

# U.S. Department of Education Green Ribbon Schools Program (2014 - 2015)

## Pennsylvania State Department of Education School Building Application

Thank you for your interest in the Green Ribbon Schools Program! All public and private schools in Pennsylvania, including charter schools, career and technical centers, and schools operated by intermediate units, are eligible to be considered for nomination.

This application has been developed for individual schools to complete. More than one school per school district is permitted to apply. In order to complete this application you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment.

**Introduction:** The U.S. Department of Education's Green Ribbon Schools (ED-GRS) Award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with efforts to maximize positive environmental outcomes and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible. For more information on Green Ribbon Schools Program, please visit the [U.S. Department of Education's website](http://www.ed.gov).

**Application:** Being nominated as a Green Ribbon School is a two-step process. Using this application, public, charter, and private schools in Pennsylvania will make their application for nomination to the PDE. Applications will be reviewed and scored, using the guidelines described in the Application Outline.

As the chief state school officer, Acting Secretary Dumaesq is permitted as many as five Pre-K-12 school or district nominations. If a state or comparable authority wishes to nominate more than two schools or districts, at least one must serve at least 40 percent of students from a disadvantaged background. If an authority wishes to make a fifth Pre-K-12 nomination, it must be a private school. For a private school to be nominated, at least one public school or district must be nominated. No more than one of the five nominees in this Pre-K-12 category may be a private school. A school or district may be selected as an honoree only once. All schools must meet high college and career ready standards, be in compliance with federal civil rights laws, and comply with all federal, state, and local health and safety standards and regulations.

**Application Deadline:** For an application to be considered, it must be downloaded, completed, and then resubmitted to PDE by 6:00PM on Monday, December 8, 2014.

Submittals to PDE must be made electronically to [ra-greenschools@pa.gov](mailto:ra-greenschools@pa.gov) and must be in the same format as originally received. Submittals via other methods will not be accepted.

**Green Ribbon Schools Criteria:** Application reviews will be based on demonstrated progress towards the goals of each of the three Green Ribbon Schools Pillars:

**Pillar 1 goal:** Reduced environmental impact and energy efficiency.

**Pillar 2 goal:** Positive impact on the health and performance of students and staff.

**Pillar 3 goal:** Effective environmental and sustainability education.

### Important items to keep in mind:

- 1) Each Pillar represents ambitious goals and schools are not expected to have already achieved any or all of the objectives described in these Pillars.
- 2) Schools demonstrating exemplary achievement in these Pillars will receive the highest scoring.
- 3) It is important to demonstrate concrete achievement, using quantified measures, whenever possible.
- 4) If your school is being actively considered, additional documents supporting your answers may be requested.
- 5) For standards, programs, and grants related to each Pillar, Element, and Question, consult the [ED-GRS Green Strides Resource Page and Webinar Series](#).
- 6) As you'll see in the Application Outline that follows, the PDE has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.



## 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  Title I  Magnet  Private  Independent

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

Official School Name: Charles F. Patton Middle School  
(As it should appear on an award)

Official School Name Mailing Address: 760 Unionville Road, Kennett Square, PA 19348  
(If address is P.O. Box, also include street address.)

County: Chester State School Code Number \*: 23-1671874

Telephone: 610-347-2000 Fax:

Web site/URL: http://cfpms.ucfsd.org/ E-mail: thoffman@ucfsd.net

\*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.

Date: February 1, 2015

(Principal's Signature)

Name of Superintendent: Dr. John C. Sanville  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: Unionville-Chadds Ford School District

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

Date: February 1,

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: Pennsylvania Department of Education

Name of Nominating Authority: Dr. David Bauman  
(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.

Date: February 1, 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](mailto: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](mailto: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.

