

GreenRibbon

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

Charter Title I Magnet Private Independent

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

Official School Name: Carmel High School
(As it should appear on an award)

School
Mailing Address 520 East Main St.
(If address is P.O. Box, also include street address.)

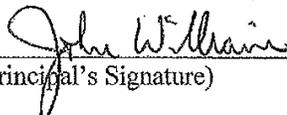
Carmel IN 46032
City State Zip

County: Hamilton State School Code Number*150445

Telephone (317) 846-7721 Fax (317) 571-4066

Web site/URL <http://www1.ccs.k12.in.us/chs/home> E-mail: jwilliam@ccs.k12.in.us

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

 Date 1-29-2014
(Principal's Signature)

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

District Name* Carmel Clay Schools Tel. (317) 844-9961

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

 Date 1-29-14
(Superintendent's Signature)

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

ED-GRS (2012-2013)

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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 to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades Pre-K-12.
(Schools on the same campus with one principal, even a Pre-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 Indiana Department of Education

Name of Nominating Authority Mr. Jeremy Eltz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



GreenRibbon Schools

school meets the provisions above.

Jeremy O'Leary
(Nominating Authority's Signature)

Date 1/30/2014

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

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

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



ED-GRS Indiana Department of Education Application

Thank you for your interest in completing the Indiana Department of Education application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by an eligible nominating authority. The second step of the process requires signatures for the nominee package that will be sent to the U.S. Department of Education (ED).

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [resources page](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers. **Applications are due by midnight December 16, 2013.**

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, 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 as 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. 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.

School Contact Information

School Name: Carmel High School

Street Address: 520 E. Main St.

City: Carmel State: IN Zip: 46032

Website: www.ccs.k12.in.us/chs/home Facebook page: <https://www.facebook.com/pages/Carmel-High-School-Carmel-Indiana/103442446362151>

Principal Name: John Williams

Principal Email Address: jwilliam@ccs.k12.in.us Phone Number: 317-846-7721x7410

Lead Applicant Name (if different): MaryEllen St.Angelo

Lead Applicant Email: maryellen.st.angelo@gmail.com Phone Number: 317-848-2644



<p>Level</p> <p><input type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input type="checkbox"/> K - 8</p> <p><input type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input checked="" type="checkbox"/> High (9 or 10 - 12)</p>	<p>School Type</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Private/Independent</p> <p><input type="checkbox"/> Charter</p>	<p>How would you describe your school?</p> <p><input type="checkbox"/> Urban</p> <p><input checked="" type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p>	<p>District Name</p> <p>Carmel Clay Schools</p> <hr/> <p>Total Enrolled:</p> <p>4,400</p>
<p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>% receiving FRPL 6%</p> <p>% limited English proficient 2%</p> <p>Other measures 95% of CHS students go on to higher education after graduation</p>		<p>Graduation rate: 95.32%</p> <p>Attendance rate: 95%</p>

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	



Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

Summary Narrative: Provide an 800 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.

Through everyday practices, policies and education, Carmel High School (CHS) strives for sustainability. To reduce environmental impact and costs, light bulbs are being replaced with energy saver bulbs and electronic ballasts. There is a continuing installation of LED and induction lighting when replacements are necessary. “Optimal Smart” technology is also used in the building Energy Management System. An educational demonstration solar panel has been installed. CHS uses and recycles remanufactured ink cartridges for printers, recycles batteries and light bulbs, and participates in a hazardous waste disposal program. During remodeling, old carpet is recycled instead of thrown in the trash. CHS has trash compactors that reduce removal trips and landfill volume. It also has an automated HVAC control system, as well as central control of thermostat set points and heating and cooling water temps. To improve student and staff health, a No Idle Zone surrounds the school buildings; custodians use “green” supplies; the Integrated Pest Management Program reduces the use of pesticides on campus, and the facilities department has chosen low-emitting paints, carpets, and other supplies to improve indoor air quality. Adequate ventilation is a priority in classrooms. A salad bar is available at lunch everyday, and the Arts Garden, Cross Country Course, Rain Garden and Wetlands provide natural spaces for students and staff. (“Carmel Clay Schools Goes Green,” and “Green Schools Report Card Quiz,” both by Bob Yull, District Energy Manager) Students learn environmental education in Earth & Space Biology/Physical Geology, as well as A.P. Environmental Science and A.P. Human Geography classes.(CHS Program of Studies) The student-led Sustainability Club and Environmental Club initiate sustainability projects throughout the year,



