

# GreenRibbonSchools



## 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  
**GreenRibbonSchools**

U.S. Department of Education Green Ribbon Schools 2013

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

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

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

School Mailing Address 333 Rig Street  
(If address is P.O. Box, also include street address.)  
Petersburg WV 26847  
City State Zip

County Grant State School Code Number\* 203

Telephone (304) 257-1110 Fax (304) 257-9658

Web site/URL http://www.grantcountyschools.com/grant51 E-mail mwebstor@access.k12.wv.us

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

  
(Principal's Signature) Date 2-12-13

Name of Superintendent\* Dr. DeEdra Bolton  
(Specify: Ms., Miss, Mrs., Dr. Mr., Other)

District Name\* Grant County Schools Tel. (304) 257-1011

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.

  
(Superintendent's Signature) Date 2/12/13

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

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## 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

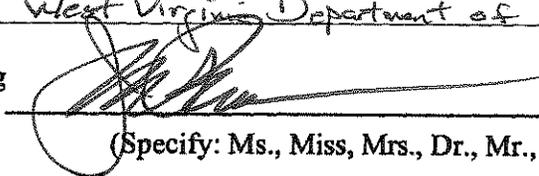
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

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

West Virginia Department of Education

Name of Nominating  
Authority



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

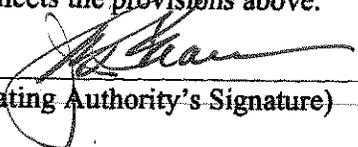
I have reviewed the information in this application and certify to the best of my knowledge that the

U.S. DEPARTMENT OF EDUCATION

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school meets the provisions above.

  
(Nominating Authority's Signature)

Date

2.15.12

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](mailto: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](mailto: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.

Grant County is located at the western end of the Eastern Panhandle of West Virginia. Petersburg Elementary School boasts a picturesque view that ranges from the Allegheny Front to the broad valley of the South Branch of the Potomac River. The natural resources in this area have long been the key to the economy of Grant County. Farming, especially livestock and poultry production has been a basic occupation of many families. Coal mining in the Alleghenies and timber industries also provide for career opportunities throughout the county.

At Petersburg Elementary School we strive to use this access to our natural resources to engage students in many environmental education opportunities. This type of real world, problem-based learning engages students and raises achievement in science, math, language arts, and social studies. It also prepares them for the growing green workforce, provides service learning opportunities, and builds a new generation of environmental stewards. We believe that if we truly want to save and protect our planet for future generations, we need to empower a new generation to understand the very real connections between their communities' priorities and today's environmental issues. Addressing these concerns through problem based learning experiences allows our students to make real and immediate positive changes in their school and home environments. By participating in citizen science projects such as The Great Garlic Mustard Challenge and Save Our Streams students are building knowledge and acquiring tools to take action in their communities. The SIMPLE Science training in which our teachers are involved has been a catalyst to increase these opportunities.

We also know that green school facilities are healthier for students and school staff and improve learning and working conditions. They also save money and natural resources, and can become a “living lab” that provide hands-on opportunities for experiential learning. While our work in this area is in the fledgling stage we are committed to building our green capacity. Our efforts to electricity consumption and to recycle cardboard are examples of this commitment. We are also planning to plant trees on school grounds and build an outdoor learning area that includes a rain garden to filter runoff pollution and create habitat for birds and butterflies.

Looking to the future we continue to seek out ways to improve our facilities and provide relevant learning opportunities for our students. Petersburg Elementary School Staff understand the importance of empowering our youth as agents of change in our society. We desire to build leaders of tomorrow and today and encourage our young people to become active participants in addressing environmental concerns.

**School Contact Information**

School Name: Petersburg Elementary School

Address: 333 Rig Street, Petersburg WV 26847

School Website: <http://grantcountyschools.com/grant5/>

Principal First Name: Mitch

Principal Last Name: Webstor

Principal Email Address: mwebstor@access.k12.wv.us

Principal Phone Number: 304-257-1110

Lead Applicant Name: Julie Colaw

Lead Applicant Email: jcolaw@access.k12.wv.us

**Level**

Elementary (PK - 5 or 6)

**School Type**

Public

Private/Independent

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

Yes

No

**Total enrollment:** 644

**Attendance rate:** 98%

**Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

Yes

(X ) No

## **Pillar I: Reduced Environmental Impact and Costs**

### **WV Sustainable Schools Review = 5.5 points out of 30**

#### **Element IA: Improved energy conservation/energy-efficient building(s)**

Due to lighting retrofits and window replacements, Petersburg Elementary School is beginning to see a reduction in energy costs. Even though we have not achieved Energy Star ratings, we are in the process of using their system to track our energy consumption. We are at the beginning stages of an energy conservation plan that will be tied to our curriculum.

