



2015-2016 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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 2015-2016

Public Charter Title I Magnet Private Independent Rural

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

Official School Name: Wiley International Studies Magnet Elementary School
(As it should appear on an award)

Official School Name Mailing Address: 301 St. Mary's Street, Raleigh, NC 27605
(If address is P.O. Box, also include street address.)

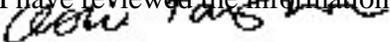
County: Wake State School Code Number *: 920-620s

Telephone: 919-856-7723 Fax: 919-856-2956

Web site/URL: [Wiley International Magnet Elementary School Website](#) E-mail: [Principal's Email Address](#)

**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.



(Principal's Signature)

Date: 1/25/16



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

District Name: Wake County Public School System

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

Dr. James Merrill Signature on File
(Superintendent's Signature)

Date: 1/26/2016

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: NC Department of Public Instruction

Name of Nominating Authority: Mr. Ronald L. Collier, Architect, School Planning
(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

R Collier
(Nominating Authority's Signature)

Date: 01/29/2016

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary 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. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

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 ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

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.



2016 Green Ribbon Schools Application

School Contact Information

School Name: [Wiley International Studies Magnet Elementary](#)
District Name: [Wake County Public School System \(WCPSS\)](#)
School Address: [301 Saint Mary's Street](#)
City: [Raleigh](#) State: [NC](#) Zip: [27605](#)
Website: [Wiley School's Website](#) Facebook Page:
Principal Name: [Leslie Taylor](#)
Principal Email Address: [Leslie Taylor's Email](#) Phone Number: [\(919\) 856-7723](#)
Lead Applicant Name (if different): [Karen Rose](#)
Lead Applicant Email: [Karen Ross' Email](#) Phone Number: [\(919\) 856-7723](#)

School Information

Level:

- Early Learning Center
- Elementary (PK-5 or 6)
- K - 8
- Middle (6 -8 or 9)
- High (9 or 10 – 12)

School Type:

- Public
- Private or Independent
- Charter
- Magnet

How would you describe your school's location? Urban Suburban Rural

Does your school serve 40% or more students from disadvantaged households?

% Receiving FRPL: [37.2](#)

% Limited English Proficient: [17](#)

Other Measures:

Total Enrollment: [507](#) Graduation Rate: [100%](#) Attendance Rate: [96.9%](#)

Summary Narrative: Provide an 800 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.

[Wiley International Magnet Elementary is an ideal candidate for a green ribbon as our global values demonstrate a concern for our immediate world as well as the world at large.](#)

[Wiley's Mission Statement: The Wiley community empowers innovative learners who explore and enhance our changing world.](#)

[Wiley's Vision Statement: Wiley is an international community that encourages high achievement, global citizenship, appreciation of diversity and an understanding of world cultures. We educate the whole child with the partnership of family and community to provide a foundation to become interdependent life-long learners. We value a safe and respectful learning community of innovate risk-takers, creators, collaborators, critical thinkers, and problem solvers that fosters growth and global understanding. Wiley](#)

Wiley International Studies Magnet Elementary
Raleigh, North Carolina

2016 Green Ribbon Schools Application

provides a nurturing, safe place that fosters students' academic growth while honoring the process by which they evolve in their social and emotional development.

Wiley's School Profile: Wiley's International Studies Magnet Program attracts students from many different countries. These face-to-face experiences with other cultures make global studies come alive. Doors of understanding open wide as students learn about varied cultures, learn to speak different languages, and learn to use technologies important in our global society. The program is designed to develop understanding of major systems (technological, communications and cultural), which influence the condition of our global village.

The Wake County Public School System has made some integrative changes and standards in school health, nutrition and energy cost reductions that have directly affected our practices as exemplified in the application. Specifically, Wiley has individual programs for our school which enhance its environmental commitments. Across all grades we teach environmental lessons.

