

2012-2013 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. *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.



U.S. Department of Education Green Ribbon Schools 2013

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

Name of Principal : **Mr. Jeremy McDevitt**

Official School Name : **Kenston High School**

School

Mailing Address: **9500 Bainbridge Road, Chagrin Falls, Ohio, 44023**

County : **Geauga**

State School Code Number* **018770**

Telephone **(440)543-9821**

Fax **(440)543-9021**

Web site/URL : www.kenston.k12.oh.us/khs/index.php

E-mail: jeremy.mcdevitt@kenstonlocal.org

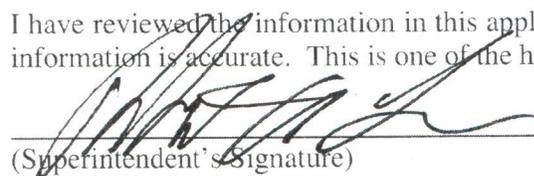
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

 _____ Date 1/15/13
(Principal's Signature)

Name of Superintendent: **Dr. Robert A. Lee**

District Name: **Kenston Local Schools** Telephone: **(440)543-9677**

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.

 _____ Date 1/16/13
(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 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.

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.

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

Ohio Department of Education

Name of Nominating Authority

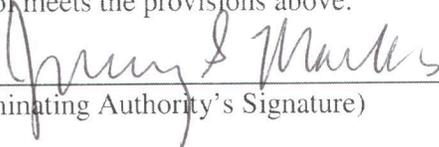
Mr. Jeremy Marks

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

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

GreenRibbon Schools

school meets the provisions above.


(Nominating Authority's Signature)

Date 2/5/2013

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.

Kenston High School – Summary of Achievements

Kenston High School is proud to be a leader in the area of green initiatives. Over the past five years, the Kenston School District has dedicated a tremendous amount of time and resources to develop a comprehensive plan to greatly reduce our environmental impact and raise the level of awareness in all of our students, staff, and community. Kenston High School is honored to be selected by the state of Ohio and is well deserving of national recognition as a high performing green school.

Our district has taken major steps to reduce GHG emissions through an Energy Improvement Plan. We have converted all light switches to a standard toggle switch from a keyed switch to allow all staff and students to turn off lights when not in use. We have recently participated in a lighting retro-fit project by converting all gymnasium lights, cafeteria lights, hallway lights, and the lights in our library. This retro-fit results in a savings of approximately 30,456 watts. In addition, we estimate that we will see a reduction of around 2.2 million pounds of CO₂ gas following the summer 2012 installation of a Aeronautica 54-750 Wind Turbine. The 750 kW turbine produces approximately 1.3 million Kilowatt Hours per year which is estimated to be about 70% of the high school's annual energy consumption. The 2012 installation of a solar thermal booster system that produces 79,200 BTU is currently operating to heat our water and further reduce our emissions. Both the wind turbine project and the solar project are providing real-time data that is utilized by our students and included in our science curriculum. The addition of an Alternative Energies course in 2010 and next year's addition of AP Environmental Science will further enhance our students' environmental awareness.

To improve our water use efficiency and conservation the high school has installed low-flow fixtures throughout the building. We also installed an artificial playing surface in our stadium to eliminate the need to irrigate. At this time we only have one area of our campus with an irrigation system installed and that system is controlled manually to omit unnecessary use of water. It is estimated that we have reduced our irrigation water use by over 500,000 gallons per year. We encourage our students to use reusable water containers and discuss water conservation throughout our high school science curriculum. Furthermore, we added to our students' conservation awareness by participating in the "Schools for Water" initiative through the Blue Planet Network. Working with Katy Spatz, we adopted a school in Kenya and raised money to provide them with clean drinking water.

With the help of our community, Kenston High School recently finished construction on the first phase of Kenston Trails. When completed in the spring of 2013, the nature path located on our campus will be over one mile long and used by science classes, health classes, athletic teams, community members, and many others. The trail was specifically designed to have a long lifespan with little maintenance and reduced erosion. The trail consists of "green" geo-fabric, crushed stone and trail mix. Our 90 acre campus also contains a rain garden, multiple outdoor classrooms, and an outdoor amphitheater.

Our transportation department has been designated as a Three-Star Ohio Green Fleet by Clean Fuels Ohio. This award is given to departments that have taken the necessary steps to improve a fleet's overall efficiency and made thorough reductions in vehicle emissions and petroleum use. Kenston is also the first Ohio school to operate a Hybrid School Bus. Each bus in operation is equipped with Webasto heaters, greatly reducing the amount of fuel and electricity used.

