



U.S. Department of Education Green Ribbon Schools

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

**by
West Virginia Sustainable Schools**

**Wyoming County Career and Technical Center
Pineville, West Virginia**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

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

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

Official School Name Wyoming County Career and Technical Center
(As it should appear in the official records)

School Mailing Address HCR 72 Box 200
(If address is P.O. Box, also include street address.)

Pineville WV 24874
City State Zip

County Wyoming State School Code Number* 98701

Telephone (304) 732-8050 Fax (304) 732-8332

Web site/URL _____ E-mail sdmann@access.k12.wv.us

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

Shelia D. Mann Date 03-20-12
(Principal's Signature)

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

District Name* Wyoming County Schools Tel. (304) 732-6262

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.

Frank L. Blackwell Date 3/20/12
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

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

Nominating Authority's Certifications

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
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

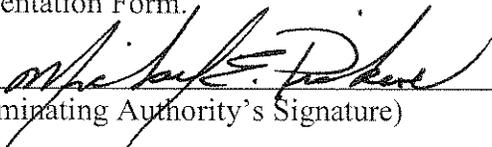
West Virginia Department of Education

Name of Nominating Authority

Michael E. Pickens Executive Director
Office of School Facilities

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.


(Nominating Authority's Signature)

Date 3/22/12

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

***Wyoming County Career and Technical Center
Green Ribbon School Application***

The Wyoming County Career and Technical Center is located outside Pineville, West Virginia. Pineville is one of several small communities nestled among the foothills of this rural southern county and vocational education has played an important role in this close-knit community since 1944. The current multi-structure facility was built in 1974, with an addition of classrooms and office constructed in 1990. This school is an integral part of its learning community. All students are expected to participate in a rigorous curriculum at the Center and it is the Center's responsibility to provide the best and most current instruction available. The commitment to the community is an important element in the function of the Center. By providing a quality education for its students, we are assisting in providing a skilled workforce and a foundation for continuing education. The Center considers itself a resource to the county by supporting collaborative efforts in assisting local communities in achieving their goals. In order for these components to engage, the Center must follow through with its pledge of opportunities and quality education. Continual up grades in technology and curricular offerings, active participation and collaborative efforts among all stakeholders makes the initiation of cutting edge instruction possible.

The Center has initiated several green energy and technology projects that are program specific and several that are general to the entire school. The school wide projects began with the simple act of recycling the ink used in the printers utilized by the faculty, staff and students. In partnership with the Wyoming County Schools' Energy Management Supervisor and the Director of Facilities Maintenance, we have reduced our carbon footprint by replacing old, inefficient light fixtures with new, more efficient ones. The shop areas of the facility use garage doors for entry and exit and these have been fitted with devises to automatically turn off the heat when the doors are opened in the winter. The entire campus is now on an energy management plan for heating, cooling and illumination.

The Building Construction Program builds a modular home each to auction. Each year improvements are made to make the house more eco friendly. Natural lighting is maximized through the use of skylights in the kitchen and bathrooms, energy star appliances are installed, upgrades in insulation are continual and this year will see a tankless water heater.

The Diesel Technology Program has been manufacturing biodiesel fuel for the past three years. The students retrofitted an existing diesel engine to run on their manufactured biodiesel fuel. This engine will replace the old gas burning engine in the mobile stage built by the school and used by surrounding communities for various events. The materials used to manufacture this fuel are gathered from the kitchen of our Pro Start Program and local restaurants and fast food establishments.

The Automotive Technology Program recycles the oil they use by collecting it in fifty gallon barrels and giving it to a local car garage to burn in their heating system for heat. They are also in the process of developing a hybrid golf cart and ATV that will run on alternative fuels.

The Electrical Technology Program has taken a donated golf cart and has made it an electric powered cart with the use of a small solar panel and batteries. This program along with the Electronic Technology Program has developed a recycling program for the proper disposal of old electronic equipment. This is just for the Center as yet, not for the community as a whole.

Welding Technology, in partnership with the Wyoming County Commission, built seventeen recycling bins that have been placed around the county. These bins are placed on trailers, also constructed by the Welding Program, so that they can be easily moved when full and a replacement immediately put in place. The program also recycles scrap metal and wiring.

