

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools

U.S. Department of Education Green Ribbon Schools 2013

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

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

Official School Name St. Albans City School
(As it should appear in the official records)

School
Mailing Address 29 Bellows Street
(If address is P.O. Box, also include street address.)

St. Albans Vermont 05478
City State Zip

County Franklin State School Code Number* PS 288

Telephone (802) 527-0565 Fax (802) 527-0153

Web site/URL sacsvt.org E-mail cavalloj@fcsuvt.org

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

Joan Ann Cavallo Date 1/21/13
(Principal's Signature)

Name of Superintendent* Mrs. Julie Regimbal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Franklin Central Supervisory Union Tel. (802) 524-2600

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.

Julie Regimbal Date 1/21/13
(Superintendent's Signature)

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

St. Albans City School
U.S. Department of Education Green Ribbon School Nominee



St. Albans City School is extremely proud of our school, our students and our community. Our efforts to green our School preceded our knowledge of this award. It was only after the entire City School community undertook a Green Challenge that we learned that State and National Recognition was possible. We happened to be doing the right thing at the right time.

Our School, with the support of the taxpayers, has invested time, energy and money to make our building the safest and most comfortable facility in the State for our students and staff. Over the last four and a half years we have worked to reduce our carbon footprint for the future of our students and their world.

Our undertaking has involved totally retooling a building that was constructed in the 1960's when energy was cheap and carbon footprinting non-existent. With an increased awareness, brought about by concerned students, citizens and staff, we undertook the Greening of our school. We insulated the windows with thermal shades, re-roofed (with added insulation) the entire building, and installed the most up-to-date heating and cooling system available. The once old-fashioned electrically heated School has become a model of natural gas heating and cooling technology that can be controlled by our Building Supervisor on his laptop. Temperatures, airflow and carbon dioxide levels are monitored and controlled for health and efficiency on a daily/hourly basis. As a result, the environmental impact of the School is smaller and the building more comfortable to be in. Our school structure, with its new found efficiency, is now open to the public on a regular basis (afternoons, evenings and on weekends). Through efficiency we are able to provide more opportunities for the students and the community at large.

While the majority of our Green School effort has been accomplished through public funding and professional support, the most important part of our transformation has come about by changing our behaviors. It was once said that "Participation in the solution brings true ownership of the product". This statement is definitely true in our case. Our students, at their creative best, have been a true part of the solution. They are "into" being green. It was a group of our middle school students that did a science project that ended up saving the school over

one million gallons of water per year by showing us the value of a waterless cooling condenser.



It was a group of students that suggested the necessity for a compost plan that led to a school-wide program that sends 100% of our compostable food stuffs to a local organic farmer. It was the entire student body that spends time each year greening up our school grounds. It is also a group of 7th and 8th graders that over two years have been working with IBM engineers and the local Solid Waste District to 'invent' a method of compacting school milk cartons efficiently. The goal is to recycle rather than throw away roughly a 1000 milk cartons a day.



We have a school wide Energy Committee, run by students that meets on a regular basis with experts from Energy Efficiency Vermont to review staff and student practices and behaviors. Their plan is to further decrease our energy use. This student committee reviews monthly utility bills and reminds staff to use the insulated window shades and to 'Unplug' everything on the weekends. New student initiatives are forming weekly as the students have assumed ownership in this very important process.

The building is not the only area that has been tuned. Our School has improved healthy food options and expanded options for physical activity. We were serving whole grains, increased vegetables and fruits and decreased calories before the federal requirements. We renovated our sports fields, added a new playground and outdoor basketball court, and a series of student and teacher developed exercise videos for days when it is too cold or wet to be outside. We

have student projects underway to add a ropes course, and increase the sustainability of fresh fruits offered daily through fruit trees grown on our property.

Yes, we are greener, healthier and more comfortable, but the biggest accomplishment is not in reducing the power consumed by our School, but in increasing the power wielded by our students. We feel confident that by making our school green, the passion and creativity of our students has been harnessed to make the world greener along the way. It is for this reason, among the verifiable tangibles, that we would like our students to have their efforts recognized with this prestigious U.S. Department of Education Green Ribbon School Award. It would mean 'the world' to them and they deserve it. While their efforts have been altruistic, an award of this stature would be a wonderful addition to the personal satisfaction of a necessary job well done.

When we look within, we sometimes are given cause to change behaviors, or in some instances to acknowledge the good decisions that we have made. Your consideration has caused us to 'feel good' about our efforts. The winning of this award would possibly spark the greater things that pride and achievement bring to solution seekers.