Approximately 15 yards of recyclable material is taken from our high school on a weekly basis. Our students have implemented a reduce and recycle program that continues to grow each year. We currently recycle paper, plastic, glass, and aluminum. We have recycling receptacles located in our classrooms, the cafeteria, our stadium, and other common areas of the building. Students use video announcements to encourage participation in our recycling program. Through their work and the work of our staff we have increased the amount of material being recycled by 1.6 tons since 2009. All of our electronics are disposed of with E-Scraps, a certified electronics recycler who guarantees proper disposal and recycling of materials. The recycling program is run by Envirothon, a service organization made up of students who are interested in improving our environment. Along with recycling, this organization participates in competitions, beach clean-ups, environmental awareness education for elementary students, as well as other projects around our school campus. The group's advisor, Mrs. Pamela Zeigler, was recognized by the Geauga Soil and Water Conservation District as their Conservation Teacher of the Year in 2010.

In the area of Health and Wellness, Kenston High School is a three time recipient of the Buckeye Best Healthy Schools Gold Award. Our district was also a 2010 recipient of the Carol M. White Physical Education Grant. A significant portion of the monies received through this grant have been used to purchase age-appropriate

fitness equipment for all students K-12. We were also the first school in our area to host a community fun and fitness day which we call "Play Blue in Motion". This free event brought in over 1200 people from our community and attracted over 80 sponsors. The day was full of fitness demonstrations, nutritional workshops, fitness assessments, cooking demonstrations, and much more. We are currently organizing our second event for this coming spring and plan to continue on an annual basis.

This is only a "snapshot" of what Kenston High School is doing to promote an environmentally friendly learning environment. Our entire learning community is passionate about the environment and we believe that our work is well deserving of the U.S. Department of Education's Green Ribbon School designation.

Green Ribbon Schools Ohio Application Fall 2012

Response ID: 68 Data

3. Page Three

School Contact Information

School Name

Kenston High School

Street Address

9500 Bainbridge Road

City

Chagrin Falls

State

Ohio

Zip

44024

School Website

www.kenstonlocal.org

Principal First Name

Jeremy

Principal Last Name

McDevitt

Principal Email Address

jeremy.mcdevitt@kenstonlocal.org

Principal Phone Number

440-543-9821

Lead Applicant First Name (if different from principal)

same

Lead Applicant Last Name (if different from principal)

same

Lead Applicant Email

same

Lead Applicant Phone Number

same

Level

High (9 or 10 - 12)

School Type

How would you describe your school?

Suburban

District and Code

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

No

5. Page Five

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

0

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

Are there any energy saving programs in place (such as student led programs)? : Kenston Schools has a plan in place that requires all staff members to turn off all electronics when not in use. These include classroom computers and projectors. In addition, the district prohibits staff from keeping personal appliance items in their classrooms such as coffee makers, mini-refridgerators, microwaves, etc. unless necessary for instructional purposes. We also have converted all light switches to a standard toggle switch so that staff and students can turn off lights in areas that are not in use. Previously all switches required a key to gain access. The district also participated in a lighting retro-fit project this past year which resulted in a savings of approximately 30,456 watts. In all gymnasiums, a total of 69 fixtures at 400 watts were converted to 32 watt 6 bulb high bay fluorescent fixtures. The cafeteria, library, and hallways of the high school had a total of 88 fixtures at 250 watts each converted to 67 watt fluorescent bulbs.

Percentage reduction % : 0

Measurement unit used (kBtu/Square foot or kBtu/student) : 0

Time period measured : 0

What documents can you provide to document this reduction? : 0

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

On-site renewable energy generation: % : 75

Purchased renewable energy: % : 0

4. BUILDINGS

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

What percentage? : No

What is the total constructed area? : No

What is the total renovated area? : No

Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)? : No

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

What percentage? % : 0

What is the total building area? : 0

Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)? : 0

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

Time period? : We are beginning documentation this year.

Explain any offsets used? : It is estimated that we will see a reduction of approximately 2.2 million pounds of CO2 gas following our summer 2012 installation of the Kilowatts for Education project. Kenston recently installed a Aeronautica 54-750 Wind Turbine. The 750 kW turbine is mounted on a tower that stands 65 meters and has blades that measure 26 meters. The turbine produces approximately 1.3 million Kilowatt Hours per year or around 70% of the high school's annual energy consumption. This amount is enough to power 241 energy efficient Ohio homes. We also installed a solar photovoltaic in our district with a fixed array size of 2,160 sq. ft. consisting of 126 panels. The system also contains a dual axis tracker array size of 103 sq. ft. consisting of 6 panels. The high school installed a solar thermal booster system to produce 79,200 BTU to heat our water.

