

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

Official School Name Springside Chestnut Hill Academy
(As it should appear in the official records)

School Mailing Address 500 West Willow Grove Avenue
(If address is P.O. Box, also include street address.)

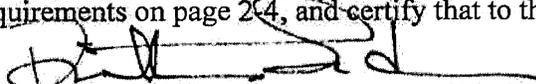
Philadelphia Pennsylvania 19118
City State Zip

County Philadelphia State School Code Number* N/A

Telephone (215) 247-7200 Fax (215) 247-1068

Web site/URL www.sch.org E-mail psands@sch.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.


(Principal's Signature) Date 3/19/12

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

District Name* _____ Tel. () _____

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.

(Superintendent's Signature) Date _____

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

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

Nominating Authority's Certifications

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

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

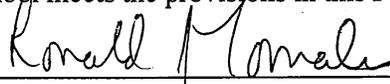
Name of Nominating

Agency **Pennsylvania Department of Education**

Name of Nominating

Authority **Ronald J. Tomalis, Secretary of Education**

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.


(Ronald J. Tomalis)

Date 3/21/12

**Pennsylvania Private School Nominee:
Springside Chestnut Hill Academy**

Springside Chestnut Hill Academy (SCH Academy) has a tradition of stewardship that is deeply rooted. Our commitment to improve the natural world around us is instilled in every member of our community. SCH Academy has many sustainable initiatives to reduce our environmental impact. Our field house has a 94.2kW solar installation on the roof. In addition to this, we are adding another 145 kW solar installation to the Middle School roof. The Rorer Science Center, constructed in 2008 is a certified LEED Gold building. The 65-acre campus is home to three storm water recharge beds, which collect water from the roof and parking lots and slowly bring it back to the ground, are located under playing fields and parking lots. Our students have planted hundreds of native species (trees, ferns and bulbs) on campus in our rain gardens. The campus also utilizes rain barrels to capture additional rainwater for watering plants.

Sustainable efforts go beyond the campus. The SCH Academy community has recycled more than 320 tons of paper and plastics, cans and glass. We have eliminated paper communications with parents and alumni, replacing it with a virtual mail. Our campus also is host to student tended vegetable gardens and on-site composting.

SCH Academy is committed to the health and well being of our students, faculty and staff. The Outdoor Education program is part of the curriculum. Students participate in rock climbing, hiking, biking, ropes course and camping throughout the year. The goal of the Outdoor Education program is to challenge the students outside of the classroom both physically and mentally. The students learn teamwork, perseverance, and an appreciation for the natural world.

While many schools have cut back on or eliminated recess and physical education classes, programs to support the health and wellbeing of students are firmly in place at Springside Chestnut Hill Academy. Students in lower and middle school have active outdoor recess daily. Students in grades Pre-K – 5th grades have physical education class several times per week; students in 6th – 12th grade participate in competitive and noncompetitive sports daily. Students also participate in Life Issues classes, which meet starting in elementary school to discuss nutrition, socio-emotional issues, health, and development.

SCH Academy offers a range of health and wellness benefits to promote healthy living with the staff and faculty. Employees have use of the gym and health center. Also, Zumba and free yoga classes are offered weekly. Finally, employees are eligible to participate in an online class, Naturally Slim, that teaches healthy eating habits.

Through all of these initiatives, we are confident that our students are environmentally and sustainability active, aware and literate. Located in Philadelphia, Springside Chestnut Hill Academy borders the Wissahickon with over 1,130 students. Our students regularly work in the woods in their Environmental Education classes, study water quality of the creek in Biology, and restore trails. Our students have created bird habitats where they can study and observe birds.

The sustainability committee, made up of faculty and parents, discusses and identifies challenges and works with students to come up with solutions. This work also translates into lessons appropriate for our students. For example, after faculty and staff noticed many items that did not belong in our trashcans, teachers led students through a trash sorting activity to gather concrete evidence. Students were then compelled to eliminate disposable plates and bowls in the cafeteria and presented a plan of action to our administration. Now students design their own melamine plate, which gets reused every day at lunch.

