



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.

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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.

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

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

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

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

School
Mailing Address P.O. Box 176, 632 VT Route 106
(If address is P.O. Box, also include street address.)

Reading _____ VT _____ 05062-0176
City _____ State _____ Zip _____

County Windsor State School Code Number* 239

Telephone (802) 484-7230 Fax (802) 484-3818

Web site/URL www.resvt.ogg Email: llafasciano@wesu.net

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

Dr. Lou Lafasciano Date 2/6/13
(Principal's Signature)

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

District Name* Windsor Central Supervisory Union Telephone (802) 457-1213

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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 2/6/13

(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.

Part II. Principal's Statement. VT 3 Reading Community School

The village of Reading (also known as Felchville) is in significant transformation. For the past 10 years the number of students has continued to decline to the point where we closed our school doors with a total of 30 in Kindergarten through Grade 6. One might think that with so few numbers the school would close and be devoured by the consolidation effort of so many districts with dwindling pupil populations. However, the community spirit is resilient and, perhaps, that is its greatest strength of all.

Resiliency permeated the community during last year's devastation from Tropical Storm Irene. Amazingly, flooding washed the town's main street bridge and waters reached either side of the school building...but it stood strong. The start of school was delayed but we opened our doors to begin a new school year. Our school reflected the character of the community, and it does so even more today. We remained sustained.

The overarching theme of sustainability is representative of our school at so many levels. Having survived the flood, our school's next challenge was to fend off the efforts of a small group of taxpayers who felt the time had come to close the school. For the entire following year community debate ensued around the school and whether or not it was truly of value to the townspeople. A resilient group of supporters forged ahead under new school board leadership to prove the school's true worth. At the end of the day the school was sustained and continues to be for the future.

As we prepare to open our school doors with over 65 students next year we now use a school-wide lens of Education For Sustainability (EFS) the components of which include the environment, economics, equity. We are beginners at this but we have the strength of character as mirrored by our community to succeed. Our strong relationship with Spring Brook Farm for City Kids in Reading, VT, Shelburne Farms in Shelburne, VT, and the Marsh-Billings-Rockefeller National Parks provide us with local, state, and national partners to develop a rural school model of sustainability from which others may learn and be inspired.

Through EFS and our partnerships we are able to take the classroom outdoors in a way where we can utilize community assets in an educable and respectful manner. We are fortunate to have access to expansive outdoor areas which include nature-based play and learning, an outdoor classroom pavilion in the works, greenhouse and community gardens all of which are integrated throughout the curricular program in a variety of ways. Our school outdoor environment lends itself well to field studies and practice of a number of STEM-based skills including observation, inquiry, data-collection and analysis. In addition, the integration of the visual and movement arts in our outdoor learning lab allows for further application of lifelong learning and appreciation.

Incorporating real life learning into day-to-day curriculum activities is what our teachers do best. Two examples of note include our Covered Bridge Project by the 3rd and 4th graders and the Goat Project by our 5th and 6th graders:

The school “back yard” is divided into approximately two 4 acre plots, however, access to the back 4 acres from the front 4 acres crosses over a small stream. The 3rd and 4th grades decided that they could build a bridge to gain access. But this is Vermont, so it could not be any bridge; it had to be a covered bridge. The students researched covered bridges and worked with local builders to design a 1/3 scale size bridge. Timbers were cut and plans were made for a community work day to raise the bridge...and so it happened. A cover bridge now connects the two parcels of land and also gives access to town hiking trails which before this were out of reach for school activities. The children learned to make the covered bridge as in “olden days”, pegs not nails. They also learned how to utilize their environment in a way where it enhanced rather than harmed.

The next project became an extension of the first. After building the covered bridge it was realized that a great patch of poison ivy grew along the stream bed over which the bridge crossed. As it spread it became evident that the poison ivy had to go, but how. Students in grades 5 & 6 researched the various ways to eradicate poison ivy and then presented the “matrix of analysis” including environmental soundness and cost. The decision was made to use the most economical and environmentally-friendly method—GOATS. The students gained school-board approval after presenting their research on the effectiveness of this method. The goats were dispatched in an electric fence and calf house (for shelter) with a second non-electric fence encompassing the first. After 3 months of eating poison ivy (and watching the children play daily in the learning areas) the goats had accomplished their job and it was a success!