Three grades participate in a garden program. Our Piedmont Savannah garden, a partnership project with NC Botanical Gardens and funded by a grant from Wake Soil & Water Conservation District, was planted not only to stop soil erosion and improve drainage, but to educate students about native plant life and a historical slice of our natural area. Our spacious hundred-year-old campus has an amazing array of old growth trees, three gardens, an outdoor classroom and several birdhouses.

For the last 2 years, the PTA Go Green Club has participated in the Environmental Stewardship Challenge sponsored by the NC Chapter of the US Green Building Council. Wiley Elementary had participated in Green Apple Day of Service, sponsored by Center for Green Schools, each year since its inception in 2011. The Go Green Club has increased awareness of implementations students can make as individuals by signage, word of mouth, incentive programs and lessons.

PTA Partnership: provided active play equipment for playground: balls, hula-hoops, jump ropes.
Boosterthon fundraiser: pep rallies focus on physical fitness, community, teamwork, and character development. The fundraising activity is a mini-marathon. Wiley PTA has provided new picnic tables so that one classroom may eat outside during each lunch period.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes No

Year: 2008-12, 2014-16 Portfolio Manager Award Received (WCPSS didn't apply for award.)

2. Has your school, staff or student body received any awards for facilities, health or environment?
 Yes No

Year 2014-15 Award Received: 1st place for Sustainable Site, 2nd place for Energy Conservation, 3rd place for Waste Reduction in the USGBC NC Environmental Stewardship Challenge for Elementary Schools. Projects included: Clean Sweep, Candy for Trash, Erosion Control Mulching, Maintaining Erosion Control Garden & Making Educational Signage, Scotties Trees Rock Video Contest (placed 25th nationally), No-Idling Campaign, Blackout Wednesday, Light Bulb Comparison for Science Night, Shut Down List for Teachers, Created a book "The Water Question" about our drinking water source, Toner Cartridge Recycling, Created Ornaments, Bird Feeders, and Art from Trash, Styrofoam Tray and Paper Recycling.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes No

- Percentage reduction: **7.4% reduction** Over (m/yy - m/yy): **6/08-6/15**
- Initial GHG emissions (MT eCO₂): **Total for school (2008): 385.1 MT eCO₂**
- Final GHG emissions (MT eCO₂): **Total for school (2015): 356.7 MT eCO₂**
- Offsets: **None**
- How did you calculate the reduction? **EPA Portfolio Manager**

Note: Emissions are given as total because we cannot get exact student/teacher count for 2008. However, we estimate that building occupancy has increased by about 120 people since 2008, while emissions have decreased.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes No

- If yes, what is your score? **89**
- If score is above a 75, have you applied for and received ENERGY STAR certification?

Yes No Year: **Wiley has scored >75 for all years entered in Portfolio Manager: (Years end on June 30) 2008: 84, 2009: 91, 2010: 90, 2011: 87, 2012: 91, 2013: no info, 2014: 92, 2015: 89**

3. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes () No

- Current energy usage (kBtu/student/year): **6,293 kBtu/student/year (507 students)**
- Current energy usage (kBtu/sq. ft./year): **49.3 kBtu/sq.ft./year**
- Percentage reduction: **4.5% reduction** over (m/yy - mm/yy): **6/08-6/15**
- How did you document this reduction? **EPA Portfolio Manager**

4. What percentage of your school's energy is obtained from:

- On-site renewable energy generation: **0%** Type:
- Purchased renewable energy: **0%** Type:
- Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: Yes No

5. In what year was your school originally constructed? **1923, with additions in 1988 & 2000**

- What is the total building area of your school? **64,721 Gross Sq. Ft.**

6. Has your school constructed or renovated building(s) in the past ten years? Yes No

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

- Average Baseline water use (~~gallons per occupant~~): **448,052 total gallons/year (We cannot get an accurate occupant count for 2008, but believe that it has increased by about 120.)**
- Current water use (~~gallons per occupant~~): **216,920 total gallons/year**

This year the Go Green Club (1st-5th graders) is installing 0.5 GPM aerators on all the handwash sinks in the school. Many of the existing aerators are 2.0 GPM or 1.5 GPM. The club ran

2016 Green Ribbon Schools Application

calculations based on 500 students washing their hands 2.5 times per day, for 30 s for 180 days. They calculated that the savings in hand washing water will be 192,375 gallons per year by changing 2.0 GPM aerators to 0.5 GPM aerators.

