U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

U.S. Department of Education Green Ribbon Schools

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

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OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

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.

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

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

Official School Name Francis Scott Key Middle School
(As it should appear in the official records)

School
Mailing Address 910 Schindler Drive
(If address is P.O. Box, also include street address.)

Silver Spring Maryland 20903
City State Zip

County Montgomery State School Code Number* 0311

Telephone (301) 422-5600 Fax (301) 434-1375

Website/URL www.montgomeryschoolsmd.org/schools/fskms

E-mail myriam_a_rogers@mcpsmd.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.

Myriam D. Rogers Date 3/15/2012
(Principal's Signature)

Name of Superintendent* Dr. Joshua Starr
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Montgomery County Public Schools Tel.( )

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.

Date 3.16.2012
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your 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.

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.

3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *quantified achievement* toward the three Green School Pillars and Elements.

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

Name of Nominating Agency: Maryland State Department of Education

Name of Nominating Authority: Bernard J. Sadusky, Ed.D.

(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 March 21, 2012

Note to Nominating Authority: The application, including the signed certifications should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov, or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Andrea Suarez Falken, Director, Green Ribbon Schools, Office of Communications and Outreach, 5E227, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8173.

FRANCIS SCOTT KEY MIDDLE SCHOOL

Francis Scott Key Middle School is a diverse middle school located in Silver Spring, MD with more than 920 students. We offer students a rigorous academic program that includes a variety of advanced level courses in the areas of English, Math, Science, Social Studies, and Foreign Language to ensure that students acquire the knowledge and skills necessary to prepare for the future. In our Middle Years Program (MYP), teachers embed and develop the five MYP areas of interaction including: Approaches to Learning, Community and Service, Health and Social Education, Environment and Human Ingenuity in all academic areas to help our students become aware of the connections between subject content and the real world.

When a group of students were asked why Francis Scott Key Middle School should be a Green Ribbon school, they came up with a long list of reasons that included everything from our carpool and hybrid parking, tree save areas, recycling stations with more than 180 bins in strategic locations, automatic water shut off, daily electricity audits, promethean board no show when not in use to our geothermal heating and cooling system.

Francis Scott Key MS is an actively engaged sustainability-minded school. From teachers, students, and administration to the building service team, our building demonstrates energy and environmentally aware behaviors. The LEED Gold certifications, along with eco-friendly practices, enhance the performance of our building. The solar photovoltaic array on the roof provides clean energy and an on-line connection providing students, staff, and community members with information about the energy produced at our school. As a result of our continuous commitment to protect our environment and conserve energy, we have received the following awards since 2010:
2010-11: Q1, Q3, Q4 energy savings, MCPS Building Service Manager Super Star Award, Peak Load Management Award, SERT Action plan
2011-12: Q1, Q2 energy savings award, SERT Action plan

We believe in the value of community partnerships. As part of the Maryland Green School process, we are partnering with MCPS Outdoor Environmental Education Programs, Washington Sanitation Surburban Commission, the Maryland Association of Outdoor and Environmental Education, and others to strengthen our environmental ethics at Key. Our students have been directly involved in many projects including preparing to build and grow a container garden and helping to promote preservation at our own school. Our entire eighth grade class (more than 300 students), spent a portion of Green Day participating in a school greenscaping project. With their gloves, rakes, shovels, and brooms in hand, our students worked with teachers, administrators, parents, and our building services team to remove weeds, recycle mulch, and plant trees.

We teach our students positive habits in order to "live" green throughout the year. Our Green Craft Club participates in Upcycling where they turn "trash to treasures". Some of their creations include: bookmarks, beach totes, bowls, charms, and serving trays. SERT team members conduct weekly energy audits and provide feedback to staff members on our energy usage in every room of our school. They also participate in paper recycling in each class and office twice a week and share feedback regarding collection practices. Our morning show frequently airs student created public service announcements that share recycling tips and information about the environment to increase awareness.