The most impressive project to date is the solar panel project initiated by the Industrial Equipment Technology Program. Through a grant from Canaan Valley Institute and in partnership with the Wyoming County Board of Education, Hughes Corporation and the Center, a forty-two solar panel system was designed and installed on the top of the building that houses the Industrial Equipment Technology Program. This system was designed and installed by students in the Industrial Equipment Technology Program with assistance and support from the Welding Technology Instructor and students. The system is adjustable to maximize the sun and energy is gathered and stored. This stored energy is used to power the building, all except for the heating system. A monitoring system is installed and students keep records of gathered, stored and expended energy. Others involved in the process have been Dr. Musat Chirilmeanu from West Virginia University, and Truston Technologies. This project has led to the development of an Associates Degree Program in Sustainable Energy with New River Technical and Community College and Fayette County Institute of Technology.

The planned projects for the rest of this year and next are the installation of an industrial, solar powered hot water tank, a green house powered by the existing solar panel project and to extend the solar panel project to the next building on campus. We are also researching the installation of a wind turbine and changing the Graphic Communications Program to soy based ink.

The Greenhouse will be used to grow organic vegetables for the Pro Start Program and the Special Education Program will manage the Greenhouse as part of their independent living skills curriculum. This will also be used as an instructional tool for those interested in organic gardening; the Special Education Teacher is also a Master Gardener. The solar powered hot water tank will supply water to the Industrial Equipment Technology Program, the Greenhouse and the Washroom.

The Center is proud of its faculty, staff, students and community and business partnerships. They are the ones with the ideas, foresight and determination to provide the best possible education available for the students of Wyoming and surrounding counties. I feel that we are progressive, and even though we are based in the southern coalfields of West Virginia, our efforts to provide green energy technology has been supported and embraced.

Response ID: Data

3. New Page

School Contact Information

School Name

Wyoming County Career and Technical Center

Street Address

HCR 72 Box 200 1201 Bear Hole Road

City

Pineville

State

WV

Zip

24874

School Website

<http://wcvtc.wyom.tec.wv.us/>

Principal First Name

Frank

Principal Last Name

Mann, III

Principal Email Address

fbmann@access.k12.wv.us

Principal Phone Number

304-732-6262 ext.102

Lead Applicant First Name (if different from principal)

Shelia

Lead Applicant Last Name (if different from principal)

Mann

Lead Applicant Email

sdmann@access.k12.wv.us

Lead Applicant Phone Number

304-732-8050 ext. 146

Level

High (9 or 10 - 12)

School Type

Public

County

Wyoming

Does your school have at least 40 percent of your students receiving free or reduced meals?

Yes

4. New Page

Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

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

Energy Star

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.

WV Department of Environmental Protection, 2010 Environmental Awards - Green Energy Project

6. New Page

1A1. Which practices does your school employ to support environmental and sustainability literacy? (Please check all that apply)

Environmental and sustainability concepts are integrated throughout the curriculum.

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

Please describe how the Environmental and Sustainability Standards and concepts are taught and which subjects they are integrated into. (Maximum 200 words)

The Wyoming County Career and Technical Center (WCCTC) is a county and area school. We adhere to the WV Department of Education Standards and Objectives set forth for each program offering at the Center. Many of these programs have environmental components intergrated into their curriculum, some do not. All programs at the WCCTC provide students with projects that address environmental stewardship for their chosen technical program. We have projects that are ongoing, such as the solar panel project in Industrial Equipment Maintenance and annual projects such as the recycling bins designed and built by the Welding Technology Program for the Wyoming County Commissions "Clean Up Wyoming County Project". These projects are based on 21st Century Skills and the program specific skills learned in each individual program. The WCCTC can site twelve of the sixteen programs integrating environmental sustainabilty into program instruction; Industrial Equipment Maintenance, Building Construction, Welding Technology, Diesel Equipment Technology, Automotive Technology, Electrical Technology, Plumbing Technology, Drafting/CAD, Graphic Communications, ProStart (Restaurant Management), Electronic Technology and Computer Applications and Support.

Describe the environmental and sustainability concepts that are integrated into classroom based and schoolwide assessments. (Maximum 200 words)

The concepts that are integrated into the various programs are as diverse as the curricula itself. All are project based and have a significant connection and contribution to the local area. Each program has a business or industry partner associated with each project which gives credibility to the concept. It is impressed upon students in each program that they have the responsibility to be stewards of their environment. All instruction is based on the Standards and Objectives set forth by the WV Department of Education. Although many do not have specific objectives addressing environmental issues, Instructors of Content use the 21st Century Learning Standards to address the environmental issues for the field of study. This allows these concepts to be a natural outgrowth of the instruction instead of an "add on component" to the curriculum. Because the Instructors of Content are responsible for preparing our students for the ACT WorkKeys Assessment, the Global 21 Performance Assessment, EDGE Tests, Credentialing and classroom and lab assessments, most use the projects and the success of these outcomes as the measurement of concept attainment.

