

GreenRibbonSchools



2014 School 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 to the best of their knowledge. *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 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 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.

GreenRibbonSchools



U.S. Department of Education Green Ribbon Schools 2013

Charter Title I Magnet Private Independent

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

Official School Name Travilah Elementary School
(As it should appear on an award)

School Mailing Address 13801 DuFief Mill Road
North Potomac, Maryland 20878

County Montgomery County State School Code Number* 150216

Telephone (301) 840-7153 Fax (301) 670-8230

Web site/URL www.montgomeryschoolsmd.org/schools/travilahes/
E-mail Susan_Shenk@mcpsmd.org

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

Susan J. Shenk Date 1/9/14
(Principal's Signature)

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

District Name* Montgomery County Public Schools Tel. (301) 279-3383

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.

[Signature] Date 1.13.2014
(Superintendent's Signature)

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

PART II - SUMMARY OF ACHIEVEMENTS



Instructions to School Principal

Note: Part II was submitted with the application for the 2014 award process. There is no need to submit it again.

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.

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Name of Nominating Agency Maryland State Department of Education

Name of Nominating Authority Dr. Lillian M. Lowery
(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 school meets the provisions above.

Lillian M. Lowery Date 1/22/2014
(Nominating Authority's Signature)

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.



Maryland Green Ribbon Schools Award Nominee 2

School Contact Information

Travilah Elementary School
13801 DuFief Mill Road
North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/travilahes/
Principal Name: Mrs. Susan Shenk
Susan_Shenk@mcpsmd.org
301-840-7153
Lead Applicant: Ms. Hillary K. Kirchman
Hillary_H_Kirchman@mcpsmd.org
240-314-1092

Student Data

Percent receiving Free and Reduced Meals (FARMS): 5.1%
Percent Limited English Proficient: 13.8%
Student population: 440
Public School 6-digit Code: 150216

Demographics

Public Elementary School (suburban)
School district name: Montgomery County Public Schools (MCPS)
Yes, MCPS is one of the 50 largest school districts.
Total student enrollment: 151,289

Highlights Report

Travilah Elementary School (ES) earned recognition as a Maryland Green School from the Maryland Association for Environmental and Outdoor Education (MAEOE) in 2010 because of our efforts to reduce environmental impact and our dedication to integrating environmental and sustainability education into the instructional life of the school. Travilah continues to grow greener every year! Here are just a few examples of our rich learning in practice!

First, our staff models good green practices for our students. Leading by example has a profound effect on our students, as they get to see their teachers “practicing what we preach!” We do this by being avid recyclers and modeling good recycling decisions. Our classrooms continue to improve in our paper and plastic/metal recycling. We routinely copy student handouts on both sides of the paper. One of our teachers serves on the MCPS Environmental Literacy Team formed in response to Maryland’s requirement that all students participate in a K-12 program of environmental literacy. The teachers and supervisors on the Team develop strategies and offer guidance and leadership to our staff to help ensure that the Environmental Literacy Standards are infused within our local curriculum.

Second, as we exit our classrooms, our students routinely turn off our lights and close classroom doors. At the end of each day, teachers and students close classroom windows, close window blinds, turn off computers and Promethean Boards, and close classroom doors to prevent air conditioning and heating loss. We won a county award for significantly reducing our school’s electrical consumption this past year. And, over the past three school years, Travilah ES received seven awards from the district for energy conservation. Our Student Energy Recycling Team (SERT) is comprised of 34 very dedicated fifth grade students who collect bottles, cans and paper recycling from the two recycling containers in each classroom (repurposed plastic containers!). Even our Parent Teacher Association (PTA) newsletter has gone green: it has moved to an online version where parents can “opt out” of the paper newsletter sent home with their children.

Third, we also teach our students the importance of caring and respecting our environment. Our new 2.0 Standards Based Core Curriculum lessons weave this message throughout each grade level in all subject areas. When possible, our lessons incorporate the use of our school’s outdoor classrooms, courtyard, and organic gardens. “NO child left INSIDE” has been our school’s teaching mantra. Our school’s courtyard and organic gardens have been filled with active learners. Teachers have scheduled various field trips outside of our school to promote environmental learning and involvement with nature including visits to local agriculture farms to analyze their environmental impact, identifying tree diversity during nature walks, visiting markets and charting how food gets from field to market, day trips to the Chesapeake Bay

Foundation's Philip Merrill Center in Annapolis, and visiting the Montgomery County Recycling Center.

These locations, both on our schools grounds and off-site, allow our students to learn by witnessing and participating hands-on with nature. We are able to monitor biodiversity, germinate seeds and allow them to fruit, evaluate pond water quality levels and graph growth data, etc..."

