

U.S. Department of Education
Green Ribbon Schools 2012

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

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

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

School Mailing Address 800 Hollywell Avenue
(If address is P.O. Box, also include street address.)

Chambersburg PA 17201
City State Zip

County Franklin State School Code Number* AUN 112281302
Building # 390

Telephone (717) 261-3470 Fax (717) 261-3473

Web site/URL www.chambersburg.k12.pa.us E-mail urgolang@chambersburg.k12.pa.us
(go to schools)

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.

DA Pollock Date 3/16/12
(Principal's Signature)

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

District Name* Chambersburg Area School District Tel. (717) 263-9281

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.

Joseph Padarak Date 3/16/12
(Superintendent's Signature)

*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
(Ronald J. Tomalis)

**Pennsylvania Public School Nominee (40% Disadvantaged):
Thaddeus Stevens Elementary School, Chambersburg Area School District**

Thaddeus Stevens Elementary School is a Title 1 building with 93.66% of the student population eligible for free and reduced school meals. As part of efforts that began in 2007, Stevens Elementary has a record—and a student-led culture-- of promoting energy conservation, helping to protect the environment, reduce operating costs and ensure environmental stewardship opportunities for students.

Guided by Energy Education, Inc., an Energy Management Program was implemented district-wide, and Stevens reduced its “footprint” via energy management, conservation, and energy benchmarking. The school has earned Energy Star Labels for 3 consecutive years, with Portfolio Manager scores of 96, 97, and 98. The Energy Star percentage reduction is 36.8% for October 2010 to October 2011. In all, Stevens Elementary has saved over \$78,400 or 27.19% in 53 months of benchmarking.

A 2002 ESCO Project with Chevron Energy Solutions included guaranteed water savings via retrofits of low flow equipment. Automated HVAC controls and equipment were added. Stevens monitors and adjusts the EMS System allowing for reduced HVAC use during unoccupied times. Holidays and summers are planned shut down periods. The environmental impact from electric and oil savings is equal to 404 equivalent metric tons of CO2 reduction. This equates to 10,324 trees planted and grown for 10 years! Additionally, more than half of the 280 students walk to school from nearby multi-family housing developments.

Thaddeus Stevens Elementary School “green” space provides ecological and social benefits. The property includes a community-use soccer field, playground, 40-foot x 40-foot fenced garden, and a row of Bluebird nesting boxes from a class project. The school’s water source, treated by a borough treatment plant, continually produces high quality water that exceeds EPA standards and is compliant with the Safe Drinking Water Act. The school partners with IESI, a local waste management company, for Single-Stream Recycling. In 2008, the district earned the Professional Recyclers of PA award.

The Custodial Department uses Green Seal Certified, ISSA, and Costar paper, janitorial, carpet cleaning, and floor scrubbing products. An integrated pest management plan and a chemical management program that selects the EPA’s Design for the Environment approved products, is in place district-wide. Our schools meet ASHRAE standards for indoor air quality and ventilation. Additionally, all schools are radon tested.

Our Food Service Department started the ChooseMyPlate.gov program this school year. This USDA program provides nutrition and exercise education, encouraging building healthy plates of food and practicing physical fitness. Besides physical

education classes and daily recess outdoors, Stevens conducts Field Day in May. Stations encourage fitness, team building, endurance, leadership, and competition. Our 5th grade students participate in a trail-hike in Caledonia State Park each year, and through visits from the Department of Conservation and Natural Resources, they learn about habitats, clean water, trail maintenance, and vegetation. Also, a kindergarten event includes a sensory nature and hiking day at Renfrew Museum and Park in neighboring Waynesboro.

Our “Wellness Days” with Summit Health for 3rd graders includes educational stations about exercise, anger management, tobacco, nutrition, drugs/alcohol, self-esteem, and fire/ police safety topics. Asthma workshops are offered through “Open Airways”, an American Lung Association program. Last summer, Stevens partnered with Penn State Cooperative Extension, the 4-H Program, and Local Master Gardeners to implement the Harvest 4-Health program. Through this effort, a 40-foot x 40-foot garden was designed, planted, and managed, harvesting 225 pounds of food by more than 60 students in the Kids Learning After School Program.