Current Total GHG Emissions (MtCO2e)? : No documentation

Baseline Total GHG Emissions (MtCO2e)? : No documentation

Change from Baseline: GHG Emissions (MtCO2e)? : No documentation

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

No

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

No

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

No purchases made.

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

Yes

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

In addition to the tremendous reduction we anticipate with the wind turbine and solar array, the high school has installed low-flow fixtures throughout the building, retro-fitted lights and reduced the overall wattage by 30,456 watts, developed a "lights-out" program for all staff, and we utilize a HVAC building system to reduce GHG emissions.

6. Page Six

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

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

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

Percentage reduction? % : 0

Time period? : 0

What documents available to document this reduction if requested? : Documentation is not available since our water comes from a well. The high school has significantly reduced the amount of water consumed by the installation of low-flow fixtures as well as eliminating the need to irrigate the football field because of the 2010 installation of an artificial playing surface. This is estimated to save approximately 500,000 gallons of water per year.

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

yes

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

All systems are inspected daily for several weeks throughout the year.

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

The high school baseball complex is the only area that contains an irrigation system. That system is controlled manually to omit unnecessary use of water. The high school campus also contains two retention ponds for water run-off.

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

Yes. No irrigation is necessary for plantings or landscaping.

17. F. Are alternative water sources (e.g., grey water) used before potable water for irrigation? Yes/No Describe

No

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

Yes all of our well heads are protected. The water is inspected and tested regularly by Biosolutions and the well-heads are inspected by the EPA on an annual basis.

19. H. Do you have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place? Yes/No Describe:

All drinking fountains have been updated to eliminate the possibility of lead and all water is tested for lead on a monthly basis.

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

No

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

Yes. All fixtures are cleaned on a daily basis.

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

We have a site monitoring system that regulates and monitors water pressure and flow. Also, students are encouraged to use reuseable water containers and we discuss water conservation through our high school science curriculum. In addition, this past spring, Kenston High School participated in the "Schools for Water" initiative through the Blue Planet Network. Working with Katy Spatz, our students adopted a school in Kenya and raised money to help provide them with clean drinking water. The project not only helped the students in Kenya, but it helped to bring conservation awareness to our own student population.

23. GROUNDS

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

65%. Our campus consists of 90 total acres. 15 acres is maintained by a local farmer who is currently growing corn. 35 acres are used for athletic playing fields. The campus also has a rain garden, outdoor amphitheater/classroom, and a newly developed nature trail that will be over one mile long and be used for science classes, health classes, sports teams, community members and many others. The trail is specifically designed to have a long lifetime with limited maintenance and reduced erosion. The trail consists of "green" geo-fabric, crushed stone and trail mix. The trail was designed by Cuyahoga Valley National Park Landscape Architect Kim Norley, a Kenston community member.

7. Page Seven

24. Element 1C: Reduced waste production

Waste

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

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

33% - Approximately 15 yards of recydable material is taken form our high school on a weekly basis. Our students have implemented a reduce and recycle program that continues to grow each year. We currently recycle paper, plastic, glass, and aluminum. We have recycling receptacles located in our classrooms, the cafeteria, our stadium, and other common areas of the building. Students use video announcements to encourage participation in our recycling program. We have increased the amount of material being recycled by 1.6 tons since 2009.

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

We do not use recycled paper because it does not work in our copy machines. However, all of our paper purchases are certified by the Sustainable Forestry Initiative.

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

0%

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

Please explain what type if yes or if no why.

No. We are currently looking at developing policy.

28. Hazardous waste

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

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

0

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

0

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

Yes

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

No

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

0%

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

We dispose of all electronics with E-Scraps, a certified electronics recyler who guarantees proper disposal and recycling of all materials.

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

30%

35. Which standard(s) are you using?

Green seal certified. All paper products are made from recycled fibers.

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

Yes. Ecolab - Green Seal Certified products are first to be considered when purchasing.

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

Yes

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

No

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

Our building has switched to a chemical free floor care program eliminating the need for highly toxic stripper solutions and replacing them with boost machines. We also use only environmentally friendly chemicals for sewer treatment that are packaged in small, recydable containers. In addition, all paper purchases are "ECF" which eliminates the production of dioxins or dioxin-like chemicals during the wood pulp bleaching process.

8. Page Eight

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

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

77%

41. Describe how this information been collected and calculated

Our students are not permitted to walk to school since there are no sidewalks near our campus. Based on numbers from our transportation department as well as our annual survey by envirothon, approximately 37% ride the bus, 40% carpool, 15% drive themselves, and 8% are dropped off by parents.

