



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

Wellington Middle School - Colorado

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal Dr. Alicia Durand
Official School Name Wellington Middle School
School Mailing Address 4001 Wilson Avenue
P.O. Box 440
Wellington, CO 80549

County Larimer

State School Code Number* _____

Telephone (970) 488-6600 Fax (970) 488-6602

Web site/URL http://eweb.pedschools.org/schools/welljh/

E-mail adurand@pedschools.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

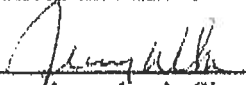


(Principal's Signature) Date 3/17/12

Name of Superintendent* Dr. Jerry Wilson

District Name* Poudre School District Tel. (970) 490-3333

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.



(Superintendent's Signature) Date 3/17/12

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
1) environmental impact and energy efficiency; 2) healthy school environments; and
3) environmental and sustainability education.

toward the three Green School Pillars and Elements.

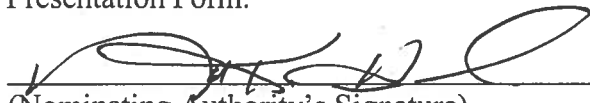
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Colorado Department of Education

Name of Nominating Authority Mr. Robert Hammond

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.


(Nominating Authority's Signature) Date 3-20-2012

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.

Green Ribbon Schools Application
Wellington Middle School
4001 Wilson Avenue
P.O. Box 440
Wellington, Colorado 80549

Part II, Page 4

Wellington Middle School (WMS) is a rural school located along the Front Range of Colorado, in Poudre School District, eight miles north of Fort Collins. We were recently one of four Colorado schools awarded the Colorado Trailblazer Schools to Watch recognition for academic achievement and academic growth. Wellington High School opened in 1926 and served the Wellington community until 1964, when Wellington Junior High School opened its doors. Our school was reconstructed in 1994 and became a middle school in 2009. WMS continues with a focus in the areas of achievement, commitment and community and a mission to "Educate Every Student Every Day".

The opportunity to apply for the National Green Ribbon Schools recognition has allowed us to highlight our commitment to offering our students a healthy and sustainable learning environment. The Green Ribbon Schools application provided a framework to guide the projects underway in our school. Our strengths in the three pillars, Environmental Impact and Energy Efficiency, Healthy School Environments and Environmental and Sustainability Education, have allowed us to demonstrate the convergence of several environmental commitments our school has made. We have integrated these commitments in our school and placed them into the three pillars of a Green Ribbon School.

Our achievements in Pillar One are supported by Poudre School District's Sustainability Management System. "As a runner-up for the Sustainability Champion Award by CORE (Connected Organizations for a Responsible Economy) through the Colorado Department of Public Health and Environment, PSD continues to be recognized as a leader in energy conservation, innovation, and operational efficiencies. As the district faces future opportunities, the Annual Sustainability Report serves as a business model where departments' sustainable achievements,

streamlining of processes, and ideas to save resources are detailed," according to Dr. Wilson, our superintendent.

A primary strength in our school is having a commitment to a "conservation culture," which is highlighted by Energy Star certifications over the last four years. Our school wide composting and recycling programs have allowed us to significantly reduce the solid waste generated by our students and staff. Furthermore, an accomplishment we are most proud of is being named as one of the first schools in the state of Colorado to be a "Wind for Schools" site by then Governor Bill Ritter. This partnership with the National Renewable Energy Laboratory, the Department of Energy and the Wind Application Center at Colorado State University has proven to be an invaluable relationship for our school.

A Pillar Two emphasis on environmental health has been strong as well. Again, the Poudre School District's Sustainability Management System helps our school focus on the contaminant control within our building by having district standards for safety. In addition, our school chemical safety management program includes training, storage and handling of hazardous materials and immediate access to support from our school district with regard to proper communication about this important topic.


We also coordinate student time outdoors in physical education, daily intramurals and classroom time. We are an active participant in the Fuel Up to Play 60 program. We have a school wellness committee that organizes school wide activities for students and staff as well as maintaining a focus on nutrition by promoting the use of healthy foods from local vendors.

