



1. School Profile

School Name: Mt. Pleasant Elementary School

Street Address: 500 Duncan Road

City: Wilmington

State: Delaware

Zip: 19809

School Website:

Principal Name: Ms. Angela Williams

Principal Email Address: angela.williams@bsd.k12.de.us

Principal Phone Number: 302-762-7120

Total school enrollment (Fall 2014): 800+

District Name: Brandywine

School type and demographics: K-5 Elementary School, Title One, District gifted and talented program in grades K-3, Emotional Support grades K-5. School population racially and economically diverse.

2. Application Team Information

Lead Applicant Name (who prepared the application): Mrs. Wendy Turner

Lead Applicant Title (e.g., teacher, principal): 2nd Grade Teacher

Lead Applicant Email: wendy.turner@bsd.k12.de.us

Lead Applicant Phone Number: 302-222-4636

Application Team Members (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1	Angela Williams	Principal
2	John Read	Director, District Facilities
3	Denise Buffin	Nurse
4	Peter Farina	Physical Education Teacher



3. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below.)

Summarize the school's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

- Partnerships or memberships the school has developed to meet your green goals
 - The people, including any student team, involved in your Green School efforts
 - Your progress thus far, including results and benefits
 - The plan to sustain your work
- (Maximum 800 words)

At Mt. Pleasant Elementary School, we recently completed a year of great change and hard work to become a "Green School". We are engaging in environmental and sustainability programs that expose teachers, students, families and the community to new environmental learning and practices on a daily basis. This was made possible by our participation in DVGBC's "Pathways to Green Schools". A school green team of teachers and administration was formed to develop, evaluate and execute learning projects. The projects required a high degree of planning, collaboration and extreme dedication among multiple stakeholders and outside entities. As a result of this stewardship, our school community is forever changed. Our collective efforts will continue as we work towards a more environmentally responsible existence that educates and benefits our students and helps the earth.

Greening at MPE was multifaceted. We participated in a comprehensive energy audit, adopted single stream recycling and started a school garden. In March, we implemented several recommendations from the energy audit recommended by the University of Delaware. Mt. Pleasant universally adopted Single Stream Recycling in August except in the cafeteria. Our waste hauler provided new large rolling recycling bins to facilitate collection by custodial staff. Funds earned through our Terra-cycle recycling program were used to purchase additional bins for classrooms and common spaces. In September, we were awarded a grant from DNREC to purchase bins, containers and signage. We are currently waiting for grant contracts to be drawn up and executed to purchase bins and start recycling in our cafeteria in 2015. We are proud to be the first school in our district to implement single stream recycling. In July, three classroom teachers took and passed the USGBC Green Classroom Professional Development Course. In September, the teachers developed and in-serviced fellow colleagues on a list of 10 Green Guidelines to implement within classrooms. Current plans include performing periodic classroom walkthroughs to gauge participation and provide feedback. A student Green Team was recently formed to focus on energy conservation. Students will lead energy conservation in classrooms and computer lab and provide feedback to teachers and students on how everyone can reduce energy use in the building. All of these efforts have reduced trash collection, overall energy costs and our environmental impact.



To improve the health and wellness of students and staff, we established a school garden. In June we received a grant for over \$3,000 from The Patti Mishaw Foundation to fund our school garden. We then partnered with Healthy Food for Healthy Kids to build the garden. From September through November, over 500 students, MPE Staff, PTA members and families participated in garden building, soil preparation, planting, watering, and harvesting. In November, we held a ribbon cutting ceremony to share news with the district office, school board and local state representative. 500+ students enjoyed a healthy snack from the garden including radishes, turnips and various lettuces. Lettuce was also served in the cafeteria. A healthy recipe was sent home to every child. As a result, students learned where food comes from, how to grow food and how to eat healthy, all of which are a benefit to our school population. Teachers participated in lessons furthering their professional development and competency as environmental educators.

To provide effective environmental and sustainability studies which incorporate STEM, civic skills and green career pathways, we held a community recycling event on November 1: "Greenfest". Partnering with DSWA allowed us to collect 11,480 pounds of paper for shredding, 24,879 pounds of electronics to recycle and 13,154 pounds of household hazardous waste to dispose. Charitable donations including eyeglasses, food and clothing were collected. Our first 100 participants received a green giveaway of compostable wipes or LED bulbs donated by Home Depot. BSD staff and families participated by volunteering and making charitable donations.

Classes routinely participate in STEM learning activities in all areas of science, including learning how to grow and harvest food in our school garden. Each of these activities allowed for MPE to expand our culture of promoting civic responsibility and stewardship. Our work has allowed us to form positive relationships and partnerships with several organizations including The DVGBC, The Patti Mishaw Foundation, Healthy Foods for Healthy Kids, Delaware Solid Waste Authority, DNREC and several charitable organizations. Collaboration with BSD District Office, parents and PTA continues to grow exponentially.