Charles F. Patton Middle School has made Green Ribbon Schools a priority and has focused on the Pillars as a guide. Many of the components of the initiatives overlap into different areas. The integration of the three Green Ribbon Pillars is to be commended. These include:

Pillar 1 – Reduced environmental impact and energy efficiency

- Installing HVAC systems with air changes
- Automatic temperature controls
- Installing solar arrays to power a green house
- Farmers utilize land and rotate crops on school property
- Shortening and scheduling school bus runs to be more efficient and reduce energy use
- Native plants and trees are planted around school building
- Low volume toilets and faucets have been installed along with drip line irrigation system
- Partnering with local business owners focusing on green practices and offering natural materials has helped address key environmental initiatives.
- Partner with community organizations: Chester County Food Bank, Tri-M, Buds to Blooms, Lowes, Wawa, Whole Foods, shelters, etc. advance our efforts and help others emulate our success.
- Donated over 5,000 pounds of food donated to Chester County Food Bank.

Pillar 2 – Positive impact on the health and performance of students and staff.

- Green products are used as much as possible
- An integrated pest management system with student health as a focus
- A Wellness Committee focusing on mental and physical health of students and faculty
- Providing multiple opportunities for students to spend time outside
- Healthier meals have been provided in the cafeteria
- 90% of grounds are devoted to vegetable and flower gardens, 2 outdoor classrooms, 30 raised beds, greenhouse, 2 high tunnels, wildlife and native plant habitats, a solar array, composts, pervious walking/running trails, protected wetlands, and a symbiotic relationship with a local farmer who plants and harvests the land and engages in annual crop rotation.
- Reducing hazardous waste
- All snacks sold in the cafeteria must not have sugar as first ingredient; they must contain less than 30% fat, have less than 250 calories, and are a single serving size. No soda or foods of minimal nutritional value are sold in the vending machines or in the cafeteria.
- Promote supporting local farmers by purchasing and using locally grown produce, the farm-to-table concept, harvest and use vegetables from our gardens, and participate in healthy taste tests at all levels.
- Partner with and support local farmers for Farm-to-Table focus, in cafeteria

### Pillar 3- Effective environmental and sustainability education

- Bees are maintained as part of environmental education
- Garden based learning includes gardens at the school
- Recycling and reducing waste
- Two outdoor classrooms provide space for learning in a natural environment
- Science and FCS classes go outside regularly to explore nature, conduct experiments, and learn about the growing process, water, and harvest.
- Teachers participate in professional development opportunities addressing standards associated with the environment and ecology standards, as well as energy. All eighth graders investigate water with a trip to Stroud Water Research Center.
- Teachers are provided with multiple professional development opportunities are available through the Stroud Water Research Center, Longwood Gardens, the Brandywine River Museum, and the Tyler Arboretum, etc. These have been accessed by Geography, Science, FCS, and Art teachers with other teachers chaperoning accounting for approximately 75% of the staff.
- Science and geography embed lessons/activities, which require students to reflect and evaluate connections between the physical environment and human activities.
- Curriculum is STEM based and the affiliated technical college offers many STEM programs
- All eighth graders must complete a 10-year plan, where they set goals and investigate future careers
- Formed the Green Team encourages students and staff to reduce, recycle, and reuse.

**Application Outline:**

<b>Green Ribbon Pillars</b>	<b>Points</b>
<b>Summary Narrative &amp; Cross-Cutting Questions (5%)</b>	5 points
<b>Pillar 1: Reduced environmental impact and energy efficiency (30%)</b>	
<b>Element 1A:</b> Reduced greenhouse gas (GHG) emissions	15 points
<b>Element 1B:</b> Use of alternative transportation to, during, and from school	5 points
<b>Element 1C:</b> Improved water quality, efficiency, and conservation	5 points
<b>Element 1D:</b> Reduced waste production	5 points
<b>Pillar 2: Positive impact on health and performance of students and staff (30%)</b>	
<b>Element 2A:</b> An integrated school environmental and preventative health plan	15 points
<b>Element 2B:</b> High standards of nutrition, fitness, and outdoor time	15 points
<b>Pillar 3: Effective environmental and sustainability education (35%)</b>	
<b>Element 3A:</b> Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points
<b>Element 3B:</b> Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
<b>Element 3C:</b> Development and application of civic engagement knowledge and skills	10 points
<b>Total:</b>	100 points

**Certification:**

By checking all of the boxes below, the school principal (or equivalent) and the school district superintendent certify that each of these statements is true concerning the school's eligibility and compliance with noted requirements. However, in no case is a private school required to make any certification with regard to the public school district in which it is located.