Pillar Three: Environmental and Sustainability Education, is strong as well at WMS. Our school's "green team" is our Eco-Club. This team is made up of students who work to keep our school focused on saving energy, recycling, and tracking our wind turbine energy data. Our professional development for staff continues to allow for a focus on "green" within our school, keeping us aware of energy use and our own time spent outdoors.

In addition, our school works with The Little Shop of Physics, a Colorado State University community outreach project that involves our students with real world science. Our students take a yearly field trip to a local dairy, landfill and sewage treatment facility. This summer, we will begin our work as the northern host site for the Poudre School District STEM (Science, Technology, Engineering and Mathematics) Innovation Camp, a STEM camp for middle school students from around the area with such classes as: MythBreakers, C.S.I., Flight Simulation, Anatomy, Stream Ecology, Chemistry Chaos, 3D Design, Natural Disasters, Space Mission, Robotics, Vet Science, Transportation Triathlon and many more.

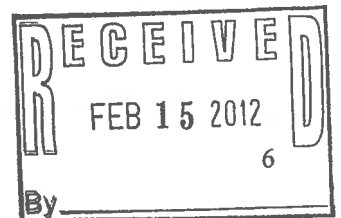
Being nominated as a Green Ribbon School allowed us to demonstrate how we have integrated a strong environmental ethic into the daily activities of our school. We are proud of the accomplishments that have allowed our school to stand out as a leading "green school" in the state of Colorado.

Green Ribbon Schools

| PART I: COVER PAGE (Complete and attach as the first page of proposal) | |
|--|---|
| School Name: | Wellington Middle School |
| District Name (if applicable): | Poudre School District |
| Mailing Address: | PO BOX 440 |
| School Website: | www.psdschools.org/wellington |
| School Code*: 9374 | District Code*: 1550 |
| Principal Name: | Dr. Alicia Durand |
| Telephone: 970-488-6600 | E-mail: adurand@psdschools.org |
| Signature: | |
| Lead Applicant Name (if different than principal): | William Peisner |
| Telephone: 970-488-6605 | E-mail: wpeisner@psdschools.org |
| Signature**:  | |
| School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Institute Charter School <input type="checkbox"/> Private | |
| Level Served: <input type="checkbox"/> Elementary (PK - Grade 5) <input type="checkbox"/> K-8 <input checked="" type="checkbox"/> Middle (Grades 6-8) <input type="checkbox"/> High (Grades 9 - 12) | |
| Percentage of students eligible for Free and Reduced Lunch: | 41% |
| Is your school participating in a local, state, or nationally recognized green school program (e.g., National Wildlife Federation Eco-Schools USA, Project Learning Tree's Green Schools, LEED or CO-CHPS)? If yes, please explain below the program and level (if applicable) your school has achieved: | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Has your school, staff or student body received any green school, environmental, healthy school, environmental education, or sustainability education awards? If yes, please list below: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| ENERGY STAR LABELS 2008, 2009, 2010 & 2011 | |

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

**By signing this application, Principal and/or Lead Applicant assure that the information provided is accurate to the extent possible.



2012 Green Ribbon Schools Application Template

Directions: This template must be used to complete the application. Answer each question below by checkbox or typing in the information requested. Free responses are limited to the word limit noted following the question. **Note:** to activate the checkboxes below, double click on the box and select 'checked' when prompted. No written narrative is required outside of what is requested within this template.

Part II

Pillar I: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). See Attachment B Glossary of Terms for additional information.

Pillar I includes four main elements:

- Reduced or eliminated greenhouse gas emissions (including, but not limited to: construction, maintenance, cleaning, and contaminants from mechanical systems), using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- Improved water quality, efficiency, and conservation (including storm water and potable water);
- Reduced solid and hazardous waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams; and
- Expanded use of alternative transportation to, during and from school, through active promotion of existing locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar I and its associated 4 elements.

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

Has your school received EPA ENERGY STAR certification?