such as cafeteria and hallway recycling, growing food in the school district-sponsored community garden, and educating the student community. Some CHS students serve on the local Carmel Green Teen Board, which awards up to \$6,500 in microgrants each year to student groups who create projects that “reduce pollution, conserve natural resources, and/or save energy.” (Carmel Green Teen Microgrant website) CHS students have won grants to provide CFL light bulbs to 105 local homes; purchase and had installed occupancy light sensors in CHS restrooms; provide Rain Barrel and Composting workshops for the community; plant trees; plant butterfly bushes and build a pergola to display recycled art in the CHS Arts Garden; install water-saving shower heads in the school and community locker rooms; purchase recycling bins for all three school lunchrooms, and at the Carmel Learning Center: provide recycling, reduce paper waste, provide reusable cups instead of styrofoam, and purchase potted plants for classrooms. (Carmel Green Teen website) CHS also has parent representatives that participate in the districtwide Green Team, a group of parents who collaborate with staff and students to support the school community in implementing sustainable, energy-smart, eco-friendly and cost-effective measures. The CCS Green team works with the PTO to reduce waste at events, provides America Recycles Day and Earth Day promotional materials and PA announcements, and supports the Environmental and Sustainability Clubs. (CCS Green Team website, www.ccsgreenteam.org).

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes No Program(s) and level(s) achieved:Energy Star (2010); Energy Conservation Program (partnering with Cinergistic) started in 1995; EnergyCap Program

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

Yes No Award(s) and year(s) Carmel Chamber Green Award, 2010; Energy Star Award (2010); Cinergistic Lighthouse Award, 2013;

Optional work: Certain questions have been labeled optional. These questions require more research than the applicant may have capacity to answer or the school currently may not be tracking the requisite data. Answering these questions will provide reviewers a more complete view of your green efforts. However, if you do not have the capacity to answer the question in the format it is asked; please provide either estimates or plans of how you intend to begin collecting this data.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. **(Optional)** Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes No

[Click here to enter text.](#)



Percentage reduction: 49.2%

Over (m/yy - m/yy): 7/94-6/95 compared to 7/12 – 6/13

Initial GHG emissions rate (MT eCO₂/person): .88

Final GHG emissions rate (MT eCO₂/person): .433

Offsets: None

How did you calculate the reduction? EnergyCap Pro (Energy Saving Computer Program)

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes No Year(s) and score(s) received: 2010 90 present score (7/13) - 89

3. **(Optional)** Has your school reduced its total non-transportation energy use from an initial baseline? Yes No

[Click here to enter text.](#)

Current energy usage (kBTU/student/year): 10.59mmbtu/student/2012-2013

Current energy usage (kBTU/sq. ft./year): .084mmbu/sqft/2012-2013

Percentage reduction: 72%

Over (m/yy - mm/yy): 7/1994-6/1995 compared to 7/2012 – 6/2013

How did you document this reduction? EnergyCap Pro

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: negligible Type demonstration/educational solar panel

Purchased renewable energy: [Click here to enter text.](#)Type [Click here to enter text.](#)

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: [Click here to enter text.](#)

5. In what year was your school originally constructed? 1958

What is the total building area of your school? 1.04 million square feet

6. Has your school constructed or renovated building(s) in the past ten years? Yes No

For new building(s): Percentage building area that meets green building standards:[Click here to enter text.](#)



Certification and level: [Click here to enter text.](#) Total constructed area: 28,000 sq ft

