



2013-2014 District Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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 education.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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.

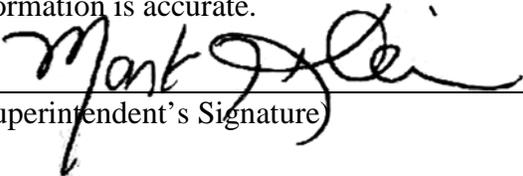


U.S. Department of Education Green Ribbon Schools 2013 – District Sustainability Award

Name of Superintendent* Mark J. Klein, Esq.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Council Rock School District Tel. (215) 944-1000
(As it should appear on an award)

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


(Superintendent's Signature) _____ Date January 28, 2014

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to District Superintendent

Provide a concise and coherent "snapshot" that describes how your district 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 district worthy of the U.S. Department of Education Green Ribbon School District Sustainability Award.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. 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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district 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 education.



- 2. The district 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 Pennsylvania State Department of Education

Name of Nominating Authority Dr. Carolyn C. Dumaresq
(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 district meets the provisions above.

Carolyn C. Dumaresq Date 1/29/14
(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.

Certification:

By checking all of the boxes below, the school district superintendent certifies that each of these statements is true concerning the school district's eligibility and compliance with noted requirements:

The school district's configuration includes one or more buildings with Grades PK-12.

The school district is not 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.

OCR has not issued a violation letter of findings to the school district concluding that the 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.

The U.S. Department of Justice does not have a pending suit alleging that the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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 school district in question; or if there are such findings, the school district has corrected, or agreed to correct, the findings.

The school district meets all applicable federal, state, local, and tribal health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo an EPA on-site verification.

Disadvantaged Households Certification:

Does your school district serve 40% or more students from disadvantaged backgrounds? (ie: Students who are eligible for free and reduced-price school meals, students with disabilities, students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act): No

School District Contact Information:

School District Name: Council Rock

Street Address: 30 N. Chancellor Street

City: Newtown

State: PA

Zip: 18940

Website: www.crsd.org

Superintendent Name: Mark Klein

Superintendent Email Address: mklein@crsd.org

Superintendent Phone Number: 215-944-1032

Lead Applicant Name (if different): Renee Devlin

Lead Applicant Email: rdevlin@crsd.org

Lead Applicant Phone Number: 215-290-9318

Number of Schools at each level and enrollment:

10 – 5,407 - Elementary (PK - 6); and number enrolled

3 – 1,890 - Middle (7 - 8); and number enrolled

2 – 3,940 - High (9 - 12); and number enrolled

11,237 - Total enrollment in school district

School District description: Suburban

School District AUN Number: 122092353

Summary Narrative: Provide an 800 word maximum narrative describing your school district'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.

Think Globally, Act Locally: Greening Council Rock and Making an Environmental Difference

Think globally. Act locally.

These two short phrases have forged Council Rock School District's partnership with local community members and businesses in order to promote environmental acuity, responsibility and sustainability. Nearly a decade ago, Council Rock School District solidified that partnership through the creation of its first *Green Team* (GT), an interdisciplinary endeavor involving stakeholders from every walk of life, whose sole purpose was to seek out opportunities to improve the health and well-being of its schools, staff, students and community. Now, not only is there a Council Rock School District *Green Team*, but there is a *Green Team* in each of its 15 schools as well. Thus, local actions have improved the well-being of one small portion of the planet. This is how a grassroots phenomenon begins.

The greening of CRSD has not only been accepted by its administration, it truly has been *embraced*. The time it takes to foster creative green thinking has become part of the district's daily routine, rather than an occasional occurrence. Students, teachers, community members, administrators and other district employees are afforded the time—and funding—it takes to regularly meet to identify sources of waste, then problem-solve a solution. Beginning in 2000, green initiatives have led to millions of dollars in cost-avoidance through energy management. CRSD's Energy Star rating is 84%. Meanwhile, wellness programs and personal nutritional studies promote healthy lifestyle choices in both staff and students, helping to ensure that the community will be afforded responsible decision-makers when the time comes for them to take the reins. CRSD's Environmental Plan incorporates a wide variety of environmental initiatives to improve the health and wellness of students and staff that include, but are not limited to, integrated pest management, air quality, moisture control, and chemical management.

In the classroom, environmental and sustainability education thrives, creating opportunities for all. Inquiry-based STEM instruction is enriched through the participation of professionals well-versed in the nuances of environmental education, cutting across academic levels of learning and subject matter, from kindergarten through high school graduation. K-12 science curricula fosters environmental literacy and watershed preservation. Primary grades study ecosystems and conservation; elementary students plant their own organic garden, donating its harvest to local homeless shelters; high school students discuss the effect of pollution on their view of the night sky with astronauts on the International Space Station annually. (Two CRHS South teachers have joined the NASA Network of Educator Astronaut Teachers, making it the only school in the nation to receive this honor twice.) The Art Department received an award from Newtown Borough for making recycling the focus of the Annual District Art Show.