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

Yes

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

Yes

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

Our transportation department has been designated as a Three-Star Ohio Green Fleet by Clean Fuels Ohio. This award is given to transportation departments that have taken steps to improve a fleet's overall efficiency and emissions profile. Fleets achieving a Three-Star certification have been able to apply technologies to the majority of their vehicles, attaining thorough reductions in vehicle emissions and petroleum use. Kenston is also the first Ohio school to operate a Hybrid Bus. We have also equipped all of our buses with Webasto heaters, greatly reducing the amount of fuel used as well as saving electricity.

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

No

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

We have expanded our recycling program to include cell phones and ink cartridges. All of our programs are being promoted through our Envirothon Club, a service organization consisting of students interested in improving the environment. Our club advisor, and science teacher in our building, was recognized by the Geauga Soil and Water Conservation District as their Conservation Teacher of the Year in 2010. Her recognition was based on leadership in the areas of recycling initiatives and promotion of healthy lifestyles. This group works in collaboration with our National Honor Society in the "Adopt a Beach" program and the Lake Erie Alliance to help clean and maintain the beaches north of us along Lake Erie. We have also developed a system of online documentation for our staff called the "Blue Folder System". This system allows teachers to share information and data electronically rather than through paper copies. We estimate that so far this year we have saved over 5566 sheets of paper through this system.

9. Page Nine

47. Integrated Pest Management

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

Yes

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

No

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

Yes

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

Yes

51. Ventilation

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

The building met all industry standards when it was constructed in 2006.

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

Yes

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

Yes

54. Contaminant Controls

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

Yes

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

100%

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

Yes

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

Yes

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

Yes. Replaced all such devices approximately 11 years ago.

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

Yes

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

Yes

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

Yes

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

Yes

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

No

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

Yes

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

Yes

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

Yes

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

-Chemical inventory

-Storage and labeling

-Training and handling

-Hazard communication

-Spills, clean-up and disposal

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

Yes/No/Explain

Yes. Chemical plan by Sodexo documented in facility manager's office.

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

The district has taken significant steps to eliminate cleaning products containing chemicals. We have instructed all staff members to not bring any cleaners into the buildings for personal use that are not certified green and approved by the district. We have no data based evidence but we feel that improvements have been made in both staff and student attendance since the change to "green" cleaning products.

10. Page Ten

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

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

75%

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

210. Our school district received the Carol M. White Physical Education Grant in October of 2010. A significant amount of the monies received from this grant have been used to purchase fitness equipment that can be utilized by our students in grades K-12. All buildings on our campus now have a fitness center with age-appropriate equipment that is being used on a daily basis. In addition, on April 15, 2012 Kenston High School hosted the first annual community fun and fitness day called Play Blue in Motion. This free event brought in over 1200 people from our community and attracted over 80 sponsors. The day was full of fitness demonstrations, nutritional workshops, fitness assessments, cooking demonstrations, and much more.

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

Yes. We have a nature trail that is available to all staff and students as well as an outdoor learning lab and rain garden. We also have an outdoor patio that is attached to all three of our art classrooms. In addition, our physical education students use the athletic fields, tennis courts, and bocce courts weather permitting.

72. Food

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

List award level earned:

No. We have been a three time recipient of the Buckeye Best Healthy Schools Gold award.

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

100%

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

35%

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

No

76. UV Safety

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

100.0%

11. Page Eleven

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

environmental education assessments? % : 96

sustainability assessments? % : 96

environmental science assessments ? % : 96

78. Briefly describe the assessment(s):

All of our environmental assessments were part of our environmental science curriculum and/or our alternative energies curriculum. The assessments consisted of unit tests, midterms, and final exams.

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

No

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

Yes. Each of our science courses cover ideas and/or concepts related to environmental impact. In addition, we have developed two elective courses to compliment our environmental science course. Our students can now elect to take an alternative energies course or a geology of the national parks (mountaineering) course. In addition, as mentioned in previous sections, we encourage recycling in every classroom and utilize our video announcements to promote the program. We also promote our programs at the elementary level by sending high school students to speak to elementary students about recycling, water conservation, wind energy, and solar energy.

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

2010

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

1%

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

100%

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

96%

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

Yes. Our teachers are permitted and encouraged to attend at least one professional development opportunity each year. They can chose to attend any workshop in the area of environmental science if they so desire. Last year one of my science teachers participated in several full-day work sessions regarding alternative energy with the staff of Cleveland State University.