Stevens’ curriculum utilizes the Pennsylvania Environmental and Ecology standards, including numerous hands-on, cooperative learning opportunities, such as Embryology in 5th grade and Bluebird Nesting Boxes in 2nd grade. The latest PSSA results show that 67% of 4th graders are scoring proficient or higher in science.

Green Ribbon Schools Application

Response ID: 300 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

2. Page 2 of 16

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.

3. Page 3 of 16

School Contact Information

School Name

Thaddeus Stevens Elementary School

School District (if applicable)

Chambersburg Area School District

Street Address

800 Hollywell Avenue

City

Chambersburg

State

PA

Zip

17201

School Website

www.chambersburg.k12.pa.us (go to Schools)

Principal First Name

Angela

Principal Last Name

Pollock

Principal Email Address

polloang@chambersburg.k12.pa.us

Principal Phone Number

(717) 261-3470

Lead Applicant First Name (if different from principal)

Constance

Lead Applicant Last Name (if different from principal)

Kelley

Lead Applicant Email

kellecon@chambersburg.k12.pa.us

Lead Applicant Phone Number

(717) 729-7479

Level

Elementary (PK - 5 or 6)

School Type

Public

How would you describe your school?

Rural

AUN Number

112281302

Building Number

390

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)

Yes

4. Page 4 Of 16

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

5. Page 5 of 16

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?

Energy Star Labeled Buildings; this school has earned 3 Labels; On EPA's Performance Scale of 1-100, this school has achieved a score of 98!

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.

Energy Star Label 2009, 2010, 2011; Energy Education Stewardship Award 2010 (positive impact on the environment, decreased carbon emissions, and conservation of natural resources); Energy Education Excellence Award 2011 (Successfully saving \$1 million or a multiple thereof by implementing Energy Ed's Transformational Energy Management process); PROP Award 2008 (Professional Recyclers of Pennsylvania for our recycling, reducing, reusing initiatives); PARSS & PSU CREC Building Community Through Rural Education Honorable Mention Award 2010 for energy conservation initiatives, a model in energy conservation and community outreach.

6. Page 6 of 16

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.

7. Page 7 of 16

Q1A1: In what year was your school constructed?

1974

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

46,600 square feet on 16.4 acres

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

Yes

Please provide the following information:

Which certification did you receive and at what level? : Energy Star current rating 98 (since 2009); ESCO project in 2002 with guaranteed energy savings over 10 years (Chevron), along with Energy Education, Inc. guaranteed energy savings via our energy management program.

What is the total renovated area? : 100% ESCO project

What is the total constructed area? : 46,600 sq. ft.

Q1A4: 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 fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
School has an energy and water efficient product purchasing and procurement policy in place.
Other (please describe): Retrofitted equipment for energy efficiency through ESCO Project done at the school; Regular building audits and measurement and verification is done. Benchmarking utility/energy usage, costs and weater data using both Energy CAP software/database and Energy Star Portfolio Manager.

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

Yes

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

Energy Star Label 2009 rating of 96; Energy Star Label 2010 rating of 97; Energy Star Label 2011 rating of 98

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

Yes

Please provide the following information:

Percentage reduction : 36.8
Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : Energy Intensity Site: 37; Energy Intensity Source: 82; Energy CAP database, 402MMBTU's avoided, same as 101 CO2 avoided (Equiv. Metric Tons) for time period of 10/2010 to 10/2011
Time period measured (mm/yyyy - mm/yyyy) : 10/2010 to 10/2011
How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Energy Star Portfolio Manager and Energy CAP Measurement and Verification Software Database

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

On-site renewable energy generation (i.e. solar, wind, biomass) : 0
Purchased renewable energy : 0

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

Yes

Please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : MtCO₂e/year baseline: 340
Final GHG emissions rate (MT eCO₂/person) : MtCO₂e/year current: 246
Percentage reduction : kgCO₂e/ft²/year baseline: 7...current: 5
Time period measured (mm/yyyy - mm/yyyy) : 10/2010 to 10/2011
How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, EPA Portfolio Manager)? : Energy Star Portfolio Manager

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

Yes

Please provide the following information:

Current total GHG emissions (MtCO₂e) : 340.17
Baseline total GHG emissions (MtCO₂e) : 246.02
Change from baseline : -94.15
Time period measured (mm/yyyy - mm/yyyy) : 10/2010 to 10/2011

Q1B1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

Approximately 50% or more walk and 50% or less are bus or car riders.