Thank you



DEPARTMENT OF EDUCATION

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February 9, 2013

State Evaluation of Nominee VT 1 St. Albans City Elementary School

Summary: Over the past four years, the St. Albans City Elementary School community has undertaken both targeted renovations and conscious efforts to reduce energy use, minimize waste, lead healthier lifestyles, and incorporate sustainability and environmental learning into the curriculum on a daily basis. As a result, the school has reduced electricity use by 26%, achieved several health and wellness awards, reduced water use significantly, added fitness-oriented before- and after-school programs, and involved the staff and students in Efficiency Vermont's Whole School Energy Challenge, a statewide energy "competition".

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 St. Albans City Elementary 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. For each application received, 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, found St. Albans City School to be Vermont's strongest applicant in all three areas. The panel was particularly impressed with the depth of involvement of middle school students in conducting research and initiating change.

Pillar One: Score 93.00%

Highlights: Documented 26% decrease in electricity use from 2008 – 2012. City-wide street-lighting study conducted by 7th and 8th grade students resulted in the city council undertaking efficiency measures which reduce local tax rates. After researching bio-diesel, routing changes, and school bus capacity, staff and students worked with a private transportation contractor to reduce the number of school buses used and improve route efficiency. There is a student-driven photovoltaic prototype project onsite, and the school purchases its electricity from a provider which generates 20% of its power from renewable sources (wood and wind).

Pillar Two: Score 87.50%

Highlights: Like all public schools in Vermont, 100% of cleaning products are certified as environmentally-preferable. As a member of the Vermont Dept. of Health's "Envision" Indoor Air Quality Program, St. Albans City School has a school health management team and plan. There is an enforced all-vehicle "no idling" policy, Safe Routes to School walking and bicycling program, and 100% of students are required to take weekly physical education and health classes. St. Albans City School achieved a Bronze medal in the USDA Healthier US School

Challenge and Vermont's 2011/2012 Healthy Kids Award. An on-site garden and local farms provide fresh vegetables to the school lunch program through a robust Farm to School initiative.

Pillar Three: Score 87.00%

Highlights: As evidenced in the state application, St. Albans School devotes considerable resources to assuring STEM education across the curriculum in all grades. The value of any project is determined by "What difference did you make"? Weekly Sustainability and Community Engagement projects have included: designing and building a ropes course, partnering with the local solid waste district to establish and maintain a compost and waste management program, and working with IBM engineers to design an eco-friendly machine to tackle the milk carton waste problem.



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Displaying 15 of 23 respondents

Response Type:
Normal Response**Custom Value:**
*empty***Response Started:**
Friday, October 12, 2012 5:01:29 AM**Collector:**
Web Link
(Web Link)**IP Address:**
216.66.108.70**Response Modified:**
Tuesday, November 27, 2012 5:53:07 AM**1. School Name and Address**

School Name: - St. Albans City School

Address: - 29 Bellows Street

City/Town: - St. Albans

State: - VT

ZIP: - 05478

Email Address: - andrewsg@fcsuvt.org

Phone Number: - 802 527-0565

2. School Principal :

Name: - Joan Cavallo

Phone: - 802 527-0565 X1104

Email Address: - cavalloj@fcsuvt.org

3. Primary Contact Name (if different):**No Response****4. Primary Contact Phone:**

802 527-0565 X1104

5. Primary Contact Email:

cavalloj@fcsuvt.org

6. School Type

Public

7. School Level:

Other (please specify) - PreK-8

8. Enrollment Infomation:

Total School Enrollment: - 734

School District Name: - Franklin Central Supervisory Union

School District Total Enrollment: - 734

9. Total District Enrollment:

2745

10. Does your school serve 4 or more students from disadvantaged households (4 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.