910 Schindler Drive Silver Spring MD 20903
Montgomery County Public Schools - Northeast Consortium

PRINCIPAL: Myriam A. Rogers
PHONE: 301-422-5600
FAX: 301-434-1375
WEB SITE: http://www.montgomeryschoolsmd.org/schools/fskms

As an MYP Green School, we constantly teach lessons and make connections to the environment in all classes. Our building is filled with clearly marked recycling stations for paper, cans/bottles, and trash. All of these stations are decorated with student created recycling posters that advocate eco-friendly behaviors. As part of our green initiative, we do not use polystyrene trays for the purpose of serving food in cafeteria. On a voluntary basis, many of our students recycle clothing and shoes collected from school staff, students, and community members. Every year, our students participate in Green Day at FSK. Throughout the day, students are engaged in classroom activities, simulations, and games. Topics include consumption, solid waste, and global warming. In addition to these activities, students also attend a Green Day business fair. Green companies sponsor information tables and representatives share pamphlets, video clips, demonstrations, and discuss what they do with our students. We believe that this culminating experience reinforces our expectations for our students to be responsible global citizens.

The voice of our student body is explained by Jacquelyn, grade7, who shared that we should be a Green Ribbon School because *"Students at FSK are extremely conscious about helping our planet. Every day I see my peers recycling, turning off lights, and putting up posters reminding others to do so. Teachers here are very environmentally friendly too by using recycled paper, and half sheets of paper instead of whole ones."* Being Green is our way of life. We embrace our responsibility to conserve resources and would be honored to be selected as a U.S. Green Ribbon School.

Green Ribbon Schools Maryland Application 2012

Response ID: 309 Data

3. Page Three

School Contact Information

School Name

Francis Scott Key Middle School

Street Address

910 Schindler Drive

City

Silver Spring

State

MD

Zip

20903

School Website URL

www.montgomeryschoolsmd.org/schools/fskms/

Principal First Name

Myriam

Principal Last Name

Rogers

Principal Email Address

Myriam_A_Rogers@mcpsmd.org

Principal Phone Number

301-422-5600

Lead Applicant First Name (if different from principal)

Hillary

Lead Applicant Last Name (if different from principal)

Kirchman

Lead Applicant Email (if different from principal)

Hillary_H_Kirchman@mcpsmd.org

Lead Applicant Phone Number (if different from principal)

240-314-1090

Level

Middle (6 - 8 or 9)

School Type

Public

How would you describe your school?

Suburban

Does your school have at least 40 percent of your students from a disadvantaged background?

Yes

Public School LEA and School Code (6 digits)
Example: 300406 [Prince George's (30), Forest Park HS (0406)]

150311

5. Page Five

QCC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion, e.g., MAEOE Green School Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

LEED Gold, MAEOE Green School re-certification process, Active green team through School Energy & Recycling Team (SERT) program.

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

Key Middle School is in the application process for the MAEOE Green Schools Program. The school has achieved an average of three energy conservation awards from the SERT Program (in-house resource conservation/green team program) consistently for the past few years. The building service staff were awarded "BSM Super Star" award for best management practices in maintaining a green building. The school also received two Peak Load Management awards for consistently and successfully curtailing their energy use during peak hours in the summer months.

7. Page Seven

Q1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

No

Please provide the following information:

Q1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

If your school received the certification, please note the year it was achieved and the score received:

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.) : annual kBtu/square foot
Time period measured (mm/yyyy - mm/yyyy) : 07/2010 - present
How did you document this reduction (i.e., ENERGY STAR portfolio, district report)? : Internal Databases and Resources. Total school system reports combined reduction on an annual basis to the county.

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 13%
Purchased renewable energy : 20%

In what year was your school constructed?

2009

What is the total building area of your school?

147,424 sqft

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the appropriate information requested below.

If your school has been constructed and/or renovated in the past three years, have you participated in any of the following programs: Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? : Leadership in Energy and Environmental Design (LEED)
What is the total constructed area? : 147424 sq. ft.
What is the total renovated area? : None
What certification (if any) have you already received and at what level, e.g., Silver, Gold, Platinum, or what certification or point total are you currently tracking as a goal toward what certification level? : LEED Gold

Q 1A6: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

Q 1A7: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
School has an energy and water efficient product purchasing and procurement policy in place
Other (please describe): The school system is engaged in a collaborative sustainable purchasing program. MCPS has an internal green building benchmarking process. This includes coordination between energy management systems, maintenance, construction, and utility tracking. Best management practices and building occupant behavioral practices are shared and monitored. These efforts reduce overall consumption and reduce capacity stresses on local utility infrastructure.