In a recent renovation to our 1974 building, we now have 10% of our total square footage that meets green building standards.

#### **Element IB: Improved water quality, efficiency, and conservation**

We are in the planning stages to implement a vegetation garden that will be watered through a collection system from rain water runoff. Ten percent of our school grounds are devoted to ecologically beneficial uses as described by the EPA.

#### **Element IC: Reduced waste production and improved recycling and composting programs**

Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 6 cubic yds. X 24= 136 cubic yds

Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 6 x 4 x 100% =24

Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 8 Cubic Yds

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : 19.05

Monthly waste generated per person =  $(A/\text{number of students and staff})$ :  $24 / 117 = .2048192$

15 percent of our school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free. We also produce no hazardous waste at our school. Our waste production and disposal is measured and tracked by the MSDS. Petersburg Elementary has begun a cardboard recycling program this year.

### **Element ID: Use of alternative transportation to, during, and from school**

100 percent of the students that attend Petersburg bus, walk, or bike to school. This information was gathered from student rosters.

Transportation routes have been combined to cause the reduction in the number of bus runs during the school day. We have cut from 25 runs down to 22 runs which maximizes the fuel usage for our fleet.

We have a well-publicized no idling policy that applies to all vehicles, including school buses.

### **Pillar II: Improved Health and Wellness**

#### **WV Sustainable Schools Review = 17.5 out of 30**

#### **Element IIA: An integrated school environmental health program**

We are updating but we are under contract with Ace exterminators. We use the least measures possible so that we do not apply pesticides in our facilities. For the 2012-13 school year we have only applied approx. 5 gal. of pesticide.

Notification is posted in staff and student handbooks, posted on every entrance door, announced at all sporting events at the entrance of each facility. Our school is checked by an outside vender to maintain a clean environment to prevent exposure to mercury. All products must be processed through the board office prior to any purchase of chemical or testing products to prevent the purchase of unapproved items. The county has taken all steps to eliminate arsenate. Grant County Schools also follow all playground safety procedure per state policy.

Ace exterminators shall use non-pesticide methods to control wherever possible. For example: Trapping devises rather than pesticide spray shall be used for indoor fly control wherever appropriate. Sticky traps shall be used to guide to guide and evaluate indoor pest control efforts wherever necessary. Cracks will be filled with caulk, food and water source will be removed. Pesticide application will be the last resort after all other options have been exhausted.

We also employ the following practices at our school to minimize exposure to hazardous contaminants:

- Our school prohibits smoking on campus and in public school buses.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

- Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

All custodial staff has been trained during our in-service training by outside presenters this occurs every year. All products are installed in a locked area that only authorized personnel have access to. All staff have been trained in the proper procedures in safe handling and storage, and all products have MSDS sheets to provide information on every product that is approved for use.

Grant County Schools makes every effort to provide, when possible, products that are not harmful to our environment by using green products in our cleaning chemicals. Spartan Products from R.D. Wilson provides the best pricing and green label products such as Tri-Base and Bio-Renewable Glass, and Clean by Proxy.

Periodic check and seek assistance from Office of School Facilities. Install ASHRA approved HVAC equipment that maintain controlled humidity. Remediate regularly mold growth, proactive in identifying the water source then correcting the potential for mold growth.

Our building HVAC equipment does not have auto regulated humidity controls. In the event that the humidity exceeds 60% the building automation system which operates the building, it will enable the HVAC system to wring out the humidity then reheat the building to above dew point for comfort requirements.

We have installed exhaust fan that meet ASHRA industry standards to allow the building envelope to run as designed eliminating all VOCs per ASHRE per standards. Grant County Schools is using a State wide approved documented preventative maintenance program (SchoolDude) to ensure that all HVAC equipment is properly maintained.

Using a building automation system that will accurately adjust the outside air intake to meet ASHRE 62 and State, local and national standards

We follow policy 6202 and this school is annually inspected by the state dept. to comply with the current indoor air quality standards as identified in policy 6200. We are proactive from the county level to inspect the school to identify the potential environmental health and safety issues before they take place. All indoor air quality issues that require outside assistance that county work with the WVDE Office of School Facilities and indoor certified environmentalist.

### **Element IIB: High standards of nutrition, fitness, and outdoor time**

Our school participates in a Farm to School program to use local, fresh food. Our students spent at least 120 minutes per week over the past year in school supervised physical education. At

least 50% of our students' annual physical education takes place outdoors. Our health measures are integrated into assessments i.e. FITNESSGRAM, HEAP.