Q1B2: How was this data collected and calculated? (Maximum 100 words)

Our Transportation Department uses bus software to track our transported students. There are 280 Thaddeus Stevens Elementary students assigned to Stevens and 115 are bus riders. There are 2 buses that transport to/from Stevens. The assistant principal indicated that depending on weather, there are 20 to 40 car riders. Using the higher number, there can be as many as 155 students transported to Stevens, but more than likely, more than half the student body walks to/from school.

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

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

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):

Thaddeus Stevens Elementary School is one of our buildings in the Borough of Chambersburg. Many of the students who attend school here walk from various multi-family housing developments that are near the school, reducing the need for bussing. With so many students walking, there are Chambersburg Borough Crossing Guards at the intersections of the walking routes to the housing developments and other neighborhoods near the school. Also, a teacher walks with the students a short part of the route to the first crossing guard area, so safety is a top priority for the students.

Q1C1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

Time period measured (mm/yyyy - mm/yyyy) : 2002 forward
How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : Chevron Energy Solutions ESCO project guaranteed a savings of 84,000 gallons of water via Performance Contract retrofits of low flow equipment...savings over a 10 year period.

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 conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
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? : 100%
What types of plants are used and where are they located? : On the 16.4 acres at Stevens Elementary School, there are pine trees, maple and oak trees, and a hedgerow that serves as a block between the back of the property and industry on the lot behind the school.

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)

Stormwater is managed via ground grading away from the building and roof drains that allow for roof runoff to drain directly into the ground or storm drain. There is the addition of a large school garden via a Penn State Extension project where they may explore incorporating rain barrel water collection for their irrigation needs.

Q1C3: Our school's drinking water comes from:

Other: Borough of Chambersburg

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

Water is treated at the Chambersburg Julio Lecuona Water Treatment Plant along Rte.30 East near Caledonia. The plant, operational since 1970, continually produces high quality water that exceeds the changing and stringent standards set by the EPA. Public water supplies monitor for over 80 contaminants that could be hazardous above certain levels. Chambersburg water contains very few regulated contaminants, all at levels below limits set by the EPA and DEP. A full yearly report in compliance with the Safe Drinking Water Act is made available to all customers; the public can voice questions via the Department or at Borough meetings.

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

Retrofitted low flow plumbing/faucet fixtures for energy efficiency installed when the building underwent an ESCO Project with Chevron. Irrigation is only done on/for the soccer field if we are experiencing drought conditions...so water usage mainly provides for domestic water/sewer and cooking.

Q1C5: 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.)?

45% or more; Thaddeus Stevens Elementary School is surrounded by grassy areas on 3 sides of the building. There is a soccer field on one side that the Borough uses for the Recreation Department Soccer League, a playground, new 40 foot by 40 foot fenced in garden and bluebird boxes on the fence rails in the back area of the building, and a large grassy circular area in the front of the building that cars use as a drive around/drop off area for the students.

9. Page 9 of 16

Q1D1: What percentage of solid waste is diverted from landfilling or incinerating due to reuse, recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 13.5

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 13.5

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 0...mowing is mulched

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 50

Q1D2: Does your school have a composting system?

No

Q1D3: Please provide the following information about your school's hazardous waste:

List the types of hazardous waste generated : None at this site

How much hazardous waste does your school produce (lbs/person/year)? : 0

Q1D4: Which of the following benchmarks has your school implemented to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

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

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

Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other

equivalent standard).

List the green cleaning standard(s) used?

Products used are Green Seal Certified and ISSA Cleaning Industry Management Standard products from Quaker City.

Q1D5: Does your school use "third party certified" green cleaning products?