8. Page Eight

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

No

Please provide the following information:

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply.)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
Our school's landscaping is water-efficient and/or regionally appropriate.
Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Please provide the following information about your school's landscaping

What percentage or your total landscaping is considered water-efficient or regionally appropriate? : 100%
What types of plants are used and where are they located? : Native species trees & shrubs are planted around parking areas to reduce heat island effect. They are also used for landscaping on the site.

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

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

In 2004, Montgomery County Public Schools (MCPS) implemented a comprehensive testing program to detect elevated levels of lead in drinking water at schools. At that time, a remediation plan was instituted for those facilities where elevated lead levels were found. Currently, MCPS assesses water quality at locations with potential sources of drinking water not previously included in the program e.g., additions, modernizations, and new construction. Additionally, MCPS continues to institute the Environmental Protection Agency's (EPA) recommendations regarding the routine flushing of all drinking water outlets in order to reduce occupants' exposure to lead in drinking water.

Q 1B3: Our school's drinking water comes from:

Municipal water source

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

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

The school has 1.6 gallon per flush toilets, waterless urinals, and electric eye faucet controls. SERT Facilitators conduct quarterly inspections and refer water conservation opportunities to the school staff or the Division of Maintenance as needed. Select staff have attended SERT training where water conservation strategies are reviewed and processes for repairs are shared. Water (resource) conservation is also included in curriculum.

9. Page Nine

Q 1C1: 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). : 4.6 Tons/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). : 2 Tons/month
Recycling Rate = ((B + C) ÷ (A + B + C) x 100) : 30%

Q 1C2: 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.)

100% of our paper purchased is SFI Certified and made of 30% recycled content. Answer: 30%

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

99% of all paper purchased is chlorine-free.

Q 1C4: Please provide the following information about your school's hazardous waste

How much hazardous waste does you school produce (lbs/person/year)? : None - minimal. When hazardous waste is generated, a special pick up is requested.
How is the amount generated calculated? : When a pickup is needed, a hazardous waste manifest sheet is produced and the amounts listed by size of container.
List the types of hazardous waste generated : Fluorescent lamps
How is hazardous waste monitored? : Potential hazardous waste categories are identified, school staff is trained that when hazardous waste is to be disposed that they need to follow the appropriate procedure, the procedures ensure that hazardous waste is transferred to a licensed hazardous waste disposal/recycling company.

Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply.)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

Which green cleaning standard is used?

Q 1C6: Does your school use "third party certified" green cleaning products?

Yes

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

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 91%
What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

As part of green initiative, Key Middle School does not use polystyrene trays for the purpose of serving food in cafeteria. This increases recycling awareness. The entire school conducts an Earth Day conference. On a voluntary basis, the school community recycles clothing and shoes collected from school staff, students, and community members. MCPS, through the science and technology program, has a hazardous waste reduction program that eliminates science chemicals that are no longer used. Montgomery County is required to recycle through an Executive Regulation and complies with said regulations. The SERT Program provides solid waste reduction strategies and data through their website. Lunch time "trash free Tuesdays" are promoted at all schools.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

14%

How was this data collected and calculated? (Maximum 100 words)

From the total enrollment figure of the school we identify which students are inside the designated walk area and compare the numbers to the total enrollment.

Q 1D2: Which of the following policies or programs has your school implemented? (Please check all that apply.)

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.

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g., the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions).

All of our buses are using ultra low sulfur diesel. In addition 55% of all our route buses have either an Exhaust Gas Recirculation (EGR) or a Diesel Particulate Filter (DPF) system installed on them. MCPS is including these systems on any new buses that it purchases. MCPS has purchased hybrid vehicles for its pool fleet for the past eight years.

Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social

interaction, athletic or recreational areas, walking or running trails, etc.)?

Athletic field makes up 40% of the site. The school also has a playground that is used by the community. The school Green Team is planning a garden.

Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

Francis S. Key MS is an actively engaged sustainability-minded school. From teachers, students, and administration to the building service team the building demonstrates energy and environmentally aware behavior. The LEED Gold certification along with sustainability practices enhances the performance of the building. The solar photovoltaic array on the roof provides clean energy and an on-line connection providing students, staff, and community members with information about the energy produced at this school.