SUMMARY NARRATIVE Over the last four years our school has taken numerous steps to lower our environmental impact, improve student and employee health, and engage our students in the need for environmental sustainability. We have completed a two-year overhaul and replacement of our school's entire heating, air conditioning and lighting systems. Thermal shades have been added to all classroom windows. To save water waterless-urinals and automatic flushing and faucet systems have been added. As a result, the building is now more comfortable and functional. Additionally, these changes have dramatically reduced our school's energy and water use. In the classroom children are being educated about environmental and sustainability issues by tackling real-world problems through project-based learning efforts: 2nd and 3rd graders have launched school-wide projects to eliminate paper use and save pencils. All grade levels have worked to develop procedures and good habits for collecting and composting waste food. Seventh and eighth graders have helped the school figure out ways to reduce water use (1,000,000 gallons/year), minimize solid waste and reduce the school's total energy use significantly (10 this year). Additionally, seventh and eighth graders have conducted a city-wide street lighting study that saved our community substantial money through improved efficiency. Finally, all classrooms participate in regular green-up days to help clean and beautify school and city grounds. Our health initiatives have involved nutritional changes of many kinds. The foods served in our cafeteria are now whole grain, low salt, modest calorie entrees with the addition of appealing fruit and vegetable options. Grant funding covers fruit and vegetable daily snacks for all children. These are well received by our students and are helping to widen their experiences and tastes for foods. Taste tests of unfamiliar dishes/foods in the cafeteria at meals are also helping to educate children and to gauge interest in new food dishes. Healthy cooking classes are available after-school for children interested in gaining further nutritional knowledge. We also partner with local farms to provide food for our school and to process our food waste. To promote exercise, beyond the 30 minutes of daily recess and two 45-minute sessions of P.E. each week, we have made an array of structural improvements and offerings. Our athletic fields have been expanded and all the equipment associated with them upgraded. Newly refurbished gymnasiums have lighting and air circulation systems that have been replaced with efficient ones. The playground and outdoor basketball court are new. Dance, Taikwando and outdoor adventure classes have been added to before- and after-school programs. There is a well equipped on-site fitness room to accommodate disabled students and those not interested in traditional physical education. Staff and students are encouraged to use free city-owned fitness facilities to enhance their health. Finally, for poor weather days, on-site exercise instructional videos have been posted online for use in classrooms. In summary, the St. Albans City School is seeking recognition for its efforts to reduce environmental impact and costs and to optimize student nutrition and physical fitness.

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

es, please list award(s) and year(s) achieved: - Nutrition/Health - Fuel up Play 60 (2010-2012) - Vermont 2011/2012 Fit and Healthy Kids School Wellness Award (Elementary School - Brone Medal) - Positive Behavioral Interventions and Support (PBIS) Awards 2009, 2010, 2011, 2012

14. Can your school demonstrate a reduction in energy use

es, please list over what time period - 2008-2012

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

Before kWh/year - 881,753 kwh 2007-2008

After kWh/year - 653,133 kwh 2011-2012 (26 decrease in use)

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

Fuel Type - Diesel

Previous Usage - Private Bus Company (First Student) unable to share data. We researched biodiesel as a fuel source. Bus company said no due to biodiesel fuel flow problems in winter.

Current Usage - We are using one less bus this year than last and covering half the distance thanks to a new routing plan.

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

Fuel Type - Natural gas fired water heater

Previous - Wasteful 3000 gallon, non-insulated electric water heater.

Current - Two 100-gallon on-demand water heaters connected directly to our building heating system.

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

es, what was the rating: - 89

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

Pursued

20. as 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 - Our energy team applied for and our school was accepted into the Whole School Energy Challenge in VT. Began 2012/2013 school year. All outdoor lights have been converted to energy efficient LED units in the Summer of 2012. In the last two years more than 70% of the interior of the building has been refitted with energy efficient lights and by Summer 2013 100% of the lights will be replaced. Energy Efficient Vermont retrofit lighting rebates were used to offset some of the replacement expenses.

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 : | | |

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.

This Fall we received the Vermont Principal's Award to construct a ropes course at City School for team building and physical activity. Outside of the Whole School Energy Challenge and Light Retrofitting Programs we are engaged in, we don't know of any other programs, scores or awards received.

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

Yes. Please list type of on-site renewable energy? - Student Photovoltaic Energy project prototype to produce electricity from solar power.

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

Negligible (>1%)

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

Yes. Please list type of purchased renewable energy: - Our energy provider purchases/generates 20% of its power from renewable sources.

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

20%

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

Yes

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

Yes. Please list the certification, year, and level achieved: - Our 45-year-old building has gone through a 2-year renovation process in which the entire heating & air conditioning systems and most of our lights were replaced (2010-2012). Existing skylights were replaced with more efficient ones. All ceilings were properly insulated. According to the architect in charge of our building renovation project, our modified building meets all LEED standards. However, as the LEED certification process is expensive, we did not pursue certification.

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): There are NO vending machines at our school. All electric heaters, stoves and standard ovens have been removed from the classrooms. Currently an electricity use inventory of classroom refrigerators, coffee makers and microwave ovens is being made by our Whole School Energy Committee. If energy use is significant, then steps will be taken to eliminate these appliances from the school as well.

31. How often are HVAC filters replaced?

Semi-annually

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

No irrigation on site

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

Drinking fountains/water bottle fillers made by ELKAY (EZH2O) provide filtered water (NSF 42 & 53 certified for particulate, chlorine, taste & odor and lead reduction). St. Albans has just completed a city-wide lead and copper water contamination assessment. Measurements were minimal and well within safety standards.

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): Our busing plan is designed to minimize the number of buses used to transport children, thus maximizing fuel efficiency. We designed bus routes based on location instead of student age. This cut our mileage by almost half. We are using one less full-sized bus for transport this year than in previous years.

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?