If yes, in what year was the certification earned? 2008,2009, 2010,2011

Yes No

Has your school reduced its total non-transportation energy use from an initial baseline? *If yes, answer the following:*

Yes No

| | | | |
|-----------------------|--------------|---|-------------------|
| Percentage reduction: | 27.5% | Measurement unit used (kBtu/Square foot or kBtu/student): | kBtu/SF/Yr |
| Time period measured: | | From: 2004-05 | To: 2010-11 |

| | | | |
|--|---|-----------------------------|---|
| What percentage of your school's energy consumption is derived from: | | | |
| On-site renewable energy generation: | 1% | Purchased renewable energy: | 0% |
| In what year was your school constructed? | 1994 | | |
| Has your school constructed a new building or renovated an existing building in the past ten years? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Does any part of your existing building meet green build standards (for example, LEED, CO-CHPS, Green Globes, or other standards)? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Does your school reduce or offset the greenhouse gas emissions from building energy use? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Which green building practices is your school using to ensure your building is energy efficient? <input type="checkbox"/> School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management. <input checked="" type="checkbox"/> School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager. <input checked="" type="checkbox"/> School has an energy and water efficient product purchasing and procurement policy in place. <input type="checkbox"/> Other: _____ | | | |
| B. Improved water quality, efficiency, and conservation. | | | |
| Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline? | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes, what is the initial baseline? | N/A | Year Established: N/A | |
| Current Consumption: | | | |
| Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply) <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Our school has a smart irrigation system that adjusts watering time based on weather conditions. <input checked="" type="checkbox"/> Our school's landscaping is water-efficient and/or regionally appropriate. <input checked="" type="checkbox"/> Our school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards. <input checked="" type="checkbox"/> 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's drinking water comes from: (Town of Wellington)

- Municipal water source
- Well on school property
- Other: _____

Please describe how the water source is protected from potential contaminants.

The Town of Wellington has been progressive in the use of "Push Membrane Filtration". Our current water source is protected with two systems. The first system is Nano Filtration and the second system is Micro Filtration.

Please describe any additional efforts your school has made towards improving water quality, efficiency, and conservation.

Improved plumbing fixtures were installed in 1995. We consistently reevaluate our irrigation schedule and monitor our water use on the athletic fields.

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

What percentage of solid waste is diverted from landfilling or incinerating due to 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).

24 Yrds/Month

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

24 Yrds/Month

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).

12 Yrds/Month

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

60%

Which of the following practices does your school employ to reduce waste?

- Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).
- Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).

| | |
|---|------------------|
| <input type="checkbox"/> Our school does not sell bottled water. <input type="checkbox"/> Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles. <input checked="" type="checkbox"/> Our school has reduced or eliminated Styrofoam and other disposable trays and utensils in our lunch room. <input checked="" type="checkbox"/> Our school actively involves students and staff in our waste reduction and recycling practices. | |
| What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted) | 40% |
| What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF) | 2 % (ECF) |
| How much hazardous waste does your school generate? (lbs/student/year) | 0 |
| Please provide the following information about your school's hazardous waste: | |
| Types of hazardous waste generated: | N/A |
| How hazardous waste is monitored: | N/A |
| How the amount generated is calculated: | N/A |
| Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply) | |
| <input checked="" type="checkbox"/> Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced. <input type="checkbox"/> Our school has a comprehensive chemical procurement system that ensures chemicals are not over purchased and that restricted and prohibited chemicals do not enter the school. The system is applied to all chemicals, including paints, pesticides, cleaning chemicals and those used in science labs and vocational areas. <input checked="" type="checkbox"/> Our school disposes of unwanted computer and electronic products through an approved recycling facility or program. <input type="checkbox"/> Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building or other equivalent standard. Other: _____ <input type="checkbox"/> All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products. | |

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

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

90%

Green Seal and Poudre School District Sustainability Management System (SMS)

What specific standard does the school use?

What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste (e.g., custodial, maintenance, storage and disposal of science lab chemicals)?

District standards are in place for the inventory and disposal of science lab chemicals on an annual basis. Our science lab chemical inventory has been reduced by 66% over the last six years. This reduction is due to following the district standard and policies. MSDS sheets are kept for all hazardous chemicals that are kept on hand.

D. Expanded use of alternative transportation to, during and from school, through active promotion of existing locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

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

96%

Does your school participate in the Colorado Safe Routes to School Program?