Our many student-based green activities that have been established include:

- Students monitoring our playground and school grounds for trash that could possibly wash into the drainage watershed of the Watts Branch Creek.
- Participating in the end of the year program "Drive for Supplies." Repurposing/reusing school supplies and sending them to locations where students need them to be successful.
- Composting student lunch non-proteins using our courtyard composter. (Decomposition lesson)
- Students collecting Styrofoam lunch trays and preparing them for pick up. We are recycling through a partnership with Whole Foods.
- Dumping lunch drink liquids responsibly.
- Students creating their own poetry and song for the morning announcements promoting Green events, SERT tips, and Trash-Free Friday.
- Trash-Free Fridays promote students packing a NO-trash lunch
- Travilah ES Student Government Association sponsors a "Green Day" each year. This traditionally occurs the week before our End-of-the-Year School Picnic. This is a day for all Travilah students to SHOW their colors! It's cool to be green! The week before our Green Day, students offer green reminders during the morning announcements. Songs, raps, green facts, and riddles are offered to build excitement for this day. On this day, classes highlight green, environmentally friendly activities such as cleaning up the courtyard and playground, going on a special nature walk on school grounds, or listing the ways they can help nature.
- Finally, Travilah ES also emphasize wellness – healthy habits – for staff and students. The Travilah Trekkers – children and adults – run in special T-shirts around the bus circle area several times a week to encourage physical exercise as a part of a normal daily routine. We also sponsor a Travilah Moves Day for the school community, where wellness sponsors are at the school site to encourage family wellness activities that include yoga, tennis, karate, etc. A "Dolphin Dash" and "Fun Run" are also hosted where students and adults participate in a run around the field for one mile.

These are just a few of Travilah ES' current initiatives and best management practices. We are proud of how our staff, students, and community have embraced strong, responsible green behaviors and healthy living. We continue to teach our children to be lifelong earth-stewards who value and care for their environment.

Narrative

Teachers at Travilah ES are committed to ongoing professional learning in science and environmental education. Travilah ES has a designated lead science teacher who participated in the Howard Hughes Medical Institute-funded lead science teacher project. This three-year project focused on shifting science instruction to an inquiry based model that integrates STEM concepts. Travilah staff attended workshops provided by OEEP staff and learned to use the power of environmental issues as context for STEM learning as well as utilizing environmental topics to connect inquiry learning, STEM investigations, and outdoor learning. The principal and a designated group of teachers participated in additional professional learning by attending the MSDE Educator Effectiveness Academies (EEA) in 2011, 2012, and 2013 and then trained Travilah staff how to integrate STEM concepts and practices into all curriculum areas, with an emphasis on outdoor learning. In 2013, one of our teachers was selected by the State to be a presenter for the STEM portion of the MSDE Educator Effectiveness Academies and traveled to other counties throughout Maryland to present at EEA academies. Throughout the curriculum, environmental connections are made to various STEM topics related to how humans, plants and animals interact with the environment.

MCPS has a K-12 Environmental Literacy Plan that ensures that environmental and sustainability education occurs as a series of learning progressions from Kindergarten through Grade 12 and involves several content areas. All of the Maryland Environmental Literacy Curriculum standards are addressed in spiral fashion as students advance in knowledge and skill level. Graduation in the state of Maryland requires that students successfully complete a high school program that teaches all eight environmental education standards. The foundation for these MCPS high school courses starts with the elementary environmental education curriculum.

The newly developed Elementary Integrated Curriculum* integrates environmental and sustainability education at every grade level. Students are engaged in learning through the use of environmental issues as a context for learning. Examples of topics include: the use and type of lighting, water conservation, and recycling. In addition to the life science and ecology concepts, students learn geographic concepts to understand interactions between the physical and human characteristics of the environment. Social studies concepts include:

- People adapt to and modify the environment when they settle in a region
- The movement of people and goods changes the environment of a region
- Individuals and groups make choices that affect the environment

The integration of environmental education in core content areas ensures that students receive robust, relevant, and engaging instruction across all subjects in the early grades. Authentic environmental issues help students develop critical and creative thinking skills that will prepare them for their future.

An example of the integration of environmental and sustainability literacy concepts at Travilah ES is the Grade 3 Community Action Project. This stewardship followed classroom lessons focused on the meaning of pollution and the power of each person to make a difference. Students suggested that litter in the neighborhood was a visible problem in the local area, so they decided to take an action: one brisk autumn morning, third grade families met and cleaned up a park and nearby roads. They collected bags of litter that they then sorted and recycled the trash.