Yes

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

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : Most...90%
What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Purchased from Quaker City; Green Seal Certified, ISSA Member, Costars...all paper products, daily janitorial cleaning products, carpet cleaning products, floor scrubbing products.

Q1D6: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

Thaddeus Stevens Elementary School participates in Single Stream Recycling via IESI. In 2008 our district (including Stevens Elementary School) were recognized for our recycling efforts with the PROP Award from the Professional Recyclers of Pennsylvania. We were the only Franklin County Organization to receive acknowledgement for our recycling initiatives. Hazardous waste (rarely if any) is brought to our warehouse, stored and then out to bid for a disposal company to haul away and dispose of properly. The hazardous waste removal primarily happens in our high school where we have some shop and science classes that may experience this need.

Q1D7: 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)

The CASD partnered with Energy Education, Inc. (www.energyed.com), to implement a transformational process focused on behavior that is helping us save money, reduce energy use, and lower our carbon footprint. We also became Energy Star Partners in 2009. The CASD has saved over \$2.262 million dollars in electric, natural gas, and oil costs in just over 4 years. Our Cumulative Energy Reduction Impact for 53 months stands at 81,992 MMBTU's and 13,678 equivalent metric tons of CO2. This equals 2,455 passenger cars not driven for 1 year or 349,850 tree seedlings grown for 10 years. Thaddeus Stevens Elementary School, with 3 Energy Star Labels, has attained a 27.09% savings in electric and oil with a 404 equiv. metric tons of CO2 reduction equal to 10,324 trees planted. CASD has 49 Labels and is an Energy Star Leader for 2010 and 2011, attaining Top Performer and 20% Improvement in Overall Energy Performance. We hosted Chair Nancy Sutley of the President's Council on Environmental Quality in September of 2011. She visited one of our Energy Star schools with 3 Labels that underwent a 2009 ESCO Project. We earned the 2009 PROP Award for recycling and PARSS 2010 recognition for our Energy Management Program.

10. Page 10 of 16

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.

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

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

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

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school's indoor relative humidity is maintained below 60%.
Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
Our school prohibits smoking on campus and in public school buses.
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): no combustion appliances

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

Our school participates in the USDA's Healthier School Challenge or another nutrition recognition program.
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
Our school partners with local food growers to supply produce.
Our school has an onsite food garden.
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)

Our Food Service participates in a Buy American program with guidance from the state to purchase American... bids are sent out; we may end up purchasing a higher cost item, but the transportation costs needed to ship the item are lower and keep the overall cost competitive. The CASD Food Service Department also buys from local growers when possible, such as apples. This year the Food Service Department rolled out the ChooseMyPlate.gov program in all cafeterias. This initiative via the USDA provides educational nutrition and exercise information. The program, web site, signage, cafeteria offerings, and teacher connected activities all encourage building a healthy plate of food and portion control of fruits, vegetables, grains, protein and dairy along with choosing physical fitness activities incorporated into our students' day. 10 tips for a great plate are emphasized: balancing calories, eating less, avoiding oversized portions, suggesting healthy foods to eat more often, increasing fruit and

vegetable intake, drinking low-fat or skim milk, whole grains, cut sodium, less snack foods, and drinking water! The program is supported by First Lady Michelle Obama. The Center for Nutrition Policy and Promotion established in 1994 focuses its efforts on advancing and promoting dietary guidance for all Americans.

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

Stevens Elementary School has a large area of the 16+ acres of green space available for use. Physical Education classes include outdoor units for soccer, football, and softball. Free play/recess of 15 minutes of day is done outdoors as much as possible. The students love to make use of the playground equipment at their school during recess. Field Day is conducted every May for the entire school. There are 20 physical education stations encouraging physical activity, team building, cardiovascular and muscular endurance, leadership, and competition. Physical Education instruction throughout the year also incorporates 6 lessons with nutrition games that tie in with the ChooseMyPlate.gov initiative. Stevens 5th graders participate in a Caledonia State Park event in conjunction with the PA DCNR at Caledonia. The students trail hike and track mileage, learn about natural habitats of park wildlife, learn trail maintenance, clean water and stream education, and park vegetation education. Our Kindergarten students visit Renfrew Museum and Park in Waynesboro, PA. At this Pennsylvania German farmstead built during the 1790's to 1830's, the students experience nature education using their 5 senses and hiking throughout the 107 acre property.