Yes No

How was this data collected and calculated?

This data was collected as a part of our Colorado Safe Routes to School application. Our district transportation department collects this data and they perform the analysis and calculations.

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 participates in a "Safe Routes to School" program.

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

Webasto Engine Heaters are used with all buses to reduce emissions. District transportation has cut 13 bus routes in the last two years. The school board is set to approve the purchase of two liquid propane school buses. All school buses are equipped with Diesel Particulate Filters (DPF). All school vehicles go through annual emission testing.

This is the end of Pillar 1. Please describe any other accomplishments or efforts your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency.

The following tenets embody the foundation for the district's and our school's Sustainability Management System and its commitment to sustainability:

- *Support the district's educational mission by providing spaces promoting health, productivity, and safety of students and staff*
- *Reduce life-cycle costs by conserving energy and natural resources, further supporting the district's educational mission through fiscal responsibility*
- *Balance educational, financial, and environmental issues in its daily decision making*
- *Consider and incorporate relevant aspects of sustainability into all future procedures*
- *Inspire commitment to sustainability among district employees*
- *Serve as a community leader in sustainability and partner with other organizations to further common goals*

Part III

Pillar II: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff. Pillar 2 includes two main Elements.

- 1) 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.
- 2) 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.

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.

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.

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

- 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.
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- Our school has carbon monoxide 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 has a comprehensive indoor air quality management program that is consistent with the EPA Indoor Air Quality (IAQ) Tools for Schools.
- Our school visually inspects all buildings 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.

| | |
|---|---------------------------|
| What is the percentage of classrooms that have outside windows in your building? | 88% |
| Estimate the number of complaints received regarding thermal comfort (e.g., too hot, too cold): | 1-per week in hot weather |
| What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? | N/A |

| | |
|--|---|
| If your school has combustion equipment, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? <i>(See Attachment A for Resources)</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Our school does not have combustion appliances |
|--|---|

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

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 program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school has an onsite food garden.
- Our school garden supplies food for our cafeteria.
- Our students spend an average of 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.
- At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).
- Our school uses a coordinated school health approach or similar initiative to address overall school health.

Please describe any additional efforts your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall school health and safety.

We are an active participant in Fuel Up to Play 60. The NFL PLAY 60 is the National Football League's campaign to encourage kids to be active for 60 minutes a day in order to help reverse the trend of childhood obesity. We also have school wellness committee that organizes different school wide activities for students and staff. For example, holiday campaigns to maintain your normal weight and community duathlon is planned for the fall of 2012.

Part IV

Pillar III: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate. Pillar III 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 III.

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

Which practices does your school employ to support environmental and sustainability literacy?

(Please check all that apply)

- Our school has an environmental or sustainability literacy graduation requirement.
- Our school has identified specific standards related to environmental and sustainability literacy or used the standards in Colorado's environmental education plan.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.
- Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.

Does your school serve grades 9 - 12?

Yes No

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

| | |
|---|--|
| <p>Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>C. Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.</p> | |
| <p>Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?</p> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not at all grade levels <input type="checkbox"/> Not at all |
| <p>Which of the following features does your school have to connect students to the school grounds? (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> School vegetable garden <input type="checkbox"/> Wildlife or native plant habitats <input checked="" type="checkbox"/> Outdoor classroom <input type="checkbox"/> Environmental restoration projects (on campus or nearby) <input type="checkbox"/> Rain garden <input checked="" type="checkbox"/> Walking or running trails | |
| <p>What percentage of the school grounds are devoted to ecologically or socially/culturally (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife or community connections?</p> | <p>90%</p> |
| <p>Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not at all grade levels <input type="checkbox"/> Not at all |
| <p>Please describe your partnerships with local academic, business, government, nonprofit and informal science institutions to help advance your school, other schools and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships.</p> <p><i>Wellington Middle School received a grant to be nominated as one of the first schools in Colorado to be a Wind for Schools Site. This partnership with NREL, the Department of Energy and the Wind Application Center at Colorado State University has proven to be an invaluable partnership which has impacted all 386 students. In addition, we work with the Little Shop of Physics, a Colorado State University community outreach project, allows all 386 students to visit a physics fair at our school. We involve our community by having our students take field trips to the local dairy, landfill and a sewage treatment facility. Our Science Adventures class, taught in grades 7 and 8, partners with local scientists who give guest lectures, our students learn about the canine team from the Sheriff's department, and the science of scuba from the local SCUBA company High Plains SCUBA.</i></p> | |

Do you have a curriculum of environmental teaching?