Our three Eco Clubs (one lower, middle and upper school) each work on different initiatives around campus. The Lower School Eco Club, whose focus has been to continue reducing trash in the cafeteria, advocates a “no waste lunch” and will be the ambassadors of our new composting system - in cooperation with our waste hauler - when it is set to roll out this May.

SCH Academy also works with a variety of outside partners on sustainability initiatives. Each Earth Day, the school partners with the Fairmount Parks Department and Friends of the Wissahickon to create a day of service and environmental stewardship. Science classes work with United Cerebral Palsy of Philadelphia (UCP) adults with disabilities to improve overall health and quality of living. In the spring, students will be working with UCP to create gardening experiences for the clients. In addition, middle school students volunteer with Weaver’s Way Co-op, a locally run and owned cooperative farm, to help maintain and improve this urban farm.

Green Ribbon Schools Application

Response ID: 320 Data

1. Page One

Thank you for your interest in the Green Ribbon Schools program.

All public and private schools in Pennsylvania, including charter schools, career and technical centers, and schools operated by intermediate units, are eligible to be considered for nomination.

This application has been developed for individual schools to complete. More than one school per school district is permitted to apply. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. This online tool allows you to save your work and return to the application as necessary.

Introduction: The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible. For more information on Green Ribbon Schools, please visit www2.ed.gov/programs/green-ribbon-schools.

As part of this effort to promote a comprehensive approach to creating green and sustainable schools, the Pennsylvania Department of Education launched the Pathways to Green Schools initiative last year with a statewide virtual conference and a program website. The Pathways website includes information from various state agencies about the resources, grants and programs available to assist schools to become more cost-efficient and environmentally friendly places of learning. It also includes a number of "best practice case studies" from schools across the Commonwealth. For more information about the Pennsylvania Pathways to Green Schools initiative, visit www.pathwaystogreenschools.org.

Application: Being nominated as a Green Ribbon School is a two-step process. Using this application tool, public, charter and private schools in Pennsylvania will make their application for nomination to the Pennsylvania Department of Education (PDE).

Applications will be reviewed and scored, using the guidelines detailed in the next section.

As the chief state school officer, Secretary Tomalis is permitted to nominate up to four schools to the U.S. Department of Education. If more than one public school is nominated, one must have a 40 percent disadvantaged population (as defined in the next section of this application). If four schools are nominated, one must be a private school. All schools must meet high college- and career-ready standards, be in compliance with federal civil rights laws, and all federal, state and local health and safety standards and

regulations.

Green Ribbon Schools Criteria: Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

Pillar I goal: The school has reduced its environmental impact, and is working towards net-zero impact.

Pillar II goal: The school has a positive impact on the health and performance of students and staff

Pillar III goal: The school's graduates are environmentally and sustainability literate

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars.
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible.
4. If your school is being actively considered, additional documents supporting your answers may be requested.

As you'll see in the application form below, the Pennsylvania Department of Education (PDE) has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save it and return to it at any time.

Application Deadline: You must submit your application no later than 6PM on Thursday, February 23, 2012.

While not required, we ask that you notify PDE of your intent to submit an application, once that decision has been made. You can email us at ra-greenschools@pa.gov

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By checking the boxes below, the school principal (or equivalent) certifies that each of the statements concerning the school's eligibility and compliance with the following requirements is true and correct.

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.) Note: All public and private schools in Pennsylvania are

eligible, including charter schools, career and technical centers (CTC) and schools operated by intermediate units (IU). The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency. The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards. The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations. The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations. The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards. The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations. Neither the applicant 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. OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation. 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. 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. The school and the district meet applicable federal, state, and local health, environmental and safety requirements in law, regulations, and policy.

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School Contact Information

School Name

Springside Chestnut Hill Academy

School District (if applicable)**Street Address**

8000 Cherokee Street

City

Philadelphia

State

PA

Zip

19118

School Website

www.sch.org

Principal First Name

Priscilla

Principal Last Name

Sands

Principal Email Address

psands@sch.org

Principal Phone Number

215-247-7117

Lead Applicant First Name (if different from principal)

Carie

Lead Applicant Last Name (if different from principal)

Szalay

Lead Applicant Email

cszalay@sch.org

Lead Applicant Phone Number

215-704-2113

Level

Elementary (PK - 5 or 6)

K - 8

Middle (6 - 8 or 9)

High (9 or 10 - 12)

School Type

Private/Independent

How would you describe your school?