Students have access to climbing, sliding and swinging equipment, basketball hoops, outdoor soccer, kickball and wiffle ball fields, painted 4 square and hopscotch areas, jump rope areas, walking path on the dike surrounding the school, tetherball and an outdoor climbing wall.

Fifth grade students participate in the Cardiac Kids program. Students in grades 3, 4, and 5 participate in the WVU Extension Services Youth Nutrition Outreach Program a 7 week program in which a Nutrition Outreach coordinator visits the school and provides hands on nutrition lessons and healthy snack recipes. PES is participating school wide in the Jump Rope for Heart Program in coordination with the American Heart Association. Petersburg Elementary School participates in the Let's Move! WV Initiative on a schoolwide basis. We also participated in a Guinness Book of World Records event to break the record for the most simultaneous jumping jacks. PES also uses the Xbox 360 Kinect in 5th grade to increase physical activity on rainy/cold days. PES also has a school based health clinic open every day for half a day provided by Grant Memorial Hospital/Pediatrics. PES staff also participate in the PEIA wellness programs/screenings. The Grant County Health department also provides flu shots on a special date for all staff.

### **Pillar III: Environmental and Sustainability Education**

#### **WV Sustainable Schools Review = 26.5 out of 35**

#### **Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems**

WV has environmental and sustainability literacy requirements embedded throughout science and social studies CSOs in grades K-12. ELA.K.R.C4.2, SC.O.K.1.03, Kindergarten students complete a unit of study on trees in which they participate in group reading/writing activities related to hands-on exploration of the seasonal changes of trees. ELA.1.R.C3.5, ELA.1.R.C4.2, ELA.1.W.C11.2 Preparing written plans to plant trees on school grounds with Cacapon Institute's Project CommuniTree 5th and 6th grade, ELA.5.R.C3.3, ELA.5.W.C11.1, SC.O.5.2.06, SC.O.5.2.07, SC.O.6.1.5, SC.O.6.3.05 Monongahela National Forest Staff work with students using plays and skits to portray invasive plant species, understand how adaptations help them survive in different environments and how lack of natural predators have an impact on native plant and animal species. Students visit public lands, use research techniques and GPS technology to map location of garlic mustard infestations, publish findings. Students research and author a cookbook of garlic mustard recipes and collaborate with the City of Petersburg writing letters and proclamations for Non-Native Invasive Species Awareness Week.

Environmental and sustainability concepts are integrated throughout the curriculum. Teachers at each grade level K-6 are in year 2 of implementation of the Science with Inquiry Modules and Problem-based Learning Experiences (SIMPLE) professional development. Teachers who participated in Project SIMPLE training implement integrated cross-curricular science lessons focused on developing strong writing and research skills and include emphasis on math skills, data collection and interpretation which often crosses over into social studies content as well with graph and map reading.

We take advantage of professional development (PD) opportunities in environmental and sustainability education are provided for all teachers through the WVDE, WVDNR, The Mountain Institute, NASA IV& V, the WV Science Teachers Association, the WV Environmental Education Association, Project WET, and many others. Below are the names and dates of the PD, organization offering the PD, and the teachers who participated in these opportunities over the past 2 years. Also describe how the PD was implemented into the classroom

SIMPLE Module 1 January 21 & 28, 2012, Master Trainers, Petersburg Elem. Attendees: Lisa Porter, Susan Jones, Loretta Rose, Becky Haslacker, Teresa Sullivan, Zondra Reedy, Diana Harman, Vickie Lambert, Gwen Brill, Angela Wisnewski, Terri Taylor, Teddy Ketterman, Misty Corbin, Myra Runion. SIMPLE Module 2 August 9-10, 2012, Master Trainers, Petersburg Elem. Attendees: D. Canoy, S. Jones, L. Rose, B. Haslacker, V. Lambert, G. Brill, A. Wisnewski, T. Taylor, M. Corbin, Mary Beth Cook. 100% of teachers responsible for teaching science in grades 3-6 have 2 years of project SIMPLE Training. Kindergarten 75% of teachers have 1 year of SIMPLE training 25% have had 2 years. First grade 100% have 1 year of project SIMPLE training 50% have 2 years. Second grade teachers 75% have 1 year of SIMPLE Training 25% have 2 years.

