



2012-2013 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.



U.S. Department of Education Green Ribbon Schools 2013

[] Charter [X] Title I [] Magnet [] Private [] Independent

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

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

School Mailing Address 677 201st Memorial Highway
(If address is P.O. Box, also include street address.)

Morgantown WV 26505
City State Zip

County Monongalia State School Code Number* 56242

Telephone (304)284-8226 Fax (304)284-8235

Web site/URL http://www.edline.net/pages/Eastwood_ES E-mail dhartsho@access.k12.wv.us

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

Date January 29, 2014

(Principal's Signature)

Name of Superintendent* Mr. Frank D. Devono
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Monongalia County Schools Tel. (304)291-9210 ext. 1530

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 January 29, 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

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.

Begins on page 4.

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

_____ WV Department of Education _____

Name of Nominating
Authority

_____ Mrs. Robin Anglin Sizemore _____

(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.

Ms. Robin Anglin-Stymore

Date January 30, 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.

Part II. Summary of Achievements

Eastwood Elementary School, home of the Black Bears, is Monongalia County Schools' first LEED certification candidate (Leadership in Energy and Environmental Design). Located in Morgantown, WV, its steadfast mission is on "Growing Healthy Kids in a Healthy World", with a focus on curriculum, health and wellness, the arts, world languages, and community connections. Its staff, students, and families are engaged in learning to use our school as an instructional tool as we educate ourselves on the impact we can have on our community and the broader world around us.



Eastwood's unique design is daily reducing environmental impact. Energy savings is achieved through the use of enhanced wall and roof insulation and a geo-thermal heating and cooling system, as well as other energy saving features. These sustainable qualities will allow Eastwood to use about 25% less energy than a conventional school of the same size. It is also designed to maximize the amount of natural daylighting in classrooms through the use of classroom orientation, oversize windows with light shelves and sunscreens, sloped ceilings, light classroom wall colors, and electronic daylighting sensors to adjust the output of artificial lighting. Water savings is achieved through the use of waterless urinals, dual-flush toilets, and reduced-flow fixtures to utilize over 31% less water than a traditional elementary school.

The recycling program at Eastwood will help reduce the amount of trash sent to local landfills. The practice of sorting plastic, paper, metals, and cardboard will inspire an understanding for our students on the importance of the creation of new materials from recyclable products. One such program we are supporting now is the Land Fill Harmonic which makes musical instruments out of recycled products for at-risk youth. In addition to the IAQ Construction management plan followed during construction and before occupancy and low emitting materials, Monongalia County Schools has also implemented a "green cleaning" program for Eastwood which will reduce the use of harsh, ecologically unfriendly chemicals.

Operating in the healthy environment that Eastwood offers has inspired us to be mindful of the health and wellness of those in the building as well. We have committed to promote a healthy quality of life, with a focus on life-long wellness and physical activity for students, families, staff, and community members. As a preventative arm to health care, we are creating exemplary programs that will include a consistent, research-based fitness program through physical education; opportunities for physical activity during school; a before and after school fitness program for students; on-site wellness and fitness programs for staff; and planned wellness programs, classes and activities for family and community involvement.

Healthy choices are also being taught and modeled. Eastwood's staff has embraced the Responsive Classroom program. This program provides our students with "Energizer" breaks throughout the day. We educate our staff and students about food allergies. We have a Wellness Coordinator on our staff that educates our staff members about exercise and nutrition and offers activities to promote healthy lifestyle choices. We host the Smile Program, which is a visiting dentist that takes care of dental work for some of our students on-site.

The teachers of Eastwood Elementary School are committed to educating our students about their environment. We received a grant from Dominion which enabled our school to participate in the Global Learning and Observations to Benefit the Environment (GLOBE) program. Our teachers are integrating English and Language Arts, utilizing book boxes provided through a Read Aloud WV grant and the GLOBE program story boxes. We are also implementing through Science, Technology, Engineering, Arts, and Math (STEAM). We are using data collection, field campaign participation, and collaboration with scientists at other school in the United States and other countries.



At Eastwood Elementary, environmental and sustainability concepts are integrated into assessments. We utilize Project Based Learning (PBL) process. Assessment is completed through an “Explain and Take Action” process. We will be hosting an Annual Innovation Expo. The students will complete a project, which will be evaluated through a rubric and judged by scientists from local organizations.