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

Yes

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

Yes

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

Yes. In addition to the recycling opportunities that have been described, our students have the opportunity to review and record real-time data on the amount of energy being produced by our wind turbine and solar array. This information is accessible to all staff and students.

12. Page Twelve

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

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

Yes

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

Our school requires all students to graduate with four science credits. 100% Physical Science, 100% Biology, 60% Environmental Sciences, 5% Post-Secondary, 5% Career-Intended focus, 25% Statistics

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

Yes. Each of our science courses have a curriculum that allows for the exploration of career opportunities. We offer many "real-world" experiences within our courses so that the students can apply their knowledge as they would in various career fields. All of our students are given the opportunity to enroll in post-secondary options.

92. C. Does your curriculum provide any environmental focused career preparation, career-technical education programming, agricultural and environmental systems career field, college-level science or math course enrollment or specific science/math assessments? Describe.

Yes. Our curriculum brings awareness to the career opportunities available within each specific scientific field. We offer many high-level science course including AP Biology, AP Chemistry, AP Physics, and on-line AP Environmental Science.

93. Community and Civic Engagement

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

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

0%

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

No

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

1%

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

Briefly describe the scope and impact of these partnerships:

Yes. Through the many initiatives at our high school we have been able to develop some wonderful partnerships with local businesses as well as government personnel. This past year four of our students made a presentation to two Bainbridge Township Trustees and a representative from the Geauga Soil and Water Conservation District. The presentation was focused on the development of a 500-acre property in our district that used to be an amusement park but is now unoccupied. Based on community feedback and their research of the property, the students discussed their idea of developing the land into a combination of shopping, offices, living space, and park lands. The presentation received high praise from those in attendance and was covered by a local newspaper. In addition, through the work being done to "go green" we have developed strong relationships with Waste Management, Sodexo, Cuyahoga Valley National Parks, Geauga Soil and Water Conservation District, and Albitibi recycling. We also have an ongoing partnership with The Renaissance Group through the installation of our wind and solar initiatives and our charter membership in the "Kilowatts for Education" program. Real-time video and data can be viewed on the web at www.kw4ed.org/Kenston/.

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

Yes

98. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of

your graduates being environmental and sustainability literate do you feel should be considered?

Each of our science courses contain standards that specifically address environmental impact. All of our students are gaining an awareness of the environment and the impact that we have on that environment, whether positive or negative. The recent addition of a wind turbine and solar array is a visible reminder to all of our students and our community of the commitment that Kenston Schools is making to becoming a "green" school. Each student graduating from Kenston High School, having earned four credits of science, will have environmental and sustainability literacy.

14. Page Fourteen

Email Confirmation

Nov 14, 2012 09:00:35 Success: Email Sent to: jeremy.mdevitt@kenstonlocal.org

Response Location

| | |
|------------------------|-------------------------------|
| Region: | United States |
| Region: | OH |
| City: | Chardon |
| Postal Code: | 44024 |
| Long & Lat: | Lat: 41.5779, Long:-81.193001 |

Kenston High School

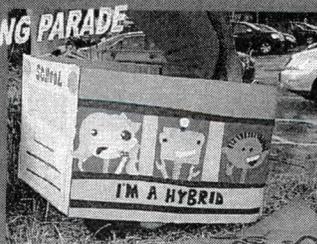
Going Green

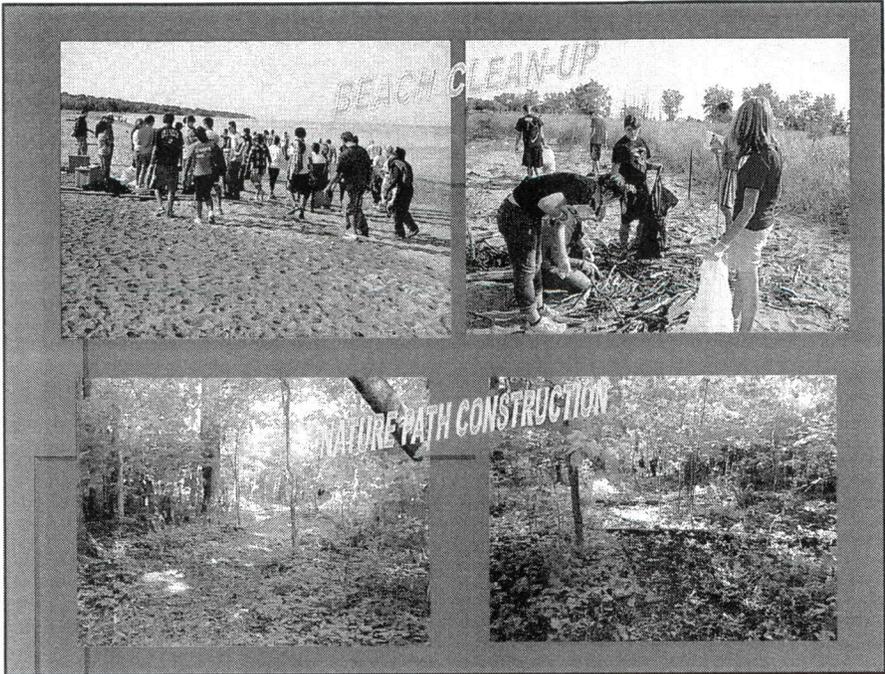
"If you want 1 year of prosperity, plant corn.
If you want 10 years of prosperity, plant trees.
If you want 100 years of prosperity, educate people."