The effort has a reach well beyond the school day and even school year. A summer program, *Camp Invention*, immerses elementary students in hands-on activities that connect science, technology, engineering and green innovation with recycled materials, while earning older students service learning credits as they mentor younger ones. The annual District Science Night engages students, professionals, and senior citizens, delivering inquiry-based instruction. Twenty unique instructional opportunities are offered to Science Night visitors in STEM topics, including environmental science, wildlife habitats, energy, astronomy, chemistry, and microbiology. CRSD also participates in programs that actively promote inquiry-based environmental literacy, such as the *Pennsylvania Junior Academy of Science Annual Competition (PJAS)* that culminates with a competition at Pennsylvania State University. CRSD consistently places 30+ students in the top rankings of this 7th-12th grade state-wide event. CRSD students also apply knowledge of STEM content through extracurricular activities such as STEM Club, Botany Club, *Trout in the Classroom* (TIC) and the Environmental Action Clubs. There is reason to believe CRSD students will remain interested, active and influential in area of inquiry for years to come thanks to their participation in STEM career-exploration programs. Council Rock has partnered with Dow's *You Be the Chemist* program, Lockheed-Martin's *Engineering Career Day* and several others.

CRSD's concerted efforts will continue to drive innovative curriculum development, inspire educational leadership, build healthy community relations, and foster conservation and stewardship within the district and beyond for decades to come. These are the endeavors of a *community* of learners—not just students or staff in a school district—all of whom are committed to life-long environmental education. It is a passion with which CRSD forges its future. It is a passion with roots that are local and branches that have grown global.

Cross-Cutting Questions:

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

If yes, please describe the program(s) and the level(s) achieved: The CRSD participates in the ENERGY STAR Portfolio Manager Program. The average score for our District is 86. It is significant to note that only 14 of 15 schools rated 75 or greater with 6 schools rated 90 or greater. Our total reduction to the 2005 baseline is 49%.

Question 2: Has your school district received any awards for facilities, health or environment? Yes

If yes, please describe the award(s) and the year(s) they were received: CRSD has received numerous awards. In 2011, CRSD was recognized by the ENERGY STAR program as the first institution to ever achieve 40% energy reduction.

Additional awards include:

ENERGY STAR Winner for Sustained Excellence - 2010

ENERGY STAR Partner of the Year Winner - 2008 and 2009

Governor's Letter of Commendation - 2008

PASBO Achievement Award - 2007

ASBO Int'l Pinnacle Award - 2007

Pillar 1: Reduced Environmental Impact and Energy Efficiency

Provide a 600 word summary describing how your school district is reducing environmental impacts and costs associated with energy use, greenhouse gas emissions, water use, water quality, storm water run-off, ecologically beneficial uses of the grounds, solid waste, paper use, hazardous waste, and transportation.:

CRSD has approached energy conservation with a long term perspective. Conservation activities first began in 2000 with a complete district lighting retrofit from T12 to T8 technology. This was followed up beginning in 2006 with a 5-year, intensive program to drive energy efficient operations across the district. In partnership with ARAMARK Engineering Solutions, this program consisted of extensive retro-commissioning for energy efficiency of existing buildings along with operations staff education, and minimal but necessary capital upgrades to improve the function and operational ability of the existing building systems. Engagement of the district community through the formation of The Green Team established support and participation in energy conservation efforts. The impact of this program has been a 49% energy reduction resulting in a cumulative greenhouse gas reduction of 55,231 metric tons of CO2 and billed energy reduction of \$9.5 million. The adjustments, repairs and training also resulted in significant improvements to school environmental conditions. In 2012 CRSD implemented a demand response program providing approximately 80 homeowners with power for their families during a demand response event.

"Going green" has done more than save dollars. It has engaged students to look at their schools, communities, and homes through new eyes. The Facilities Department has completed the adoption of more environmentally favorable refrigerants across the district and all regulated waste associated with refrigerants eliminated. Requirements are in place for purchasing ENERGY STAR rated equipment and direct digital control building management systems whenever applicable.

As major building renovations are performed, storm water runoff projects incorporating best management practices have been implemented at Churchville Elementary (CES), Holland Elementary (HES), and Goodnoe Elementary (GES) schools to protect and enhance the local environment. The water from CES is collected and diverted to a local tributary in a wooded area where it naturally improves local habitat. HES employs a rain garden for recharging local groundwater and GES uses an underground infiltration bed to avoid adding to the municipal storm water system.