Other distributor(s) (please list) - Swish Chemicals -Green Certified 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)

This school year all employees were asked to remove cleaning supplies and any toxic chemicals they may have brought onto the premises. Early in the school year an audit was conducted under all classroom sinks and in closets to ensure that no non-approved chemicals remain. Now only school-provided green-certified cleaning products are available at the school. On November 20th 2012 we participated in a 2.5 hour City School building and grounds walk through with the VT Dept. of Health Envision and Radon Program Coordinator. He was impressed with the school's efforts and accomplishments in improving all environmental health issues.

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 - <http://www.fcsvt.org/assets/files/policies/adopted/2011-04-12/F28%20Wellness%20Policy.pdf>

50. Has your school applied for the [USDA's Healthier US School Challenge](#)?

Yes - Please list level and year: - Bronze 2011/2012

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: - All students receive: - Two 45-minute PE classes per week. -30 minutes of recess every day.

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

No Response

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

0-24%

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

Yes, please describe the required schedule: - There are healthy body themes taught at every grade level.

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

No Response

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

No

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

Nutrition: -Whole grain with reduced fat, sugar and salt content meals. -Fruits and vegetables are often sourced from local farms. -Free vegetable and fruit snacks are provided daily to all students. -Vending machines have been deleted. - This Spring we will be introducing children to local farms and having them taste test foods grown and cooked from them
Exercise: -Thirty minutes of daily recess and 45 minutes of PE twice a week. -Hip hop, Taekwondo and outdoor exercise programs before and after school. -25% of our students walk and run an additional 10 to 30 minutes each day. -Self-generated exercise videos are available on-line for classroom use on days when exercise outdoors is inadvisable. - Soccer, football, basketball, cheerleading afterschool sports.

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

Name/Title: - Peter DesLauriers -21st Century Teacher

Telephone: - 802 527 0565 X4018

Email Address: - deslauriersp@fcsvt.org

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.: Peter DesLauriers A. Every week students develop and use physical team building activities (Example: designing and building a ropes course on school property). B. Every day students work on community assignments involving saving the environment and reducing electricity use (Whole School Energy Challenge, Efficiency VT, ACE and VEEP). Students are also involved (daily) in developing and maintaining a school-wide compost and waste management program in partnership with the North West Solid Waste District, IBM engineers and the Carton Council of America. One of their goals is to develop a machine to recycle our abundance of milk cartons. C. Students have visited Vermont Energy Coop and spoken to the CEO, visited Sheffield Wind Farm, and attended numerous adult workshops on alternative energy sources. D. Students are working with the Director of the Solid Waste District, they have visited composting sites, are working with engineers to design eco-friendly waste processing machinery, they have visited and talked with the patent holder for chemically engineered eco-friendly plastics (Zancy Vonhooks), and they meet with local electricians and building supervisors. | | | | | |

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

Other (please specify) - Successful projects with real life outcomes.

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

Our science NECAP scores are modest. However, our ability to solve real world problems with significant real money savings outcomes is apparent. Our students have: 1.) Studied water usage at school and saved the school over 1,000,000 gallons of water/year. 2.) Worked with the City Council and Efficiency Vermont to study all street lights in the city, enter their location into a Google map and provide extensive recommendations on efficiency changes that could be made. These are being acted upon by the city. 3.) Working with IBM, Carton Council of America and the Solid Waste District to create a machine to solve the school milk carton waste problem. Studies and work funded by these organizations will be used state and nationwide. 4.) Received grants: to design and build an outdoors rope/fitness course for the entire community to use.

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.

All staff and students are taking part in the whole school energy challenge. Project based learning is the focus of professional development for the 2012/2013 academic year. This is a relevant goal since we intend for most of our instruction to utilize project based learning. Projects frequently focus on environmental and sustainability issues. Staff Development: In 2011/2012 ninety seven percent of the staff at City School participated in the Vermont Education Health Initiative (VEHI) program for staff to promote healthy nutrition and exercise behaviors. We expect high participation this year as well.

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.

Our school has entirely changed its educational philosophy. We are now teaching with a real-world project-based focus. The value of a project is related to the question ..."What difference did you make?" We are still establishing this new approach to teaching, although we are leading the state and in some cases the nation in our effort (One teaching team received 3rd Place in "Teams that Make a Difference", Association of Middle Level Educators -AMLE).

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

<http://www.fcsvt.org/departments/curriculum> City School Web Site <http://www.sacsvt.org/>

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.

Our entire school is entered in the Energy Efficiency Vermont Whole School Challenge. Each year EEVt chooses ten high schools for recognition. This year our school, a PreK-8 elementary school, was chosen based on our reputation and record in this area. Actions speak louder than words!

한국어

日本語

中文 繁體