Projects WILD, WILD Aquatic and Flying WILD June 11 -12th, 2013 Presenter, Karen McClure, Petersburg High School, Attended by: Zondra Reedy, Misty Corbin, Julie Colaw, Becky Kessel, Lisa Stanton 18% of regular education teachers at Petersburg Elem. participated in all of these Project WILD trainings

Our students have meaningful outdoor learning experiences at every grade level. Kindergarten students observe and describe the properties of trees and leaves in the schoolyard. Help plant and care for a tree temporarily in the classroom, then permanently in the schoolyard. Observe trees throughout the school year for changes that come with the different seasons. First grade students develop a curiosity and interest in plants as living things. Provide for the needs of growing plants. Observe and describe the changes that occur as plants grow and develop. Second grade students develop a curiosity and interest in insects and a respect for them as living things. Become familiar with some of the life sequences that different types of insects exhibit. Observe the behavior of insects at different stages of their life cycle. Provide for the needs of insects. Sixth grade students create classroom terrarium and aquarium ecosystems.

They conduct, record and organize daily observations. Plan, implement and analyze experiments and draw conclusions from the results. Make and test predictions. Identify ecosystems as stable or disturbed and recognize whether the causes of a disturbed ecosystem are natural or human-made.

### **Element IIIC: Development and application of civic engagement knowledge and skills**

Outdoor learning is used to teach an array of subjects that engage the community and develop civic skills. This is our strongest area as a sustainable school. PreK, Kindergarten and 1st grade students participate in portions of the Journey North Monarch Migration project by observing Monarch butterfly life cycles in the classroom and reporting sightings and tracking Monarch butterfly migration. First grade students are collaborating with Tanner Haid from the Cacapon Institute to plant trees on school grounds and to complete outdoor learning activities to help them distinguish between living and non-living objects. Fifth grade students participate in Earth Day 4-H Water Quality activities at the Hampshire County 4-H Park sponsored by the WVU Extension Services in partnership with Toyota. WV Division of Natural Resources, WV DEP, USDA, and Cacapon Institute and WV Save our Streams citizen volunteer stream monitoring program staff provide hand-on activities for students including tree planting and stream monitoring. Students also participate in The Great Garlic Mustard Challenge, another citizen science project in which participants learn to identify non-native invasive species document removal efforts in the Monongahela National Forest.

We have many opportunities for students to integrate sustainability and environmental topics into civic engagement projects. These occur at every level of PES. Kindergarten and First grade teachers and students are collaborating with the Cacapon Institute with a school beautification project through tree planting. First grade teachers are planning to start a school composting program to reduce the school's solid waste stream, recycle natural resources, create a useful product (finished compost), and to educate the school community about the benefits of composting. Fifth grade teachers and students are collaborating with Molly Barkman from the Cacapon Institute to install a rain garden on school property. To provide hands-on, in-the-field educational opportunities, reduce a soggy spot and eliminate excess standing water, and create a habitat for local and migrating birds and beneficial insects including butterflies. This project will also help to enhance community awareness of storm water issues as well as beautify school grounds. Fifth and Sixth grade students participate in The Great Garlic Mustard Challenge by removing non-native invasive plant species on public lands in partnership with Monongahela National Forest Staff.

Our partnerships with local academic, business, government, nonprofit and informal science institutions help advance our school's efforts. Our partnership with WVU Extension Services workers provides health and nutrition education for 3-5th grade students. In addition, this partnership has allowed for our 5th grade students to participate in tree planting and stream monitoring citizen science projects that occur outdoors. We have also developed a partnership with the Monongehela National Forest in which 5th and 6th grade students receive in class instruction in ecosystems and human interactions that address the extinction of a species and

how the use of technology in a citizen science project can help to monitor progress and address the problem of non-native invasive plant species. This year the partnership is expanding to 5th graders throughout all of Grant County. We are also partnering with the Cacapon Institute to plant trees and install a rain garden and outdoor learning area. The City of Petersburg and The Grant County Press also work with Petersburg Elementary to promote and publicize these activities to increase public awareness. PES PTO officers also work as trained volunteers with these citizen science projects to provide support and supervision during fieldwork opportunities.

We also work hard to integrate core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education. Schoolwide our technology media specialist, music, art, and physical education instructors partner with classroom teachers to incorporate content area into the arts. Each year the art teacher has students participate in the agriculture education poster contest, the music teacher reinforces science content through songs about the scientific method and other concepts, the physical education teacher provides great opportunities for outdoor physical activity and the media specialist provides support for research.

Garlic mustard fieldwork trip to Seneca Rocks



Students learn to identify non-native invasive species such as garlic mustard.



Video: This video highlights Petersburg Elementary students working on a garlic mustard removal project.

<http://www.youtube.com/watch?v=DPI0E3W7bPU&feature=youtu.be>