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.)?

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)

Thaddeus Stevens Elementary School partners with Summit Health, our local non-profit organization that includes the Chambersburg and Waynesboro Hospitals and a network of physicians and other health care professionals. Stevens participates in the Summit Health day camp Asthma Alliance and Summit Health Wellness days at the school. Every few years they also run the "Open Airways" program by instructors that are certified by the American Lung Association. This year a free workshop for parents of children with asthma offered a three session workshop. All 3rd graders at Stevens participate in Wellness Days sponsored by Summit Health and Susquehanna Bank. The students spend a 1/2 day at a local church with 3rd graders from all of Franklin County. They move through 8 educational stations including: exercise, anger management, tobacco, nutrition, drugs/alcohol, self-esteem, fire safety, and police safety (bikes, hand guns, stranger danger, etc.). KLAS at Stevens partnered with PSU Cooperative Extension, the 4-H program, and local Master Gardeners to implement the Harvest 4-Health initiative. This statewide effort provides a hands-on opportunity to over 60 students at Stevens and includes activities all year. A 40 ft. x 40 ft. garden was created. see Stevens program @ <http://franklincountymgs.blogspot.com/2011/09/harvest-4-health.html>

13. Page 13 of 16

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.

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

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)

Science assessments that would address environmental and sustainable concepts would primarily be individual teacher assessments and inquiry based instruction assessments. Otherwise, the 4th grade students at Stevens do take the PSSA Science Assessment. The latest results have 67% of 4th graders scoring in the Proficient or higher range, 30% at the Basic Level, and 14% Below Basic. At an enrichment level, the Franklin County Science Fair is in its 30th year and is open to all students in grades K through 12.

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)

Teachers at Stevens Elementary School and around the district have regular opportunities for professional development through our Act 48 offerings. Science curriculum writing that is done over the summer months and involves peer collaboration about concepts to be implemented in the curriculum. Professional Development through Flex Days has offered workshops about embedding science topics such as environment and ecology into literacy.

Q3A3: If your school serves grades 9-12, please provide the following information:

Q3B1: 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 elementary grades use science kits/labs. They involve inquiry based lessons. The students inquire through hands-on, cooperative learning lessons. A 2nd grade science and math initiative involved hands-on learning about measurement, problem solving, design and building, and study of the Eastern Bluebird. The students started with 8 foot boards, designed, measured, cut and assembled bluebird nest boxes. They studied and viewed live WebCam footage of bluebirds, learned about proper nest box color, hole size, direction placement and site placement of nest boxes to attract bluebirds. 6 boxes were mounted on fenceposts at the edge of the school property. Another activity at the school involves over 60 Kids Learning After School participants. In this 21st Century Community Center Learning Grant program, students experience an extension of the school day via activities in enrichment, homework help, tutoring, exercise and nutrition. Their hands-on 40 ft. x 40 ft. garden project involved students at all levels of the project: building six 5x10 ft. raised beds, learning to use various gardening tools, raking, mulching, planting, composting, harvesting, plant identification, care of vegetables, canning and food sampling. During the winter months, the group does exercise related activities, team building and inquiry based learning activities.

Q3B2: 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
			Text and teacher extended

1	4.1.3.A	How do humans use living and non-living things?	2, 4	text and teacher extended activities/web sites
2	4.3.3.A; 4.3.3.B	What are the differences between renewable and nonrenewable resources? Conservation of resources.	3, 4	text and teacher extended activities/web sites
3	4.3.7.A	Natural Resources, Conservation, Fossil Fuels	4, 5	text and teacher extended activities/web sites
4	3.3.6.4A; 4.1.7.E; 4.3.7.B; 3.3.6.A5	How do humans and water impact each other? How do humans and the atmosphere impact each other?	3, 4 and up	text and teacher extended activities
5	4.1.7.A; 4.1.7.B; 4.5.7.D	How do populations interact in an ecosystem? How do human actions effect parts of an ecosystem?	4 and up	text and teacher extended activities
6	3.4.8.B3; 4.3.10.A; 4.3.10.B	What types of energy are used by humans? What are the pros and cons of the different types of energy?	3, 4 and up	text and teacher extended activities
7				
8				

Q 3B3: Does your school have a STEM curriculum and/or coordinator?