For renovated building(s): Percentage of the building area that meets green building standards: [Click here to enter text.](#) Certification and level: [Click here to enter text.](#) Total renovated area: [Click here to enter text.](#)

Water and Grounds

7. **(Optional)** Can you demonstrate a reduction in your school's total water consumption from an initial baseline? Yes No

[Click here to enter text.](#)

Average Baseline water use (gallons per occupant): 6.78kgal/student

Current water use (gallons per occupant): 3.7 kgal/student

Percentage reduction in domestic water use: 54.6%

Percentage reduction in irrigation water use: [Click here to enter text.](#)

Time period measured (mm/yyyy - mm/yyyy): 7/1994 – 6/1995 compared to 7/2012 – 6/2013

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: EnergyCap Pro program from utility bills

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: Most plants on the property are regionally appropriate because once they are established, they do not take much care. We normally treat for disease/insects and water newly-planted plants. About 9% are native to Indiana, not including the wooded area. We have not taken a sample of the wooded area. Types of plants used and location: Native plants include: Little Bluestem (Rain Garden), Oaks (throughout property), Maples (throughout property), Viburnum, Serviceberry, Tulip, Coneflower (throughout property), River Birch (around building), Elm (parking lots), Redbud, Ash (wooded area), Hackberry and Walnut.(Rebecca Schmiesing, Carmel Clay Schools Landscape Specialist)

9. Describe alternate water sources used for irrigation. (50 words max)

We do not use alternate sources of water for irrigation. We use water from a well for irrigating the fields in the stadium area, and city water for the front of the building.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

A rain garden has been installed on campus. Also, the wetlands on the property hold water and slowly release it back into the water table. The planting of trees helps to reduce runoff by capturing and storing rainfall in the canopy and then releases water back into the atmosphere through evapotranspiration. Also, tree roots help



create soil conditions that promote infiltration of rainwater in the soil. (Rebecca Schmiesing, Carmel Clay Schools Landscape Specialist)

11. Our school's drinking water comes from: Municipal water source Well on school property Other:

[Click here to enter text.](#)

12. Describe how the water source is protected from potential contaminants. (50 words max)

City standards apply.

13. Describe the program you have in place to control lead in drinking water. (50 words max)

Lead is not present.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? Approximately 10.6% of the school grounds are devoted to ecologically beneficial uses. Rain Garden: .07 acres; Butterfly garden (one of the courtyards): .04 acres; Wooded area (used for multiple purposes): 6.65 acres, totaling 6.76 acres.(Rebecca Schmiesing, Carmel Clay Schools Landscape Specialist)

Waste

15. **(Optional)** What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? 31.8% Complete all the calculations below to receive points.

[Click here to enter text.](#)

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 150cubic yards

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 70cubic yards

C - 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): [Click here to enter text.](#)

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 31.8%

Monthly waste generated per person = $(A/\text{number of students and staff})$: .028 cubic yards

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 4%

17. List the types and amounts of hazardous waste generated at your school:



Flammable liquids Click here to enter text.	Corrosive liquids Click here to enter text.	Toxics Click here to enter text.	Mercury Click here to enter text.	Other: Small amount of used oil - recycled
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How is this measured? [Click here to enter text.](#)

How is hazardous waste disposal tracked? A licensed disposal company is hired to dispose of and track any minimal waste generated.

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

Batteries and lamps are collected and recycled.

18. Which green cleaning custodial standard is used? See below.

What percentage of all products is certified? 80%+ are Green Seal Certified and/or EPA Registered

What specific third party certified green cleaning product standard does your school use? [Click here to enter text.](#)

Alternative Transportation

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

How is this data calculated? (50 word max) [Click here to enter text.](#)

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: (50 word max) [Click here to enter text.](#)

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max) Carmel High School uses a fuel efficient bus fleet with additional emission controls added to the buses. The buses run on bio-diesel fuel. A No Idle bus policy is also in place.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max) Carmel Clay Schools partnered with Energy Education Inc. in



1995 to reduce the overall impact. Our program has been a great success with 11 of our 15 buildings receiving an Energy Star Award (including Camel High School) and being recognized in 2013 with the Lighthouse Award. Carmel Clay Schools also has partnered with the CCS Green Team which is a part of the Parent-Teacher Organization.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. **(Optional)** What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: Not used. Integrated Pest Management (non-pesticide) Program used.