Public

AUN Number

Building Number

Does your school have at least 40 percent of your students from a disadvantaged background? (students who are eligible for free and reduced-price school meals, students with disabilities, who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act)

No

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Application Outline:

Green Ribbon Pillars and Elements

Points

Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts

5 points

PILLAR ONE: Reduced environmental impact: 30%

Element 1A: Working towards zero greenhouse gas (GHG) emissions

15 points

Buildings

Energy

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

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

Water

Grounds

Element 1D: Reduced waste production 5 points

Waste

Hazardous waste

PILLAR TWO: Positive impact on student and staff health: 30%

Element 2A: An integrated school environmental health program 15 points

Integrated Pest Management

Contaminant controls and Ventilation

Asthma control

Indoor air quality

Moisture control

Chemical management

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 15 points

Fitness and outdoor time

Food and Nutrition

Ultra Violet (UV) safety

PILLAR THREE: The school's graduates are environmentally and sustainability literate:
35%

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

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 points

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

TOTAL 100 points

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Q CC1: Is your school participating in a nationally recognized green school program which asks you to benchmark progress in some fashion (for example, USGBC LEED for Schools, Green Globes, Project Learning Tree's Green Schools, or National Wildlife Federation Eco-Schools USA)?

Yes

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

Pennsylvania Audubon at School pilot 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.

1) Two time recipient of the Schuylkill Action Network (SAN) award (May 2005, May 2008) for developing environmental and educational projects that help to protect sources of drinking water in the Schuylkill River Watershed. 2) The Garden Club of America presented the 2008 Elizabeth Abernathy Hull Award to recipient, Mary Ann Boyer. The award recognizes "an individual who, through working with children under 16 years of age in horticulture and the environment, has inspired their appreciation of beauty and the fragility of our planet." Student Awards: 2007-2011 Environmental Science Science Fair Winners • Allie Schreffler – 3rd place for "The Effects of Livestock Ownership on Nearby Waterways" • Jesse Tordoff – 2nd place for "What is the best method for algal oil extraction?" • K. Delacato – 1st place, and 1st place Special Award - PHA Energy Conservation Award (certificate, Nikon CoolPix digital camera) for "Air Pollution in the School Community" • M. Cross – 2nd place for "Environmental Impact of Stink Bugs" • Hannah Pilling – 1st place medal at the GWC Science Fair, 2nd place medal at the Delaware Valley Science Fair, plus five special awards (Society of Women Engineers 2nd place special award (certificate & gift card); NOAA's 2008 Taking the Pulse of the Planet Award (medal); Water Environment Federation Stockholm Junior Water Prize (Honorable Mention); Engineer's Club of Philadelphia Special Award Winner (\$100 & embossed plaque); American Society of Engineers Special Award in Civil Engineering (\$100 & plaque)), for "The Impact of Land Use in the Wissahickon Watershed on Stream Health" • Julia Stepanuk – 2nd place medal and NOAA's 2008 Taking the Pulse of the Planet Award (medal) for "A Study of the Effect of Environmental Factors on the location, quantity and behavior of Humpback Whales, Megaptera novaeangliae" • Alexa DuBus – 1st place and Best of Fair for "Plant Immunity" • Caitlin Gruer – 2nd place for "Pond Biology and Oxygen" • Rachel Zuckerman – 1st place for "The Efficiency of a Fuel Cell"

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Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has reduced its environmental impact and is working towards net-zero impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

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

B) Improved water quality, efficiency, and conservation.

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

D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

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Q1A1: In what year was your school constructed?

Our school is made up of two campuses that contain many buildings. The main building was constructed in 1884 on the Willow Grove campus. On the Cherokee campus, the main building was constructed in 1957, with additions made in 1968 (Lower School) and in 2004 (Upper School). The Fieldhouse was constructed in 2006 and in 2009, the Science building was built.

Q1A2: What is the total building area of your school?

475,000 square feet

Q1A3: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes or other standards)
: One building-Rorer science building
Which certification did you receive and at what level? : Gold

Q 1A4: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

No

Please provide the following information:

Q 1A5: Please indicate which green building practices your school is using to ensure your building is energy efficient.