*In 2011, MCPS received funds by the U.S. Department of Education to develop and pilot-test the nation's first integrated elementary curriculum. This new curriculum moves teaching and learning away from mastery of facts to the development of creative and critical thinking skills, and within MCPS is called Curriculum 2.0. It integrates environmental and sustainability concepts throughout the grade levels and includes inquiry projects and opportunities to create action projects. In order to successfully complete these projects, students require strong understanding of content area through development of background knowledge.

The thinking and academic skills framework applied to elementary curriculum builds in college and career readiness skills such as fluency, collaboration, analysis, communication, metacognition, and originality.

To strengthen the curriculum and help students make connections to possible careers, Travilah invites guest speakers who are practitioners in many fields. Professionals share content knowledge and ways they use knowledge in their work. For example, a nearby farmer talked about his very large farm, agriculture, healthy eating, canning, growing veggies, as they relate to becoming a successful farmer. The second graders visit his farm each year for a hands-on, minds-on experience. We also have career days for Grade 2 students – we have had presentations from Giant food staff, a dietitian and a doctor. While Grade 4 students learn about careers in agriculture from farmers and scientists at the Agricultural Farm Park, Grade 5 students get to explore and research careers of their choice; many choose food science,

environment, and health related jobs. Kentland's Whole Food Market is a major partner in the work Travilah does in educating children about nutrition, types of foods, healthy life styles, and exercise.

All MCPS schools use a coordinated-school health approach to address school health issues and to improve the health of students and staff. MCPS works closely with the Montgomery County Department of Health and Human Services (DHHS) and the Mental Health Association of Montgomery County (MHA) to develop and implement health-related initiatives. These include incorporating health education into MCPS' curriculum requirements for elementary school students. Subject areas include:

- mental and emotional health;
- fitness and nutrition education;
- alcohol, tobacco, and drug education;
- health-enhancing behavior;
- family life and human sexuality;
- illnesses and disease prevention; and
- safety and injury prevention.

Travilah ES is equipped with a health office, staffed by a nurse and a health technician. Health office staff support school health efforts by treating student injuries and illnesses, providing guidance and training to school staff, verifying and maintaining student vaccination records, and monitoring student injuries and illnesses for patterns.

MCPS has implemented system-wide programs designed to assist students experiencing anaphylaxis. All schools are provided epinephrine auto-injectors and all staff members receive annual anaphylactic awareness training, with at least three staff members at each school receiving hands-on training in administering epinephrine. Travilah ES also has four staff members trained to provide first aid and CPR.

Travilah Elementary School is a USDA Bronze Level Healthier US School Challenge Award and Team Nutrition School. Nutrition education is done in homerooms, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. Instruction has been supplemented with the Salad Science program in Grades 1 - 3, healthy eating presentations from officers of the US Public Health Service in Grades 2 - 3, nutrition research projects in grade 2, and trips to the Montgomery County Agricultural Farm Park in Grade 4. Additional fruits and vegetables have been added to the menu, 75% of grains are whole grain, milk is fat-free or 1% low fat, removal of trans- fat and saturated fat is less than 10% of calories, and low sodium. Students are required to select a fruit or vegetable with each lunch. MCPS

also promotes locally grown fruits and vegetables. Apples, melons, celery, green beans, and zucchini are some of the MD agricultural products served. Students learn about where their food comes from, how it's produced and the benefits of a healthy diet. The district has a wellness specialist who works with students to help make the connection between food items, their origin, and their benefit.

Nutrition education at all grade levels occurs in homerooms, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. In addition, our garden, observed by all students, includes pumpkins and carrots so that students can see how these items are grown. At the annual Trivilah Moves program, health food choices literature is distributed.

Nutrition is a major focus in the Grade 3 curriculum at Trivilah! Whole Foods comes each spring and teaches our 3rd graders about creating healthy salads with creative ingredients. In addition, an administrator from MCPS Food Services meets regularly with our third grade focus group. They try new food items and discuss healthy choices. In January, this group is going to be developing lunch menus to include all the necessary items. The entire third grade will be taking a field trip to food services.

Trivilah ES is very proud of its recycling program for polystyrene lunch trays. On an average school day, 225 trays are used. We collect these trays and package them to be collected by our corporate partner, Whole Foods Market, Kentlands. Trivilah is on the Whole Foods collection route where they transport them to their warehouse in Landover, MD, and recycle them for repurposing.

Trivilah ES is equipped with playground systems, updated in 2008, to promote unstructured cardiovascular exercise, strength development, agility, self-confidence, and social development. MCPS' elementary school curriculum also includes numerous physical education requirements. Students receive instruction related to exercise physiology, biomechanical principles, social psychological principles, and motor learning principles. Students record their physical activity in personal journals and demonstrate their ability to adhere to personalized physical fitness routines.

