



2012-2013 School Nominee Presentation Form

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 to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

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 has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. 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.
4. 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.
5. 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.
6. 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.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

GreenRibbon

ED-GRS (2012-2013)

U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [] Title I [] Magnet [] Choice

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

Official School Name Summit Hall Elementary School
(As it should appear in the official records)

School Mailing Address 101 W. Deer Park Rd.
(If address is P.O. Box, also include street address.)

Gaithersburg, Maryland 20877
City State Zip

County Montgomery State School Code Number* 150563

Telephone (301) 840-7127 Fax (301) 548-7543

Web site/URL www.montgomeryschoolsmd.org/schools/summithalles/ E-mail Keith_R_Jones@mcpsmd.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Keith R Jones Date 2/5/13
(Principal's Signature)

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

District Name* Montgomery County Public Schools Tel. (301) 279-3383

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

[Signature] Date 2-7-2013
(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 jurisdiction's highest achieving green school efforts in approximately 1000 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

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 to the best of the Authority's knowledge.

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 is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



Name of Nominating Agency

Maryland State Department of Education

Name of Nominating Authority

Dr. Lillian M. Lowery, State Superintendent of Schools
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Lillian M. Lowery
(Nominating Authority's Signature)

Date 2/14/2013

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

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.

Summit Hall Elementary School

101 West Deer Park Road * Gaithersburg, Maryland 20877-1699 * 301-840-7127 301-548-7543 (fax)

<http://web.montgomeryschoolsmd.org/schools/summithalles/>

Keith Jones, Principal



February 11, 2012

A Summary of Achievements:

Summit Hall Elementary is a Title I school with a diverse population of 608 students: more than 77% qualify for free or reduced-price meals and 50% are English language-learners (ELL). The largest sub-group is Hispanic. Since the Maryland School Assessment (MSA) began in 2003, students in Grades 3-5 have regularly met the Annual Measurable Objective (AMO) and did so again in 2012, with a School Performance Index (SPI) above the 1.0 state benchmark.

To support our commitment to improve the world around us, all grades (pre-K/Head Start – Gr. 5) receive specific instruction on environmental issues. From leaf hunts in pre-K to classroom energy audits in Gr. 5, lessons increase students' awareness of important matters affecting our world. What follows is a narrative description of the program that makes our school an example for other school communities around the district, state, and country.

Developmentally appropriate activities allow students to interact with the local environment - hunting for leaves; diagramming the lifecycle of frogs; observing the composting of red wiggler worms; growing and releasing Baltimore Checkerspot; collecting acorns to donate to the Maryland State Nursery; constructing eco-columns from 2-liter soda bottles to simulate polluted environments; and supporting the school's energy reduction and recycling efforts by serving as SERT (School Energy Recycling Team) volunteers, where the team acts as recycling role models for younger students during lunch. Teachers commit to doing "Three Green Things". All classes go outdoors on the school grounds or to Muddy Branch, a Potomac River tributary, at the base of the school property. Younger students investigate the area around the school, and older children enter the stream to investigate with guidance from Audubon staff or staff from MCPS' Outdoor Environmental Education Programs.

Becoming a greener school requires a core group of individuals to lead and encourage. Teachers and administrators enhance environmental understanding through varied professional development activities. From workshops offered by the GreenKids program to the *Teachable Science* course conducted by staff from the Audubon Naturalist Society (ANS), participants become stronger advocates for the environment. ANS leaders model lessons in classrooms and hold workshops for grade level teams. Montgomery County Public Schools' Life Science class and Chesapeake Classrooms' field courses allow teachers to deepen their understanding and integrate their learning into instruction. MCPS Curriculum 2.0 and the Maryland State Department of Education's (MSDE) Environmental Literacy Standards require inclusion of environmental lessons, thus creating the need for more professional development. One outcome of our professional improvement was the school team's presentation at the Maryland Association for Environmental and Outdoor Education (MAEOE) conference and the principal's inclusion in Chesapeake Bay Foundation (CBF) experiences on Smith Island (MD) and Port Isobel near Tangier Island (VA).

Students have a voice in the effort to become a greener school. A Grade 4 student, Gisselle, offered the following observations: "Humans cause harm to the environment when they pollute it. Humans are trying to improve the environment by recycling. In the environment, habitats have been destroyed by cutting down trees." Prior to 2010, the school's SERT effort was run by teachers; now there is a student team. They

voluntarily work at recess on projects like checking classrooms for recycling, energy usage, and dripping faucets. The school's news team gives environmentally-themed reports during morning announcements. The City of Gaithersburg selected Summit Hall to host a tree planting ceremony for Arbor Day; students from Grades 3, 4, and 5 participated in the event with Mayor Sidney Katz.

Cooperation among school staff and central office representatives is characteristic of our efforts. Before long weekends and school vacations, building service staff works with SERT's teacher sponsors for energy "shut-downs". The school's specialists (art, music, physical education, technology, and media) encourage best practices by guiding creation of products promoting recycling, reduced energy use, and water conservation. For example, posters are entered in the system's annual "Watt's Up with Recycling" contest. The school system's SERT office has been a staunch advocate of our efforts and provided instruction, guidance, and modeling for student leaders. Recently, students requested more frequent visits from the SERT staff in order to assume more projects. Our team's recycling efforts are mentioned in SERT newsletters, highlighting their assistance to younger students: modeling disposal of lunch waste, placing recyclables in appropriate containers, and conducting the tasks efficiently. The team's photo will be featured on SERT's website.

Summit Hall benefits from partnerships with local advocacy groups. One example is the butterfly garden in a courtyard that was overgrown. With the cooperation of the ANS, Montgomery County Master Gardeners, and our resident partner, Linkages to Learning (a social service agency of the county's Department of Health and Human Services), students cleared old vegetation, laid newspaper to suppress weed growth, spread soil, and laid out new plants. The completed project provided a perfect venue for Grade 2 students' release of Baltimore Checkerspots raised from larvae. The most recent partnership is with Muddy Branch Alliance, a local watershed group interested in water quality. We will conduct an Invasive Species Removal Day with them. Our schedule will allow students and parents to work together, creating "No Family Left Inside" activity.