We are particularly proud of our Farm-to-School Initiative which encourages full school-community participation. With the help of parent/community volunteers our students take donated soil and compost to prepare the garden beds which surround the play area of our “back yard”. They till the earth, plant the seeds, weed the gardens to grow a variety of food. The food is then used by our award-winning food service staff (HungerFreeVT Child Advocacy Award for 2012) in the daily preparation of breakfast, snack and lunch. Understanding the healthy and nutritional aspects of growing their own food urges students to investigate sustainability in so many new and wondrous ways. The meals are composted by the students (with staff support) daily and used as natural fertilizer for the school’s community gardens, representing the importance of nature’s cycles of life. Producing food is such a powerful tool through Farm-to-School and allows for the development of so many STEM concepts to be developed into skills and attitudes for life.

As children grow in our school does their understanding of Health and Wellness and their willingness to develop healthy habits. Whether it’s weekly fluoride treatments or respecting the uniqueness of those children with particular allergies, our students show

the same respect for each other as they do for the environment. From PreKindergarten through Grade 6 students learn about their bodies, their personal habits, their daily needs, and themselves as members of a larger community we call planet earth. They understand why we use certain “green” cleaners at school and not others. They not only understand the importance of energy conservation by shutting off lights, but they also understand the positive and negative effects of sunlight on us as physical beings. The collaboration of classroom and unified arts teachers with our school nurse and counselor underscores for students the collaborative aspect of sustainability.

At our school we have a slogan, “Say YES at RES!” The slogan signifies the responsibility that our students have towards “Y”ourself, towards “E”ach other, and towards the “School-Community.” One example which exemplifies the caring nature instilled in our students has to do with community outreach. Having worked over the years with the Reading Food Shelf to aid families and elderly in need our students have learned about the hardship that others endure. Those needs don’t exist in just a physical subsistence way, they are also prevalent in a social and emotional way. This year our students organized “100 Acts of Kindness” to coincide with the 100th day of school. It just so happened that it also coincided with Valentine’s Day. In that same community spirit which our children evidenced over the course of the year they decided to bake cookies and make valentine cards for the octogenarians in the community. Although our community is small, over 50 deliveries were made to those who once helped sustain this school and community; the same folks who now look to the youth of today to sustain the school and community of tomorrow in various green ways. After all, it’s not so coincidental that Vermont is called the “Green Mountain” state.



DEPARTMENT OF EDUCATION

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February 9, 2013

State Evaluation of Nominee VT 3 Reading Community School

Summary: Reading Community School stood out among Green Ribbon School applicants as a small school doing very big things for sustainability education. Young learners, especially in grades 5 and 6, are encouraged to research solutions and use community resources to solve problems. From using locally-owned goats to eradicate playground poison ivy, to including oxen in a community bridge-raising when students researched and designed a one-third-scale covered bridge, to both growing and composting much of their cafeteria food, Reading Community School staff and students utilize their local ties and small size to maximum advantage. Staff professional development includes a custodian becoming “green certified” and leading a school-wide recycling program, teachers and administrators attending a week-long sustainability conference, and food service personnel recognized for their successful transition to new nutrition standards while increasing the use of locally-grown food. Later this year, Reading will host a full-day Sustainability Summit professional learning event for educators from other Vermont schools.

Disadvantaged: Yes.

We defined disadvantaged as having a student population eligible to receive Free or Reduced Price Lunches (FRPL) of more than 40% of total enrolled students. In 2012/2013, 60% of the students at Reading Community School are eligible for FRPL.