Describe your student green team efforts; include grade levels, number of students, number of teams, and activities implemented by the team. (Maximum 200 words)

1A2. Professional development opportunities in environmental and sustainability education are provided for all teachers through the WVDE, WVDNR, The Mountain Institute, NASA IV& V, the WV Science Teacher Association, the WV Environmental Education Association, and many others. Please describe professional development opportunities addressing environmental and sustainability standards in which your teachers have participated. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 300 words per cell)

The instructors of the Wyoming county Career and Technical Center are not offered the same professional development opportunities as is provided to the strictly academic teachers. Career and Technical Education (CTE) teachers are not considered core curricula (math, science, language arts and social studies), therefore we are not given consideration for this type of professional development. That being said, the CTE instructors do avail themselves of the education and training through continuing education and teacher internships with business and industry. The program advisory committees are also another source of information for our instructors. Information gleaned from these activities is brought back to the classroom and disseminated to the students for their edification in the area of environmental issues for their chosen field of study. This system of continuous education has been in effect for many years at the Wyoming County Career and Technical Center and the evidence of this up to date information is in the project based learning and community involvement our students have at the WCCTC. 100% of the instructors participate in this type of activity. Not all instructors participate each year, but it is dependence upon the availability of the training opportunities and the ability of the instructors to attend.

1A3. Which of the following features does your school have to connect students to ecologically or socially/culturally beneficial uses including those that give consideration to native wildlife or community connections? (check all that apply)

Outdoor classroom

Provide additional information about outdoor connections at your school. (Maximum 300 words)

The Industrial Equipment Maintenance Program's solar panel project utilizes an industry standard tracking system and monitors the amount of energy gathered, stored and used on a daily basis. The students are being taught to gather the information and to analyze the output of the panels in order to adjust the angles for better output. This system powers one building's power, with the exception of the heating system. The forty-two panel system generates enough power to begin the second phase of the project this spring. We have acquired through donations, a portable greenhouse and an industry sized external hot water heater. The greenhouse will be powered by the solar panels and the monitoring equipment will be used to adjust temperature and humidity. The special education students will grow organic vegetables to be used by the ProStart program and sold to the community. Organically grown flowers will also be involved in the project. The solar power hot water heater will be utilized by this building and others for their source of hot water for projects and student use. The Plumbing Program students will be involved in this phase of the project and the water will be gravity fed to the Industrial Equipment Program. The third phase of this project is to add solar panels and monitoring equipment to the next building and eventually provide basic power needs to the entire campus. A second outdoor project is in the works for the spring. With the implementation of the Plumbing Program and in conjunction with the Welding Technology Program, we will be installing an outdoor water feature to the landscaping at the entrance of the campus.

1A4. If your school serves grades 9 - 12, please complete the following.

Percentage of last year's students taking an Environmental Science elective, course code 6312 : N/A

Percentage of students who completed the AP Environmental Science course : N/A

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

7. New Page

1B1. Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Yes

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

All programs at the Wyoming County Career and Technical Center have a connection to post secondary education. Each program has free college credit attached to it either through EDGE credit or an Articulation Agreement or a combination of both (up to 28 hours, tuition free). Many of our students are taking advantage of this and continuing their education, several have obtained an Associates Degree one year out of high school and a few have a Bachelor's Degree in Engineering three years out of high school. The WCCTC has been working with Bridgmont Community College for two years and are establishing an Articulation Agreement that will allow our students to obtain an Associates Degree in Sustainable Energy Management. This will include the following programs: Industrial Equipment Maintenance, Electrical Technology, Building Construction and Electronic Technology. Currently, we are in the beginnings stages of program development with New River Technical College. The completion of the program will result in an Associates Degree in Energy Management. This initiative was prompted by one of our Business Partners, the county Energy Management Specialist, the Industrial Equipment Maintenance Instructor and New River Technical College.