- Percentage reduction in domestic water use: 52%
 - Percentage reduction in irrigation water use: No Irrigation
 - Time period measured (mm/yyyy - mm/yyyy): 06/2008-06/2015
 - How did you document this reduction? (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports): ENERGY STAR Portfolio Manager
8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 99%
- Types of plants used and location: None of the gardens at Wiley are irrigated. Many plants are native to NC and the rest are adapted to our climate and annual rainfall.
9. Describe alternate water sources used for irrigation. (50 words max) Two 1000 gallon rainwater storage tanks with garden hoses.
10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max) Buildings are multi-story, reducing impermeable area, parking & hard-surface play area is minimal, carpool queue shares public street edge, bus drop-off/pick up is on neighborhood street adjacent to school, event parking is street parking or uses neighborhood business lot after hours.
11. Our school's drinking water comes from:
- Municipal water source
 - Well on school property
 - Other: (explain)
12. Describe how the water source is protected from potential contaminants. (50 words max) The City of Raleigh Public Utilities Department provides customers with water that meets and or exceeds all Federal and State drinking water regulations. Both primary reservoirs for Raleigh have a "Study Plan for the Ongoing Assessment of Water Quality" which requires at least monthly sampling at multiple locations.
13. Describe the program you have in place to control lead in drinking water. (50 words max) The WCPSS Water Quality Management team monitors school water quality, manages wastewater collection, treatment, and disposal from individual schools, and intervenes in activities that might create school water quality problems. They are first responders regarding regulatory compliance, water sampling, and any reporting involving water quantity and water quality enforcement programs.
14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max) More than 50% of the grounds are ecologically beneficial. The property has many mature trees, ~50% perimeter hedges, many birdhouses and 3 gardens: PTA Garden (herbs & flowers), Learning Garden (mostly native flowers, shrubs, peach tree), Savannah Garden (erosion control project with native NC Savannah plants.)

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): WCPSS provided weighed totals for our waste collection for the 2014-15 school year. The average monthly garbage produced at Wiley is 3497.35 pounds.

B - Monthly recycling volume in pounds: WCPSS provided weighed totals for our recycling for the 2014-15 school year. The average monthly recycled material produced at Wiley is 3152.58 pounds,

2016 Green Ribbon Schools Application

or 6.12 pounds per person. Wiley recycles paper, Styrofoam lunch trays, bottles, cans and cardboard.

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): Wiley currently does not compost, but the Go Green Club is investigating the possibility of a pilot 2-3 month composting program for the spring of 2016.

- Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: $(3152.58 / (3152.58+3497.35) \times 100) = 47.41\%$
- Monthly waste generated per person = $(A/\text{number of students and staff})$: 6.79 pounds per person per month (515 people)

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? WCPSS orders most of the paper for all the county school under multiple contracts, and distributes it to the schools as requested. Only a small portion is purchased by and sent directly to Wiley from a vendor, therefore it is very hard to get exact numbers. Of the paper delivered directly to Wiley, 41% was 30% Post-Consumer and 100% was FSC-Mix, chlorine-free was not covered by the report. The major paper supplier to WCPSS reported 100% from responsibly managed forests and 100% chlorine-free, but less than 3% with Post-Consumer content.

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids None	Corrosive liquids None	Toxics None	Mercury None	Other: None
---------------------------	---------------------------	----------------	-----------------	----------------

- How is this measured? No Hazardous Materials are used at Wiley Elementary. Not in Science or for cleaning or other purposes.
- How is hazardous waste disposal tracked?
- Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max): All yard waste collected on site is taken to Wake Yard Waste facility where it is processed and sold as mulch.