Scoring and Highlights:

The complete state application from this nominee is attached in a separate pdf form, directly from our SurveyMonkey on-line application tool. We scored each Pillar individually on a scale of 100, then weighted Pillar 3 slightly heavier (37.5% versus 31.25% for Pillar One and 31.25% Pillar Two) for a composite score. Vermont’s scoring panel, consisting of three state officials each with expertise in one of the three Pillars, was amused by and particularly interested in the Reading Community School’s “goat policy” approach to pest management.

Pillar One: Score 70.00%

Highlights: A full-building lighting retrofit included occupancy sensors and resulted in measurable electrical savings. In addition to significant use of passive solar energy for both daylighting and heating, engineering is underway on a project to provide the school’s total electricity needs with solar panels, and even to sell some power back to “the grid”. Efficient bus routing cut the number of school buses used by half, saving fuel.

Pillar Two: Score 82.50%

Highlights: Exceeding requirements as well as state norms, Reading students participate in *daily* physical education, more than 75% of which takes place outside, year-round. Students grow, harvest, help to prepare, serve, consume, and compost much of their food. Reading

school food service personnel earned state recognition for Child Advocacy. Instead of banana splits, classes earn “oatmeal parties” featuring an array of healthy toppings.

Pillar Three: Score 80.00%

Highlights:

Reading Community School is one of a limited number of Vermont schools achieving the original NCLB targets, with 100% of its students testing as “proficient” in both reading and math. The school consciously incorporates sustainability and environmental experiences as a context for learning STEM critical thinking skills and content knowledge. Community involvement and an emphasis on hands-on learning has been very successful.



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Displaying 20 of 23 respondents

Response Type:
Normal Response**Custom Value:**
*empty***Response Started:**
Friday, November 30, 2012 8:16:15 AM**Collector:**
Web Link
(Web Link)**IP Address:**
98.217.209.117**Response Modified:**
Monday, December 3, 2012 11:51:08 AM**1. School Name and Address**

School Name: - Reading Community School

Address: - Route 106

City/Town: - Reading

State: - VT

ZIP: - 05082

Email Address: - llafasciano@wcsu.net

Phone Number: - 802.484.7230

2. School Principal :

Name: - Dr. Lou Lafasciano

Phone: - 603.667.8554

Email Address: - llafasciano@wcsu.net

3. Primary Contact Name (if different):

Name: - Same

4. Primary Contact Phone:

Same

5. Primary Contact Email:

Same

6. School Type

Public

7. School Level:

Elementary (PK-5 or 6)

8. Enrollment Information:

Total School Enrollment: - 52

School District Name: - Reading

School District Total Enrollment: - 130

9. Total District Enrollment:

1019

10. Does your school serve 40% or more students from disadvantaged households (40% Free or Reduced price Lunch (FRPL) eligibility)

es

11. What is the % of students receiving FRPL?

60

12. Please provide a 500 word maximum narrative describing your school's efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. This is your chance to put your best foot forward and highlight your most stand out green accomplishments.