The school promotes nature-based recreation using a courtyard pond and flower gardens (with separate raised beds for each grade level) that students maintain. The school also uses a patio for outdoor art activities. To support nature-based recreation and education, the school conducts field trips to a local public display garden and an outdoor educational facility operated by MCPS for curriculum-based activities.

Travilah ES students have daily recess periods, and several times a week the Travilah Trekkers – students and staff—do many walk cycles briskly around the bus circle. Play/climbing areas exist on the playground and students are encouraged to explore different ways of enjoying the outdoors. Travilah also has an active Girls-on-the-Run program and participates in Jump Rope for Heart annually (where it raised \$10,000). Students receive outdoor physical education throughout the school year. FitnessGram® tests are done at least twice per semester for pre- and post-data comparison. This data is used for students to create personal fitness plans or physical activity plans aligning with the state and local curriculum. Over 50% of the PE program is outdoors, and field days include outdoor stations. A highlight is the annual Travilah Moves program which serves students and their families with a focus on exercise – inside, outside, sports and nature-based. Opportunities for nature-based recreation are available. Curriculum 2.0 provides instructional opportunities in health and PE focusing on exercise physiology, biomechanical principles, social psychological principles, motor learning principles, physical activity, and skillfulness.

Travilah staff and students help maintain a healthy environment in their community. Grade 3 students created a Community Action Project around the environmental issue of pollution and littering in our neighborhoods. One brisk autumn morning, third grade families met and cleaned up a park and nearby roads. They collected bags of litter that they then sorted and recycled. All students are involved with Dollars for Turkeys and Drive for Supplies – the first one raises funds to buy turkeys for families in need, and the latter recycles usable items.

Travilah ES has grasped the total meaning of No Child Left Inside! Students are provided outdoor learning experiences that are meaningful and fun.

Environmental Issue Instruction Summary by Grade

- Travilah ES' PEP (Pre-school Education Program) for identified children at risk for delay had an outdoor, hands-on experience with "Squeals on Wheels." Students were able to learn about each animal and what environment/habitat they live in and what they need to be healthy.
- Grade 1: Students learned during a Mad-Science experiment how adding chemicals to water can create pollution and harm the environment
- Grade 2: Students visited the local grocer to learn how food is prepared and brought to market; and students visit the farm in October learning how plants germinate and "fruit" with a pumpkin!
- Grade 3: Students created a Community Action Project around the environmental issue of pollution and littering in our neighborhoods. One brisk autumn morning, third grade

families met and cleaned up a park and nearby roads. They collected bags of litter that they then sorted and recycled.

- Grade 4: Students visited the Maryland Historic Agricultural Farm Park in Derwood, MD. This presentation offers our students an opportunity to investigate how agriculture impacts the environment, organic farming practices and how important farming is to Montgomery County
- Grade 4: Students finish each year with the crescendo field trip, a “Day on the Bay!” We spend a full day at the Philip Merrill Center (Chesapeake Bay Foundation) in Annapolis cementing all the learning we’ve done all year. We conduct water samples, sieve the creeks to measure aquatic diversity, conduct salinity tests, determine water turbidity, and dredge the bay for oysters aboard one of CBF’s boats, Marguerite. Analysis of that data is used to spur discussion and independent student actions.

In 2001, MCPS received EPA's IAQ Tools for Schools Award for their comprehensive and proactive indoor air quality management program. The central focus of this program is the development and implementation of school-specific Building Maintenance Plans (BMP). Similar to an ‘Owners’ Manual’ for the building’s HVAC systems, the BMP for Travilah ES has been in place and used by school-based staff since 2000. Additionally, MCPS maintenance staff conducted site visits during the 02-03 and 09-10 school years in support of the school’s BMP. Maintenance mechanics and technicians thoroughly inspected and cleaned all supply and exhaust HVAC equipment, performing any necessary repairs, and an industrial hygienist evaluated the school for potential indoor environmental contaminant sources. Contaminant controls also have been improved by the use of higher efficiency filters for supply ventilation equipment.

- In 2006, the EPA Indoor Environments Division recognized Travilah ES for their continued excellence in the implementation of a building maintenance plan (BMP). The BMP is a spin-off of EPA’s Tools for Schools Kit and can be described as an owners or operators manual for maintaining the building’s ventilation systems.

Through the implementation of an environmentally preferred purchasing policy, MCPS screens products for use in the school system to ensure safety and health. Using standards set forth by the Green Seal Organization and LEED, MCPS reviews product safety literature and makes a determination based on acceptable exposure and environmental limits.