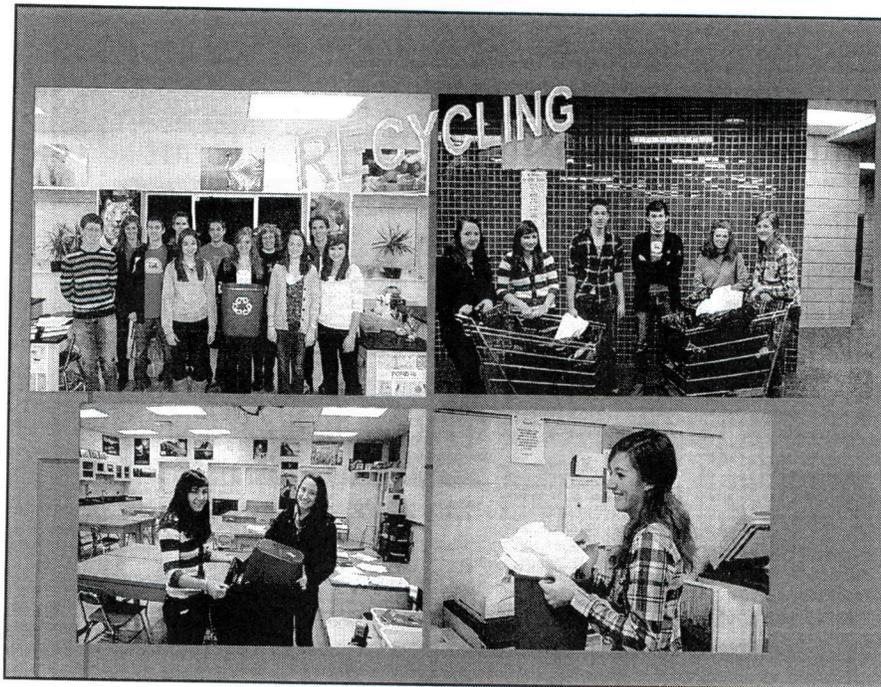
-Chinese proverb

KHS Envirothon

We are working to help ensure environmental literacy for all Kenston students







Community Involvement



The Vision - Community Trails for Education & Fitness

Create over 1 mile of trails to benefit the community and students. Kenston Trails will be open to anyone who wishes to hike, jog, roller skate, bicycle, or use a wheelchair. The trail is specifically designed to have a low, flat surface for safety and ease of use. The trail will consist of "green" and "blue" trails, located in parks and schools. The trail is designed by Guyana Valley Natural Park Landscaper Andrew Kim Nohley.

- Some activities:
- Design Trail Education/Workshops
 - Trail & Paper Identification/Map the Trail
 - Map School Grounds for Trails
 - Access to a Recycling Center for Biology Classes
 - "Green" Construction & Environmental Projects

The Location

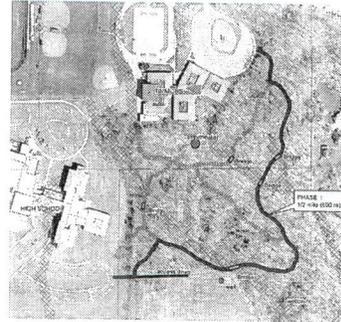
Kenston Trails will be located on school grounds primarily on the western side of the city.



KENSTON

Trails Project

Phase 1 Complete



Current Bridge Donors

- Bridge 1** In Memory of Carroll & Shirley Nelson
The Hill Nelson Family
- Bridge 2** Andrew & Susan
The Julian & Kim Norley Family
- Bridge 3** The Stetson Family & Patricia Umic
Kenston Community Education
The Kenston Schools
- Bridge 4**

Some donation rights are still available. Contact Dave Robler at 440-233-1414.