The village of Reading is in the process of a significant transformation, with expanding numbers of multi-generational families. Our emphasis on Education for Sustainability (EFS) and looking at all we do through the lens of environment, economics and equity, is part of our overall effort to lead our area in a positive, healthy direction as we develop into what we hope to be a model community for rural Vermont. Examples of EFS Curriculum Integration that Impact Student and Staff Health and/or Reduce Environmental Impact and Costs: Creating a Learning Landscape: We're fortunate to have access to an expansive outdoor area that includes an ideal situation for nature-based play, an outdoor classroom, a greenhouse, and community gardens, all of which are integrated throughout the curriculum in a variety of ways. The environment lends itself well to field studies and practice of a number of STEM-based skills, including observation, inquiry, data collection and analysis. In addition to using this outdoor laboratory for investigations in math and science, our teachers regularly make use of the area for history, art, language, physical education, and music. Farm-to-School Strong: We grow our own local food, prepare it for our food service program to incorporate into daily meals, and compost the waste. Community members donate soil and compost mixtures. Producing food is a powerful tool we use to teach STEM concepts and illustrate how students and community members can live more sustainably. Equally important is the impact on our students' understanding about healthy and nutritional habits, which is complemented by a 5/6 literature circle read of "The Omnivore's Dilemma" (youth edition) EFS Service Learning: Our 5th graders (grade 5-6 students) recognized a need to eradicate a recurrent poison ivy problem in play and outdoor classroom areas. With the facilitation of their teacher, they researched and created a matrix of options, including costs and benefits, ranging from chemical eradication to more natural methods. Based on the students' analysis and presentation, the school board approved the introduction of goats. This student-led activity continued on a daily basis until the goats eliminated the poison ivy by eating it down to the roots. Building EFS Bridges: Our students researched covered bridges in Vermont and learned about post and beam bridge construction. They then designed and built a one-third-sized covered bridge. The actual bridge raising was a major community event involving many volunteers and a team of local men. Subsequently, the Community Recreational Space Committee gained access to an adjacent woodland parcel. We are working with the students and community in the construction of a walking path. The bridge connected a wide range of community members physically and metaphorically. Serving as a Leader for Districtwide Initiatives: Our 5/6 teacher co-created and coordinates an intensive week-long interdisciplinary study at the Marsh-Hillings-Rockefeller National Historic Park. The unit focuses on scales in nature, from the micro to the cosmic, and humankind's place in the universe. In its second year, the program has grown to include all six schools in the district. Connecting with our Agricultural Past While Exploring Sustainable Practices for the Future: Our students participate in authentic agricultural experiences at Springbrook Farm, which reaches back to the roots of our community. The farm serves as a role model for a successful business which is working toward full implementation of green practices. We are also currently working on building a stronger connection to the inner-city youth that are hosted at the farm throughout the seasons. Learning About and Working Towards Equity: The Reading Food Shelf provides an opportunity for our students to donate extra food, some of which they have grown, and conduct community service to better understand our local social justice and economic need issues. Energy Consumption Reduction: To address the school's desire to reduce energy consumption, students brainstormed energy-saving measures and raised school-wide awareness of energy usage. Recognition of consumption patterns and waste resulted in increased conservation and motivated overall improvement. Currently, all hall and bathroom lights are wired together on a master switch with motion detection lights in all bathrooms. Additionally, our custodian has been instrumental in reducing our overall carbon footprint and has become green certified by attending state-level professional development. We works with the 5th graders to manage a school-wide recycling program. We have made great strides to reduce fuel consumption by establishing an electric hot water heater to be used during fair weather while maintaining the oil-fired furnace hot water heater during winter months. We are currently working with local solar providers to research and write a proposal for photovoltaic panels to be used as a cost-saving technology and learning tool. Food Services Health and Efficiency Aims -- "The creation, transportation, preparation, and disposal of food is one of the single largest ecologically significant activities of human beings (Green Schools Guidelines, p. 5). Our food service personnel have made the transition to the new state standards for service in an exemplary fashion, using locally produced foods, and their hard work was recognized this fall at the annual state-wide School Nutrition Conference winning the Child Advocacy Award for Vermont from the Vermont Free Vermont. School Health: Last year our school nurse led a faculty analysis on the nine components of the School Health Index for our school and it was determined that the school scores high in all areas from student and staff wellness to environmentally sound cleaning practices in our school. Our school has moved to 100% green products.

13. Has your school staff or student body received any awards for facilities, health or environment?

es, please list award(s) and year(s) achieved: - The Child Advocacy Award for Vermont from the Vermont Free Vermont, 2012. Selected as a Whole School for Sustainability focus by Shelburne Farms and Marsh-Hillings-Rockefeller National Historic Park. Awarded four scholarships to the Sustainability Institute at Shelburne Farms in 2012. Student Kennedy Moore, won the Statewide Green Poster Contest last year. She was one of five grade 6/7 students to be recognized in the entire state.

14. Can your school demonstrate a reduction in energy use?

es, please list over what time period - over the past 5 years.