Of course, Effective Environmental and Sustainability Education is at the forefront of all that we do. We consider our school to be the most effective instructional tool that we have. In addition to the many features embedded in the construction and operation of our school, we have two distinctive renewable energy teaching tools. The windmill and solar panels at Eastwood are utilized to help demonstrate how the energy from the sun and wind are converted into electricity. Students also utilize our rain gardens to observe and study various animal habitats. As Eastwood Black Bears, we are proud of our green school efforts. We will continue to strive to fulfill our mission of “Growing Healthy Kids in a Healthy World.”

Part III. Documentation of State Evaluation of Nominee

WV Sustainable Schools Advisory Committee Review

Scoring Format: The WV Sustainable Schools Advisory Committee review team is comprised of two professionals per objective (WVSS refers to the pillars as objectives and we have rearranged the order to reflect the state goals). Below this review and school information are highlights of Eastwood Elementary School’s application. The actual application is made available online to schools via the WV Department of Education’s website. Eastwood Elementary School’s scores are below.

Objective 1. Environmental and sustainability education: 36 out of 40 points

Objective 2. Healthy school environments: 12 out of 25 points

Objective 3. Environmental impact and energy efficiency: 21 out of 35 points

Total Score: 69 out of 100

Application Highlights

School Name: Eastwood Elementary School

Level

Elementary (PK - 5 or 6)

K - 8

Middle (6 - 8 or 9)

High (9 or 10 - 12)

Other _____

School Type

Public

Private/Independent



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

Yes

No

Total enrollment: 520

Graduation rate: 100%

Attendance rate: 95%

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

Yes

No

Objective 1 – Effective sustainability literacy and learning

Element 1A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

Our school, Eastwood Elementary, opened in April, 2013. Two smaller schools, Easton Elementary and Woodburn Elementary, were combined into Eastwood. Before our new school opened, selected staff members from each smaller school worked together to determine how environmental and sustainability concepts would be integrated into our curriculum. They developed a plan which focused on the six categories that mirror the Leadership in Energy and Environmental Design (LEED) rating system. The curriculum was originally developed as part of the LEED certification. We are attaching the curriculum as a word document in the evidence section of this application. We received a grant from Dominion which enabled our school to participate in the Global Learning and Observations to Benefit the Environment (GLOBE) program. Our teachers are integrating English and Language Arts, utilizing book boxes provided through a Read Aloud WV grant and the GLOBE program story boxes. We are also implementing through Science, Technology, Engineering, Arts, and Math (STEAM). We are using data collection, field campaign participation, and collaboration with scientists at other school in the US and other countries.

At Eastwood Elementary, environmental and sustainability concepts are integrated into assessments. We utilize Project Based Learning (PBL) process. Assessment is completed through an Explain and Take Action process. We will be hosting an Annual Innovation Expo. The students will complete a project, which will be evaluated through a rubric and judged by scientists from local organizations.

Student engagement is our assessment gauge at this point. As we are a new school, this is a new approach for us. The teachers and students have embraced the new methodology, and they are enthusiastic. Many ideas are blossoming from the projects that we are implementing.

In the summer of 2011, our teachers were trained on Project Based Learning from the Buck



Institute. During the 2011-2012 school year, prior to our convergence, our teachers worked with Jim Rye, Chris Haddox, and Neal Shambaugh from WVU. They began the process of educating our teachers about Green Schools, Garden Based Learning, and LEED Certification. In the summer of 2012, we had a two-day retreat where Mark Swiger and Jim Rye presented information, focusing primarily on using our school as an instructional tool. Throughout the 2013-2014 school year, all of our classroom teachers have participated in GLOBE training, in conjunction with the National Aeronautics and Space Administration Independent Verification and Validation Facility Educator Resource Center. Todd Ensign, Director of the ERC, and Karen Davis, Parent Volunteer, conducted these trainings. All classroom teachers participated. We have visited several Green Schools. The goal of the staff development has been to build a knowledge base to allow us to develop and implement our curriculum.

Our kindergarten and first grade students are participating in outdoor garden projects with raised bed gardening. Grades 1-5 are participating in GLOBE program focusing on the cloud protocol and the surface temperature field campaign.

Element 1B: Use of the environment and sustainability to develop Science, Technology, Engineering, Arts, and Math (STEAM) content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

Our school theme is, Growing Healthy Kids in a Healthy World. We have embraced being a Green School. We are very proud to be our county's first green school and of our LEED certification. Sustainability and environment are overarching themes in our daily activities. They are impacting the way we think about our daily tasks, as we think about recycling, conserving materials, preparing food, and becoming stewards of our environment. We are attaching a detailed LEED Curriculum that explains our sustainability and environment integration into the content areas. We are also extending opportunities to our students with before and after school opportunities through Kidematics, a program that is focused on overall fitness, well-being, and social and emotional learning. . We are planning to implement a Lego Robotics program.