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

Q 1A6: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

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

Q 1A7: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 20%
Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kWh
Time period measured (mm/yyyy - mm/yyyy) : 1/15/2009-2/15/2009
How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : In 2009 and 2010, SCH saw significant reduction in electricity use when we participated in the Green Cup Challenge. The challenge asks each school to measure its own electricity usage and compare to historical data from the past three years. In 2009 we saw a 20% reduction in electricity use, from 38,281 kWh per week on average from 2006-2008, to 30,624 kWh per week in 2009. In 2010 we saw a 17% reduction in electricity use, from 35,422 kWh per week on average from 2007-2009, to 29,363 kWh per week in 2010.

Q 1A8: What percentage of your school's energy is obtained from:

On-site renewable energy generation (i.e. solar, wind, biomass) : 5% (solar)
Purchased renewable energy : 95%

Q 1A9: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

No

Please provide the following information:

Q 1A10: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

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Q 1B1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

1% take the train, 2% walk/bike, 36% take the bus, 55% carpool, 6% take car (parent with one child or student drives)

Q 1B2: How was this data collected and calculated? (Maximum 100 words)

Our school staff coordinates busing for our students. Since we are an independent school, other school districts provide transportation for our students. This means that we have accurate information about which and how many students ride buses. The additional transportation breakdown was collected via an informal survey through email to students and other administrative staff, asking them how our school population arrives at school.

Q1B3: Which of the following policies or programs has your school implemented:

Our school has designated carpool parking stalls.

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

Q1B4: Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

- Special parking spots for hybrid and HOV vehicles (High Occupancy Vehicles) have been set aside to encourage carpooling and reduce the use of vehicles on our campus. Anyone with two or more licensed drivers in their car is encouraged to use these conveniently located spots.
- We contract our own bus to Center City.
- 39% of our students regularly use non-private vehicle transportation to get to and from school.

Q1C1: 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:

Q1C2: Which of the following practices does your school employ to increase water efficiency and ensure water quality? (Please check all that apply)

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

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 implemented stormwater best management practices and/or low-impact development strategies (i.e. rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 80%

What types of plants are used and where are they located? : mostly native trees, shrubs and flowers

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

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

Please describe your best management practices for stormwater. (Maximum 200 words)

- Three giant 100-year storm recharge beds—which collect water from our roof and parking lots and slowly bring it back into the ground—were created under school parking lots and the playing field during . They are designed to eliminate runoff and erosion on SCH's property and the adjoining Wissahickon.
- Working with the Philadelphia Water Department (PWD) and the Pennsylvania Horticultural Society (PHS), 5th and 6th grade students installed a Traffic Circle Rain Garden in the parking lot in the back of the Lower School. This project is a demonstration site that shows how planting islands in parking lots can calm traffic, help control runoff, and reduce the heat island effect of large patches of asphalt. The garden features native plants known to attract birds and pollinating insects and will clean the school stormwater runoff before it flows into the Wissahickon Creek and Schuylkill River.

Q1C3: Our school's drinking water comes from:

Municipal water source

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

Q1C4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

The students learn about water conservation as part of the science curriculum. They assess their water usage at the school and at home. In addition, they are learning about water usage, quality and conservation through partnerships with other schools and organizations around the world. These studies have helped to inform the way the students consume and conserve water at school.

Q 1C5: What percentage of the school grounds are devoted to ecologically or socially beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, pervious walking or running trails, etc.)?

15%

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Q 1D1: What percentage of solid waste is diverted from landfilling or incinerating due to reuse, recycling and/or composting (i.e. Recycling Rate)?

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 32 cubic yds per month-100% full - into new?

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). : 8 cubic yds per month-100% full

Q 1D2: Does your school have a composting system?

Yes

Q 1D3: Please provide the following information about your school's hazardous waste:

How much hazardous waste does your school produce (lbs/person/year)? : not calculated

Q 1D4: Which of the following benchmarks has your school implemented to minimize and safely manage hazardous waste? (Please check all that apply)

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

List the green cleaning standard(s) used?

Q 1D5: Does your school use "third party certified" green cleaning products?