1B2. Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

Please describe. (Maximum 200 words)

The Wyoming County Career and Technical Center serves grades 9-12. Students that are enrolled in CTE programs at the facility participate in all activities, either through their chosen program or through affiliation with the student organizations. Whether participating in an instructional activity or a campus beautification event, students are engaged in the decision making process. Many of our instructors, because of the nature of the programs provide outdoor lessons that require students to use their problem solving skills to complete the task. The last Standard for Instruction for all programs address 21st Century Learning and Skill Development. This standard and the objectives are based on problem solving, critical thinking, decision making, teamwork and applied knowledge of the curriculum. Instructors choose to use projects, individual and group, to measure this standard and the attached objectives. The nature of CTE lends itself to outdoor learning and inquiry. The aforementioned water feature for the landscaping is requiring a great deal of critical thinking and problem solving for the Plumbing Program, Welding Technology Program and the Electrical Program. The Center and instructors provide a number of these experiences for all students in attendance.

8. New Page

1C1. Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 300 words)

The outdoor learning has a different meaning when applied to Career and Technical Education. The Standards and Objectives that drive instruction for CTE programs is skill specific and mathemtic and science objectives are imbedded and not taught in isolation. When providing instruction in this format, students are dependent upon instructor initiative and knowlege. As previously stated, because of the nature of CTE, much of the instruction is addressed for indoor and outdoor environments. All programs do live work for individuals in the community as well as community organizations. In providing this service, students are taught how to engage with the public and discuss their ability to perform the required task. For instance, when agreeing to build the recycling bins for the County Commision's "Clean Up Wyoming County" project, students had to meet with the county committee, agree on a design and timeline for completion. The Welding Technology students then met with the Drafting students to finalize the blueprint for the bins. Students had to learn about what it took for each bin to be environmentally safe and sound. A similar process was used for construction of metal composting bins. The special education program has built picnic tables for indiviudals, churches, schools and civic groups as well as wooden signs for schools and churches.

1C2. Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

We do not do this by grade level, but by program area.

Please provide the following information:

What percentage of civic projects focus on environmental or sustainability topics? : Approximately 50%

What percentage of students completed such a project last year? : Approximately 35%

Please describe examples of the projects; include grade and/or subject, objective, and methods of implementation in the community.

Welding Technology; Grades 10-12; ET.S.SMAW1-4, ET.S.TCW1-4 &7, ET.S.GMAW1,2 &7. Students designed and manufactured recycling bin for the County Commission recycling project. Seventeen bins were constructed and placed in strategic locations around the county. The bins were constructed on pull trailers, also built by the Welding students so that when the bins were full, they could be removed and easily replaced with an empty one. Diesel Equipment Technology; Grades 10-12; ET.S.1-4 & 7. The Diesel Technology students refit an existing diesel engine so that it would burn biodiesel fuel. The engine will replace the existing fossil fuel burning engine in the Mobile Stage project built by the Center in 1997. This Mobile Stage is used by the local communities as a mobile unit on which to stage performances for special events. The Diesel Technology students also manufacture biodiesel fuel from used grease in the Center's Pro Start program and local restaurants. These are two of the types of projects that are ongoing at the WCCTC. We are continually in communication with our stakeholders and participate in many local initiatives.

1C4. Please describe your partnerships with local 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 three objectives. Include both the scope and impact of these partnerships. Remember to include the many community service activities which are done as classroom projects and those done by the student council, national honor society, and career and technical organizations, etc. (Maximum 300 words)

The Industrial Equipment Maintenance (IEM) Program has developed a unique project for the area. We are located in the heart of the southern coalfields, in a program that provides much of its education relative to the coal and related industries. The IEM program has implemented a solar panel project. They have installed a forty-two panel system on the roof of the IEM building. With much research performed by the students, with the assistance of the instructor and dedicated business partners, a monitoring system is in place as well. The angle of the panels is adjustable and according to the season, they are moved in order to maximize the sun. We produce energy even on cloudy days. The business partners have given a great deal in human and financial resources, including a visiting engineering from WVU. This project included the Welding Technology program and the Drafting program. Welding students built the framework to support the panels and a local manufacturing business galvanized the pieces for free. Drafting students provided countless hours in design modification and blueprints. This system powers the building with the exception of the heating system. The continuation of this project is a portable greenhouse that will be tied into the solar panels and will monitor the temperature and humidity of the greenhouse. The special education program will maintain the organic plants that will be utilized by the Pro Start Program and sold to the community. Welding will be constructing a rotating composting bin for the greenhouse and Pro Start program. The impact of the project is limitless. Each program at the Center is aware of the project and the impact it will have on energy savings for the school.