Recycling rates steadily improved over the last several years; the recent evaluation by the Division of Solid Waste Services of the Department of Environmental Protection yielded an A, an improvement over the previous B+. In addition to "normal" recycling during the school day, students deposit drink pouches in containers around the school. When enough pouches accumulate, they are sent to TerraCycle for financial credit. In a typical year, we collect approximately 8,000 pouches. We are also rewarded for energy conservation because of the system's cost savings.

We undertake environmental and behavioral changes by reducing reliance on paper, distributing documents electronically, and posting them on our website. When important documents are pending, we inform via the mass notification system. This transition is a step toward greener behavior and conservation. Reusing or repurposing materials is another way to extend our green commitment; the art teacher requests empty cereal boxes or paper towel rolls for specific projects in his classroom. Our building service team works smarter using environmentally-friendly materials, urging students and staff to separate trash and place it in proper containers, and encouraging everyone to use fewer paper towels when drying hands.

It is our sincere belief that through environmental leadership and know-how, coupled with enthusiasm, passion and belief in one another, we can make a difference for our school and the community around us. The selection of Summit Hall as a USDE Green Ribbon School will validate the steps we have taken and will motivate us to continue our journey to even higher levels of success.

Maryland Green Ribbon Schools Application 2013

Response ID: 86 Data

3. Page Three

School Contact Information

School Name

Summit Hall Elementary School

Street Address

101 West Deer Park Road

City

Gaithersburg

State

MD

Zip

20877

School Website URL

<http://www.montgomeryschoolsmd.org/schools/summithalles/>

Principal First Name

Keith

Principal Last Name

Jones

Principal Email Address

Keith_R_Jones@mcpsmd.org

Principal Phone Number

301-840-7127

Lead Applicant First Name (if different from principal)

Hillary

Lead Applicant Last Name (if different from principal)

Kirchman

Lead Applicant Email (if different from principal)

Hillary_H_Kirchman@mcpsmd.org

Lead Applicant Phone Number (if different from principal)

240-314-1090

Level

Elementary (PK - 5 or 6)

School Type

Public

How would you describe your school?

Suburban

What is your school's Free and Reduced Meals (FARMS) percentage?

78%

Public School LEA and School Code (6 digits)

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

150563

6. Page Five

Q CC1: Describe your school's participation in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion, e.g., MAEOE Green School Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools. (Maximum 200 words)

Summit Hall Elementary School (SHES) is a Certified Maryland Green Schools through the Maryland Association of Environmental Outdoor Educators. SHES is active in the Montgomery County Public Schools (MCPS) School Energy and Recycling Team (SERT) program - an environmental stewardship and resource conservation program. SHES has been recognized with awards and earned incentives based on energy and recycling performance through SERT.

Q CC2: List awards and/or grants, and the years in which they were received, your school, staff or student body received for environmental or sustainability stewardship/action. (Maximum 100 words)

Maryland Green School Award (June 2012); grants for a stream study from Audubon Naturalist Society 2012; GreenKids program on a grant 2010-2012 w/Audubon Naturalist leading two environmental lessons/year in each grade; selected to hold an Arbor Day Celebration and Tree Planting Ceremony with Mayor Katz from the City of Gaithersburg 2011; applied for a CBF grant for stream study supplies 2012-2013; school's administrator is part of MCPS cohort of the CBF Principals Environmental Leadership Program and has been selected to mentor other principals from around the state. SERT awards for energy conservation and recycling performance.

Q CC3: Describe how your school promotes environmental and sustainability literacy through the school web site (include URL) and/or social media. (Maximum 200 words)

SHES staff promote efforts to conserve energy and recycle responsibly by sharing data posted on www.greenschoolsfocus.org website and has been featured on the SERT website for best practices in recycling:

<http://www.montgomeryschoolsmd.org/departments/facilities/greenschoolsfocus/pdf/tapnstack09.09.pdf>. Energy use and recycling rate charts are printed from the SERT website and posted on bulletin boards and share with the school community www.greenschoolsfocus.org. SHES website also promotes environmental literacy within their local school community: <http://www.montgomeryschoolsmd.org/schools/summithalles/aboutus/>

8. Page Seven

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

Yes

Please provide the following information:

Initial GHG emissions rate (MT eCO₂/person) : 0.94

Final GHG emissions rate (MT eCO₂/person) : 0.87

Percentage reduction : 7%

Time period measured (mm/yyyy - mm/yyyy) : 07/2002-6/2012

Q 1A2: Describe your school's participation in an energy monitoring and conservation program, e.g., ENERGY STAR

Portfolio Manager. (Maximum 100 words)

The school system has a comprehensive in house program for monitoring consumption in over 200 of its facilities. Individual energy data is collected and shared with schools quarterly through the SERT website: www.greenschoolsfocus.org. Schools that demonstrate significant savings based on percentage of change receive energy rebates based on systemwide savings. Calendar year 2012 will mark the first time that the school will be able to load all 200 facilities into ENERGY STAR'S Portfolio Manager for benchmarking purposes.

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

Yes

Please provide the following information:

Percentage reduction : 21%

Current energy usage (kBTU/student/year) : 7,385

Current energy usage (kBTU/sq. ft./year) : 58.27

Time period measured (mm/yyyy - mm/yyyy) : 07/2002-6/2012

How did you document this reduction (i.e., ENERGY STAR portfolio, district report)? : Internal Databases and Resources.

Uploaded on Energy Star as well for more recent data.