Yes

Not at all grade levels

Not at all

Please describe how you are using your building as a sustainable teaching tool.

We have three specific environmentally related programs at Wellington Middle School that involve our school building and our behavior in the building. The first is our Wind for Schools project. The wind turbine pumps data into the school measuring energy produced and carbon emissions reduced. Students analyze this data looking at the impacts of onsite green energy production as it relates to the whole building. Secondly, our Eco-Club students have been involved in energy behavior campaigns aimed at conserving energy school wide by changing our behavior. The Eco-Club also leads a building wide student run recycling program. However, our program with the greatest impact aimed at sustainability has been our composting lunch time project. We have reduced our solid waste at lunch by over 50%. We have reduced our trash cans at lunch from 6 to 1. We now offer students just three bins: compost, trash and recycling.

Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.

All of our science lessons are relevant and deal with the here and now. Our goal is for our students to have a knowledge base that allows them to be environmentally sensitive and understand the importance of sustainability. We want our students to be literate in these areas whether or not they go into a STEM related field. We are educating young people so they will become educated voters and active environmental participants in their own life and in their community. Our methods are standards based which brings the "real world" of science to our students. For example, our students visit the local dairy to learn about oxygen, nitrogen and water cycles. They learn how to perform energy audits and then our students audit their own home.

Wellington Junior High School

4001 Wilson Avenue
PO Box 440
Wellington, Colorado 80549
(970) 488-6600

February 14, 2012

Regarding: Green Ribbon Schools Application

Dear CDE Staff,

Please find below eight bullet points that highlight our school's excellence and commitment to being a "green" school. We believe these points along with the thoroughness of our application in addressing the three pillars demonstrate why Wellington Middle School should receive serious consideration from the CDE staff and field experts as a Green Ribbon School nominee.

- Wellington Middle School achieved state growth percentile goals in all academic areas and in all grades as measured by CSAP in 2011.
- Wellington Middle School serves a population of students where more than 40% qualify for free or reduced lunch.
- Wellington Middle School was one of six schools in the state and the only Front Range school to be selected by the Governor's Energy Office as a Wind for Schools site.
- While our school is not a LEED certified school, our energy use per square foot rivals other schools in our district that are LEED certified.
- Energy Star Label recipient in years: 2008, 2009, 2010 and 2011.
- Active student Eco-Club leading the school wide recycling, composting projects and energy conservation campaigns.
- Active member and participate of the "Fuel Up To Play" project.
- A comprehensive Sustainability Management System at the district level.