This is the end of Objective 1. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 300 words)

The Automotive Technology students recycle the motor oil utilized in the program by collecting the oil and donating it to a local automotive business to be used in their heating system.

10. New Page

2A1. 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.

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.

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

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

Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school's indoor relative humidity is maintained below 60%.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality), which standard do they use?

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

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

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.

Which ASHRAE standard is your school using?

Policy 6200

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

2A6. 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

11. New Page

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

If your school purchases food that is grown and processed within 200 miles of the school (including food grown on school grounds), what percentage does that constitute?

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

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

What percentage of your food is grown within 200 miles?

30%

2B2. Does your school use a coordinated school health approach (i.e. has an active Local Wellness Committee, works comprehensively in addressing collaboratively all of the following: PE, health services, nutrition services, mental health, school environment, health promotion and family/community involvement) or similar initiative to address overall school health.

No

If yes, please describe. (Maximum 200 words)

Students at the Career and Technical are enrolled at the two county high schools. These issues are addressed at their home schools. Many programs, however, do address health and safety in their individual programs based on how these issues effect employability. Health and fitness are also addressed by our business partners and they discuss with students the importance of health and safety on the job and how it effects the ability to stay on the job.

2B6. This is the end of Objective 2. Please describe any additional efforts your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall school health and safety. (Maximum 300 words)

Because this is a Career and Technical Center, we do not teach health and fitness as separate subjects. Rather, health, fitness and safety are addressed from the standpoint of employability traits. Instructors and business partners discuss the need for health and fitness to qualify for benefits, and the issue of drug testing is a big topic in all programs. Due to the nature of the skills developed in most Career and Technical Programs, physical fitness and stamina are critical to maintaining a healthy and safe work environment.

13. New Page

3A1. Has your school been registered, and received a score, for the EPA ENERGY STAR Portfolio Manager Program?

Yes

What is your school's score?

82

3A2. Has your school received EPA's ENERGY STAR Building certification?

Yes

What year was the certification earned?

We are not eligible for a certification as a CTE Center

3A3. Has your school reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 18.66

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.) : mmBTU

Time period measured (mm/yyyy - mm/yyyy) : 01-04 - 12-11

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Energycap

3A4. Show where your school's energy is obtained.

All energy used (kWh) : Energy grid

Renewable energy (kWh) : 7032

Percentage of energy consumption from onsite renewable energy generation : 3%

Percentage of energy consumption from purchased renewable energy : 0%

3A5. Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Did your new or renovated school or building meet any green build standards (for example, LEED, CHPS, Green Globes or other standards) : No

Which certification did you receive and at what level? : N/A

What is the total constructed area? : None

What is the total renovated area? : 82,044 sq.ft.

3A6. 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:

3A7. Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

Yes

Please provide the following information:

List offsets used : N/A

Current total GHG emissions (MtCO₂e) : 535 Mt

Baseline total GHG emissions (MtCO₂e) : 657 Mt

Change from baseline : 5250 Mt

Time period measured (mm/yyyy - mm/yyyy) : 01/03 - 12/03

3A8. Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the ENERGY STAR Portfolio Manager program.

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

3A9. What percentage, by cost, of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel?

0%

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3B1. 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:

3B2. Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

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

Our school has NOT been sited within the past three years for failure to meet federal, state, or local potable water quality standards.

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Please provide the following information about your school's landscaping

What percentage of your total vegetation consists of native and/or adapted plantings? : 100%

What types of plants are used? : Native trees, shrubs and flowers

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

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

3B3. Our school's drinking water comes from:

Municipal water source

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

3B4. Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 300 words)

The Wyoming County Career and Technical Center has installed automatic flushing toilets, motion sensed flush valves, the hand faucets are included as well.

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3C1. What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 3000

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

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). : N/A

3C2. Which of the following practices does your school employ to reduce waste?

Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).

Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.

Our school actively involves students and staff in our waste reduction and recycling practices.

3C3. Please describe how students and staff specifically are involved in your school's waste reduction efforts. (Maximum 200 words)

ProStart program has stopped using styrofoam and uses paper only. Ink cartridges are recycled instead of thrown away. Motor oil is recycled as heating fuel for a local business. Pro Start grease is used to manufacture biodiesel fuel. Instructors use on-line instruction in lieu of pencil/paper activities.

3C4. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

100%

3C5. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)?

100% ECF

3C6. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?

Yes

3C7. How much hazardous waste does your school generate? (lbs./student/year)

0lbs.