In addition to the CRSD efforts to reduce solid waste by refuse, recycling, reuse or reduction the district has implemented a responsible electronics waste program. E-waste Experts is an R2 Certified electronics recycling company in compliance with the EPA and a third party certification program. All materials are separated and recycled and no materials are shipped out of the country or to landfills. The Earth Day 2013 community program resulted in the collection of over 18,000 pounds of electronics with over 10,500 pounds from CRT monitors and television sets. As a result, nearly 1,100 pounds of lead has been diverted from the waste stream.

Approximately eight acres of District land have been converted to natural growth areas and wildflower gardens, and are used as ideal settings for environmental instruction. The conversion reduced the environmental impact

and costs of mowing, while promoting additional natural habitat for indigenous species in suburban areas. Each acre of meadow reduces the consumption of fuel and emissions, thus reducing the district's carbon footprint; additionally the district realizes a cost savings of approximately \$6,400 annually.

Encompassing seventy-two square miles, CRSD transports students across 812 square miles daily. The CRSD transportation department uses the Edulog, Education Logistics Software, to maximize efficiency and reduce mileage. The district has created transfer stops for private schools to reduce miles and leases 84 passenger buses to reduce the amount of runs. CRSD has minimized the empty miles between schools by eliminating the mirror of runs. In accordance with PA Senate Bill number 295 of 2007, the district has adhered to the five minute idle restrictions. Additionally, CRSD uses synthetic oil and low sulfur diesel in their vehicles.

Pillar 2: Positive Impact on the Health and Performance of Students and Staff

Provide a 600 word summary describing how your school district is improving the health and wellness of students and staff with a focus on the areas of pesticide use, hazardous contaminants, chemical management, asthma, building moisture control, airborne contaminants, ventilation systems, indoor environmental quality, nutrition, physical activity, overall school health, and outdoor education.:

CRSD's Environmental Plan incorporates a wide variety of environmental initiatives to improve the health and wellness of students and staff that include, but are not limited to, integrated pest management, air quality, moisture control, and chemical management. These environmental initiatives are based on regulations from the EPA's Tools for Schools, OSHA, and others.

CRSD's Integrated Pest Management (IPM) program focuses on guidelines established by the Penn State College of Agricultural Sciences Cooperative Extension, PDoH and the PDE. Working with a certified service contractor, CRSD has established pest management objectives and set action thresholds using preventative indoor and outdoor strategies.

CRSD's energy management plan includes monthly reporting of school performance and daily monitoring of the HVAC to ensure the optimal performance of the systems throughout the district. Aged systems are replaced with state of the art HVAC systems, including heat recovery, energy recovery, direct digital controls and easy access to filters for regular filter maintenance. CRSD retains a highly skilled HVAC technician who manages the systems and controls to ensure the proper indoor air qualities and compliance with the district's energy management plan.

CRSD participates in the Indoor Air Quality (IAQ) Tools for Schools as recommended by the EPA, NEA, PTA, ASBO, and the American Lung Association. IAQ issues are taken very seriously and addressed in a timely fashion to ensure any potential issues are minimized. Materials tested include, but are not limited to radon, CO2, mercury, PCBs and asbestos.

CRSD addresses Moisture Control through daily building checks and proactive project planning. Special attention is paid to the facilities before and after major rain/snow events and when we are experiencing high humidity levels. CRSD maintains adequate ventilation to maintain optimum indoor humidity levels and further control the indoor conditions with the use of air conditioning, dehumidifiers, air purifiers, etc.

CRSD's chemical storage and disposal is addressed in conjunction with Science Department leaders, The Schools Chemical Cleanout Campaign (SC3), DEPA and its hazardous materials disposal service contractor. The labeling and disposal process is coordinated with the EPA and in planning with the Globally Harmonized System and the SDS labeling systems.

CRSD employs 15 certified school nurses and 11 staff nurses to ensure that every student has access to nursing resources. Through a PSU-affiliated program, schools hold healthy eating celebrations such as "Apple Crunch Day" and "Go for the Greens." Healthy cooking is promoted in consumer science classes and after-school cooking-and-sewing clubs. Being active is promoted through running and walking clubs. Parents, staff and students have partnered to institute health-promoting changes such as the replacement of vended soft drinks with healthier options and nutrition information is listed for all snack items available to students.

Physical education (PE) classes stress team sports, fitness, cooperative activity and movement. Rock climbing, roller skating, and biking are included at certain schools and grade levels. Both high schools offer a variety of physical education electives such as the 10th grade Accelerated Exercise Physiology course, which offers a higher level of skills and challenges.