Yes

Please explain. (Maximum 200 words)

...at the secondary level including our high school and Career Magnet School.

Q 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

Please explain. (Maximum 200 words)

...at the secondary level and at our Chambersburg Area Career Magnet School. Also in our high school Environmental Studies Classes and Agriculture Education Course Offerings,

Q 3B5: 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?

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

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

Yes

If not in all grades, please specify which grades.

Q 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

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)

Another initiative that is experienced by all 4th graders at Stevens and in the district is Farm Fun Fest. The experience ties to over 75+ Science, Technology and Engineering Education Academic Standards with an emphasis on Agriculture each year...too numerous to list but documented in a booklet for all teachers/students involved. The event is presented and sponsored by the Franklin County Farm Bureau and Ag Ed Institute for 4th graders, along with numerous county farms and agricultural

businesses that are part of the tour. In 2010, the students visited the farm of Vernon and Luanne Horst who operate a Robotic Dairy Farm, milking 70 Holstein Cows with a modern robotic milking machine. The 2011 Fest was at the dairy farm of Mark and Joyce Burkholder. There they learned about dairy operations and crop growing on 140 acres. The Burkholders looked for ways to reduce energy requirements adding a ground source heat pump (geothermal) for heating and cooling in 2007. The farm utilizes electricity from a 24-kilowatt PV system installed in 2010. In 2011, a solar thermal hot water system was installed for heating water used to clean equipment. This event emphasized alternative energy sources for students to see firsthand.

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)

Thaddeus Stevens Elementary School, a Title 1, 93.66% free and reduced school in the Chambersburg Area School District, has connections that allow for many enriching initiatives with the help of a variety of community, nonprofit, government, and business organizations. Besides unique learning experiences conducted by individual teachers such as the Bluebird Nesting Boxes in 2nd grade and a 3 to 4 week unit coordinated with PSU Cooperative Extension on Embryology with 5th graders where students use avian eggs to demonstrate the stages of embryonic development, Stevens has developed many partnerships to help bring environmental and sustainable learning to the school and families. Summit Health on Wellness, Farm Fun Fest on Agriculture, Science, Technology and Alternative Energy, DNCR and our state parks close by on our park systems and exercise, Renfrew Museum and Park on local history and a cultural and natural resource, Penn State Cooperative Extension/4-H School Enrichment Projects to engage students, our local historic Capital Theater for arts appreciation along with the Council for the Arts monthly offerings, events, and workshops. Many of the Stevens students also participate in programs that help develop healthy initiatives for body and mind such as Network Ministries, Boys and Girls Club, and Chambersburg YMCA SAMS' s Club. SAM's was started in 1956 by "Sam" Kessinger, a local grocer who asked a profound question and went about to be sure it was answered affirmatively: "Is the YMCA for everyone?" There are night activities during the school year involving gym activities, swimming, Christian education, and socialization, and day camp in the summer. The SAM's program is free for the students in grades 1 through 7, many of them from our Stevens Elementary School. We also have a Migrant Ed tutoring program at Stevens to help with our large number of Hispanic and other ESL students.

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)

The CASD Energy Conservation Program began in 2007, including Stevens Elementary School. Our vision on energy in the CASD commits us to continuous improvement of our environmental performance and striving to improve energy management within our facilities, working towards cost effective practices daily. All employees and students are engaged to reduce energy use in order to protect the environment, reduce operating costs and consumption of natural resources. Our practices of regular building audits, EMS monitoring, planned building shut downs for weekends, holidays, and unoccupied summer usage, 4-day summer work weeks to save on energy, equipment preventive maintenance by our Building and Grounds Department, regular district-wide communication of energy costs and savings via our E-CAP Measurement and Verification of our utility bills data, contests for student involvement and classroom presentations about energy, and community outreach to educate home and small business consumers about energy use is helping us maintain a culture of energy awareness and savings, and positive environmental impact. A monumental task at times, we are paying attention to how we use energy and setting an example for our students. An energy web page can be found at: (www.chambersburg.k12.pa.us/energy) and twitter account: (www.twitter.com/wer4green)

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.