Trail Dedication

Kenston Trails fits in with green focus

THE TIMES SEPTEMBER 6, 2012 15

By TONY LANGE

BAINBRIDGE — While the recently added blades to Kenston's 750-kilowatt wind turbines were not spinning yet, that didn't stop more than 400 community members from celebrating another eco-friendly initiative Saturday morning.

The ribbon-cutting ceremony for the Kenston Trails project spanned some 400-to-600 yards as the first phase of the trail begins to open to the public.

School district Superintendent Robert A. Leo, project manager Chris Icker and fundraising chairman Dave Fisher each gave a brief speech at the residency of Kenston administrators who in attendance among other community members.

"It was just a good tribute to the whole project," Mr. Icker said. "All the leadership was there. I think it just shows how important this project is to the community. It's in line with the whole green energy plan that the school is pursuing right now, and so it's going to be another great asset to the school district."

The project began last October with more than 100 people volunteering time and money, Mr. Icker said. Designed by Cuyahoga Valley National Park landscape architect and Kenston parent Kim Jeffrey, the trail is covered with geotextile, crushed stone "trail mix" that requires minimal maintenance and naturally avoids erosion. The trail also features plant and tree identification, access to Spaulding Creek and Boy Scout-subsided bridges.

Ecology, health, gym and English classes will use the trails for educational purposes, community members in

leisure activity and sports learn for training, said Mr. Icker, who also is the head boys' cross-country and track coach and plans to host the first Frank Gibas Roadster Invitational on Sept. 7, 2013 on the trails.

Mr. Gibas, a former science teacher at Kenston, was the head boys' cross-country coach from 1974 until 2006 and started the girls' cross-country program in 1976. He coached 21 consecutive regional qualifying teams and 11 state teams. His resume also includes three state runner-up teams and the 1983 "perfect season." That year, the Bombers went undefeated in duals and invites, won the Chagrin Valley Conference championship, the district championship, the regional championship and the AA state championship.

Mr. Icker, a 1988 Kenston graduate who ran for Mr. Gibas, used much of his ribbon-cutting speech to commemorate Mr. Gibas' coaching accolades. "The championship is the only state championship in Kenston's storied athletic history."

While the first phase, which is the outer loop of the project that starts at the east end of the high school faculty parking lot and ends by the Turman Elementary bus loop is complete, much of the inner pathways for the second phase have been cleared, but are not covered in stone, Mr. Icker said. He hopes to be finished with the project by June 1, weather permitting.

So far, he has part to Mr. Fisher's community liaison efforts, the Kenston Trails project has raised more than \$25,000. The goal target is \$50,000 for completion of the second phase.

The final phase of the project will



Photo by Ross Laffer

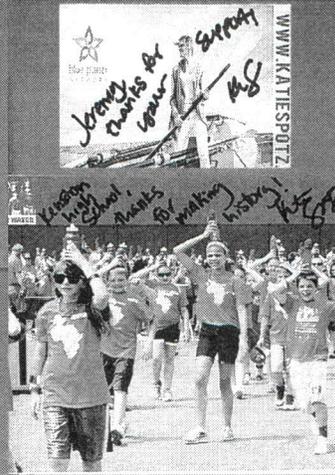
Walkers try out the first bridge of Kenston Trails on Saturday. The bridge is dedicated to the memory of Carroll and Eudly Nelson and the Jill Nelson family.

include the construction of three brick corner walls at the entryway and feature Bomber wings and a trailhead sign.

Bridge sponsors have committed a minimum of \$2,000, with sponsors a minimum of \$1,000 and a maximum of \$500. Trail-sponsors can donate any amount. Those interested can contact Dave Fisher at 216-651-1282 or

dfisher@kenstontrails.com. As a former student at Kenston, Sunday's ribbon cutting was humbling, Mr. Icker said. "I feel that the school district has given a lot to me and all the other kids who have gone through there," he said. "It's nice to be able to help give back to the school and the community."

Schools for Water Project



July 30 2012

Jeremy McDevitt
8500 County Road 11
Chagrin Falls, OH 44123

Dear Mr. McDevitt and the Student Body:

Thanks to Kenston Local School District for joining Schools for Water in the race to provide safe drinking water to the world! Your additional donation of \$1,155.15 in loose change will bring clean water to children and their schools in Kenya. This brings your school total to an impressive \$2532.79! Katie and the Blue Planet Network team send our congratulations and thanks for supporting this impressive and important accomplishment.

In 2010, Katie Spatz became the youngest person in the world to row across an ocean by herself. In the process, she made thousands of people aware that unsafe drinking water is the #1 cause of disease and death in the world and that one billion people do not have access to the clean water you and I take for granted.