15. What was the before and after use for electricity during the time period identified in question 15?

before kWh/year - Range: 4,201 to 6,290

After kWh/year - Range: 3,722 to 5,253

16. What type of fuel is used for the majority of transportation

Fuel Type - as

Previous sage - 2 busses per school day

Current sage - 1 us (Cut consumption by nearly half)

17. What type of fuel is used for water heating (if not included with space heating fuel)

Fuel Type - oil and electricity

Previous - oil-fired furnace

Current - Electricity for hot water heater used during fair weather oil fired only during winter

18. Has your school received an Energy Star rating using Portfolio Manager

es, what was the rating: - VSIT in process to assign energy star rating

19. Has your school pursued received or been denied Energy Star Certification

Pursued

20. Has your school participated in energy efficiency programs through Efficiency Vermont
Examples: RELIGHT design program, Whole School Energy Challenge, lighting retrofit rebates

Yes, please list program(s) date(s) and results of each - 1. Lighting design retrofit 2. Water Management training for custodian 3. Telecommunication & internet upgrades at a lesser cost, 4. Increased use of passive solar, 5. Reduction of heating from by one degree to 67 degrees from 68.

21. Has your school had an Energy Assessment from the Vermont Superintendents Association's School Energy Management Program (SEMP) within the last three years?

Yes

22. Has the school implemented any of the following measures as recommended by SEMP?

	Yes	No
Lighting retrofit	X	
Building envelope improvements	X	
Upgrades to building system controls	X	
Heating plant improvements	X	
Created a written Facilities Operating Plan	X	
Other : Facilities Operating Plan is part of Capital Improvement Plan		

23. What other energy efficiency programs or benchmarks has your school participated in? Please list: Name of Program, Year(s), and score(s) or award received.

The plan we are working on with an energy consultant will put up an array of four solar panels which will provide 100% of energy to school with residual electricity to be sold back to Green Mountain Power.

24. Does your school use any on-site renewable energy? (ex: solar, geo-thermal, wind)

Yes. Please list type of on-site renewable energy? - Passive solar energy; working on obtaining solar panels

25. What percentage of your school's energy is obtained from this on-site renewable energy generation?

The plan we are working on with an energy consultant will put up an array of four solar panels which will provide 100% of energy to school with residual electricity to be sold back to Green Mountain Power.

26. Does your school use purchased renewable energy? (ex: wood chips, wood pellets)

No

27. What percentage of your school's energy is obtained from the purchased renewable energy source(s)

No Response

28. Has your school district constructed or renovated building(s) in the past ten years?

No

29. If Yes, Has your school been built or renovated in accordance with LEED standards or NE-CHPS certification protocol?

No Response

30. Does your school building include the following "green" features/components?

	No	Yes
Operable room occupancy sensors		X
Vend-misers installed on vending machines	X	
High performance T8 lamps and electronic ballasts		X
HVAC ductwork is externally insulated and is cleaned following extensive renovations		X
Stoves/ovens, coffeemakers, refrigerators, and portable electric heaters are prohibited from classrooms		X
Fossil fuel powered mobile machinery is not used inside the building		X
Daylight-maximizing features such as light shelves, clerestory windows, skylights,		X
Walk-off mats, grates, and grills at all active entrances, including playground-to-classroom entrances		X
At least 90% of building is not air-conditioned		X
Variable frequency drives		X
Heat/energy recovery ventilation		X
Other (please specify): We do not have vending machines		

31. How often are HVAC filters replaced?

Monthly

32. Are alternate water sources used for irrigation?
Please choose all that apply

Traditional irrigation - no alternative source

Currently working with consultant to plan refurbishment of our oil tank for rainwater capture and change over to a new system of heating. We are including in the "Capital Improvement Plan" which will provide heating with straw silage system (from local farmers) and replace current oil fired furnace in the future. We are also working to re-place gutters on the roof and capture rainwater, rerouting it to the meticulously cleaned oil tank that then could provide irrigation to lawns and gardens.