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

On-site renewable energy generation : 0%

Purchased renewable energy : 20%

Type : Wind

Describe your school's participation in USDA Fuels for Schools, DOE Wind for Schools, or other similar federal or state school energy program. (Maximum 100 words)

MCPS is part of one of the largest green power purchasers in the nation after increasing its annual green power purchases to 20% of its electricity requirements. The purchase also qualifies the Buyers Group for EPA's Green Power Leadership Club, a distinction given to organizations that have significantly exceeded EPA's minimum purchase requirements and must purchase ten times the partnership's minimum requirement organization-wide.

In what year was your school constructed?

1970

What is the total building area of your school?

68,059 sqft

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

Yes

Please provide the appropriate information requested below. For new buildings:

Percentage building area that meets green building standards : 5%

Certification and level : N/A

Total constructed area : 3,441 sqft

For renovated buildings:

Percentage of the building that meets green building standards : 0%

Certification and level : N/A

Total renovated area : 0

Q 1A6: Describe any additional practices your school is using to ensure your building is energy efficient. (Maximum 200 words)

MCPS will be installing pulse meters with KYZ outputs in conjunction with one of its LDC's smart meter installation. The KYZ outputs will allow for near real time 15 minute interval metering to help the school isolate inefficient loads. It will also aid the school in reducing its peak capacity on days critical to the grid's performance. The SERT program provides best management practices, classroom activities, and systemwide contests along with an incentivized energy conservation award program that

instills a culture of conservation and promotes environmental stewardship. Energy conservation has been integrated into the elementary curriculum.

9. Page Eight

Q 1B1: 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:

Average baseline water use (gallons/occupant) : 2,827

Current water use (gallons/occupant) : 956

Percentage reduction domestic : N/A

Percentage reduction irrigation : N/A

Time period measured (mm/yyyy - mm/yyyy) : 07/2002-6/2012

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? : Internal Databases and Resources. Uploaded on Energy Star as well for more recent data.

Q 1B2: Describe the practices your school employs to increase water efficiency and reduce the amount of potable water used for irrigation, e.g., system audits, using grey or rainwater, "smart irrigation system." (Maximum 100 words)

Internal systemwide programs monitor water use, conduct water conservation visits, promote conservation, and provide staff and students with best practices. School staff ensure fixtures and systems are in proper working order to avoid waste. Water conservation is integrated into K-3 Curriculum 2.0. Low flow fixtures have been installed in new construction projects, retrofits, and major renovations. SERT staff from the Department of Facilities Management (DFM) conduct water/energy visits to ensure fixtures, mechanical equipment, and electrical appliances, etc. are functioning properly. Any leaks or malfunctioning equipment are reported via an on-line work order system.

Q 1B3: Describe how your school uses water-efficient native plants in landscaping. (Maximum 100 words)

In collaboration with several partners, SHES installed a butterfly garden using all native plants in the unpaved courtyard. Teachers and community volunteers have also planted native plants in the flowerbeds in front of the school.

Q 1B4: Our school's drinking water comes from:

Municipal water source

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

In 2004, MCPS implemented a comprehensive testing program to detect elevated levels of lead in drinking water at schools. At that time, a remediation plan was instituted for those facilities where elevated lead levels were found. Currently, MCPS assesses water quality at locations with potential sources of drinking water not previously included in the program e.g., additions, modernizations, and new construction. Additionally, MCPS continues to institute the Environmental Protection Agency's (EPA) recommendations regarding the routine flushing of all drinking water outlets in order to reduce occupants' exposure to lead in drinking water.

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

Q 1B5: Describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Water conservation is integrated into the elementary curriculum. Facility staff monitor and inspect the school quarterly for any potential leaks or variations in water billing to identify waste/inefficiency. The school system promotes a conservation poster contest that SHES has participated in regularly that includes energy conservation, water conservation and recycling. Students and teachers in Grades 1, 2, and 4 have conducted studies at the stream (Muddy Branch) behind our school to monitor its water quality. To follow up, students went back to the classroom and brainstormed ways they can improve the stream and surrounding area. School-wide events such as invasive removal days and litter clean up days are scheduled as a result of these activities. Students in Grade 3 have collected acorns for the "Growing Native" project. In addition, students created and produced raindrop posters that say "Shut Off The Faucet" and placed them by every sink in the school. We also placed "These Come

From Trees" stickers on all paper towel holders throughout the school. All light switches also have "turn me off" stickers on them.

10. Page Nine

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 2.8 Ton/month

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 1.4 Ton/month

C - Monthly compostable materials volume 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-minimal

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$: 34%

Monthly waste generated per person = $(A/\text{number of students and staff})$: .004 Ton/month

Q 1C2: What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard, and/or totally chlorine free.

We purchase 100% SFI Certified Paper.

Q 1C3: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply.)

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

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

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

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

How much hazardous waste does your school produce (lbs/person/year)? : None - minimal. When hazardous waste is generated, a special pick up is requested.

How is the amount generated calculated? : When a pickup is needed, a hazardous waste manifest sheet is produced and the amounts listed by size of container.

List the types of hazardous waste generated : Fluorescent lamps, biohazard waste (bloodborne pathogens)

How is hazardous waste monitored? : Potential hazardous waste categories are identified, school staff is trained that when hazardous waste is to be disposed that they need to follow appropriate procedure, the procedures ensure that hazardous waste is transferred to a licensed hazardous waste disposal/recycling company. Within the MCPS Bloodborne Pathogens Exposure Control Plan, each school has a biohazard waste container, and sharps container within each school health room. Biohazard waste generated at the school is disposed of in these designated biohazard waste containers. When these containers are full, a licensed biohazard waste disposal company (Biomedical Waste Services, Inc.) is contacted for pick-up of biohazard waste and new biohazard bags, boxes, and/or sharps containers are delivered to replace the filled containers/bags. The amount of biohazard waste is monitored by the disposal company and by the MCPS Safety Director, Systemwide Safety Programs, Department of Facilities Management.

Q 1C5: Does your school use "third party certified" green cleaning products?