16. Page 16 Of 16

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 14:54:53 Success: Email Sent to: polloang@chambersburg.k12.pa.us

17. Thank You!

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

Response ID: 300

Survey Submitted:	Feb 23, 2012 (2:57 PM)
IP Address:	208.67.142.193
Language:	English (en-us)
User Agent:	Mozilla/4.0 (compatible; MSIE 8.0; Windows NT 5.1; Trident/4.0; .NET CLR 2.0.50727; .NET CLR 3.0.4506.2152; .NET CLR 3.5.30729; .NET CLR 1.1.4322; .NET4.0C)
Http Referrer:	http://www.pathwaystogreenschools.org/index.html
URL Variable: id	(no value)
URL Variable: crc	(no value)
URL Variable: snc	1328805238_4f33f576494e81.14796239
URL Variable: _iseditlink	(no value)
Page Path:	1 : Page One (SKU: 1) 2 : Page 2 of 16 (SKU: 15) 3 : Page 3 of 16 (SKU: 3) 4 : Page 4 of 16 (SKU: 17) 5 : Page 5 of 16 (SKU: 16) 5 : Page 5 of 16 (SKU: 16) 4 : Page 4 of 16 (SKU: 17) 3 : Page 3 of 16 (SKU: 3) 4 : Page 4 of 16 (SKU: 17) 5 : Page 5 of 16 (SKU: 16) 4 : Page 4 of 16 (SKU: 17) 3 : Page 3 of 16 (SKU: 3) 2 : Page 2 of 16 (SKU: 15) 3 : Page 3 of 16 (SKU: 3) 4 : Page 4 of 16 (SKU: 17) 5 : Page 5 of 16 (SKU: 16) 6 : Page 6 of 16 (SKU: 4)

SCHOOL NAME: Thaddeus Stevens Elementary School

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.	1
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

4

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.	0
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.	1
1A5	√ School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.	1 pt.	1
1A5	√ School has an energy and water efficient product purchasing and procurement policy in place.	1 pt.	1
1A5	√ Other (please describe)	1 pt.	1
1A6	Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?	Yes = 1 pt.	1
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.	0
1A8	What percentage of your school's energy is obtained from: Purchased renewable energy?	1 pt.	0
1A9	Please provide the Percentage reduction	1 pt.	1
1A10	Please provide the Change from baseline.	1 pt.	0

TOTAL POINTS

Possible = 15 points

8

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.	0
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.	.5
1B3	✓ Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.	.5 pt.	.5
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.	2

TOTAL POINTS

Possible = 5 points

3.5

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.	1
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.	.5

TOTAL POINTS

Possible = 5 points

3.5

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.	1
1D4	✓ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.	.5 pt.	.5
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.	.5
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.	.5
1D6	What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste?	Up to 1 pt.	1
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**

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.	2
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.	1.5
2A2	√ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)	1.5 pts.	1.5
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.	1
2A2	√ Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.	1 pt.	1
2A2	√ Our school's indoor relative humidity is maintained below 60%.	1 pt.	1
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.	1
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.	2

TOTAL POINTS

13

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.	2
2B1	√ Our school participates in a Farm to School program or other program to utilize local food in our cafeteria	1 pt.	1
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.	0
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.	0
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.	3

TOTAL POINTS

11

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.	5
3A2	√ Professional development opportunities in environmental and sustainability education are provided for all teachers.	5 pts.	5

TOTAL POINTS

Possible = 20 pts.

20

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.	2
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.	1.5
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.	0

TOTAL POINTS

Possible = 5 pts.

3.5

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.	3
3C4	Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.	Up to 3 pts.	3

TOTAL POINTS

Possible = 10 pts.

10