18. Which green cleaning custodial standard is used? Cleaning products are peroxide based (Green) and are only used in classrooms after school hours. The primary cleaner used is ECOLAB Peroxide Glass and Surface Cleaner, it is used for all general cleaning. WCPSS is currently testing an ionized water cleaning system to eliminate the use of even the green cleaning products.

- What percentage of all products is certified? ECOLAB is used for approximately 80-90% of all cleaning.
- What specific third party certified green cleaning product standard does your school use? ECOLAB is Green Seal certified. All bathroom paper supplies are certified by EcoLogo.

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses): 61%

- How is this data calculated? (50 word max) Total Students: 507; Bus: 195; Day Care Van: 20 (from school roster); Walkers: 33 (survey); Bikers: 3 (survey); Carpoolers: 58 (counted during carpool) $309/507=61\%$

2016 Green Ribbon Schools Application

20. Has your school implemented?

- Designated carpool parking stalls.
- 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.
- Safe Pedestrian Routes to school or Safe Routes to School
 - Describe activities in your safe routes program: (50 word max) Wiley is in an urban neighborhood with sidewalks on 95%+ of streets within 1 mile. Wiley has separate “walkers” after-school pickup location. Wiley has a walk-to-school day. In past years carpool and bus-riders were dropped at a local library and students walked to school with the principal, parents & teachers.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max) Wiley has separate bus, carpool, and walker pickup locations, reducing wait time and idling. “Walkers” was created by the PTA Go Green Committee to reduce idling, and promote neighborhood walking. Many families park and pick up at walkers to eliminate idling and wait time. Average bus capacity is 32.5.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

In 2014-15 and 2015-16 the Go Green Club made no-idling yard signs with messages about pollution, cost, health and environmental impact of idling. Signs are placed along the queue & public ROW for all to see. Examples: “We are breathing, please don’t idle.” “Idling for 10 seconds uses as much gas as starting your car.” “Do you turn off [the] water when you brush? Then turn off your car in carpool.”

Continue to next page.

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

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

The Wake County Public School System has adopted an Integrated Pest Management (IPM) Policy for managing insect and rodent intruders at our schools. IPM is a holistic, preventive approach to managing such pests. IPM minimizes pesticide use in our schools and on school grounds. For the last ten years WCPSS has concentrated on removing pest habitats from schools rather than using pesticides for pest management. For the purpose of this notification, pesticides fall into two (2) categories: The first is "exempt" pesticides that are relatively low risk/non-toxic. The second is "non-exempt" pesticides having relatively higher risk/toxicity. As of July 1, 2007, "non-exempt" pesticides **are NOT used** inside any WCPSS building. We are the first school system in North Carolina to achieve this level of "green" pest management. Occasionally, "non-exempt" chemicals are still used on outside grounds to treat pests like wasps, hornets, and fire ants that do not respond to other treatments.

WCPSS is required under the recently adopted "School Children's Health Act" [(NCGS 115C - 47 (45) (a)] to notify all students' parents, guardians, and custodians as well as school staff of the schedule of "non-exempt" pesticide use in and on WCPSS property. Further, the statute requires WCPSS make available any updates to the schedule upon request.

The Environmental Health and Safety Department has prepared an annual "**Notification**" and "**Request for Notification**" documents to comply with statute-specific guidelines. These two documents are located on the WCPSS website in the "Parents" section.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: The head of facilities for WCPSS says that a negligible amount of pesticides/chemicals are used in our school. For the last ten years WCPSS has concentrated on removing pest habitats from schools rather than using pesticides for pest management.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school prohibits smoking on campus and in public school buses. All WCPSS schools are tobacco free campuses. Signs are posted at driveways and at the building entry. No smoking is allowed on buses.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

Our school does not have any fuel burning combustion appliances.