Yes

Which green cleaning standard is used?

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? : 90%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : MCPS screens chemicals for use in the school system using standards set forth by the Green Seal Organization. When screening chemicals, MCPS environmental professionals reviews material safety data sheet information and evaluates the chemical based on toxicity, flammability, volatility (VOC content) and reactivity. Depending on the type of product being reviewed, MCPS has referenced Green Seal Standards for adhesives, degreasers, cleaners, floor-care products, and paints. In the selection of low-emitting

products and materials, MCPS also references standards published by the GREENGUARD Environmental Institute.

Q 1C6: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

MCPS, through the science and technology program, has a hazardous waste reduction program that eliminates science chemicals no longer in use. Montgomery County is required to recycle through an Executive Regulation and complies with regulations. The SERT program provides solid waste reduction strategies and data through their website. Lunch time "trash free Tuesdays" are promoted at all schools. In addition, biohazard waste disposal (bloodborne pathogens) is required under OSHA regulation 29 CFR 1910.1030. Hazardous chemicals, defined under OSHA/MOSH regulations, are disposed of on an "as needed" basis when chemicals are no longer in use (paints, cleaning products, art chemical products, etc.).

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2+ students in the car) to/from school? Note if your school does not use school buses.

48% of our students ride the bus. This includes our pre-K and Head Start students, some of whom live outside our school's boundary area.

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

We used the student enrollment information cross-checked with bus stop streets and the boundary area map.

Q 1D2: Describe measures your school takes to encourage students to walk or bike to school, e.g., Safe Routes to School program, Walking School Bus, Bicycle Trains. (Maximum 100 words)

With more than 50% of students walking to school, SHES provides pedestrian and bike safety courses for students.

Q 1D3: Describe how your school transportation policies and programs have reduced the environmental impact of your school, e.g., designated carpool parking, no idling policy, unloading 25 ft. from building air intakes. (Maximum 100 words)

All of our buses are using ultra low sulfur diesel. In addition 94% of all our route buses have either an Exhaust Gas Recirculation (EGR) or a Diesel Particulate Filter (DPF) system installed on them. MCPS is including these systems on any new buses that it purchases. MCPS has purchased hybrid vehicles for its pool fleet for the past eight years. MCPS has a very strict rule about bus idling, our buses are not permitted to idle for more than 5 minutes. Delivery vehicles and maintenance equipment/trucks are prohibited from idling at or near loading dock areas and air intakes.

Q 1D4: Describe how the school grounds are used in ways that are educationally and ecologically beneficial, e.g., school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc. (Maximum 100 Words)

SHES has a butterfly garden that is used for classroom observation of pollinators and identifying local food chains.

Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing environmental impact, focusing on innovative or unique practices and partnerships. (Maximum 200 words)

SHES is considered a leading elementary school in the SERT program. This school is used as a model in their area for lunchtime recycling practices. Staff are encouraged to visit SHES during lunch time to learn about successful recycling practices. Through the active recycling at SHES the school has increased their recycling rates and reduced their solid waste disposal resulting in a lower environmental impact. SHES was an early adapter in new and innovative strategies in conservation based initiatives and has been featured in systemwide communications as a leader in their conservation based practices. SHES staff and students consistently request SERT staff to present and train staff and students in conservation based lessons/activities. The green team consistently requests resources to learn about the recycling cycle and energy use including utilizing energy analysis tools, recycling manipulatives, and books and videos that support learning about sustainable living.

12. Page Eleven

Q 2A1: Briefly describe practices your school employs to minimize exposure to hazardous contaminants.

Tobacco use : MCPS prohibits smoking in schools and on school property. No smoking policy includes "no smoking" in MCPS/county vehicles also.

Mercury and mercury containing compounds : The school has eliminated mercury and mercury-containing compounds for

instructional use, in accordance with Maryland State Department of Education (MSDE) regulations. MCPS has eliminated mercury-containing thermometers, chemical compounds, art chemicals, and elemental mercury.

Carbon monoxide from fuel-burning appliances : The only stationary appliance that burns fuel and produce carbon monoxide is the emergency power generator. This generator only runs during power outages and for short periods of time for duty cycling. It is strategically located outside the building with the cooling equipment adjacent to the mechanical room and loading dock. There is also a no idling policy for vehicles including buses, delivery vehicles, and maintenance vehicles as described in the response to Question 1D3.

Radon gas : Following EPA guidelines, MCPS has a comprehensive radon testing program in which each occupied classroom/space in direct contact with the ground is tested for radon.

Chromate copper arsenate in wood structures : No

Pesticides : Yes. The Integrated Pest Management (IPM) program uses regular inspections to prevent pest damage. IPM staff identifies and correct conditions that encourage pests by reducing food, water and shelter for pests, and by eliminating unnecessary pesticide applications. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment.

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (Maximum 100 words)

MCPS uses the standard minimum outdoor ventilation rates set forth in ASHRAE Standard 62.1 as guidance in conducting IAQ evaluations, improving existing spaces and maintaining good indoor environmental conditions. A written hazard communication (Right-to-Know) program in accordance with OSHA/MOSH safety and health regulations is followed. This program has lists of hazardous chemicals (CILs) for each school, MSDSs for each chemical product used and/or stored in each school, proper disposal and clean up procedures, proper storage of chemicals, proper personal protective equipment to be used, contact names for emergencies, and questions regarding each chemical product, and other safety information.

Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (Maximum 100 words)

MCPS follows many of the action steps outlined in NAEPP's Asthma Friendly Schools Guidelines including reducing asthma triggers through proactive preventive maintenance activities; Integrative Pest Management (IPM) program; established Indoor Air Quality Department that responds to on-line IAQ complaint forms; screening process to review chemicals and building materials; written 'IAQ in Construction Guidelines' to prevent exposure to dust; dedicated funding for carpet-to-vinyl floor tile replacement program; enforcing No-Smoking Policy on school property; trained nursing staff on site for each school facility.