No

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

Q 1D6: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

• Paperless communication with school constituents is now the primary method for sharing news with parents and alumnae using the weekly Virtual Mailbag, e-mail blasts, and the school web site. • New bulletin boards in the Lower and Middle School hallways are made of a renewable, sustainable, nature-friendly product called "Forbo," which is ranked first in an eco-balance product analysis. • The wainscoting in the Lower School hallways is made from earth-friendly sunflower seed husks. • Prior to construction of the new academic wing, rubble from the former Upper School building was sorted and separated. Metal and rebar was recycled and the remaining cement was crushed and used in the sub-surface of the main visitor parking lot. • SCH's tables and chairs were given a new lease on life when the school updated the cafeteria furniture and donated all of their old furniture to local public schools.

Q 1D7: 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)

• Students in the upper school coordinate a program to collect computers and cell phones means that instead of ending up in a landfill, parts are sold or retooled. • SCH Academy received a \$400,000 Energy Harvest Grant from the Department of Environmental Protection. These funds were added to those raised from a Parents' Association event and the Class of 1966's generous reunion gift to allow the school to move forward on an exciting project to blanket the roof of the Vare Field House with photovoltaic solar panels. Our solar array is the largest non-profit project of its type in this region. We have a 92.4 KW PV

Solar array on the roof producing about 5% of the buildings needs. We are about to add another 145 Kw system.

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Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

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

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

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

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Q 2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

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.

Q 2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

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.

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

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Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school partners with local food growers to supply produce.

Our school has an onsite food garden.

Our school garden supplies food for our cafeteria.

Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

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

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

SCH Academy has an Outdoor Education program as part of the curriculum. Students participate in rock climbing, hiking, biking and camping throughout the year. The goal of the Outdoor Education program is to challenge the students outside of the classroom both physically and mentally. The students learn teamwork, perseverance, and an appreciation for the natural world. The Outdoor Education program takes place both on-campus in the Wissahickon Woods, rock climbing wall, and ropes

course and at off-campus locations. In addition to providing opportunities to students to promote health, SCH Academy also promotes healthy living with the staff and faculty. Employees have use of the gym and health center. Also, free yoga classes are offered weekly. Finally, employees are eligible to participate in an online class that teaches healthy eating habits. In addition, Lower Schools students have designated time to spend in Environmental Education classes. This time is devoted to spending time in the Fairmount Park woods adjacent to our property. Our property is right next to the Wissahickon portion of the park.

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.)?

20%

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)

- SCH was the first school in the state to receive Bird Habitat recognition from Audubon Pennsylvania. The program involved creating a rain garden, utilizing a fenced garden, and creating habitats that allow opportunities for student data collection and analysis of bird life, insect biomass, vegetation, etc.
- Students converted part of a parking lot to a native rain garden. Students learned first-hand the benefits of capturing storm water run off, attracting native insects and birds, and how plants help "cool" the surrounding area on a hot day. (Partnerships: PAAudubon, Philadelphia Water Department, Pennsylvania Horticultural Society, and former SCH students.)
- Students, parents, and faculty built three compost bins. Buckets of lunch food scraps collected each day are the responsibility of our second grade girls, who dump the contents of the buckets into the compost bins.
- SCH received a \$1,500 grant from SWEPE (Southeastern Women's Environmental Professionals) to plant native trees and shrubs around the bird blind. Lower School students planted trees and shrubs, thus attracting more birds, slowing down stormwater runoff, and providing an educational site to teach students about the benefits of plant species diversity.

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Pillar 3: Environmental and Sustainability Education

Student achievement goal: The school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.**
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.**
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.**

Each question in this section is designed to measure your school's progress toward Pillar 3.

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Q3A1: Is your school district's curriculum aligned to the Pennsylvania Environmental and Ecology standards?

Yes

Q3A2: Which practices does your school employ to help ensure 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.

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)

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

Our teachers participate in a series of professional development workshops that occur on a monthly basis as part of NEST (Network of Elementary Science Teachers). These workshops are held after school and have focused on a variety of topics including air pollution, stream studies, and environmental impacts. In addition, teachers (5%) from our school have participated in the Partnership for the Delaware Estuary's teacher workshop every year. This workshop take trips and tours to a variety of spots in the Delaware estuary watershed and discusses point and non-point source pollution in depth. Teachers take a tour of the wastewater treatment plant, John Heinz Wildlife Refuge in Tinicum, PA, and the University of Delaware research labs in Rehoboth, DE.