- The school has a configuration that includes one or more grades of PK - 12. (Schools on the same campus with one principal must apply as one school.)
- Neither the 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.
- OCR has not issued a violation letter of findings to the public school district concluding that the 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.
- 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.
- 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 public school or public school district has corrected, or agreed to correct, the findings.
- 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 an EPA on-site verification.

**Disadvantaged Households Certification:**

Are at least 40% of your school's students from a disadvantaged background? (i.e., 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)

- Yes       No

**School Contact Information:**

**School Name** \_\_\_\_\_

**School District** *(if applicable)* \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**School Website** \_\_\_\_\_

**Principal First Name** \_\_\_\_\_

**Principal Last Name** \_\_\_\_\_

**Principal Email Address** \_\_\_\_\_

**Principal Phone Number** \_\_\_\_\_

**Lead Applicant First Name**  
*(if different from Drincipal)* \_\_\_\_\_

**Lead Applicant Last Name**  
*(if different from Drincipal)* \_\_\_\_\_

**Lead Applicant Email** \_\_\_\_\_

**Lead Applicant Phone Number** \_\_\_\_\_

**School District AUN Number:** \_\_\_\_\_ **School Building Number:** \_\_\_\_\_

**School Level:**

Elementary (Grades PK - 6)

Middle (Grades 7 - 8)

High (Grades 9 - 12)

**School Type:**

Public

Private/Independent

Charter

Magnet

**School Description:**

Urban

Suburban

Rural

**Summary Narrative:** Provide a 300 word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

**Cross-Cutting Questions:**

**Question 1:** Is your school participating in a nationally recognized green school program which asks you to benchmark progress in some fashion (i.e., USGBC LEED for Schools, Green Globes, EPA Energy Star, Project Learning Tree's Green Schools, or National Wildlife Federation Eco-Schools USA)?

- Yes       No

If yes, please describe the program(s) and the level(s) pursuing or achieved:

**Question 2:** Has your school, staff, or student body received any awards for environmental or sustainability stewardship/action?

- Yes       No

If yes, please describe the award(s) and the year(s) they were received:

**Pillar 1: Reduced Environmental Impact and Energy Efficiency**

Buildings, grounds and operations goal: The school has reduced its environmental impact and is working towards net-zero impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main Elements:

- A) 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.
- B) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.
- C) Improved water quality, efficiency, and conservation.
- D) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated four elements.

**1A1:** In what year was your school constructed? \_\_\_\_\_

**1A2:** What is the total building area of your school? \_\_\_\_\_

**1A3:** Has your school constructed a new building or renovated an existing building in the past ten years?

- Yes       No

Please provide the following information:

Percentage of the building area that meets green build standards (for e.g., LEED, CHPS, Green Globes or other standards) \_\_\_\_\_

Which certificate/level obtained? \_\_\_\_\_

What is the total constructed area? \_\_\_\_\_

What is the total renovated area? \_\_\_\_\_

**1A4:** Do any parts of your existing building meet green build standards (for e.g., LEED, CHPS, Green Globes, or other standards)?

- Yes       No

Please provide the following information:

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)? \_\_\_\_\_

What is the total building area (in sq. ft.)? \_\_\_\_\_

Which certificate/level obtained? \_\_\_\_\_

**1A5:** Please indicate which green building practices your school is using to ensure your building is energy efficient.