Describe actions your school takes to remove mold and moldy materials that arise from leaks, condensation, and excess humidity. (Maximum 100 words)

MCPS follows EPA guidelines in removing mold and moldy materials arising from various sources of moisture. When indoor visible mold is discovered, professionally-trained personnel use the appropriate personal protective equipment and containment methods to remove the mold in a safe manner. After the mold has been removed and the area disinfected, the source of the moisture is eliminated.

Describe exhaust systems to remove airborne contaminants. (Maximum 100 words)

Through the energy management system the building's exhaust system turns on when any of the control zones goes into the occupied mode and remains on until all zones are unoccupied.

Describe your school's practices for inspecting and maintaining the building's ventilation system to ensure it is clean and operating properly. (Maximum 100 words)

Through the energy management system fans and damper operation for major air handling systems are monitored and failures cause alarms.

Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with local or state codes, or national ventilation standards. (Maximum 100 words)

Through the energy management system outdoor air intake dampers are open during building occupied modes; closed during unoccupied modes. Dampers are opened to positions correlating to minimum outdoor air requirements via both existing pneumatic controls and newly installed direct digital controls.

Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic comprehensive inspections of the school facility to identify environmental

health and safety issues and take corrective action. (Maximum 200 words)

In 2001, MCPS received EPA's IAQ Schools for Tools Award for their comprehensive and proactive indoor air quality management program. The central focus of this program is the development and implementation of school-specific Building Maintenance Plans (BMP). Similar to an 'Owners' Manual' for the building's HVAC systems, the BMP for SHES has been in place and used by school-based staff since 2004. Integrated into the BMP program are periodic HVAC inspections and preventive maintenance routines building staff carry out as part of the overall implementation process. School safety issues are addressed by the Systemwide Safety Programs Unit, Department of Facilities Management, through site visits, providing safety guidance and direction to principals, and other school staff, providing recommendations and direction to eliminate safety hazards and/or take corrective action to abate safety hazards.

13. Page Twelve

Q2B1: Describe how your school promotes healthy nutrition among students and staff. Include participation in programs such as the USDA HealthierUS School Challenge, Farm To School, Edible School Yard, or similar programs. (Maximum 200 words)

SHES is a USDA Bronze and Silver Level Healthier US School Challenge Award and Team Nutrition School. Nutrition education is done in homerooms, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. Instruction has been supplemented with the Salad Science program in grades 1 - 3, healthy eating presentations from officers of the US Public Health Service in grades 2 - 3, nutrition research projects in grade 2, and trips to the Montgomery County Agricultural Farm Park in grade 4. Additional fruits and vegetables have been added to the menu, 75% of grains are whole grain, milk is fat-free or 1% low fat, removal of trans-fat and saturated fat is less than 10% of calories, and low sodium. Students are required to select a fruit or vegetable with each lunch. MCPS also promotes locally grown fruits/vegetables. Apples, melons, celery, green beans, and zucchini are some of the MD agricultural products served. Students learn about where their food comes from, how it's produced and the benefits of a healthy diet. The district has a wellness specialist who works with students to help make the connection between food items, their origin, and their benefit.

Q2B2: Describe the types of outdoor exercise opportunities and nature-based recreation for students. Include how frequently students participate in programs such as Presidential Youth Fitness (FitnessGram), The First Lady's Let's Move, EPA's Sunwise Program, etc. (Maximum 200 words)

SHES participates in the Fuel Up to Play 60 program that focuses on reducing childhood obesity. Students have 30 minutes of outdoor recess daily (weather permitting) and are involved with sweeps of the school grounds to ensure that trash and recyclables are put in the proper receptacles. Physical Education classes occur once a week for 30+ minutes based on the grade level of the students. When the weather allows at recess, groups of students with adult supervision also check on conditions down at the stream (the Muddy Branch) at the base of our property. On November 21st, the school held its inaugural Turkey Trot, a fun run designed to have students run/walk a mile in order to pledge to live a healthy lifestyle. Mrs. Brooke Hoy and the 3rd grade team were the sponsors of the event, and all students participated. The school principal also ran and walked as a model for the students. Curriculum 2.0 also provides instructional opportunities in health and physical education focusing on exercise physiology, biomechanical principles, social psychological principles, motor learning principles, physical activity, and skillfulness.

Q2B3: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

Not at this time.

Q2B4: 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)

As a result of our participation with Green Kids/Audubon Naturalist Society, model lessons were conducted in classrooms to build the capacity of the classroom teachers to continue these lessons in future years. Partners helped us create a Butterfly Garden, conducted Invasive Species Removal Days, and led Stream Studies. The Montgomery County Master Gardeners also helped with the Butterfly Garden. The Agricultural Farm Park, staffed by University of Maryland extension agents and Montgomery County scientists, offers an environmental/nutrition based field trip that Grade 4 has attended for over 8 years. The City of Gaithersburg selected SHES for a tree planting and Arbor Day celebration site in 2011. The city also provided bus transportation in June 2012 to enable a group of 20 students to the Green School Award Ceremony and environmental expo.

15. Page Fourteen

Q3A1: Describe how environmental and sustainability literacy concepts are integrated within multiple disciplines and grade levels. (Maximum 200 words)

Our school system has a PK-12 environmental literacy curriculum in which the eight standards set by the Maryland State Department of Education Environmental Education Curriculum are taught through integration in a variety of subjects. All of the EE standards are addressed in science and social studies lessons, in spiral fashion, as students advance in knowledge and skill level. In order to graduate, students must successfully complete high school level courses that include mastery of all eight environmental education standards. The foundation for these advanced level courses is set through the elementary and middle school environmental education curriculum. The Elementary Integrated Curriculum has integrated sustainability education into the elementary curriculum with supporting classroom resources engaging students in lighting use, water conservation, and recycling. The integration in multiple subjects develops critical and creating thinking skills preparing our students for their future. Blending sustainability/conservation with core content areas ensures students will receive robust, engaging instruction across all subjects in the early grades. Upper grade teachers at SHES run the student SERT club and with the students create green-themed bulletin boards and posters around the school.