2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school prohibits smoking on campus and in public school buses. [Click here to enter text.](#)

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. [Click here to enter text.](#)

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

Our school does not have any fuel burning combustion appliances [Click here to enter text.](#)

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. [Click here to enter text.](#)

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. We do not have any wooden structures.

3. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max) According to the Science department chair, Jen Marlow, the following methods are used to minimize student and staff exposure to chemicals routinely used in school: 1) Do microscale labs, using just small drops of chemicals rather than large amounts; 2) Make up large amounts of diluted hydrochloric acid and sodium hydroxide so that each teacher does not have to be exposed to the concentrated substance; 3) All of the rooms are equipped with fans to help alleviate the fumes, and we keep a portable fume hood in the chemistry prep room; 4) Some solutions are now ordered already made, rather than the solids. This keeps people from having to make as many solutions.

4. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) Carmel High School has a No Idle policy in its parking lots. We properly maintain our filter and fresh air system.



5. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

There has been training in how to correctly remove wet ceiling tile. Maintenance responds to leaks quickly and there is also a roofing company on an ongoing basis to quickly fix leaks. Routine preventive maintenance such as clearing roof drains and inspecting roof areas is scheduled. We have a person trained in mold removal that leads a team if mold is found. Outside contractors are used if the area is too great (rarely). (Bob Yull, CCS Energy Manager)

6. Our school has installed local exhaust systems for major airborne contaminant sources. Yes No

7 Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

The environmental system is computer-controlled with a system which has a yearly maintenance agreement for continual monitoring. We also have computer generated work orders for maintenance work on filters, dampers etc.

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

There are two portable CO2 sensors used by maintenance staff.

9. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

[Click here to enter text.](#)

Nutrition and Fitness

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HeathierUS School Challenge.

Level and year: [Click here to enter text.](#)

Our school participates in a Farm to School program to use local, fresh food. [Click here to enter text.](#)

Our school has an on-site food garden. [Click here to enter text.](#)



x Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Students in the Environmental Club grew vegetables in the Carmel Clay Schools Community Garden.

x Our students spent at least 120 minutes per week over the past year in school supervised physical education. [Click here to enter text.](#)

x At least 50% of our students' annual physical education takes place outdoors. [Click here to enter text.](#)

x Health measures are integrated into assessments. [Click here to enter text.](#)

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program). [Click here to enter text.](#)

Food purchased by our school is certified as "environmentally preferable"

Percentage: [Click here to enter text.](#) Type: [Click here to enter text.](#)

11. Describe the type of outdoor education, exercise and recreation available. (100 word max)

CHS offers Lifetime Fitness classes that include badminton, flag football, tennis, soccer, softball, golf, ultimate Frisbee. Aquatic Sports and Fitness includes snorkeling, scuba diving, canoeing, kayaking, wind surfing, and usually a trip to Eagle Creek (a local reservoir). P.E. I/II classes are fitness-based and include a variety of activities, both inside and outside. Tennis, flag football, soccer, softball, track and field are some of the outside activities. The Modern Fitness Course offers yoga, Pilates, step aerobics, Zumba, bootcamp, etc. Part of the P.E. I curriculum includes swimming- both stroke work and water safety (including boating safety). P.E. II curriculum includes water sports: water polo, water basketball, water relays. CHS also offers a Cardiovascular Development class which includes running long distance outside. (P.E. Department)