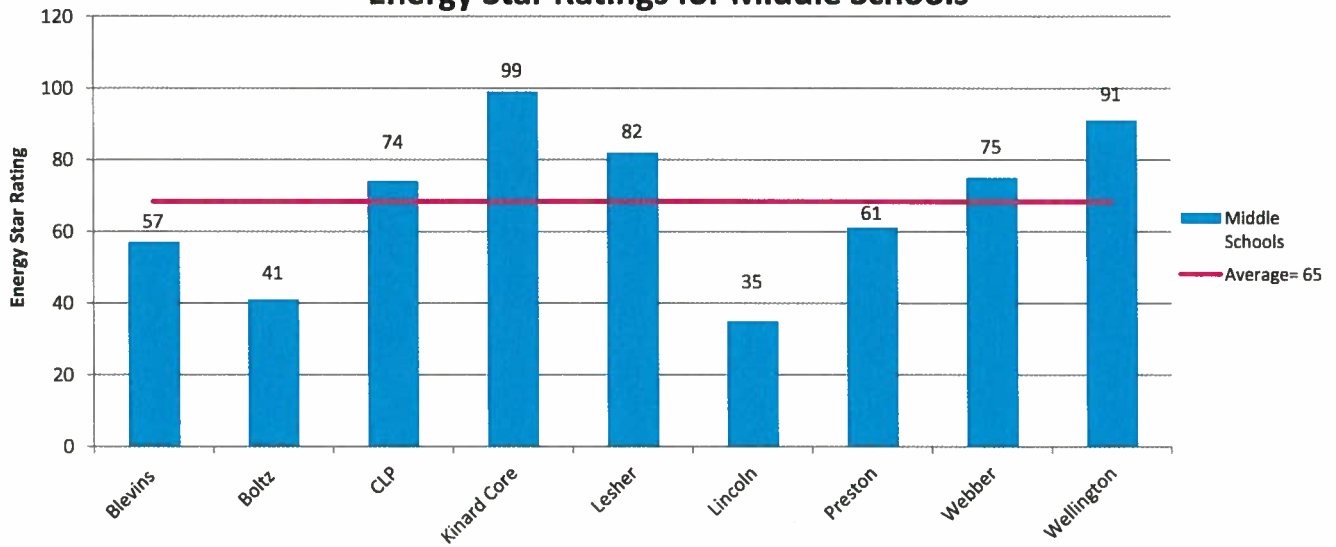
Thank you for your consideration. Please feel free to contact me personally if you have any questions or need additional information.