Our Partners in Education serve as role models for technologies and career pathways. Fifth graders participate in career explorations as part of our curriculum. This year we will highlight presenters with careers modeling the areas of STEAM.

Element 1C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Our school has many elements for outdoor learning. Students develop civic skills through programs we are implementing. We are recycling, and we are planning on composting. The students collect the recycling on a regular basis. Students have volunteered to maintain outdoor gardens. We have access to the Master Gardeners as a resource. We plan to donate produce to a local food pantry. We are sharing GLOBE data with other schools and scientists around the world. Our school is a model for educating the community on growth and change for developing sustainability. We offer school tours to local organizations and community members, and we use



this as an opportunity to educate about Green Schools.

Friends of Decker's Creek provided us with classroom collection bins for recycling. Our students are our recyclers. They know what materials need to be recycled, and they have learned to sort their trash accordingly. They also collect the recycling from the various areas of our school. Our business partner, The City of Morgantown, helped us arrange for the pick-up of our recycling. Our newsletter is used to educate parents about our recycling initiatives.

Friends of Decker's Creek and The City of Morgantown have helped us establish our recycling program. WVU and The University of Toledo have provided us with professional development on Green Schools, sustainability, and environmental impact. NASA's ERC has provided professional development for teachers on GLOBE training and ongoing support. We are planning to continue this partnership for future workshops in other areas. Mark Swiger provided technical assistance for our LEED Certification Application and educated our teachers about what it means to be a LEED school. Dominion provided grant funding for partnership with The Mountain Institute and the NASA ERC. Kidematics is raising money for a walking trail for our school. Read Aloud WV provided us with a grant that allowed us to purchase book boxes. The GLOBE training has enhanced our curriculum and provided our students with opportunities to integrate the content areas.

Our PTO is monetarily supporting efforts and organizing events that support our goal to reduce, reuse, and repurpose. They have organized a used clothing exchange, as well as a book exchange to allow our students to repurpose their books. One of our parent volunteers, Karen Davis, is an expert in the integration of science and sustainability.

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

Element 2A. An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student, visitor, and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

One of our goals is to attain pest management on an as needed basis with little to no chemical pollutants. Currently our volume is at zero.

Our school employs the following practices to minimize exposure to hazardous contaminants?

- Our school prohibits smoking on campus and in public school buses.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- Our school does not have any fuel burning combustion appliances.
- Our school has annually 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.

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

We have signs inside and outside of our school indicating that we are a tobacco free school and stating that smoking is prohibited. We utilize fuel burning appliances in our kitchen. Carbon monoxide detectors are throughout the schools for controlling the air quality. We do not have any fuel burning combustion appliances. We have a radon evacuation system, which includes vent pipes from below the floor to the roof. This would be utilized if the school was found to have radon. We do not have any wood structures that contain copper chromate arsenate.

Supplies purchased will be green seal certified when available. There will not be any aerosols, floor finishes containing metals, chlorinated or ammoniated cleaners, solvent-based products, furniture polish, dusting compounds, or metal polish, drain openers or grease trap products. Products that have been purchased utilizing the green technology are including but not limited to the following: matting for entryways, Lindhaus Vacuum, Eco H2O Scrubber, Battery Burnisher with filter. We follow the Green Cleaning protocol and GS-42.

We have an Indoor Air Quality management plan. We utilize low emitting materials, both during construction and operation. We follow a green cleaning protocol. We have outdoor air delivery monitoring. We do not allow smoking on premises, and we have a no idling zone. Our nurses educate students with asthma to teach them about triggers, symptom recognition, and inhaler use. We are also a latex free school.

All of our piping is insulated, all windows are high efficient, and our HVAC system has dehumidification.

Maintenance of our ventilation system is managed at the district level. They contract with a professional company to complete inspections and cleanings on a biannual basis. A systematic procedure was followed during construction, whereas as all equipment and pieces of the ventilation systems were wrapped to keep them pollutant free during shipment.

Classroom ventilation is controlled through a Building Automation System (BAS). It monitors that inside air, the outside air for temperature, humidity, carbon dioxide. It then adjusts ventilation accordingly. All spaces are designed per WVDE policy to provide air changes per hour.