33. Is the drinking water source protected from potential contaminants, including lead?

There is an isolated well house 100 feet away from school building which sits on a hill and is well buffered by plants and protected areas. There are no likely threats to the water source at this time.

34. Chromate copper arsenate is most often found in pressure-treated wood. Has your school identified any wood playground, bleachers, or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure?

Yes

35. Does your school operate a composting program for food and landscaping waste?

Yes

36. Does your school operate a recycling program for:

	No	Yes
Classroom and office paper		X
Plastics		X
Other		X
Comments:		

37. Has your school implemented any of the following transportation elements?

	No	Yes
Designated carpool parking stalls and secure bicycle storage.		X
Carpools or vanpools for sporting events		X
A well-publicized no idling policy that applies to all vehicles (including school buses).		X
Enforcement of the VT State Board of Education Rule 6000 prohibiting bus idling on school grounds		X
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.		X
An efficient transportation plan designed to reduce its environmental impact.		X
Comments (please limit to 80 words): We reduced our transportation consumption from two buses to one to consolidate transportation. The impact has been significant. It has created a "walking" school bus where parents and students arrive/depart daily with a spirit of community. It has also given us the opportunity to join older with younger students, creating a big bother/big sister climate on the school bus. It has had a financial savings for the school district in transportation costs. Most importantly, it has reduced the negative environmental impact by nearly one half!		

38. Is the school building regularly tested for radon gas?

Yes

39. Is the school building regularly tested for mold?

Yes

40. Is the school building equipped with carbon monoxide (CO) monitors/alarms?

Yes

41. Does the school nurse encourage parents to use the [Vermont Asthma Action Plan](#)?

Yes

42. Has your school enrolled in [Vermont Dept. of Health's Envision Program](#)?

Yes

43. Vermont green cleaning legislation took effect 7/1/12. Has your school informed staff of the requirement to use "environmentally preferable cleaning products" as described in [Vermont Dept. of Health's Envision Program](#)?

Yes

44. What percentage of all cleaning products ON HAND as of 7/1/12 were certified as environmentally-preferable?

100%

45. What is your school's procurement method for cleaning products?

State of VT contract

Other distributor(s) (please list) - Foley (Green) Products

46. Describe any unique or innovative policies, practices, and/or partnerships that protect and/or promote improved environmental health for students and/or staff. (100 words max)

To prevent poison ivy outbreaks, we created a "goat policy" which our students researched. They implemented a poison ivy eradication program on our play/learning areas using boar goats successfully. We are very fortunate because we have a great area for the students to play and stay active, our teachers are very active, we use 100% green cleaning products, produce many of our vegetables organically, have a rigorous Farm to School program, and have clean air and

water, so we are able to maintain a very healthy environment for our students. However, we work hard to not take these things for granted by researching, monitoring, conserving, protecting and celebrating our natural resources and good health.

47. Does your school have an active School Health Team or Coordinated School Health Team?

Yes (go to question #49)

48. If you answered Yes to Question #48, has your School Health Team or Coordinated School Health Team used the School Health Index to conduct self-assessment and planning?

Yes

49. Does your school have an active School Wellness Policy that is implemented, monitored, and evaluated on a regular basis?

Yes - Please email the policy to lindsay.simpson@state.vt.us or list web link in the box below - It follows the state-wide VEHI Program, Path to Wellness.

50. Has your school applied for the USDA's Healthier US School Challenge?

No

51. Does your school participate in a Farm to School program to use local, fresh food?

Yes

52. Does your school have an on-site food garden?

Yes

53. Are K-8 students required to take physical education class?

Yes, please describe the schedule: - We require a minimum of 30 minutes/day for our 3 and 4 year olds, and a minimum of 1 hour/day for students in Grades K through 6.

54. Are high school students required to take physical education to graduate?

Yes, please list number of required credits: - PE- 1.5 credits

55. What proportion of physical education (K-12) takes place outside?

75%+

56. Are K-8 students required to take health education (separately from P.E.)?

Yes, please describe the required schedule: - Our school nurse and counselor co-teach health units for PreK-6, with classroom teachers creating connections in an integrated fashion to other curriculum.