Efforts will be continued and sustained by fundraising and grant applications to support our work. Currently, we are slated to receive \$2,000 through our existing Teracycle recycling program and from DVGBC for participation in the Pathways program. We recently applied for a \$2,000 grant from the Whole Kids Foundation that supports school gardens. Healthy Foods for Healthy Kids communicated that they recently received additional funding to support our garden. Finally, we will participate in DVGBC's Pathways to Green School program in 2015-16.

Crosscutting Questions: Awards and Programs

These two crosscutting questions are **10% of your overall score**.

4. Does your school participate in a local, state, or national green schools program (e.g., Eco Schools USA, Project Learning Tree Green Schools)?

Yes

No

If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?



	Program	Level in Progress	Level Achieved (include date achieved)
1	DVGBC Pathway to Green Schools	First Year in Program January - December 2014	Program Completed - 7 points earned for Green Projects and Environmental and Sustainability Initiatives
2			
3			
4			
5			

5. In the past five years, has your school, staff, students or student groups received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?

Yes

No

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	Recognition for Walking Wednesday Program	MPE PTA	Mayor of Wilmington, DE and DNREC	2014
2	Outstanding Environmental Educator	Wendy Turner	Delaware Nature Society	2014
3	Green Pathways Changemaker	Wendy Turner	DVGBC	2014



4	Elementary Physical Education Teacher of the Year for Delaware	Peter Farina	DAPHERD (Delaware Association for Health, Physical Education, Dance and Recreation)	2014
5	i-Educate Delaware Honoree	Peter Farina	Rodel Foundation of Delaware	2014
5	Published Author	Peter Farina	Great Activities Magazine	November 2014

Pillar 1: Reduce environmental impact and costs

Pillar 1 includes four main elements and is 30% of your overall score.

Element 1A: Energy conservation strategies

6. Which of the following programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation? (Check all that apply)

- Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.
- Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.
- Our school has met our energy conservation target every year since we started our program.
- Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- Our school is EPA Energy Star certified this year.
- 5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.
- Our school was built or modernized to meet Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.
- Our school has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

7. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions,



how you set your goals for reduction, and how you measure your progress. (Maximum 250 words)

Mt. Pleasant Elementary School implemented many recommendations from the comprehensive energy audit we participated in this year. Energy consumption has been lowered by students and staff implementing simple but impactful practices including using daylighting practices in classrooms, reduced plug load and computer shut down at the end of the day. Currently, our Green Team and Certified Green Schools Professionals provide guidelines and recommendations to teachers about how to consume less energy in the classroom. These practices are passed along to students. Our Student Energy Corps works to ensure reduced energy consumption in our computer lab and also our classrooms. Awareness is high in our building for these policies, practices and procedures.

Element 1B: Water quality, efficiency, and conservation

8. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)

- We are served by a community/city/county owned water provider that is required to report annually on the quality of our water.
- Our school has its own well and we do water sampling in accordance with our local and state health authorities.
- Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.
- We have a water reduction plan in place that includes:
 - low-flow water fixtures
 - native drought-tolerant plants
 - minimal or no landscape irrigation
- Our school water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.
- Our school has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

9. Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination.

Currently Mt. Pleasant Elementary School practices several water reduction practices. Fixtures throughout the school including faucets and toilets are low flow resulting in the lowest water usage possible. This helps us to minimize water consumption as much as possible. In addition, many water sources use a sensor to turn off and on thereby eliminating accidental overuse. The custodial staff washes each faucet, water fountain and water source each day with anti-bacterial cleaning supplies to protect drinking fountains from bacterial contamination.



Element 1C: Waste Management and Product Procurement

10. Which of the following programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products? (Check all that apply)

- Our school has initiated and maintained a solid waste management plan that includes waste reduction practices, collection of recyclable and compostable materials, elimination of hazardous waste, and preferred-purchasing requirements.
- Our recycling program collects every material that is collected in our city/county.
- Our school composts organic materials on site.
- Our school only purchases office/classroom paper that is 50% or more post-consumer material.
- Our school only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.
- Our school purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).
- All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard.
- Hazardous and dangerous products at our school have been reduced or eliminated.
- Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.
- Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