11. Page Eleven

Q2A1: 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.
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.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply.)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school 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 third-party certified green cleaning products.
Our school prohibits smoking on campus and in public school buses.
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
Our school's indoor relative humidity is maintained below 60%.

12. Page Twelve

Q2B1: 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 HealthierUS 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 students spent 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).

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

All MCPS elementary schools are recipients of the USDA's Healthier US School Challenge Award. Currently, all secondary school menus meet the requirement of the USDA Healthier US School Challenge. All MCPS schools are Team Nutrition Schools.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Except in extreme weather conditions, students participate in outdoor recreation daily. We remind parents and students of our recess policy frequently so that they can dress appropriately to enjoy the outdoors. Students participate in several outdoor activities throughout the year including tennis, basketball, soccer, handball, and track and field. The school has four interscholastic activities for boys and girls teams. Soccer, softball, cross country all occur outside. Grade 6 students participate in a three day outdoor education camp featuring many outdoor activities, orienteering, stream studies, predetor- prey, night hikes.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

Not at this time.

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

Natural environment outside--play equipment systems, and safety surfacing under and around play equipment meet CPSC, ADA, and ASTM requirements for safety of students. Playground equipment is made of recycled-content material.

14. Page Fourteen

Q3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply.)

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

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Our school system has a PK-12 environmental literacy curriculum in which the eight standards set by the Maryland State Department of Education Environmental Education Curriculum are addressed through integration in a variety of subjects. All of the EE standards are addressed in science and social studies lessons in spiral fashion as students advance in knowledge and skill level. By high school, students must successfully complete high school level courses that include mastery of all eight environmental education standards in order to graduate. The foundation for mastery in these high level courses is set through the elementary and middle school environmental education curriculum.

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

As part of our instructional best practices, teachers use ongoing informal assessment and summative assessments to monitor and measure proficiency in environmental and sustainability concepts.

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

The School Energy & Recycling Team (SERT) Program provides training through a centralized Professional Development

Online system. Classroom activities, best practices, and environmental connections are reviewed and provided to promote a culture of sustainability. MCPS Outdoor Environmental Education provides numerous professional development opportunities in environmental education for teachers and administrators. Annual and biennial courses include Introduction to Bay Ecology, Techniques in teaching Outdoor Environmental Education, Advanced Topics in Environmental Education, Schoolyard Habitats, Container Gardening, and more than 10 different workshops a year to support specific environmental field investigations. Six teachers from Key Middle School attended 10 Continuing Professional Development classes in Outdoor Environmental Education. In total that is approximately 10% of the teaching staff. One teacher was specially selected by the Chesapeake Bay Foundation to mentor other middle school teachers in a Bay course. All Grade 6 middle school level teachers attend professional development training prior to teaching the Grade 6 curriculum units -Going Green and Butterfly Habitat - both of which address environmental and sustainability standards.

Q 3A2: If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career : N/A
Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : N/A

Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues?

Yes

Please describe. (Maximum 200 words)

Building upon their elementary foundation, students expand their understanding of factors that affect various environments and ecosystems. Focusing on the Baltimore Checkerspot as an example, students explore the interactions of man and nature and propose solutions to rebuild colonies. Students research various energy sources and prepare arguments to support the merits of each. In their exploration of solar energy, students have the opportunity to build a solar collector, gather data and consider why solar energy is often promoted as an alternative to fossil fuels. In both Grades 6 and 8, students consider the evidence of global change over time through research and data analysis. Students learn about bias and think critically about sources of information as they explore information related to Global Warming.

Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Please describe these college and career connections. (Maximum 200 words)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

Students can participate in a self-selected community engagement project at every grade level.

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

An assessment of this type is not administered.

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? :
What percentage of students completed such a project last year? :

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

Not at all grade levels

If not in all grades, please specify which grades.