- School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
- School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
- School has an energy and water efficient product purchasing and procurement policy in place.
- Other (please describe) \_\_\_\_\_

**1A6:** Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

- Yes       No

If your school received the certification, please note the year it was achieved and the score received. \_\_\_\_\_

**1A7:** Has your school reduced its total non-transportation energy use from an initial baseline?

- Yes       No

Please provide the following information:

Percentage reduction \_\_\_\_\_

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.) \_\_\_\_\_

Time period measured (mm/yyyy-mm/yyyy) \_\_\_\_\_

How did you document this reduction (i.e., ENERGY STAR portfolio, district report)? \_\_\_\_\_

**1A8:** What percentage of your school's energy is obtained from:

On-site renewable energy generation (i.e., solar, wind, biomass) \_\_\_\_\_

Purchased renewable energy \_\_\_\_\_

**1A9:** Can your school demonstrate a reduction in its greenhouse gas emissions?

- Yes       No

Please provide the following information:

Initial GHS emissions rate (MT eCO<sub>2</sub>/person) \_\_\_\_\_

Final GHG emissions rate (MT eCO<sub>2</sub>/person) \_\_\_\_\_

Percentage reduction \_\_\_\_\_

Time period measured (mm/yyyy-mm/yyyy) \_\_\_\_\_

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, EPA Portfolio Manager)? \_\_\_\_\_

**1A10:** Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

- Yes       No

Please provide the following information:

List offsets used \_\_\_\_\_

Current total GHG emissions (MtCO<sub>2</sub>e) \_\_\_\_\_

Baseline total GHG emissions (MtCO<sub>2</sub>e) \_\_\_\_\_

Change from baseline \_\_\_\_\_

Time period measured (mm/yyyy-mm/yyyy) \_\_\_\_\_

**1B1:** What percentage of your students walk, bike, bus, or carpool (2+ students in the car) to/from school?

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**1B2:** How was this data collected and calculated? (Maximum 100 words)

**1B3:** Which of the following policies or programs has your school implemented:

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established safe pedestrian routes to school which are distributed to parents and posted in our office.
- Our school promotes bike/ped programs.
- Our school participates in a "Safe Routes to School" program.

**1B4:** Describe how your school transportation use is efficient and environmentally friendly (e.g., the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

**1C1:** Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes  No

Please provide the following information:

Percentage reduction domestic \_\_\_\_\_

Percentage reduction irrigation \_\_\_\_\_

Time period measured (mm/yyyy-mm/yyyy) \_\_\_\_\_

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, school district reports)? \_\_\_\_\_

**1C2:** Which of the following practices does your school employ to increase water efficiency and ensure water quality? (Please check all that apply)

- Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- Our school has a smart irrigation system that adjusts watering time based on weather conditions.
- Our school's landscaping is water-efficient and/or regionally appropriate.
- Our school uses non-potable water sources (i.e., rainwater) for irrigation or toilet flushing.
- Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- Our school has implemented storm water best management practices and/or low-impact development strategies (i.e., rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).
- Our school uses water control features in bathrooms, locker rooms, kitchens, etc. that include low flow faucets, automatic sensor faucets, low flow toilets and shower heads.

Please provide the following information about your school's landscaping:

What percentage of your total landscaping is considered water-efficient or regionally appropriate?

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What types of plants are used and where are they located?

Please describe the alternate water sources used for irrigation or toilet flushing. (Maximum 100 words)

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Please describe your best management practices for storm water. (Maximum 100 words)

**1C3:** Our school's drinking water comes from:

Municipal water source

Well on school property

Other (please explain):

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

**1C4:** Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 100 words)

**1C5:** What percentage of the school grounds are devoted to ecologically or socially beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, pervious walking or running trails, etc.)?

**1C6:** Do any parts of your outdoor landscape meet the National Sustainable Sites Initiative guidelines? If yes, please explain.

Yes

No

**1D1:** What percentage of solid waste is diverted from landfilling or incinerating due to reuse, recycling and/or composting (i.e., Recycling Rate)?

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

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

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C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster sizes(s) x number of collections per month x percentage full when emptied or collected).