Along the way, Katie raised \$150,000 for Blue Planet Network water projects in Africa and Latin America. Blue Planet Network connects leaders, implementers and local communities around the world to create and maintain access to safe drinking water. Our member projects have enabled safe drinking water for 680,000 people in rural communities in developing nations. Kenston is among that special group and your collective effort helped to raise over \$90,000 to fund safe drinking water projects in southwestern Kenya. These projects will be led by Aqua Clara International, one of Blue Planet Network's members.

Please visit our website, www.blueplanetnetwork.org, to learn more and see safe drinking water giving people the opportunity for health, education and prosperity. And of course, keep updated on Katie's important work at www.katieforwater.com.

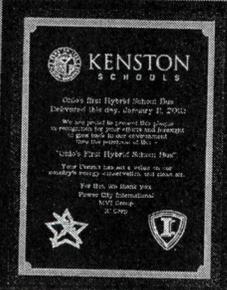
As little as \$10 gives one student access to safe drinking water. Kenston Local School District has already done so much to transform so many lives. Please help us do more by spreading the word to family, friends and colleagues.

Katie Spatz and Blue Planet Network couldn't be more grateful for your support!

Thank you so much.

Lisa Nash, CEO, Blue Planet Network

Transportation

OHIO GREEN FLEETS

Congratulations,

Your Fleet has been designated a 3 Star Ohio Green Fleet! Your designation is recognition of the hard work that your fleet has done to improve its efficiency and environmental performance.

We invite you to join us for the 2010 Ohio Green Fleet Awards on September 15, 2010 in Mansfield, OH <http://www.ohiogreenfleets.com> 4:00 pm - 8:00 pm. We will officially present your fleet with a framed certificate over the Awards Luncheon from 12:00 pm - 1:30 pm.

Display your status: Attached you will find a Certified Ohio Green Fleets Logo to use however you see fit. Fleet fleets have created decals for vehicles or placed the logo on websites, press releases, or other prominent locations to display their status as a certified Ohio Green Fleet.

Spread the word: Your designation is a point of pride, so show your accomplishment with the community. We have included a template for you to create a press release about your designation for local media. Fill in information about your fleet and send it to your local newspapers, TV stations and other media contacts. We can help you brainstorm ways to create buzz about your designation. We've already sent out general media advisories around the upcoming awards event and will continue to seek press around the 2010 Ohio Green Fleet designations.

Feel free to contact our office at any time with questions, concerns or suggestions. We look forward to seeing you on September 15!

Congratulations again on your designation.

Andrew Conley, Program Manager
Clean Fuels Ohio
 3050 North High St., Suite 413
 Columbus, OH 43202
 P: 614.528.4130
 F: 614.451.1616
amconley@CleanFuelsOhio.org

Your partners in greener transportation, energy security and a stronger Ohio economy. Join us by visiting www.ohiogreenfleets.com

Wind Power

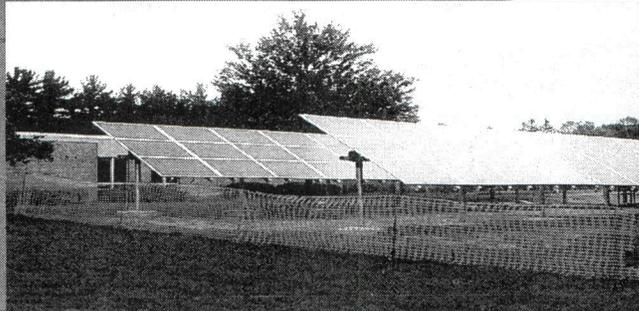





- Turbine Type: Aeronautica 54-750
- Size: 750 kW
- Tower Height: 65 Meters
- Blade Length: 26 Meters
- Power: Our turbine produces approximately 1.3 million Kilowatt Hours per year or approximately 70% of the High School's annual electric consumption. That is enough to power 121 conventional or 242 energy efficient Ohio homes.
- More information at: <http://www.kw4ed.org/kenston/>

*All major components of the Wind turbine were manufactured in the US

Solar Energy



- Fixed Array Size: 2,160 sq. ft., 126 panels, 30,240 watts
- Fixed Reference Array Size: 103 sq. ft., 6 panels, 1,440 watts
- Dual Axis Tracker Array Size: 103 sq. ft., 6 panels, 1,440 watts
- Power: Our Solar produces approximately 35,484 Kilowatt Hours or enough to power three conventional or six energy efficient Ohio homes

**All major components of the Solar PV System were manufactured in the US*