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. WCPSS conducts random testing of school facilities for radon exposure. The EPA establishes recommended levels where current research suggests continual exposure could lead to a potential health problem. As a result of EPA's recommendations, the Wake County Public School System has been working with the North Carolina Department of Environment and Natural Resources over the last several years testing some of our schools.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. Our school does not have wood playground equipment; all of it was replaced with metal.

2016 Green Ribbon Schools Application

4. Describe how your school manages and controls student and staff exposure to chemicals (including pesticides) routinely used in the school. (100 word max)

The head of facilities for WCPSS says that a negligible amount of pesticides/chemicals are used in our school. IPM (see above) is employed instead of using pesticides. Cleaning products are peroxide based (Green) and are only used in classrooms after school hours. Clorox wipes and air fresheners are prohibited. No chemicals are used in Elementary School Science classes. WCPSS is currently testing an ionized water cleaning system to eliminate the use of even the green cleaning products.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

The school prohibits the use of air-fresheners. Smoking is prohibited on campus. Idling is discouraged. The Custodial Policy calls for: Bi-Weekly: Dust mop/sweep all tile floors, Vacuum carpet, Weekly: Low dust all horizontal surfaces to height of 84", Damp mop and buff hallway tile floors, Mop tile floors in classrooms, Monthly: High dust areas accessible with 6' ladder to include horizontal surfaces

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max) Water leaks are reported to the WCPSS Facilities Emergency Hot-line. A contractor is dispatched the same day to evaluate the problem. Potential mold problems are also reported to the Hot-line. WCPSS Facilities has a staff member specifically assigned to respond to reports of potential mold.

7. Our school has installed local exhaust systems for major airborne contaminant sources. Yes No

Bathrooms are separately exhausted to the outside. The boiler in the mechanical room is direct vented to the outside through the chimney and has fresh air make up for the space.

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

All HVAC filters are changed every 3 months along with a check of belts and cleaning if necessary. Inspections and preventative maintenance is performed annually on all HVAC equipment, and coils are cleaned at least every 2 years.

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)

All classrooms have working windows, which can be opened. The HVAC system has fresh air makeup that met the code requirements at the time of installation.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

The first Go Green Club project was an attempt (by 16 1st-5th graders) to benchmark the classrooms at Wiley. They made notes about appliances, energy use, plants, air fresheners, pets, drippy sinks, if blinds were open, etc. The Club will run several projects throughout the year to encourage teachers & students to improve their Indoor Environment and reduce waste/consumption. The first such project was to give plants to teachers to improve the IAQ in their classrooms. Over 40 plants were re-potted by students and given to teachers and staff. Now the club leader is working to educate all students about IAQ at school & home, by talking to all classes about IAQ and giving baby spider plants to all students. To date 3 grade levels have received plants, about 250 baby plants.

2016 Green Ribbon Schools Application

Nutrition and Fitness

11. Which practices does your school employ 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. (100 word max each)

WCPSS has cut back on frying, fats, sodium and sugars, and increased fresh produce, whole grains and lower-calorie snacks. Wiley has eliminated frying.

The School Meals Initiative (process required by the United States Department of Agriculture to implement the Dietary Guidelines for Americans into school meals) works to improve the health and enhance the ability of children to learn through better nutrition. A nutrient analysis is performed twice per school year on menus planned for reimbursable school meals.

WCPSS uses the Offer versus Serve Program, which was developed by the USDA to allow students choices and to minimize plate waste.

- Our school participates in the USDA's HeathierUS School Challenge.
- Our school participates in a Farm to School program to use local, fresh food.
- Our school has an on-site food garden.
- Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- 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: [Students in 2nd-5th grade are assessed on health related fitness measures.](#)
- At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
- Food purchased by our school is certified as "environmentally preferable"

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Students spend 160 minutes a week in physical education class for a minimum of 9 weeks. In addition, students also spend 30 minutes a day outside for recess in which teachers ensure that they are being physically active. 3rd-5th graders are required to walk or run 2 laps of the track at the beginning of recess each day. Our school has 2 playgrounds with climbing equipment in addition to a soccer field and walking track. Our students average about 33% of their physical education outdoors. Some classes are able to get out more than others due to space and time.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

There is a committee that is working to improve school lunches and the options that are available.