Q 3A3: 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 : 0
 Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : 0

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)

Our Middle School and Upper School students participate in Science Fair projects, beginning with the Carver Science Fair and culminating with the Pennsylvania Junior Academy of Science. Many of the projects have an environmental focus. In Upper School, students have an opportunity to take an Environmental Science course elective.

Q 3B2: Since green/sustainable concepts cross curriculum areas, where within the following standards content are they being taught, at what grade levels and what main resources are being used?

	What Standard Areas	Main Content Addressed	Grade Levels	Main Resources
1	Watersheds and Wetlands	cydes, water quality, characteristics and functions of wetlands, impacts of watersheds and wetlands	3,4,5,6,7,8,11,12	Wetland field guides, topographic maps, watershed models, wetland models, EPA staff, USGS water quality data using Storet
2	Environmental Health	impacts of pollution on health, non-point and point source pollution, regulations protecting human health	Pre-K, K, 1, 2, 3, 4, 5, 8, 11, 12	Textbooks, Case studies, Science Fair research projects
3	Renewable and Non-Renewable Resources	identification of renewable and non-renewable resources, life spans of resources, analyzing availability and feasibility of use/non-use	4, 8, 11, 12	Textbooks, building solar cars, using solar panel educational display
4	Ecosystems and their Interactions	living and non-living, interdependence, biotic, abiotic, predator/prey relationships, limiting factors, carrying capacity, habitats, niches	Pre-K, K, 1, 2, 3, 4, 5, 8, 11, 12	Visits to Campus habitats, books, research questions
5	Threatened, Endangered, and Extinct Species	diversity, habitats, adaptations, survival, structure and function	Pre-K, K, 1, 2, 3, 4, 5, 8, 11, 12	Picture books, case studies, research, field trips to zoos
	Humans and	how humans rely on the environment and its		

6	the Environment	resources, degradation, climate, recycling, conservation	Pre-K,3,4,5,8,11,12	Textbooks, picture books,
7				
8				

Q3B3: Does your school have a STEM curriculum and/or coordinator?

No

Please explain. (Maximum 200 words)

Q3B4: Has the school's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?

Yes

Please explain. (Maximum 200 words)

In the 8th grade science curriculum, students use the solar panel installation during their unit on energy alternatives. The students perform an activity using live data from the solar panels and calculate how much money the school has saved since installing the panels. The upper school environmental science elective also uses the solar panels in its curriculum. The school's CFO speaks to the school about the benefits of the solar panels, and some students have done research reports for the YNA competition about LEED certification of the SCH science building, highlighting its energy use compared to non-LEED certified buildings.

Q3B5: 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?

Yes

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

Some of the ways in which we make these connections for students include: • Guest speakers • In Biology class, students devise neighborhood action plans after analyzing EPA data. • In many science classes, students create independent research projects giving students the opportunity to address real world problems using sophisticated tools, like computer probes to test water quality, spectrophotometers to test enzyme activity in developing alternative biofuels, etc.

Q3C1: 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.

Q3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which 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)

Outdoor and environmental education are a central part of the curriculum at SCH Academy. Students use the outdoor space as a place to study science concepts such as water quality, ecosystems, plant life, and weather. The students also utilize the outdoors during literacy by writing nature poetry outside or simply reading under a tree. In art class, students use the natural surroundings for sketching, inspiration and testing designs such as wooden boats. Finally, as part of our Outdoor Program, students challenge themselves physically by going for strenuous hikes. Students learn the importance of giving back to their community through service days that involve restoring the woods, removing invasive plants and planting trees and gardens.

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)

SCH Academy works with outside partners on a variety of sustainability initiatives. Each Earth Day, the school partners with the Fairmount Parks Department to create a day of service and environmental stewardship for the students. Students learn about the importance of giving back to their natural surroundings while working together to maintain trails and plant tree seedlings. The school also has a long-standing partnership with UCP. Science classes work with the organization to create solutions to assist the clients to improve overall health and quality of living. In the spring, students will be working with UCP to create gardening experiences for the clients. In addition to these partnerships, middle school students volunteer with Weaver's Way Co-op, a locally run and owned cooperative farm, to help maintain and improve this urban farm.

