Industrial Branch
ENERGY STAR

Enclosures:

- (1) ENERGY STAR Labeled Building Plaque
- (2) Certificate of Achievement
- (3) ENERGY STAR Plaque Mounting Instructions



Account Summary

- [Your Account](#)
- [Logged In / Log Out](#)
- [Account Summary](#)
- [Bills & Payments](#)
- [Your Energy Usage](#)
- [Your Service](#)
- [Account Profile](#)

Billing Summary

Total Amount Due:	107,863.03	
Due Date:	Mar 20, 2012	View Bill
Last Payment Received:	Feb 28, 2012	Billing History
Current Account Balance:	\$0.00	
Next Meter Reading:	Mar 19, 2012	View schedule

NORTH ADAMS ELEMTRY
 2295 MOORES RD
 SEAMAN, OH 45679-9741
 Phone: (937) 544-5586
 steve.wolfe@ovsd.us
[Edit account information](#)

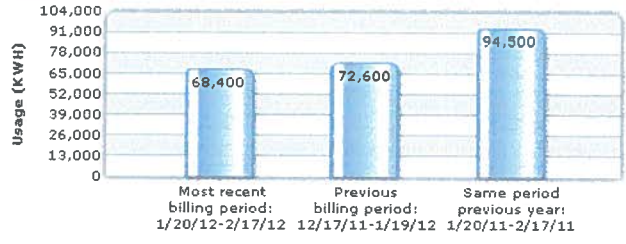
Account Number:
~~107,863,033-03~~
[Manage Another Account](#)
 You last logged in March 15, 2012

Billing & Payment Profile

- Paperless Billing: [Learn more](#)
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Usage Summary



[View detailed usage history](#)

↑
 AFTER
 SOLAR

↑
 Before Solar

Name/ Number of Judge Sue Wintering

Date 03/16/2012

Name of School North Adams Elementary

Location of School _____

Green Ribbon Pillar and Elements			Points
Cross Cutting Questions – 5 points			
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	Total: 3
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	
Pillar I: Environmental Impact and Energy Efficiency– 30 total points			
Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.			
Element IA: Improved energy conservation/energy-efficient building(s).			15 points
1-5 pts	6-10pts	11-15 pts	Total:11
School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a <i>substantial</i> amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	Total:5
The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).	

Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	Total:5
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> “third-party certified” cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	School also has made <i>substantial</i> , measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards; and describes several creative ways the school community practices the 4Rs.	
Element ID: Use of alternative transportation to, during, and from school			5 points
1-2 pts	3-4 pts	5 pts	Total:5
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	
Pillar II: Healthy School Environments– 30%			
Goal: The school improves the health and performance of students and staff			

Element IIA: An integrated school environmental health program				15 points
1-5 pts	6-10pts	11-15 pts	Total:12	
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses “third-party certified” cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).		
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time				15 points
1-5 pts	6-10pts	11-15 pts	Total:7	
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; <i>some</i> food purchased is certified organic; food from school garden is eaten by students.	School also purchases a <i>substantial amount of</i> food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.		
Pillar III: Environmental and Sustainability Education– 35% Goal: 100% of the school's graduates are environmentally and sustainability literate				
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems				20 points
1-5 pts	6-10pts	11-15	15-20	Total:12
School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional	School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i>	

		development opportunities annually.	grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills				5 points
1-3 pts		4-5 pts		Total:4
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.		School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.		
Element IIIC: Development and application of civic engagement knowledge and skills				10 points
1-3 pts	4-7 pts	8-10 pts	Total:6	
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.		
				100 points
				Total Given by Judge: 70

Name/ Number of Judge 1: Kelli Sheenohany Date 3-15-12
 Name of School North Adams El.
 Location of School Seaman OH

Green Ribbon Pillar and Elements			Points
Cross Cutting Questions – 5 points			
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	Total: 4
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	4
Pillar I: Environmental Impact and Energy Efficiency – 30 total points			
Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.			
Element IA: Improved energy conservation/energy-efficient building(s).			15 points
1-5 pts	6-10pts	11-15 pts	Total: 13
School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a <i>substantial</i> amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	Total: 4
The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).	

Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	Total:
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> "third-party certified" cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	School also has made <i>substantial</i> , measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	4
Element ID: Use of alternative transportation to, during, and from school			5 points
1-2 pts	3-4 pts	5 pts	Total:
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	4
Pillar II: Healthy School Environments– 30%			
Goal: The school improves the health and performance of students and staff			

Element IIA: An integrated school environmental health program				15 points
1-5 pts	6-10pts	11-15 pts	Total:	
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).	12	
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time				15 points
1-5 pts	6-10pts	11-15 pts	Total:	
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; <i>some</i> food purchased is certified organic; food from school garden is eaten by students.	School also purchases a <i>substantial amount</i> of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	9	
Pillar III: Environmental and Sustainability Education– 35%				
Goal: 100% of the school's graduates are environmentally and sustainability literate				
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems				20 points
1-5 pts	6-10pts	11-15	15-20	Total:
School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional	School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i>	15

		development opportunities annually.	grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills				5 points
1-3 pts		4-5 pts		Total:
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.		School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.		3
Element IIIC: Development and application of civic engagement knowledge and skills				10 points
1-3 pts	4-7 pts	8-10 pts	Total:	
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework. <i>Globe + Energy</i>	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.	7	
				100 points
				Total Given by Judge:

75

Strengths: Meets silver LEED Standards
 40% reduction water consumption
 Energy star score 97% - top 3%
 40% reduction in trash
 Alternative transportation
 Feeder elementary to HS with 92% OGT Science score
 Rooftop solar arrays + monitoring

March 15, 2012

Name/ Number of Judge: Meera Parthasarathy

Date: 03/15/2012

Name of School: North Adams Elementary

Location of School: 2295 Moores Rd, Seaman, Ohio 45679

Green Ribbon Pillar and Elements			Points
Cross Cutting Questions – 5 points			
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	Total: 1
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	
Pillar I: Environmental Impact and Energy Efficiency– 30 total points			
Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.			
Element IA: Improved energy conservation/energy-efficient building(s).			15 points
1-5 pts	6-10pts	11-15 pts	Total:10
	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.		<i>Meets EnergyStar but only has 10.4% energy reduction which is surprising considering a high EnergyStar rating? Meets LEED Silver and 30% on-site energy generation. For this last point, I felt that the school is demonstrating good stewardship.</i>
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	Total:5
		In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; and uses other creative measures for protecting and conserving water at the	<i>The school has several water efficient strategies employed that includes irrigation, facility water use and daily/annual maintenance programs to prevent contamination and leaks. The questionnaire does not address stormwater run-off?</i>

		school site (e.g. bioswales for controlling runoff).	
Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	Total:3
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> “third-party certified” cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.		<p><i>Impressive recycling program in place especially the use of solid plastic lunch trays and 40% diversion.</i></p> <p><i>However, a few things stand out: paper used in school does not currently have any recycled content (very easily accomplished due to availability), lack of a hazardous waste disposal protocol, not clear how it was determined that “49%” of the cleaning products are green on an on-going basis when there is no green procurement policy in place?</i></p>
Element ID: Use of alternative transportation to, during, and from school			5 points
1-2 pts	3-4 pts	5 pts	Total:1
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.			<p><i>1 (for answer to Q.46)</i></p> <p><i>This requires more work by the school. There is no documented proof for achieving a significant % of students that walk, bike, bus or carpool. It is not enough to just provide parking spots to low-emitting and fuel-efficient vehicles, can go further in terms of vehicle /bus use.</i></p>

Pillar II: Healthy School Environments– 30%				
Goal: The school improves the health and performance of students and staff				
Element IIA: An integrated school environmental health program				15 points
1-5 pts	6-10pts	11-15 pts		Total:8
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses “third-party certified” cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).		<i>Meets most of the requirements for this credit except for radon monitoring (considering Ohio is EPA zone 1 for Radon).</i>
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time				15 points
1-5 pts	6-10pts	11-15 pts		Total:4
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; <i>some</i> food purchased is certified organic; food from school garden is eaten by students.	School also purchases a <i>substantial amount of</i> food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.		<i>Mainly has a PE program.</i>
Pillar III: Environmental and Sustainability Education– 35%				
Goal: 100% of the school's graduates are environmentally and sustainability literate				
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems				20 points
1-5 pts	6-10pts	11-15	15-20	Total:8
School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional	School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments;	School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and	<i>The school employs limited resources on hand to educate the students including the solar array and the outdoor experiences.</i> <i>It could potentially do more especially in the 3-6 grades to enhance learning and integration of STEM concepts.</i>

development opportunities.	graduates in AP environmental science during their high school career.	>75% of teachers participate in one or more E/S professional development opportunities annually.	sequence of learning and matriculation standards for <i>all</i> grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills				5 points
1-3 pts		4-5 pts		Total:3
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.		School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.		<i>The school provides clean energy learning opportunity through the solar array and some other outdoor activities.</i>
Element IIIC: Development and application of civic engagement knowledge and skills				10 points
1-3 pts	4-7 pts	8-10 pts	Total:2	
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.	<i>Even though the K-6 school does not engage the students with the community for greater learning opps, the only item that is accomplished are some outdoor learning experiences.</i>	
				100 points
				Total Given by Judge: 45