We have a run club that meets after school once a week during 4th quarter.

Wiley does not sell any candy for fundraising. For three years now Wiley has used Boosterthon fundraising where individuals sponsor children to run laps during a field day at school. This year's theme is Sports Around the World. The week prior to the run, pep rallies are held daily focusing on physical fitness, proper stretching, and character development.

2016 Green Ribbon Schools Application

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? Yes No

If yes, describe the health-related initiatives or approaches used by the school:

Nursing services provided based on an Acquity Model. Nursing services provide oversight for policies and procedures as outlined by Wake County Public Schools and Health and Human Services.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? Yes No

If yes, describe these partnerships:

- The Alexander Family YMCA supports the academic success of 30, targeted, Wiley students through its Y Learning after-school program.
- Hayes Barton United Methodist Church provided Thanksgiving baskets to 26 Wiley families.
- Pullen Memorial Baptist Church provides a weekly after-school tutoring program for 12 Wiley students throughout the school year.
- The Cecilia Rawlins Fund was founded to honor Celia Rawlins, who retired as principal in 2007. Together with St. Michael's Episcopal Church and the Interfaith Food Shuttle, these community partners provide "Backpack Buddy" food each weekend for 28 Wiley children.
- A partnership with the Raleigh Police Department provides monthly seminars for safety & wellness for all fifth grade students. Additionally, the department supports a mentor program targeting a small subset of students in grades 2-5.
- The Raleigh Police Department, as supported by an initiative from the Raleigh City Council, provides funding, training, and support for a crossing guard at a designated crosswalk during morning arrival and afternoon dismissal.

16. Does your school have a school nurse and/or a school-based health center? Yes No

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

PBIS (Positive Behavior Intervention & Support): The mission of PBIS at Wiley is to create and sustain a safe, nurturing school climate in which students can maximize learning. The basis for our school wide behavioral expectations is the Wiley Way: Respect Yourself, Respect Others, and Respect Property. There was a PBIS Leadership Club for 5th graders this fall. The purpose of the club is to help students become leaders in helping to actively promote a positive school climate.

The school counselor supports the healthy development of students' mental health through:

- Monthly classroom lessons in each classroom to teach the eight WCPSS character traits and related social skills topics. These traits are also integrated into the curriculum by teachers throughout the year. In addition, members of the school community are encouraged to nominate others as "Wiley Winners" whom they see demonstrating one of the traits in an exemplary manner. Students selected as a "Wiley Winner" are presented a certificate and wear a special badge for the day.
- "Lunch bunch" groups that are offered throughout the year and focus on a particular topic, such as friendship skills and setting goals for success at school. Groups typically meet once a week during lunch/recess for 6-8 weeks. Children often benefit from participating in a group because they feel support from other children with whom they share a common experience. In addition, they are able to practice new skills in the safety of a small group setting.
- Short-term individual counseling for students who are experiencing difficulties that may be hindering school progress. Some areas include: adjusting to a new school, building self-

Wiley International Studies Magnet Elementary
Raleigh, North Carolina

2016 Green Ribbon Schools Application

confidence, improving social skills, adjusting to change at home, developing problem solving skills, friendship issues at school, and dealing with grief and loss. Referrals may be made by parents, teachers, administrative staff, or by students themselves.

- Teaching a K-1 Elective, "Shaping the World We Live In." In this class, students learn and practice self-regulation skills to help them manage their thoughts, feelings and actions in a positive way. They will also develop an understanding and appreciation for cultural differences exhibited by others. Development and practice of pro-social skills, such as composure, anger management, and empathy in the early years can benefit children for a lifetime. Students will also learn some basic yoga skills to help them increase body awareness and stress reduction.
- Wiley Pals Mentoring Program -- 31 Wiley staff members, parents, and community members serve as Wiley Pals this year. These adults provide one-to-one support to selected students by meeting with them at least once a week to develop relationships and encourage students to reach academic and behavioral goals.