Q3A2: Describe how environmental and sustainability concepts are integrated into classroom-based and/or schoolwide assessments. (Maximum 200 words)

The MCPS Curriculum 2.0 integrates environmental and sustainability concepts throughout the grade levels and these include inquiry projects and opportunities to create action projects. In order to successfully complete these projects, students require a strong understanding of the content area through the development of background knowledge. This understanding is assessed in a variety of ways, which include but are not limited to exit cards; writing to explain; drawing diagrams; oral presentations, etc. This ongoing emphasis on and assessment of these concepts prepares SHES's students well for the cumulative statewide 5th grade science exam, which is heavily weighted toward environmental science. In 2011, MCPS received funds by the U.S. Department of Education to develop and pilot-test the nation's first integrated elementary curriculum, called Curriculum 2.0. This integrated curriculum moves teaching and learning away from mastery of facts to the development of creative and critical thinking skills.

Q3A3: Describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers and administrators who participated in these opportunities over the past 2 years. (Maximum 200 words)

MCPS OCIP offers numerous professional development opportunities in environmental and sustainability standards tied to curriculum through a webinar series available on the MCPS online curriculum website. SHES has a goal of building the capacity of all staff to integrate the outdoors as a classroom for learning; as a result, 100% of staff has participated in some form of environmental PD. SHES hosted a Teachable Science class run by Audubon Society at school site; seven staff participated. Several teachers have taken environmental education courses from MCPS Outdoor Environmental Education Programs (Introduction to Bay Ecology and Day Program Environmental Field Investigations). SHES principal attended several Bay experiences organized by MCPS OEEP and Chesapeake Bay Foundation (CBF), and is a mentor for other principals. Whole staff trainings have been conducted by the GreenKids program, which included lessons modeled in classroom teachers' rooms. The principal and one staff member presented on the integration of environmental literacy at professional conference of MAEOE in 2011 in conjunction with staff from SHES. Two teachers recently completed a Life/Environmental science class (SC-43) from MCPS PDO in 2011. SERT staff have also conducted training for staff/students at school site in energy conservation and recycling best practices.

Q3A4: If your school serves grades 9-12, please provide the following information:

Q3B1: Describe how your school uses the environment as a context for exploring and addressing STEM topics that require students to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations, and engage in argument from evidence. (Maximum 200 words)

The MCPS elementary curriculum is built around developing students' critical and creative thinking skills, as well as essential academic success skills, which include the science practices as outlined in the Framework for K-12 Science Education. MCPS employs an integrated curriculum model, with common threads shared among all subject areas. In the integrated curriculum, students learn critical and creative thinking skills and develop academic success skills while they are learning. With a stream

nearby, students are able to conduct stream studies at various grade levels. Grade 1 students participated in the decomposer STEM project - from MCPS Curriculum 2.0. SHES has a STEM professional learning team that meets on a monthly basis to develop opportunities for students to experience STEM learning.

Q3B2: Describe how your school curriculum makes connections to college and career readiness, and/or provides students with opportunities to learn about careers in fields related to the environment and sustainability. (Maximum 200 words)

The nature of the elementary integrated curriculum lends itself to highlighting careers in fields related to the environment and sustainability. For example, in second grade as students explore fossils, they are introduced to a possible future career in paleontology. Additionally, the thinking and academic skills framework applied to the elementary curriculum builds in college and career readiness skills such as fluency, collaboration, analysis, communication, metacognition, originality. The school conducts an annual Career Day that includes participation by scientists from nearby institutions like NIST.

Q3C1: Describe how students conduct age-appropriate civic/community engagement projects integrating environmental and sustainability topics. (Maximum 200 words)

SHES organizes days for litter clean-up, invasive species removal, Earth Day celebrations and observances, mini- Earth Hours, and beautification projects for the courtyard (butterfly garden) and the flower beds in front of the school.

Q3C2: Describe students' meaningful outdoor learning experiences that engage students in critical thinking, problem solving, and decision making at every grade level. (Maximum 200 words)

All outdoor learning experiences are curriculum based, and begin with a pre-trip lesson discussing the objectives for the experience, and conclude with a learning reflection and action steps. Outdoor experiences that SHES students are involved in include: stream study, litter clean up days, invasive species removal days, mini Earth Hours, butterfly garden planting and observation, collecting seeds for Growing Native, field trips - national aquarium, Smith Center/Kingsley site (MCPS Outdoor Environmental Education Programs), Agricultural Farm Park, MC Recycling Center, Nature walks, composting experiments, Brookside Gardens field trips, homemade green cleaners, caterpillar presentation, MCPS and Audubon poster contests, and Audubon field trips.

Q3C3: Describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school and the greater community toward excellence in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Partnerships continue to enhance the student learning experience at SHES, especially in regard to environmental literacy. Green Kids/Audubon Naturalist Society has modeled lessons in classrooms, helped to build a Butterfly Garden, and assisted with Invasive Species Removal Days and Stream Studies. Master Gardeners also helped with the development and implementation of the SHES Butterfly Garden. Extension scientists at the Agricultural Farm Park continue to offer an environmental/nutrition based field trip that the Grade 4 students have attended for over 8 years. The City of Gaithersburg has been a great supporter: they selected SHES for a tree planting site and arbor day celebration site in 2011, and provided SHES with a bus in 2012 to take twenty students to the Green School Award Ceremony and environmental expo.