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)

Students have been involved in several projects relating to environmental literacy:

- Through a grant from RecycleBank and Coca-Cola, Middle School student tech leaders created two short public service announcements where they wrote and produced an environmental message using state-of-the-art technology to promote "thinking green."
- In the summer of 2010, students created a new solar panel website, which hosts a live data feed from the roof of the Vare Field House, articles from the media, fun activities for kids, as well as background information including the benefits, the future, and the science of solar.
- SCH began its ongoing student-run recycling program in September 2005 and was the first school in the city to recycle all paper, plastic, glass, metal, and cardboard with RecycleBank.
- Students in the upper school coordinate a program to collect computers and cell phones means that instead of ending up in a landfill, parts are sold or retooled.
- Every student designed a melamine plate for use in the cafeteria, which cut down on the use of disposable plates.
- SCH lower school students compost the food scraps from the kitchen on a daily basis, helping to reduce the amount of garbage going to landfills.
- Organic foods are offered daily in the cafeteria.

15. New Page

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.

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Thank you for submitting an application to The Pennsylvania Department of Education for the Green Ribbon Schools program.

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 February 23, 2012 at 6PM.

If you have any questions, please contact The Pennsylvania Department of Education at ra-greenschools@pa.gov.

Email Confirmation

Feb 23, 2012 15:58:03 Success: Email Sent to: psands@sch.org

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

SCHOOL NAME: Springside Chestnut Hill Academy

Cross-Cutting questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts

5 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
CC1	Is your school participating in a nationally recognized green school program which asks you to benchmark progress in some fashion?	Yes = 1 pt.	1
CC1	Which program(s) are you participating in and what level(s) have you achieved?	Green Globes/LEED = 1 pt. 3 or more programs = 1 pt.	0
CC2	Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?	Yes = 1	1
CC2	Please list the awards you have received and the years you received them.	^{up to} Listed/Detail = 1 pt.	1

TOTAL POINTS

Possible = 5 points

3

SCHOOL NAME:

ELEMENT 1A: Working towards zero greenhouse gas (GHG) emissions

15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1A3	Percentage of the building area that meets green build standards (for example: LEED, CHPS, Green Globes or other standards)	1 pt.	1
1A3	Which certification did you receive and at what level?	LEED, Silver or better or GG2 = 1 pt.	1
1A4	What percentage of the existing building area has achieved green build standards?	1 pt.	0
1A4	Which certificate did the school receive and at what level?	GG2 or better LEED, Silver or better = 1 pt.	0
1A5	√ School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.	1 pt.	0
1A5	√ School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.	1 pt.	0
1A5	√ School has an energy and water efficient product purchasing and procurement policy in place.	1 pt.	1
1A5	√ Other (please describe)	1 pt.	0
1A6	Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?	Yes = 1 pt.	0
1A7	Please provide the Percentage reduction	1 pt.	1
1A8	What percentage of your school's energy is obtained from: On-site renewable energy generation (i.e. solar, wind, biomass)	0-20% = 1 pt. 20% > = 2 pts.	1
1A8	What percentage of your school's energy is obtained from: Purchased renewable energy?	1 pt.	1
1A9	Please provide the Percentage reduction	1 pt.	0
1A10	Please provide the Change from baseline.	1 pt.	0

TOTAL POINTS

Possible = 15 points

6

ELEMENT 1B: Use of alternative transportation to, during, and from school**5 points**

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1B3	✓ Our school has designated carpool parking stalls.	.5 pt.	.5
1B3	✓ Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).	.5 pt.	.5
1B3	✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.	.5 pt.	0
1B3	✓ Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.	.5 pt.	0
1B3	✓ Our school promotes bike/ped programs.	.5 pt.	0
1B3	✓ Our school participates in a "Safe Routes to School" program.	.5 pt.	0
1B4	Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions).	Up to 2 pts.	.5