Each school participates in various track events and holds field days to promote fitness and team building. Holland Middle School runs a health fair during the school day that brings in outside agencies to promote a healthy lifestyle. Students in grades 1-12 participate in "The President's Challenge," and "Fitnessgram." Several schools

issue "Fitness Report Cards" to all students with their fitness scores based on "The President's Challenge." At the middle level, all three schools participate in the "Skatetime" school program and Holland and Newtown Middle Schools have purchased mountain bikes for use in the PE curriculum.

Pillar 3: Effective Environmental and Sustainability Education

Provide a 600 word summary describing how your school district ensures effective environmental and sustainability education including: an environmental or sustainability literacy requirement; integration of environmental and sustainability concepts throughout the curriculum and assessments; teacher professional development in environmental and sustainability education; AP Environmental Science course offerings; use of sustainability and the environment as a context for learning science, technology, engineering, and mathematics; use of sustainability and the environment as a context for learning about green technologies and career pathways; civic/community engagement projects integrating environment and sustainability topics; and students' meaningful outdoor learning experiences.:

CRSD integrates interdisciplinary learning through STEM and environmental initiatives. CR schools have fostered partnerships with the community, local parks, and nature centers, creating a watershed curriculum, planting greenery annually, participating in the PA DEP program on climate change/carbon capture, etc. At every educational level, students are exposed to "making an environmental difference."

Newtown Elementary School (NES) has an organic garden that engages students through classroom planting and harvesting. Students donate the vegetables to homeless shelters and partner with an organic ice cream store to use NES mint in the products.

AP Environmental Science and Chemistry in the Community are vital to the secondary curricula. Several schools participate in Pennsylvania's TIC program, where students oversee the care and development of eggs through the spring release of hatchlings. The EAC educates elementary students in gardening and environmental issues. Interdisciplinary achievements include the recognition from Newtown Borough for making recycling the focus of the Annual District Art Show and green-themed films in the Elementary Media Festival. Students may elect to take a horticulture class that utilize greenhouses. Funds from plant sales provide assembly programs from the Delaware Valley Raptor Center.

CRSD consistently places students in first place of the 7th-12th grade PJAS competition. Topics have included: "Trapping CO₂ in Cement," "Operation of Solar Cells" and "Organically Decomposing Polymethane." All elementary schools have community science fairs. WES participates in eCybermission, a program where teams solve community problems.

CRSD students are immersed in STEM content, knowledge, and thinking skills through programs such as Dow's You Be the Chemist, Princeton University's Young Women's Conference, Lockheed-Martin's Engineering Career Day, Girls in Focus with Science and Technology, research opportunities at Fox Chase Cancer Center, Immaculata University's Nano TecKnowledge, participation in SCA'S EarthVision Summit, and STEM clubs. Camp Invention, a STEM enrichment program, offers students an inquiry-based recycling summer camp.

To further understand STEM thinking, two CRHS South teachers joined the Network of Educator Astronaut Teachers, making it the only school in the nation to receive this honor twice. One CR project was accepted into NASA's MicroGx program, where students developed and tested a robot that remotely maneuvers in zero gravity via NASA's Johnson Space Center's microgravity aircraft. CR students are investigating the capillary action of fluids with High Schools United with NASA to Create Hardware and are currently developing a botany experiment to be tested in NASA's microgravity aircraft in 2014. Astronomy classes complete an annual star count, sharing data with International Space Station astronauts and observing effects of light and air pollution.

CR's GT coordinates and supports district and community-wide sustainability efforts. CRSD students are encouraged to integrate meaningful, community-based work into their graduation projects. One student analyzed a local retirement facility's energy use and developed an energy efficiency plan that saved \$6,000 annually through a reduction in gas consumption (11%) and electricity consumption (15%). Another student began a Senior Citizen GT which paired students and seniors in promoting a green lifestyle. EAC students elected to fund, build, and maintain greenhouse at a local rehabilitation center.

CRSD provides community-wide, R2 Certified e-waste recycling services annually. Items collected for recycling or reuse include sneakers, catalogs, prom dresses, newspapers, medications, batteries and paper. Middle school students partner with police departments and local businesses in Bikes for Tykes to provide bicycles for children in need. CR collected 1,200 pairs of eyeglasses, redistributing them to developing nations.

CR's secondary hiking club offers interdisciplinary experiences from climbing mountains to maneuvering kayaks. It fosters team and community building and service work annually for the Appalachian Trail, focusing on the importance of personal exercise, the maintenance and wellness of our planet, and "giving back."