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

SHES is working to integrate environmental literacy into the culture of the school: the Maryland Green School Award is evidence that we are on our way. The student led SERT Club has taken upon itself to promote recycling at lunch every day. MCPS SERT staff come to our lunches for assemblies regularly. SERT staff have also presented a school wide, inquiry-based, "Energy Chain Assembly" where students act out the steps of creating energy and learn about the benefits of renewable energy. SHES will be focusing on incorporating STEM with ongoing outdoor activities. The MCPS Outdoor Environmental Education Programs gives Title One schools preferential registration for its programs, and every year we send over 200 students to experience outdoor environmental experiences. At SHES, we are already collecting artifacts for our Green School Recertification which is years away!

18. Thank You!

Email Confirmation

Dec 17, 2012 16:55:52 Success: Email Sent to: Keith_R_Jones@mcpsmd.org

Response Location

Country:	United States
Region:	MD
City:	Germantown
Postal Code:	20874
Long & Lat:	Lat: 39.169399, Long:-77.263

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Maryland Green Ribbon Schools Scoring Tool 2013

Directions: Insert points awarded into the cell next to each scorable question. Some questions are not scored (N/S). Numbers in brackets, if present, are for high schools only. Scores for each Element are calculated automatically and transferred to the "score" sheet.

School Name	Summit Hall Elementary School	Points Awarded	Points Possible	Reviewer Notes
Cross-Cutting Question			10	
QCC1	Participating in other "green school" program, e.g., MAEOE Green Schools, Eco-Schools Certification, recertification, recognition	1	1	MAEOE green school, SERT
QCC2	Received awards and/or grants	1	1	energy & recycling awards
	Award and/or grant name(s) and year(s) received	3	3	Md Green School, 2012; Audubon Grant 2012; GreenKids program 2010-12
QCC3	Promotion of environmental literacy through school URL and/or social media	3	3	greenschoolfocus.org; SERT website; SHES website
Subscore Cross-cutting		10	/10	
Pillar 1: Environmental Impact and Energy Efficiency			30	
Element 1A: Reduced greenhouse gas (GHG) emissions (15)				
1A1	Demonstrate a reduction in Greenhouse Gas emissions		N/S	YES
	% reduction	1	1	7% reduction
	documentation (e.g., Campus Carbon Calculator)	1	1	calculation
1A2	Energy monitoring and conservation program, e.g., Energy Star Portfolio Mgr.	2	2	County wide monitoring on SERT website
1A3	school reduced total non-transportation energy use	1	1	YES
	percentage reduction		N/S	21%
	documentation	1	1	Internal Database & Resources

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1A4	on-site renewable energy generation	0	2		
	purchased renewable energy	1	1	20% wind power	
	school construction date		N/S		1970
	total school building area		N/S	68,059 gsf	
	Fuels for schools, Wind for Schools participation		2	Fuels for Schools	
1A5	constructed or renovated in past 10 years		N/S	yes	
	LEED, or other, in past three years	0	1		
	level of certification received (more pts for higher level)	0	2		
1A6	<i>Additional practices used to ensure building is energy efficient</i>	0.5	1	SERT program promotes culture of energy conservation	
	Subscore 1A	7.5	/15		

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

1B1	demonstrate reduction in total water consumption from baseline	0.5	1	Yes	
	% reduction domestic		N/S	N/A	
	% reduction irrigation		N/S	N/A	
	time period		N/S	7/2002-6/2012	
	documentation (Energy Star Portfolio Mgr., district reports, etc.)	0.5	1	Internal Databases/Energy Star	
1B2	Practices to increase water efficiency: audits, grey water, smart irrigation system	1	2	system wide practices=school practices/	
1B3	Water efficient native plants used in landscaping	2	2	butterfly garden	
1B4	Source of drinking water		N/S	municipal	
	description of program in place to control lead in drinking water	1	1	comprehensive testing, flushing	
	description of how water source is protected from contaminants	0	1	no answer	

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1B5	Additional progress toward improving water quality, efficiency, and conservation	1	1	various activities for dif grade levels	
		6	/5	Note: It is acceptable for the sum total of individual scores to exceed the "points possible"	
Subscore 1B					
Element 1C: Reduced waste production (5)					
1C1	Percent waste diverted from landfill or incineration due to recycling	0.5	1		34%
1C2	Percent classroom/office paper content by cost is post-consumer material, from sustainable forests, and/or chlorine free	1	1		100%
1C3	Benchmarks for managing hazardous waste		N/S	strictly enforced hazardous waste policy, all electronics are EPEAT and if disposed is through an approved recycling facility	
1C4	Amount of hazardous waste produced per year (lbs/person)		N/S	minimal	
	How amount is calculated		N/S	waste manifest sheet is generated	
	Types of hazardous waste generated		N/S	fluorescent lamps, biohazard	
	How hazardous waste is monitored	1	1	categories identified; staff are well trained; specific containers are used and emptied when full by licensed disposal company	
1C5	School uses "third party certified" green cleaning products		N/S	Yes	
	% by volume third party certified	1	1		90%
	Specific green cleaning product standard used (Green Seal, Ecologo, etc.)	0.5	0.5	Green Seal	

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1C6	Other indicators of school's reduction of solid waste and elimination of hazardous waste	1	1	SERT program; Trash Free Tuesdays
	Subscore 1C	5	/5	NOTE: it is acceptable for the sum total of individual scores to exceed
Element 1D: Use of alternative transportation to, during, and from school (5)				
1D1	Percent of students who walk, bike, bus, or carpool		N/S	48% ride bus
	Method for calculating data	1	1	student enrollment; boundary area map and bus stops collated
1D2	Describe measures to encourage students to walk or bike to school, e.g., safe pedestrian routes, "walking school buses," "bicycle trains"	0.5	1	pedestrian and bike safety courses are provided; more than 50% walk...??? Vs. 48 % who ride - none driven by parent???
		0.75	1	ultra low sulphur diesel; 94% of routes have EGR or DPF systems - recirc/filtration systems; no idling for more than 5 mins.; no idling for delivery trucks; hybrid vehicles in fleet
1D3	<i>Transportation policies implemented:</i> Designated carpool parking areas No idling policy that applies to all vehicles Vehicle unloading areas are at least 25' from air intakes Other			applies only to delivery trucks
1D4	Describe how school grounds are used in ways that are educationally and/or ecologically beneficial, e.g., vegetable garden, outdoor classroom, rain garden	1	1	butterfly garden
1D5	Describe other accomplishments or progress made toward reducing environmental impact or improving energy efficiency		1	leading SERT model school for lunchtime recycling; leader in conservation techniques;