Sincerely,

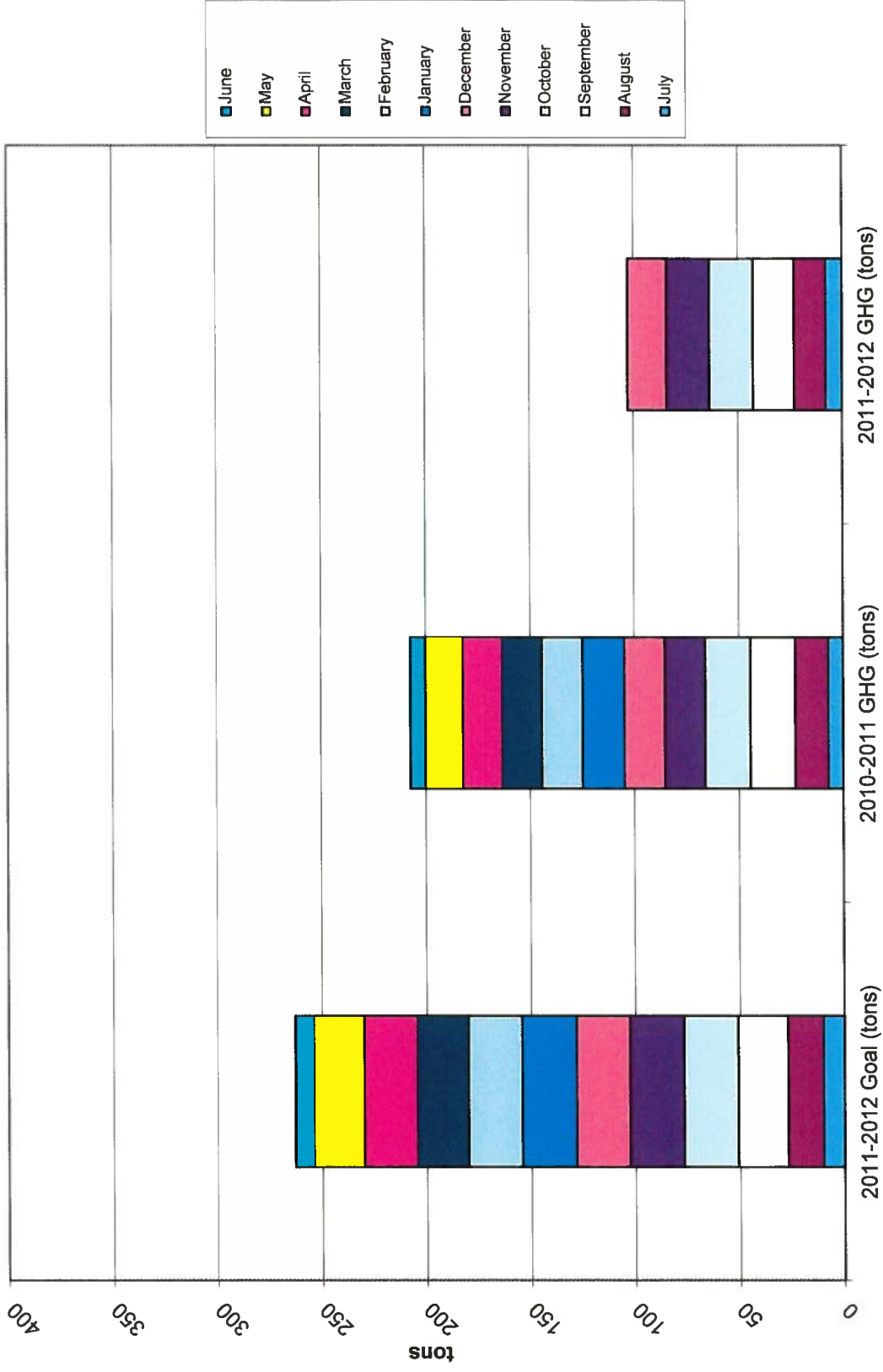


William Peisner
School Counselor

Energy Star Ratings for Middle Schools



Wellington Electric Greenhouse Gas Emissions





Planet Wellington

Wellington Middle School

Wellington Middle School Green Schools Curriculum Planning:

Pillar One: Environmental Impact and Energy Efficiency

Pillar Two: Healthy School Environments

Pillar Three: Environmental and Sustainability Education

Pillar One:

Energy Star Certification

Wind Turbine

Eco-Club

Zero Waste Composting

Recycling

Pillar One To Do:

Water Conservation

Hydration Station Installed

Rooftop drains to "cisterns"

Eco-Club including:

Light strips for doors

Energy audit for each

room

Desk lamps

2012 Waste Audit

Pillar Two:

Pillar Two To Do:

Indoor Air Quality
Mold Inspection
Chemical Management Program
"Fuel Up to Play"
Yearlong PE offerings
Wellington Wellness Team
Eagles After Hours

Pest Management
Carbon Monoxide monitoring
Asthma Management
Hydration Station
Monitor and Improve:
 Temperature
 Light
 Acoustics
 Humidity
Plan for Plaza and Trail makeover

Pillar Three:

Eco-Club
Environmental Education Standards
Green Ribbon Schools Application
Establish a 5-7 year plan for outdoor spaces

Pillar Three To Do:

Thematic units at each grade level
6th grade- Living Together (Watersheds and Food Webs; Big Question: How can we improve water quality in our community?)

7th grade- Air Quality (Chemistry via air pollution; Big Question: How can we improve air quality in our community?)

8th grade - Energy (Energy transformations and energy conservation; Big Idea: Design a Rube Goldberg machine to turn off a light.)



**Green Ribbon Schools
2012
Evaluation Rubric**

Applicant: Wellington Middle School

| | | |
|------------------|---|---------------|
| Part I: | Proposal Introduction | No Points |
| Part II: | <i>Pillar I: Environmental Impact and Energy Efficiency</i> | 32/35 |
| Part III: | <i>Pillar II: Healthy School Environments</i> | 25/30 |
| Part IV: | <i>Pillar III: Environmental and Sustainability Education</i> | 35/40 |
| Total: | | 92/105 |

GENERAL COMMENTS

Strengths:

- Narratives were specific and well document. The application was thorough and described how the program fit into the overall school.
- The eco-club was a really great example of student civic engagement.

Weaknesses:

- Consider tracking water usage in the future.
- Did not document examples of student service learning as part of the curriculum.
- Consider describing how your school stands out from other Poudre schools.

Final Review Comments:

- High achievement – varied on grade level activities.
- Rural school/community.
- Detailed narrative description of where they are at.
- Demonstrated specific classroom connections and documentation.
- Utilize wind power for school.
- Tied back to the curriculum.

Recommendation:

| |
|--------------------------|
| Nominate <u>X</u> |
|--------------------------|