3C8. Please provide the following information about your school's hazardous waste

List the types of hazardous waste generated : Motor Oil waste - recycled

How is hazardous waste monitored? : Record Keeping

How is the amount generated calculated? : measured by gallon

3C9. Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has NOT been cited within the last three years for improper management of hazardous waste according to federal and state regulations.

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

Our computer purchases are ENERGY STAR or Electronic Product Environmental Assessment Tool (EPEAT) certified products.

What percentage of the school's computer purchases are certified?

100%

3C10. Does your school use cleaning products that are certified "green" or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

No

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

3C11. Describe any other indicators of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 300 words)

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3D1. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

100% of our High School students ride the school bus

3D2. How was this data collected and calculated? (Maximum 100 words)

Secondary students attending the Career and Technical Center have no other option than to ride the county school bus. One day driving permits are given only in emergency situations and must be verified with parent/guardian through the office.

3D3. 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.

3D4. Do your school buses use alternative fuels?

Yes

What type of alternative fuels are used?

Biodiesel fuel

3D5. Does your fleet management plan utilize route optimization software?

No

What route optimization software do you use?

3D6. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions). (Maximum 100 words)

The school bus fleet is 100% alternative fuel usage and the number of runs maximize fuel usage.

3D7. This is the end of Objective 3. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 300 words)

18. New Page

Email Confirmation

WV Sustainable Schools			
Scoring Sheet			
School: Wyoming County Career and Technical Center			
Objective 1: 100% of the school's graduates are environmentally and sustainability literate		Max points	WC CTC
Element 1A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems			
1A1. Which practices does your school employ to support environmental and sustainability literacy?			
School or state has an environmental or sustainability literacy graduation requirement.	yes = 5, no = 0	5	0
Environmental and sustainability concepts are integrated throughout the curriculum.	self-assessed and explained up to 12 points	12	9
Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.	self-assessed and explained up to 12 points	12	4
Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.	self-assessed and explained up to 12 points	12	0
1A2. Please describe professional development opportunities addressing environmental and sustainability standards in which your teachers have participated. Include the percentage of teachers who participated in these opportunities over the past 2 years.	all teachers = 10, none = 0; partial score as self-assessed and explained	10	4
1A3. Which of the following features does your school have to connect students to ecologically or socially/culturally beneficial uses including those that give consideration to native wildlife or community connections?	number of features = score up to 10	10	1
1A4. If school is a high school, percentage of students taking an Environmental Science elective, course code 6312	>50% = 5 40-49% = 4	5	0
Percentage of graduates last year who completed AP environmental science :	30-39% = 3 20-29% = 2	5	0
Percentage of these students scoring 3 or better on the AP environmental science assessment:	10-19% = 1 < 10% = 0	5	0
<i>Total of Element 1A</i>		76	18
Element 1B: Use of the environment and sustainability to develop science, technology, engineering & math (STEM) content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy			

1B1. Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?	yes = 10, no = 0	10	9
1B2. Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?	all = 12 some = 6 none = 0	12	10
<i>Total of Element 1B</i>		22	19
Element 1C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and			
1C1. Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.	self-assessed and explained up to 12 points	12	8
1C2. Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?	yes = 10, no = 0; partial score as self-assessed and explained	10	6
1C3. Please provide the following information:			
Percentage of these projects focuses on environmental or sustainability topics:	>50% = 10 40-49% = 8	10	9
Percentage of students that satisfactorily completed such a project last year:	30-39% = 6 20-29% = 4 10-19% = 2 < 10% = 0	10	6
1C4. Please describe your partnerships with local 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 Objectives. Include both the scope and impact of these partnerships. Remember to include the many community service activities which are done as classroom projects and those done by the student council, national honor society, and career and technical organizations, etc.	self-assessed and explained up to 10 points	10	9.5
Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.	self-assessed and explained up to 10 points	10	2
<i>Total of Element 1C</i>		62	40.5
Total Objective 1 (40%)		160	77.5
Objective 2: School environment has a "net positive" impact on student and staff health		Max points	WC CTC
Element 2A: Integrated school health program			
2A1. School has an integrated pest management plan in effect.	yes = 3, no = 0	3	3