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Subscore 1D

3.25 /5

Total Pillar 1

21.75 /30

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Pillar 2: Healthy School Environments

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

		Points Aw	Points Pos	Reviewer Notes
			30	
2A1	<i>Descriptions of practices to minimize exposure to contaminants:</i>			
	mercury and mercury compounds	1	1	prohibits smoking on campus and in vehicles; eliminated
	carbon monoxide	1	1	only fuel burning appliance is emerg. Generator - locate outside the building
	radon gas	1	1	comprehensive testing program
	copper chromate arsenate in wood structures	1	1	none
	pesticides	1	1	Integrated Pest management; regular inspections
2A2	<i>Improve contaminant control and ventilation:</i>			
	Chemical management program description, e.g., purchasing, storage, labeling, training, etc.	1	1	min. outdoor ventilation rates met; Right to Know program tracking chemicals
	Asthma management program description that meets NAEPP Asthma Friendly Schools guidelines	2	2	reducing asthma triggers; proactive preventative measure; indoor air quality measures; trained nurse on site
	Mold, moisture, and water leakage control description	1	1	use EPA guidelines; after cleaning source of moisture is eliminated
	Exhaust system removal of contaminants	1	1	exhaust system is on when occupied
	Ventilation system inspection	1	1	energy management system monitors fans and dampers

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Adherence to local or state codes or national standards	1	1	energy management system monitors fans and dampers
Other efforts to protect indoor environmental quality		3	Schools for Tools award program;

Subscore 2A

12 /15

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

		5	USDA Bronze & Silver Level Healthier US School Challenge Award and Team Nutrition School; MyPlate program and SaladScience program in grades 1-3; grade 4 trip to Agricultural Farm Park; add'l fruits and vegetables added to menu; students are required to select a fruit or veg with each lunch; MCPS promotes locally grown F& V
2B1	Practices employed to promote nutrition, e.g., HealthyUS Schools, Farm to School, Edible School Yard	5	
2B2	Describe outdoor exercise opportunities and nature-based recreat	5	Students participate in Fuel Up to Plan 60 program; 30 mins of outdoor recess daily; involved with sweeps of school grounds for trash and recyclables;inagural Turkey Trot;
2B3	Percent of food purchased is certified as "environmentally preferable," e.g., organic, FairTrade, etc.	0	2 none

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2B3

Describe additional progress made in terms of the school's built and natural environment including business or community partnerships to promote overall health and safety

3 Green Kids/Audubon Society introduced model lessons into the classrooms; conducted Invasive Species Removal days and led Stream Studies; school was selected for a tree planting/Arbor Day celebration in 2011

3

Subscore 2B

13 /15

Total Pillar 2

25 /30

Maryland Green Ribbon Schools Scoring Tool 2013

Directions: Insert points awarded into the cell next to each scorable question. Some questions are not scored (N/S). Numbers in brackets, if present, are for high schools only. Scores for each Element are calculated

		Points Aw	Points Possi	Reviewer Notes
Pillar 3: Environmental and Sustainability Education			30	
Element 3A: Interdisciplinary Learning (15)				
3A1	Describe how environmental and/or sustainability literacy concepts are integrated within multiple disciplines and grade levels	3	5	Env. Literacy curriculum is PK-12;multiple subjects integrated to engage students in lighting use, water conservation and recycling
3A2	Describe how environmental and/or sustainability literacy concepts are integrated in classroom and school-wide assessments	3	5	Says they are integrated but no specifics are given; (Piloted Curriculum 2.0)
3A3	Describe professional development opportunities provided for teachers and administrators	5	5	School hosted a Teachable Science class (by Audubon Society); several teachers taken MCPS outdoor Env. courses; GreenKids program whole staff training;
3A4	<i>For high schools only:</i> Percentage of 2012 graduates who completed AP Environmental Science	0	[1]	
	Percentage of students scoring 3 or better on the APES exam	0	[1]	
Subscore 3A		11	/15	
Element 3B: Use of the environment to develop STEM knowledge (5)				

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3B1	Describe how your school uses the environment as a context for exploring and addressing STEM topics	2	3	stream nearby to conduct studies at various grades; has a STEM professional learning team - meets monthly
3B2	Describe how school curriculum makes connections to college and career readiness and/or careers in fields related to the environment	1	2	curriculum builds in CCR skills - fluency, collaboration, analysis, metacognition, originality
Subscore 3B		3	/5	

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

3C1	Students conduct age-appropriate community engagement projects	2	2	litter clean-up days; invasive species removal; Earth Day celebrations; Earth hours; beautification projects
3C2	Students have meaningful outdoor learning experiences at all grade levels	3	3	Outdoor learning experiences are started with a pre-trip lesson discussing objectives for experience; concludes with a reflection and action steps
3C3	Describe community partnerships, e.g., academic, business, government, informal science	3	3	partnerships with Green Kids/Audubon Society; Master Gardeners; Extension Scientists from Agric Farm Park
3C4	Describe other methods of measurement used to ensure students are environmentally and sustainably literate	2	2	Student led SERT club has recycling every day; SERT staff assembly for creating energy and benefits of renewable energy
Subscore 3C		10	/10	

Total Pillar 3

24 /30

Category	Score
Crosscutting	10
Pillar 1	21.75
Pillar 2	25
Pillar 3	24
Total Score	80.75
Laura	91.5
Gary	86
Kim	92
Average	87.5625