57. Are high school students required to take health education to graduate?

Yes How many credits? - 2 semesters are required in middle school, .5 credits in HS

58. Is health education taught by a VT licensed health educator?

Yes

59. Describe any unique or innovative policies, practices, and/or partnerships to improve nutrition and fitness for students and/or staff. (100 word max)

Again, it's important to reiterate that our students, through Farm-to-School, grow their own vegetables, harvest for our food service program, help serve, eat, and then compost waste for future gardening. In addition, we have been following the new Vermont nutrition guidelines so successfully that our food service personnel earned state recognition for Child Advocacy (and satellite meals to a sister school that does not offer a daily hot meal). We also support healthy eating through school wide initiatives like a healthy "food of the month" which encourages students to learn about a new healthy

food and try it several times, in various forms. Classes have also earned "oatmeal parties" which mimic banana split parties, but use oatmeal as the base and a variety of healthy topics they can select as toppings.

60. Please identify a contact person who could provide additional information about your school's environmental and sustainability curriculum?

Name/Title: - Patricia Collins, Teacher, M.Ed. in EFS

Email Address: - pcollins@@wcsu.net

61. To what extent does your curriculum address the following VT Dept. of Education Standards across all content areas in your school's curriculum?

Note: The referenced Standards are part of Vermont's Framework of Standards and Learning Opportunities and Science Grade Expectations

	Never (not addressed)	Seldom (only a few classes/courses)	Sometimes (generally addressed in most courses)	Often (addressed in all classrooms)
Vital Results Standard--Sustainability(3.9)				X
Vital Results Standard-- Sense of Place within the Environment (4.6)				X
Grade Expectations--Ecosystem Dynamics (GEs 30 -37)				X
Grade Expectations--Natural Resources and Agriculture (GE 50)				X
Comments:				

62. To what extent are the following topics/practices integrated into your school's curriculum?

	Daily	Weekly	Monthly	Quarterly	Once or Twice/Year
A. Meaningful outdoor learning opportunities at every grade level to teach an array of subjects. In the comments box below, please list the name of an educator we can contact.		X			
B. Sustainability and environmental experiences as a context for learning science, technology, engineering and mathematics (STEM) thinking skills and content knowledge Reference a specific example in the comments box below.		X			
C. Sustainability and environmental learning as a context for addressing green technologies and career pathways List an example related to career exploration in the comment box below:		X			
D. Civic/community engagement projects integrating environment and sustainability topics Cite example in comment box below		X			

Please list a the name of an educator and specific examples of the above, referencing A,B,C,and D above.: Please contact Patricia Collins, M.Ed. in Sustainable Education pcollins@wcsu.net for related items above; A & B. Each grade level group manages its own garden through which the students learn a variety of lessons and skills in different subject areas, including concepts and practices relevant to STEM. The Cosmic Scales unit described previously includes science (forest ecology, microbiology, astronomy); art (photography, green art,nature drawing); and writing (journaling). One of the integrating practices is to identify and investigate the "pieces, patterns, and processes" of the microscopic, human and cosmic systems explored. In addition, students spent considerable time learning about the power of tens and how it applies to our universe. C. The "goat" project described previously had the students consider an array of options for eradicating the poison ivy problem. The students researched, chose, convinced others, and implemented the most green technology available. The partnerships with the National Park and Spring Brook Farm introduce students to green careers. Both entities also offer several opportunities for green career exploration through internships when students reach high school. B & D. The bridge unit described earlier built heavily on STEM concepts and became a community-wide endeavor. Work with the local food shelf also contributes substantially to the community, addressing the three E's of sustainability.

63. What evidence can you provide of students' successful learning of environmental and sustainability concepts in your school?