Prevention is the key to reducing allergens etc. Therefore steps have been taken to ensure air quality and reduction of contaminants entering the schools. Such steps include keeping 10 feet of matting at each entry point at Eastwood, not using fruit, flowering or leafy landscaping. Cleaning products have little or no scent to alleviate possible allergens. Sidewalks and entry point mats will be swept daily. Grates and grills were used in the facility design to drain away from regularly used



building entrances. Our Custodian Foreman is responsible for implementing the Green Cleaning Procedures. She is offering training to custodians for staff development and will continue training for 12 hours each year per GS42 Standards. The Head Custodian will be responsible for reviewing the check list sheet to ensure standard operating procedures have been followed. The head custodian will review the check list weekly to manage the operating procedures, ensuring the staff is implementing them correctly and to provide additional training if necessary. The Custodian Foreman will audit the standard operating procedures monthly to ensure procedures are being followed correctly.

Element 2B. High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Our school employs the following practices 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.

- Our school has an on-site food garden.
- Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- Health measures are integrated into assessments i.e. FITNESSGRAM, HEAP.
- Our school purchases food that is labeled organic, fair trade, rainforest alliance, etc. (list percentage of total food purchases below).

Eastwood's summer camp students did a pilot program with raising garden vegetables. Select classes spend at least 120 minutes per week in school supervised physical education. Counting recess, at least 50% of our students' annual physical education takes place outdoors. We complete the FITNESSGRAM on a regular basis. Cardiac Kids completed screenings on our second and fifth grade students.

We are participating in the GLOBE field campaign in which our students are outdoors collecting weather, cloud, and surface temperature data. We host the Girls on the Run program, where physical, social and emotional needs are targeted. Kidematics is a before and after school program that provides our students with outdoor recreation. We host a basketball and cheerleading association. There are two playgrounds on-site to provide our students with outdoor recreation. The owner of the Kidematics program offers the Train Like a Teacher program to interested staff members. We have green space available for free play. Our PTO hosts an annual field day which provides allows our students to enjoy exercising outdoors.

Eastwood's staff has embraced the Responsive Classroom program. This program provides our students with Energizer breaks throughout the day. Some of our teachers are using the WV SmartMoves program, and we participate in the Let's Move West Virginia initiative. We educate our staff and students about food allergies. We have a Wellness Coordinator on our staff that educates our staff members about exercise and nutrition and offers activities to promote healthy



lifestyle choices. We host the Smile Program, which is a visiting dentist that takes care of dental work for some of our students on-site. Our nurse provides Epi-Pen training to our staff, and we have an AED team.

Objective 3: Reduced Environmental Impact and Costs

Element 3A. Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

Our initial baseline comes from the two schools that were closed to create our new school. Both of those schools were nearing a century old. Both of the schools were inefficient with respect to materials, technology, energy use, environmental safety, and air quality. Research was completed to choose the components of our new school. It is expected that we will exceed standards with respect to conserving non-transportation energy usage. A baseline for our existing school will be established throughout the first two years of our new school's operation.

Our school is newly constructed. We opened in April of 2013. We are attempting LEED Silver Certification.

Element 3B. Improved water quality, efficiency, and conservation.

Our school is a newly constructed school. Therefore, we do not have baseline data. However, it was built with toilets and sinks that were designed to conserve water.

Our landscape at our school follows sustainable criteria; we use only local plants that reduce our demand for irrigation.

We are aware of our potential to develop alternate water sources for irrigation. We are investigating these possibilities.

The run-off from our roof is routed into our rain garden. The parking lot was designed to route run-off. We have an underground collection system to store and slow down the water before it is discharged into a site retention pond. We have two onsite rain gardens to collect rain water and allow it to return into the soil.

Additionally, we exceed the LEED standards for water quality protection.

Element 3C. Reduced solid waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

We have a recycling rate of 23%.



Hazardous materials are not purchased at our school.

We use 80% of our cleaning products that are Green Seal GS-42.

Element 3D. Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

We calculated that 80% of our students either ride the bus, carpool, walk, or ride a bike to school. We calculated this data through a parent survey.

We also have designated carpool parking stalls and a well-publicized no idling policy that applies to all vehicles, including our buses. Additionally, we optimize seating on buses. We have a two lane drop-off in our carpool line to keep cars moving through quickly. We are on the city's public transportation route. We have parking designations for carpool and low emitting vehicles.

Other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

We have worked with the City of Morgantown and Friends of Decker's Creek to implement our recycling program.



Eastwood Elementary with windmill



Recycled floors



Educational posters on alternative energy



Side entry with light shelves



Exposed wall construction



White roof