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Recycling Rate =  $(B+C) / (A+B+C) \times 100$

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**1D2:** Does your school have a composting system?

Yes       No

**1D3:** Please provide the following information about your school's hazardous waste:

How much hazardous waste does your school produce (lbs/person[staff+students]/year)?

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How is the amount generated calculated?

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List the types of hazardous waste generated.

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How is hazardous waste monitored?

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**1D4:** Which of the following benchmarks has your school implemented to minimize and safely manage hazardous waste? (Please check all that apply)

- Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

List the green cleaning standard(s) used.

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**1D5:** Does your school use "third party certified" green cleaning products?

Yes       No

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?

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What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use?

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**1D6:** What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 100 words)

**1D7:** This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 100 words)

## **Pillar 2: Positive impact on the health and performance of students and staff**

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

- A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.
- B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

**2A1:** Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

- Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.
- Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
- Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
- Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

**2A2:** Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

- Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
- Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
- Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
- Our school has CO alarms that meet the requirements of the National Fire Protection Association Code 720.
- There are no wood structures on school grounds that contain chromate copper arsenate.
- Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
- Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- Our school's indoor relative humidity is maintained below 60%.
- Our school has moisture resistant materials/protective systems installed (i.e. flooring, tub/shower, backing, and piping).
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
- Our school prohibits smoking on campus and in public school buses.
- Our school has a radon mitigation system.
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances)

**2B1:** Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

- Our school participates in the USDA's Healthier School Challenge or another nutrition recognition program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school partners with local food growers to supply produce.
- Our school has an onsite food garden.
- Our school garden supplies food for our cafeteria.
- Our students spent an average of 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.
- At least 50% of our students have participated in the EPA's Sunwise Program (or other equivalent UV protection and skin health education program).

Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 100 words)

**2B2:** Our school encourages teaching and learning outdoors on school property or has opportunities in neighboring public open spaces, such as parks, trails, or community gardens. If yes, please explain.

Yes       No

**2B3:** What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

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**2B4:** This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 100 words)

### **Pillar 3: Effective environmental and sustainability education**

Student achievement goal: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Each question in this section is designed to measure your school's progress toward Pillar 3.

**3A1:** Is your school district's curriculum aligned to the Pennsylvania Environmental and Ecology standards?

Yes       No

**3A2:** Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)

- Our school has an environmental or sustainability literacy graduation requirement.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 100 words)

Please describe your classroom based on school-wide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 100 words)

Please describe professional development opportunities available in environment and ecology standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 100 words)

**3A3:** If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career.

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Percentage of these students who scored a 3 or higher on the AP Environmental Science exam.

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**3B1:** Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as 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 when exploring environmental and sustainability issues)?

Yes       No

Please describe. (Maximum 100 words)

**3B2:** Since green/sustainable concepts cross curriculum areas, where within the following standards content are they being taught, at what grade levels, and what main resources are being used?

	What Standard Areas	Main Content Addressed	Grade Levels	Main Resources
1				
2				
3				
4				
5				
6				
7				
8				

**3B3:** Does your school have a STEM curriculum and/or coordinator?

Yes       No

Please explain. (Maximum 100 words)

**3B4:** Has the school's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?

Yes       No

Please explain. (Maximum 100 words)

**3B5:** If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields?

Yes       No       N/A

Please describe these college and career connections. (Maximum 100 words)

**3C1:** Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?  
 Yes       Not at all grade levels       Not at all

If not in all grades, please specify which grades.

**3C2:** Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes       Not at all grade levels       Not at all

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 100 words)

**3C3:** What opportunities exist for parents to learn about the green practices implemented at your school, including how these practices are benefiting the children and reducing operation and maintenance costs? (Maximum 100 words)

**3C4:** Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

**3C5:** This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 100 words)

Thank you!

This concludes your ED-GRS Green Ribbon Schools Application.

Please take a moment to make sure you've answered every question to the best of your ability.

Please send your completed form to [ra-greenschools@pa.gov](mailto:ra-greenschools@pa.gov)