Continue to next page.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

Students in the 5th grade read the book *A Long Walk to Water* by Linda Sue Park. Students immersed themselves in the Global Matrix (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action) using a variety of print and digital media to explore global issues ranging from refugees, to education, to water quality. A co-teaching team (Classroom, Special Education, and AIG teachers) facilitated a rigorous critical thinking, creativity and self-discovery unit. Societal and environmental issues exposed in the book allowed students to explore other countries facing similar issues. Collaboratively, students took action by designing campaigns promoting local and global outreach opportunities.

ELA Core 1 - Focused on Education (local and global)

ELA Core 2 - Focused on Refugee's (children and families)

ELA Core 3 - Focused on Water (local and global)

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

- Kindergarten - planted and cared for flowers outside classroom.
- 1st - Unit on the water crisis: pollution, lack of access to clean water. Incorporated technology and global matrix. Conservation: *The Lorax*, listing things we can do to conserve natural resources, practicing recycling, etc. Field trip to Wake County's Recycling Center and a sweet potato gleaning field trip.
- 2nd - Symbolic Migration Project - planted milkweed for the monarchs and learned about conservation efforts in the US and Mexico to help the monarchs thrive.
- 3rd - classroom compost and vermicompost bin, grows plants and learns about importance of bees in pollination.
- 4th - Lessons on bullying and kindness using the book *Wonder*. *The One and Only Ivan* was a backdrop to an animal unit, and continued study of how to treat others.
- 5th - compost bin in the classroom, they have a live tree in the classroom and 6 spider plants to improve air quality in the classroom and as a learning tool.
- Special Ed - Class determined need to improve playground. Students cleared out sandboxes on k-2 playground, then typed an email to Assistant Principal to request more sand.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

As guided by the North Carolina Essential Standards and Common Core standards, environmental and sustainability concepts are integrated into both formative and summative assessments. In many cases, open-ended questioning opens the door for students to integrate prior knowledge, hands-on experiences, and new learning to showcase critical thinking, creativity, and real-world relevance.

Students evidence high levels of proficiency in these assessments. (100 word max)

Standardized formative assessments for science essential standards are administered only to fifth graders. According to data released by the North Carolina Department of Instruction, Wiley met or exceeded expectations two of the last three years as measured by the end-of-grade test. Data from 2014/15 indicate that the following areas were of particular strengths for Wiley students: Ecosystems and Earth Systems, Structures, & Processes.

2016 Green Ribbon Schools Application

Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Our state provides environmental education certification with dozens and dozens of courses available to teachers. Two of our teachers are participating in the program and have taken a multitude of trips to this end, some which have been funded by the PTA.

2. For schools serving grades 9-12, provide:

- Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career:
- Percentage scoring a 3 or higher:

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

Fifth grade collects weather data for several Citizen Science groups and have a Citizen Science Weekly that the science teacher developed for teachers to use with their students.

[Link to K-5 North Carolina Citizens Science Weekly](#)

In a K/1 art class students learned about invasive exotic plants and drew common examples of these types of plants causing problems in North Carolina. We also acknowledged that the reverse is true; some of our plants can be invasive in other countries. Children also studied and drew the giant Hellbender salamander found in NC mountain rivers and learned about the impact humans can make on disturbing rocks when tubing or hiking rivers and streams. Second and Third grade studied the effects of global warming on the polar ice caps, making the polar bear the first animal to be put on the endangered species list due to global warming (National Wildlife Federation designation). They also studied migration of tens of thousands of Arctic geese and Tundra swans to North Carolina and the near ecological disaster of the air force attempting to place a take off and landing practice runway adjacent to the preserve.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