11. Use the list above as a guide to describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 250 words)

Mt. Pleasant Elementary School's solid waste management plan includes recycling in our classrooms and common work areas except for our cafeteria. We collect all materials for recycling accepted by DSWA for single stream recycling including plastic, cardboard and paper, aluminum, tin, glass and others. Teachers and students are educated directly with instruction and signage in classrooms and on recycling bins. Custodians have been trained on how and where to empty recycling bins vs. trash containers. In addition, we collect other non-recyclable materials including juice pouches and foil lined wrappers to send to Terracycle, a company that repurposes them to keep them out of landfills. Environmental benefits to date include a significant reduction in trash production and related large production of recyclable material. All students, staff and custodians participate in these efforts. Last spring, we also performed an audit of cafeteria waste to determine the potential benefit of composting. We learned that composting and recycling in the cafeteria could yield a 50% reduction in trash generated at lunch time. Currently, this initia-



tive is on hold for us given the closing of the local composting facility. We are also waiting for grant contracts from DNREC so we can purchase additional containers to aid in this effort. We hope to adopt composting and recycling in the cafeteria in our next year of participation in the DVGBC Pathways program.

Element 1D: Alternative transportation

12. Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

- Our school participates in a "Safe Routes to School" or similar program.
- Our school has designated carpool parking stalls.
- Our school offers yellow school bus service.
- Our school is served by city/Metro public transportation service.
- Our school has a well-publicized no idling policy that applies to all vehicles including school buses.
- Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.
- Our school has a greenhouse gas emission reduction plan in place that targets transportation. We measure our annual progress against our reduction goal.

13. Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Included how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. (Maximum 250 words)

Mt. Pleasant Elementary School and the Brandywine School District offer bus transportation to all students located more than one mile away from the school. Bus information is mailed to all students prior to the start of the school year. Public transportation is available via public bus on Philadelphia Pike to the school as well. Walking and biking to school are promoted every year via our participation in the Safe Routes to School walking program.

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

Pillar 2 includes two main elements and is 30% of your score.

Element 2A: An integrated school environmental health program

14. Which of the following programs or practices does your school implement to ensure the environmental health of the school community? (Check all that apply)

- Our school implements an up-to-date Integrated Pest Management program.
- Our school implements an up-to-date Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.
- 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 wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our school has a comprehensive green cleaning program.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program.

Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication.

15. Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 250 words)

Mt. Pleasant Elementary School and the Brandywine School District work to ensure minimal exposure to hazardous materials for staff and students at all times. District policies address the custodial and maintenance staff how to handle any found items quickly and efficiently. Teachers and staff are instructed to report any evidence of water leaks, mold or pest infestation to the custodial staff immediately. In addition, our school has an Asthma Management Program in place consistent with the National Asthma Education and Prevention Program. Our school nurse facilitates asthma prevention and mitigation programs by providing resources to the MPE Community including a documented Asthma Plan. The plan defines the disease, gives signs and symptoms and action plan. Finally, teachers received guidance on maintaining a green classroom this year. Recommendations from our Green Classroom Trained Professionals included removing asthma triggers including stuffed animal and furniture, avoiding scented air fresheners and other products and any cleaners or markers with strong odors.

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

16. Which of the following programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).

Our school participates in the “Coordinated School Health” program (www.cdc.gov/HealthyYouth/cshp/).

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

Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.

Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.



Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

At least 50% of our students have participated in the EPA's Sunwise or equivalent program (to protect students from skin cancer).

Our school integrates health measures into student assessments.

17. Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. (Maximum 250 words)

Our district and school food services and nutrition staff work to provide high standards for healthy eating options every day in our school cafeteria. Students are provided with options for milk and fruits and vegetables every day. Our PTA organized and runs the healthy program "Walking Wednesday" every spring and fall. Students are encouraged to walk laps at recess every Wednesday for 6 weeks. Totals are tallied, miles calculated and recognition is awarded to participants and top walkers. Mt. Pleasant Elementary School has been recognized by the Mayor of Wilmington as well as the DNREC for these efforts. Each year, students participate in Field Day for organized fitness activities at the end of the school year. Additionally, one of our physical education teachers organizes and run "Family Fitness Day" each spring to promote movement and fun to all of our students and families throughout the district and Mt. Pleasant Elementary School.

Pillar 3: Provide effective environmental and sustainability (is a word missing here?) which incorporates STEM, civic skills, and green career pathways

Pillar 3 includes three main elements and is 35% of your overall score.

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

18. Describe how your school integrates and assesses/measures students' environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 250 words)

Students are provided with multiple outdoor learning opportunities. All grade levels are involved in hands on learning and participation in our school garden. Jobs and responsibilities vary at each grade level. Lessons start out with classroom instruction and then hands-on instruction and practice activities outside in the garden. 2nd grade prepares the soil for planting, Kindergarten and first grade plant the seeds, 3rd grade waters the seeds until germination and 4th and 5th grade harvest the food. 2nd grade closes down the garden and prepares the compost after harvest. This set up allows for full school education and participation in the cultivation of plants and the maintenance, care and upkeep of the garden. We also have an outdoor classroom that is available for lessons in any subject by all teachers and classrooms. Additionally, all students are expected



to recycle accepted single stream items in classrooms as well as items we collect in classrooms and in the cafeteria and ship to Teracycle to reduce landfill waste.