TOTAL POINTS**Possible = 5 points**

1.5

ELEMENT 1C: Improved water quality, efficiency, and conservation**5 points**

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1C1	Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?	Yes = 1 pt.	0
1C2	✓ Our school's landscaping is water-efficient and/or regionally appropriate.	1 pt.	1
1C2	✓ Our school uses nonpotable water sources (i.e. rainwater) for irrigation or toilet flushing.	1 pt.	0
1C2	✓ Our school has implemented storm water best management practices and/or low-impact development strategies (i.e. rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).	1 pt.	1
1C4	Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation.	Up to 1 pt.	0

TOTAL POINTS**Possible = 5 points**

2

ELEMENT 1D: Reduced waste production

5 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1D1	Recycling Rate = $(B+C) / (A+B+C) \times 100$	=> 50 = 1 pt.	.5
1D4	√ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.	.5 pt.	0
1D4	√ Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.	.5 pt.	.5
1D4	√ All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.	.5 pt.	0
1D4	√ 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.	.5 pt.	0
1D6	What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste?	Up to 1 pt.	.5
1D7	Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency.	Up to 1 pt.	1

TOTAL POINTS

Possible = 5 points

2.5

SCHOOL NAME:

ELEMENT 2A: An integrated school environmental health program

15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
2A1	√ Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.	2 pts.	0
2A2	√ Our school has a comprehensive indoor air quality management program that is consistent with EPA's indoor air Quality (IAQ) Tools for Schools.	1.5 pts.	0
2A2	√ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)	1.5 pts.	0
2A2	√ 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.	1 pt.	0
2A2	√ Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.	1 pt.	1
2A2	√ Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.	1 pt.	0
2A2	√ Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.	1 pt.	0
2A2	√ Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.	1 pt.	0
2A2	√ Our school's indoor relative humidity is maintained below 60%.	1 pt.	0
2A2	√ Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.	1 pt.	0
2A2	√ Our school prohibits smoking on campus and in public school buses.	1 pt.	1
2A2	√ All of the ground contact classrooms at our school have been tested for radon within the last 24 months.	2 pts.	0

TOTAL POINTS

2

ELEMENT 2B: High standards of nutrition, fitness, and quantity of quality outdoor time. 15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
2B1	√ Our school participates in the USDA's Healthier School Challenge or another nutrition recognition program.	2 pts.	0
2B1	√ Our school participates in a Farm to School program or other program to utilize local food in our cafeteria	1 pt.	0
2B1	√ Our school partners with local food growers to supply produce.	1 pt.	1
2B1	√ Our school has an onsite food garden.	1 pt.	1
2B1	√ Our school garden supplies food for our cafeteria.	1 pt.	1
2B1	√ Our students spent an average of 120 minutes per week over the past year in school supervised physical education.	2 pts.	2
2B1	√ At least 50% of our students' annual physical education takes place outdoors.	1 pt.	1
2B1	√ At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).	1 pt.	0
2B2	What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?	1 pt.	1
2B3	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.	Up to 4 pts.	2

TOTAL POINTS

9

SCHOOL NAME:

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

20 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
3A1	Is your school district's curriculum aligned to the Pennsylvania Environmental and Ecology standards?	Yes = 6 pts.	6
3A2	√ Environmental and sustainability concepts are integrated throughout the curriculum.	4 pts.	4
3A2	√ Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.	5 pts.	0
3A2	√ Professional development opportunities in environmental and sustainability education are provided for all teachers.	5 pts.	5
TOTAL POINTS		Possible = 20 pts.	15

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

5 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
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 with explanation = Up to 2 pts.	.5
3B2	Since green/sustainable concepts cross curriculum areas, where within the following standards content are they being taught, at what grade levels and what main resources are being used?	1 pt. (need to have at least 3 standard areas)	1
3B3	Does your school have a STEM curriculum and/or coordinator?	Yes with explanation = Up to 1 pt.	0
3B4	Has the school's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?	Yes with explanation = Up to 1 pt.	.5
TOTAL POINTS		Possible = 5 pts.	2

ELEMENT 3C: Development and application of civic engagement knowledge and skills 10 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
3C1	Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?	Yes = 2 pts. Not at all grade levels = 1 pt.	2
3C2	Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?	Yes = 2 pts. Not at all grade levels = 1 pt.	2
3C3	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.	Up to 3 pts.	1.5
3C4	Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.	Up to 3 pts.	1.5
TOTAL POINTS		Possible = 10 pts.	7