PTA sponsors an annual Science Night in the spring. Experts are brought in from NC State University and local businesses to talk about science careers. The Go Green Club set up a comparison of different light bulbs using watt meters. Go Green Students taught other students about energy use and conservation.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Fifth grade studies the importance of clean water. Students create public service announcements raising awareness of clean water locally and globally. Special Ed students participated in a community program to acquire a 'buddy bench'. Students painted the bench, and determined its appropriate placement to enhance the playground experience for students.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Mondays are rotated so all classes in Second, Third and Fourth grades have an opportunity for gardening: weeding, planting, mulching, learning about native plants, rehabilitating the Piedmont Savannah garden, observing newly hatched birds, making birdfeeders from recycled milk cartons, filling hummingbird feeders, the birdbath, and sketching the gardens. First grade conducts read alouds outside and science lessons studying organisms and earth materials utilizing the outdoor classroom and campus. Fifth grade observed biotic and abiotic factors and recorded observations using drawings in their science notebooks. They also identified trees on the 3rd-5th playground using a Project Learning Tree lesson.

2016 Green Ribbon Schools Application

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Music takes all students outdoors for a class when studying some Native American songs. They talk about how the instruments came from nature, and discuss what is found in nature that can be used as an instrument. They also perform their Native American song and some chants with drumming and circle dances.

Japanese class - takes the kids to the yard and has them describe colors and things such as flower and trees. First grade goes out to do read aloud and have science lessons: organisms and earth materials.

2nd grade uses the outdoor classroom for science. (Exploring sounds; looking for signs of caterpillars, butterflies, and plants; looking at and identifying clouds; describing the weather; etc.) They bring their science journals with them to record observations.

5th grade uses the outdoor classroom for science investigations and observations for ecosystems and weather systems.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Spirit week was used as an opportunity to give back. Throughout the week, students were invited to donate various items while also dressing up to "match" the give back opportunity. You'll also notice that each 'give back' opportunity is aligned with a community organization AND one of the United Nations Sustainable Goals

Bring in a (small/medium sized) gently used or new stuffed animal to share some comfort with the child of a refugee family.

Community Partner: USCRI Refugees

United Nations Sustainable Development Goal: Sustainable Cities & Communities

Bring in a canned food/nonperishable food item to donate.

Community Partner: Interfaith Food Shuttle/ Backpack Buddies

United Nations Sustainable Development Goal: Zero Hunger

Clean out your closets! Bring in gently used jeans or tennis shoes to donate to those in need.

Community Partner: Note in the Pocket

United Nations Sustainable Development Goal: End Poverty

Bring in a new or gently used easy reader or board book. (Target age: preschool)

Community Partner: Learning Together Preschool

United Nations Sustainable Development Goal: Quality Education

Each class will spend time today making holiday cards for our senior friends.

Community Partners: local senior living centers

United Nations Sustainable Development Goal: Peace, Justice, and Strong Institutions

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

Our art teacher and our 5th grade science teacher are pursuing their Environmental Education certification. They are continually taking courses and bringing back the knowledge to share with students about NC water, soil, animals and plants.

Continue to next page.

2016 Green Ribbon Schools Application



Bluebird's nest near the K-2 playground.



Go Green students planting plants for teachers.



Go Green student studying roots of spider plant.



Gardening elective collecting prunings.



Go Green Club making anti-idling signs.



Go Green Club picking up trash.

Wiley International Studies Magnet Elementary
Raleigh, North Carolina

2016 Green Ribbon Schools Application



Savannah Garden path with new mulch.



Spider Plants for students to take home with care instructions. (Provided by the Go Green Club.)



Gardening elective mulching Savannah Garden.



Go Green Club measuring water flow of faucets.



2014-15 anti-idling signs.



Feed The Bin paper recycling container.

Wiley International Studies Magnet Elementary
Raleigh, North Carolina

2016 Green Ribbon Schools Application



Gardens and Grounds workday weeding Savannah.



Go Green Club after "Big Sweep" in 2014.



Gardens and Grounds workday: Parent & student volunteers weeding Savannah on a weekend.



Go Green Club measuring water flow of faucets.



Go Green student planting spider plants for other students to take home.