12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

The CHS Wellness Committee is focusing on student and staff wellness. Students will be developing PSAs to run during video announcements, highlighting nutrition and physical activity. This committee also partnered with the Carmel Education Foundation and sponsored a Wellness Fair (40+ vendors) during a 5k/2k run/walk. This was a family-friendly event, and over 2300 people registered for the run/walk. In addition, CHS has a new fitness facility which includes a weight room, cardio/fitness room, 2 lane suspended track and 2 new gyms. Students use these facilities during the academic day and before/after school (athletic teams). A program is being developed for CHS staff. Further, CHS staff may take fitness classes and stress-relieving classes at the Wellness Clinic located across the street from the high school. These are offered on a regular basis. Finally, our food service follows all the guidelines set by the USDA to comply with the Healthy, Hunger-Free Kids Act of 2010. We are currently meeting most of the goals set for the 2014-15 school year.

Pillar 3: Effective Environmental and Sustainability Education



1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Our U.S. Government classes assign a “Key Issues” research project. Several students have chosen to research the environmental policy of the government to fulfill the requirements of the assignment. The CCS Green Team has recently begun working with district curriculum specialists Amy Dudley and Anne Arroyo on integrating environmental and sustainability concepts throughout the curriculum.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

[Click here to enter text.](#)

Students evidence high levels of proficiency in these assessments. (100 word max)

[Click here to enter text.](#)

Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

[Click here to enter text.](#)

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: about 7% Percentage scoring a 3 or higher: 62%

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

The Civil Engineering/Architecture class (a Project Lead the Way class) includes studying Green Building and Sustainable Design Principles. They study wastewater management and storm water runoff. They also research all aspects of LEED certification, including its definition, function, innovation and design, materials and water efficiency, among other aspects. (Civil Engr./Architecture Course)

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

[Click here to enter text.](#)



5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

The International Baccalaureate Students and Carmel Green Teens sponsor a twice-a-year electronics recycling event. Students in the Environmental Club grew vegetables in a Community Garden plot in 2013. Students in the Environmental Club have initiated and sustained school hallway recycling and are collaborating with staff to do the same with cafeteria recycling. Some CHS students serve on the local Carmel Green Teen Board, which awards up to \$6,500 in microgrants each year to student groups who create projects that “reduce pollution, conserve natural resources, and/or save energy.” (Carmel Green Teen Microgrant website) CHS students have won grants to provide CFL light bulbs to 105 local homes; purchase and had installed occupancy light sensors in CHS restrooms; provide Rain Barrel and Composting workshops for the community; plant trees; plant butterfly bushes and build a pergola to display recycled art in the CHS Arts Garden; install water-saving shower heads in the school and community locker rooms; purchase recycling bins for all three school lunchrooms, and at the Carmel Learning Center: provide recycling, reduce paper waste, provide reusable cups instead of styrofoam, and purchase potted plants for classrooms. (Carmel Green Teen website)

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

[Click here to enter text.](#)

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

[Click here to enter text.](#)

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Carmel Clay Schools partnered with Energy Education Inc. in 1995 to reduce its overall environmental impact. Our program has been a great success with 11 of our 15 buildings receiving an Energy Star Award (including Camel High School) and being recognized in 2013 with the Lighthouse Award. Carmel Clay Schools also has partnered for the past 5 years with the CCS Green Team which is a part of the Parent-Teacher Organization. The CCS Green Team has promoted and supported an increase in recycling at all district schools from paper only to single stream (paper, plastic and metal). It has also increased environmental awareness at CHS and all CCS schools by providing educational materials for America Recycles Day and Earth Day. The parent organization helps run “green” clubs at seven of the district’s schools (including CHS). Students in these clubs learn about and promote energy conservation in their schools with PSAs and signage by light switches, host gently-used toy drives, a holiday lights recycling drive, and create decorations for their school carnivals out of recycled materials, among other activities. The CCS Green Team, at the request of district administrators, also started an organic community garden on school property. Nine student groups have garden plots there, and school and community members alike attend gardening seminars to learn sustainable gardening practices. The CCS Green Team has recently begun working with Carmel Clay Schools curriculum specialists on integrating environmental education into the curriculum.



9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

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