Formal building inspections, including inspection of ventilation systems are performed biannually by off-site building service supervisors. This includes inspection of filters, belts, lubrication, overall cleanliness of units, indoor air quality and temperature, record keeping, etc.

The onsite building service manager conducts daily inspections, maintains schedules and logs, performs cleaning and monitors operations of ventilation systems.

The building service staff at Travilah ES are among the best in the school system. Their dedication, hard work and commitment in providing a safe and healthy learning environment are clearly evident upon entering the building. This same level of service also carries over in the inspection and maintenance of the building's HVAC systems. For example, building service staff members replace air filters for the unit ventilators on a quarterly basis. Following the BMP program, school staff perform cleaning and other preventive maintenance routines for the building's HVAC equipment and systems.

Travilah ES has implemented a number of asthma trigger control measures through the implementation of: an Integrated Pest Management (IPM) program; proactive preventive HVAC maintenance activities; formalized indoor air quality investigation protocols; enforcement of No-Idling and No-Smoking Policies; environmentally preferred purchasing policy; IAQ in construction guidelines; and annual portable building inspections. In addition, Travilah ES has implemented the following measures:

- Prohibited smoking
- Removed elemental mercury and prohibited purchases. The school has eliminated mercury and mercury-containing compounds for instructional use, in accordance with Maryland State Department of Education (MSDE) regulations. MCPS has eliminated mercury-containing thermometers, chemical compounds, art chemicals, and elemental mercury.
- Reduced exposure to carbon monoxide from fuel-burning appliances
- Conducted radon testing
- Removed playground structures containing chromate copper arsenate

The Integrated Pest Management (IPM) program uses regular inspections to prevent pest damage. IPM staff identifies and corrects conditions that encourage pests by reducing food, water and shelter for pests, and by eliminating unnecessary pesticide applications. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment. The annual pesticide use at Travilah was only 0.002gal/student.

MCPS DOT is required by law to rotate its buses out every 12 years. It has been renovating about 12% of its fleet every year; making it that right now in 2013, 42% of the fleet meets or exceeds EPA 2008 Emission mandates.

MCPS DOT has a yearly review program of all its routes. During the review program, every single route is analyzed to identify where efficiencies can be found and to avoid having several buses serving the same area. These review process has allow DOT to absorb the growth in student population while at the same time reducing the amount of buses.

All of our buses are using ultra low sulfur diesel. In addition 94% of all our route buses have either an Exhaust Gas Recirculation (EGR) or a Diesel Particulate Filter (DPF) system installed on them. MCPS is including these systems on any new buses that it purchases. MCPS has purchased hybrid vehicles for its pool fleet for the past eight years. MCPS has a very strict rule about bus idling, our buses are not permitted to idle for more than 5 minutes. Delivery vehicles and maintenance equipment/trucks are prohibited from idling at or near loading dock areas and air intakes.

Travilah ES is proud of its accomplishments to conserve energy and water, eliminate exposure to hazardous materials, and to reduce waste. We documented a 21.3% reduction in greenhouse gas emissions 2008-2012. Our EPA Energy Star Portfolio Manager score is 78. We have also shown a 2.52% reduction in non-transportation energy use and purchase 28% of our energy from wind sources; 23% of our building meets Green Building Standards; 30.5% of our solid waste is recycled; the school system bid for paper requires it be manufactured ECF or TCF; 60% of our cleaning products are Green Seal GS-39; we reduced our water consumption from baseline by 1.45% through faucet aerators and student “water and paper towel captains,” students who turn off faucets and distribute one paper towel for hand-drying. We have also implemented transportation policies that include:

- Designated carpool parking area
 - A well-publicized, no-idle policy that applies to all vehicles including school buses
 - Vehicle loading/unloading areas at least 25 feet from school building air intakes, doors, and windows
 - Safe Pedestrian Routes to School or Safe Routes to School
- We have strict policies for idling that are applied to our buses, maintenance trucks, warehouse trucks, and MCPS pool vehicles.
- The bus loop and parent loops are designed away the air intakes

The staff of Travilah ES ensures their students are on the path of environmental literacy through the myriad ways described above. As mentioned, one teacher is a member of the MCPS Environmental Literacy Professional Learning Community, and works closely with MCPS staff in Outdoor and Environmental Education Programs (OEEP) to facilitate environmental education at the elementary school level. But it takes more than one teacher or one administrator to create a culture of environmental awareness and harness the power of using the environment as an integrating context for learning. The Travilah staff has embraced the environment as a teaching tool and as a unifying theme for teaching and learning.