2A2. School provides notification of pest control policies, methods of application, and requirements for posting and pre-notification to parents and school employees.	yes = 3, no = 0	3	0
2A3. School maintains annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDS in an accessible location.	yes = 3, no = 0	3	0
2A4. School prohibits children from entering pesticide area for at least 8 hours following application, or longer if feasible or if required by the pesticide label.	yes = 3, no = 0	3	3
2A5. Which of the following practices does your school employ to improve ventilation and contaminant control?	yes = 3, no = 0	3	
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).	yes = 3, no = 0	3	3
If yes, which standard is your school using?		1	1
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.	yes = 2, no = 0	2	2
Our school has local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms?	yes = 3, no = 0	3	3
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.	yes = 3, no = 0	3	3
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.	yes = 2, no = 0	2	0
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.	yes = 2, no = 0	2	0
If yes, what percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? _____%	>50% = 2	2	0
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.	yes = 2, no = 0	2	2
There are no wood structures on school grounds that contain chromate copper arsenate.	yes = 2, no = 0	2	2
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.	yes = 2, no = 0	2	0
Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.	yes = 2, no = 0	2	0
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.	yes = 2, no = 0	2	2
Our school's indoor relative humidity is maintained below 60%.	yes = 2, no = 0	2	2

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).	yes = 2, no = 0	2	2
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.	yes = 3, no = 0	3	3
2A6. 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 = 2, no = 0 (no appliances = 2)	2	2
<i>Total of Element 2A</i>		52	33
Element 2B: High standards of nutrition, nutrition education, physical activity, physical education, fitness			
and quantity of quality outdoor time for both students and staff			
2B1. Which practices does your school employ to promote nutrition, physical activity and overall school health?			
School has earned USDA's HealthierUS School Challenge award for school food.	yes = 3, no = 0	3	0
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.	yes = 2, no = 0	2	0
Our school purchases food that is grown and processed within 200 miles of the school (including food grown on school grounds).	yes = 2, no = 0	2	0
If yes, what percentage? _____	>30% = 1	1	0
Our school has an onsite food garden.	yes = 3, no = 0	3	0
Our school garden supplies food for our cafeteria.	yes = 2, no = 0	2	0
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.	yes = 3, no = 0	3	0
Part of our students' annual physical education takes place outdoors.	yes = 3, no = 0	3	0
If yes, what percentage? _____	>30 % = 1	1	0
Our school currently participates in the "Let's Move WV" active schools initiative (providing 15 minutes daily of physical activity in addition to PE and recess).	yes = 3, no = 0	3	0
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).	yes = 3, no = 0	3	0
2B2. Does your school uses a coordinated school health approach (i.e. has an active Local Wellness Committee, works comprehensively in addressing collaboratively all of the following: PE, health services, nutrition services, mental health, school environment, health promotion and family/community involvement) or similar initiative to address overall school health.	yes = 5, no = 0; self-assessed and explained up to 5 points	5	0

2B3. Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)	Gold Distinction = 4 Gold = 3 Silver = 2 Bronze = 1	4	0
2B4. Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)	self-assessed and explained up to 5 points	5	0
2B5. Does the school partner with any community groups to support student health and/or safety?	yes = 3, no = 0	3	0
2B6. Please describe any additional efforts your school has made <u>in terms of the school's built and natural environment</u> (including unique community and/or business partnerships) to promote overall school health and safety.	self-assessed and explained up to 5 points	5	0
<i>Total of Element 2B</i>		48	0
Total of Objective 2 (25%)		100	33
Objective 3: Net zero environmental impact		Max points	WC CTC
Element 3A: Zero greenhouse gas (GHG) emissions			
3A1. Has your school been registered, and received a score, for the EPA ENERGY STAR Portfolio Manager Program?	yes = 5, no = 0	5	5
3A2. Has your school received EPA's ENERGY STAR Building certification?	yes = 5, no = 0	5	5
3A3. Reduction in non-transportation energy use.	> 5% = 5 0-5% = 3 none or n/a = 0	5	5
3A4. Percentage of renewable energy (total onsite and purchased).	> 5% = 5 0-5% = 3 none = 0	5	3
3A5. Percentage of building area built within the last 3 years meeting LEED or other standards:	> 60% = 5 50-59% = 4	5	0
Percentage of total existing building area meeting LEED Existing Building or other standards:	35-49% = 3 20-34% = 2	5	0
3A6. Percentage reduction in GHG emissions.	>20% = 5 15-19% = 4 10-14% = 3 5-9% = 2 3-4% = 1 none = 0	5	2
3A7. Please indicate which green building practices your school is using to ensure your building is energy efficient.			