19. Describe professional development opportunities available to your teachers in environmental and sustainability concepts and the number and percentage of teachers who participated in these opportunities during the past 12 months. (Maximum 250 words)

Teachers are encouraged to pursue environmental learning opportunities whenever possible. At least 10 teachers participate in our Green Team meeting each month, with opportunities for reflection and participation in various opportunities communicated at each meeting. 3 teachers participated in the Green Classroom Professional Development program offered by USGBC during the past year. At least 25 teachers were active participants in our school garden curriculum this fall. As lessons were taught by Healthy Foods for Healthy Kids for the garden, teachers observed and participated. They will eventually take over the lessons on their own. Additional teachers as well as repeating teachers will participate in the program this spring. Finally, a Mt. Pleasant teacher and administrator, together with other district teachers and staff, were invited to attend and did participate in the DVGBC Green School Workshop and Sustainable Schools Roundtables this year. Other teachers will be welcome in the future.

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

20. Describe how environmental and sustainability education at your school supports teaching science and engineering practices (e.g., asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence) and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 250 words)

As students and teachers engage in environmental activities, learning and lessons, science practices and concepts naturally come into play. Actively participating in recycling spurs questions about why we recycle and what happens to trash and recycling when it leaves the building. Students ask questions. 170 second graders went to the DSWA recycling facility to learn the answer to their questions in a real-life setting. Participating in our school garden enabled students to learn about the life cycle of plants, where food comes from and how to eat healthy. Students were able to construct explanations for the science phenomena of growing food they experienced firsthand. Their participation over time enabled them answer their questions as science unfolded right in front of their eyes. One class built trellises for pea plants in the garden beds at the community center next door. They used recycled materials, met project criteria involving math constraints through the process and witness their creations solving a problem in a real-life setting. After they built and installed the trellises, they visited the garden to see the plants using their structures and eventually harvested the plants. This type of active learning allowed them to develop a deeper understanding of earth science and engineering practices.



21. Describe how your curriculum connects classroom content to career and college readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers. (Maximum 250 words)

We provide fundamental knowledge and basic skills about environmental practices and sustainability to our students. This allows them to learn effectively as they journey through their elementary school years. This exposure to green principles and practices at a young age is critical in creating environmentally conscious citizens and future change makers.

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

22. Describe your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, field studies, community service, etc. Address if and how students conduct an age-appropriate community engagement projects around a self-selected environmental or sustainability topic at every grade level; and partnering with local academic, business, informal science institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an) other school(s), particularly a school with lesser capacity in these areas) (Maximum 250 words)

Two classes this year are voluntarily participating in the Philadelphia Zoo UNLESS contest as a result of their high interest in recycling and environmental learning. This project based learning opportunity invites students to research an endangered species, climate change and recycling. Then, in order to positively impact the species, students are challenged to increase local recycling efforts to reduce trash production and increase waste diverted away from landfills. Research and learning so far include classroom activities and a field trip to the Philadelphia Zoo to explore gorillas, a critically endangered species. Additionally, over 160 students visited the DSWA recycling plant in New Castle this Fall to gain hands-on knowledge in a real-life setting. Finally, our Greenfest Community Recycling Event and Garden Ribbon Cutting Ceremony, previously described, engaged many local businesses, charities, state agencies and civic partners as well as our broader school district. With community involvement and enthusiasm at enormous levels for our programs, awareness is extremely high that Mt. Pleasant Elementary School is a leader in green practices and initiatives. Our students directly benefit from that every day.



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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 grades Pre-K-12.
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 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 2014-2015

Charter X Title I Magnet Private Independent

Name of Principal: Ms. Angela Williams

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

Official School Name: Mt. Pleasant Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 500 Duncan Road
Wilmington, DE 19809

(If address is P.O. Box, also include street address.)

County: New Castle State School Code Number *:176

Telephone: 302-762-7120 Fax: 302-762-7040

Web site/URL: www.brandywineschools.org E-mail: angela.william@bsd.k12.de.us

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

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

Handwritten signature of Angela Williams

Date: 1/29/2015

(Principal's Signature)

Name of Superintendent: Dr. Mark Holodick

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: Brandywine School District

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

Dr. Mark Holodick

Date: 1/29/2015

(Superintendent's Signature)

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 grades Pre-K-12.
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: Delaware Department of Education

Name of Nominating Authority: Mrs. Tonyea Mead

(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.

Tonyea Mead

Date: 1/29/2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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.