NECAP Science Results

Other (please specify) - performance-based assessments

64. Please describe assessment results related to question #63.

We have made AYP in math and reading consistently for every year of its creation, with our latest scores exceeding 480 out of 500. We will be one of the few Vermont schools that will actually meet the 500 target by 2014 as expected by NO CHILD LEFT BEHIND. The specifics of our annual NECAP results were just presented to our school board on November 19th as both a 5-year program and cohort analysis. The results are impressive, with this past year's results demonstrating that 100% of our students have met proficiency in both reading and math.

65. Please detail the ongoing professional development training and support around environmental and sustainability learning for teachers in your school? Please list specific PD events, description and frequency.

As a staff we met twice over the past summer, once for five days in June, 2012 at the PBIS Conference in Killington, VT and then again in August, 2012 for another five days at the Sustainability Conference at Shelburne Farms near Burlington, VT. Then we met for a half day prior to the start of the school year, and now we meet monthly as well. We are planning a "learning journey" with our Marsh-Billings-Rockefeller National Historical Park and Spring Brook Farm partners to visit Shelburne Farms and the Sustainability Academy in Burlington during our next inservice on January 18. We also intend to participate in PBIS and EFS workshops next year again, and we are committed to our ongoing work.

66. What evidence can you provide that the district-wide sustainability curriculum is resulting in changes in how students treat and respect the environment? Please describe.

Many of the projects described throughout this application are student-driven, and as such, demonstrate how students are becoming more involved with sustainable practices and stewardship. In addition, Ms. Patty Collins, a teacher at the school, worked on a very similar question for her masters' research. Here are some excerpts from her work which documents in quantitative as well as qualitative terms the changes in how students think about, treat and respect the environment. "On a regular basis I sought to foster sustainability in their lives by asking students to analyze events, practices, and content through the lens of sustainability. My efforts made a difference. My students now ask how events and actions affect the economy, equity and the environment, and even more significantly discuss how these three systems impact and interact with one another. About the book Omnivore's Dilemma my student Madeline writes, "This book has made me think more about what I eat, and how the food that we eat effects the environment, the economy, and social equity. I have been choosing some better choices of foods to eat. Before reading this, I didn't think of where my food comes from, or how it was raised, and how it was taken care of. Now I have been thinking more and more about the food I am eating, and what the advantages and disadvantage are with each of the food systems and that has helped to keep me healthy. This book is life changing for me because it made me think twice about what I am eating. It should be life changing for everyone, or at least everyone should think about what they are eating." Here's an excerpt from a survey her students completed three different times throughout the school year: 21. I am responsible for taking care of the environment No Way Maybe Absolutely 10/25/2010 33 67 2/7/2011 10 50 40 4/16/2011 10 90 We strongly encourage the reviewers to contact Ms. Collins about her work in this area.

67. Please provide a website or other location where your school's curriculum is available.

You may see the work of our supervisory union level work as WCSU.net; we are a collaborative district made up of several elementary schools with a common curriculum. We have developed our specific school Action Plan with the overarching theme of Sustainability. I would be more than happy to send you a copy of that to document our efforts.

68. In the space provided please share any additional information that exemplifies the strength and breadth of the environmental and sustainability educational program in your school.

In our work at this past year's Sustainability Conference at Shelburne Farms brought all of our previous work together. (In fact, we have a lovely poster we produced that illustrates how are various sustainability efforts weave together through the campus, curriculum and community. We would love the opportunity to share it with you.) In completing this application we became even more aware of all the work we have done and are doing around sustainability. This application speaks volumes to that cumulative work we have achieved thus far on behalf of our students, community and society. Facilitated by Principal Dr. Lou Lafasciano, the application was the collaborative work of the Reading community and beyond, involving teachers Patty Collins, Michele Shepherd, and Lisa Kiaja; Maintenance Staff Dennis Goodenough; Food Service Staff Gale Cross and Crystal Millard; Administrative Assistant Rayna Bishop; Town Clerk Amy Harkins; Reading PTO Liaison Shirri Macri; School Board Chair Justin Sluka; and Shelburne Farm's Education Coordinator, Joan Haley.

한국어

日本語

中文 繁體