School has fully implemented the ENERGY STAR Portfolio Manager program.	yes = 3, no = 0	3	3
School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.	yes = 3, no = 0	3	3
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.	yes = 3, no = 0	3	3
School has an energy and water efficient product purchasing and procurement policy in place.	yes = 2, no = 0	2	2
Other (Example: Our school uses LEED green building standards for renovation projects).	yes = 2, no = 0	2	0.3
3A8. Percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel.	>50% = 5 40-49% = 4 30-39% = 3 20-29% = 2 10-19% = 1 < 10% = 0	5	0
<i>Total of Element 3A</i>		53	31.3
Element 3B: Improved water quality, efficiency, and conservation			
3B1. Percentage reduction in water consumption.	>35% = 2 5-34% = 1 < 5% = 0	2	0
3B2. Practices school employs to increase water efficiency and ensure quality.			
Audits for leaks.	quarterly or more frequently = 2 less than quarterly = 1 less than annually = 0	2	0
Appropriateness of grading and irrigation system and schedule	self assessed, max = 3	3	0
All outdoor landscapes are water-efficient or regionally appropriate.	yes = 2, no = 0	2	2
Alternative water sources for irrigation.	yes = 3, no = 0	3	0
No citations within the past 3 years for failure to meet potable standards.	yes = 3, no = 0	3	3
Taps, faucets, and fountains are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.	yes = 3, no = 0	3	3
Program to control lead in drinking water.	yes = 2, no = 0	2	0
3B4. Other ways school is improving water quality, efficiency, conservation.	self assessed, max = 3	3	2.3
<i>Total of Element 3B</i>		23	10.3
Element 3C: Reduced waste production			

3C1. Percentage of waste diverted from landfill or incinerator by reuse, composting, or recycling:	>30% = 3 10-29% = 2 0-9% = 1	3	1
3C2. Which of the following practices does your school employ to reduce waste?			
Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).	yes = 1, no = 0	1	1
Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).	yes = 1, no = 0	1	1
Our school does not sell bottled water.	yes = 2, no = 0	2	0
Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.	yes = 1, no = 0	1	0
Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.	yes = 2, no = 0	2	2
Our school actively involves students and staff in our waste reduction and recycling practices.	yes = 1, no = 0	1	1
3C3. Please describe how students and staff specifically are involved in your school's waste reduction efforts.	self assessed, max = 2	2	1.3
3C4. Percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard?	>25% = 2 10-24% = 1 0-9% = 0	2	2
3C5. Percentage of paper content by cost is totally chlorine free or processed chlorine free:	>25% = 2 10-24% = 1 0-9% = 0	2	
3C6. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?	yes = 1, no = 0	1	2
3C7. Pounds of hazardous waste/student/yr.	<3 = 1, 3 or more = 0	1	1
3C8. How school monitors hazardous waste.	self assessed, max = 2	2	1
3C9. Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste?			
Our school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.	yes = 2, no = 0	2	2
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.	yes = 2, no = 0	2	2
Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).	yes = 2, no = 0	2	0

Our computer purchases are ENERGY STAR or Electronic Product Environmental Assessment Tool (EPEAT) certified products.	yes = 2, no = 0	2	2
3C10. Do your cleaning products, in use, are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?	>50% = 3 30-49% = 2 10-29% = 1 < 10% = 0	3	0
3C12. Describe other indicators of school's reduction of solid waste and elimination of hazardous waste.	self assessed, max = 3	3	1
<i>Total of Element 3C</i>		35	20.3
Element 3D: Use of alternative transportation to, during, and from school			
3D1. Percentage of students walk, bike, bus, or carpool to/from school.	>60% = 3 40-59% = 2 15-39% = 1 < 15% = 0	3	3
3D3. Which of the following policies or programs has your school implemented?			
Our school has designated carpool parking stalls.	yes = 2, no = 0	2	0
Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).	yes = 3, no = 0	3	3
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.	yes = 2, no = 0	2	2
Our school has established "Safe Pedestrian Routes" to school which are distributed to parents and posted in our office.	yes = 2, no = 0	2	0
Our school participates in a "Safe Routes to School" program.	yes = 2, no = 0	2	0
3D4. Do your school buses use alternative fuels?	yes = 3, no = 0	3	3
3D5. Does your fleet management plan utilize route optimization software?	yes = 3, no = 0	3	0
3D6. Describe other ways your school transportation use is efficient and environmentally benign	self assessed, max = 3	3	2.7
<i>Total of Element 3D</i>		23	13.7
Total for Objective 3 (35%)		134	75.6
Total Score		394	186.1