We have a full-school Earth Day celebration yearly that is called, “Green Day”. Each year there is an outdoor focus. The first year, we held a press conference in our courtyard celebrating our solar photovoltaic array. This year, we will feature an outdoor solar powered fountain. MCPS provides students with a link to the on-line solar monitoring system where students can explore data ad information on energy production at their school site.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

All Grade 6 students are involved with a multi-day residential environmental program which is focused on the ecology of the local watershed. Students learn to use scientific equipment and technology to collect data about the watershed. They complete a stream water survey and forest buffer assessment, and then analyze data and make conclusions about the health of the local watershed. Students discuss the decisions they make every day that affect the local watershed. Student Service Learning projects are performed at each grade in middle school. At Grade 6 those projects are environmental and must be closely supervised by a teacher. Students frequently choose environmentally focused action in Grade 8 as their service project.

Q 3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources), and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

As part of the Green School process, the school is partnering with MCPS OEEP, MCPS SERT, Washington Sanitation Suburban Commission, the Maryland Association of Outdoor and Environmental Education, and others to strengthen the already existing environmental ethic at Key MS.

Q 3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Our school has accomplished a number of things to build upon the green features of our building and make our school greener. We have: labeled trashcans, comingled recycling, and paper recycling bins; piloted a “No syrofoam tray” program at lunch (instead lunch is served in a paper boat); students have been trained to do “Green” tours of the school to share our LEED features with guests from the community and state; an energy audit team collects data regarding our energy usage in every room in the school and reports that data to further reduce energy use; a SERT recycle team empties paper recycling in each class and gives feedback regarding collection practices; created short environmental videos to encourage green behaviors; Green School Team that is student led and is developing a garden plan. We have a school celebration yearly that is called, “Green Day”. Students participate in activities that educate them on green behaviors including in-class lesson with a vendor fair. In addition, there is an 8th grade school community service project that varies each year and frequently has an environmental focus.

17. Thank You!

Email Confirmation

Response Location

Region:	United States
Region:	MD
City:	Beltsville
Postal Code:	

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Maryland Green Ribbon Schools Scoring Tool

FSK MS **Hillary Kirchman** **Public**

Directions: Award up to the amount possible on each Element. Numbers in brackets, if present, are for high schools only. Some questions are not scored (N/S). Calculate a subscore for the Cross-cutting Question, each Element, and a

81.43

Title 1

		Points Awarded	**Points Possible**
Cross-Cutting Question			**5**
QCC1	Participating in other "green school" program, e.g., MAEOE Green Schools		1
	Program and level		2
QCC2	Received awards		N/S
	Award name		2
	Subscore Cross-cutting	5	**/5**
Pillar 1: Environmental Impact and Energy Efficiency			**30**
Element 1A: Reduced greenhouse gas (GHG) emissions (15)			
	Subscore 1A	8.67	**/15***
Element 1B: Improved water quality, efficiency, and conservation (5)			
	Subscore 1B	6.33	**/5***
Element 1C: Reduced waste production (5)			
	Subscore 1C	8.33	**/5***
Element 1D: Use of alternative transportation to, during, and from school (5)			
	Subscore 1D	5	**/5***
	Total Pillar 1	28.33	**/30**

Note 1: This is a concensus score file. Each application was scored by two or more reviewers.

Note 2: Individual questions under each Element have been deleted to shorten the document

*Total of individual scores could be greater than the maximum amount for the Element

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	FSK MS	Hillary Kirchman	Public
Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S). Calculate a subscore for each Element and a total score for the Pillar		**Points Awarded**	**Title 1 Points Possible**
Pillar 2: Healthy School Environments			**30**
Element 2A: An integrated school environmental health program (15)			
Subscore 2A		14.67	**/15***
Element 2B: High Standards of nutrition, fitness, and quantity and quality of outdoor time (15)			
Subscore 2B		9	**/15**
Total Pillar 2		23.67	**/30**

Note 1: This is a concensus score file. Each application was scored by two or more reviewers. Individual questio omitted to shorten the document.
Note 2: Individual questions under each Element have been deleted to shorten the document
*Total of individual scores is greater than the maximum amount for the Element

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Maryland Green Ribbon Schools Scoring Tool

	FSK MS	Hillary Kirchman	Public
Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S). Calculate a subscore for each Element and a total		**Points Awarded**	**Title 1 Points Possible**
Pillar 3: Environmental and Sustainability Education			**35**
Element 3A: Interdisciplinary Learning (20)			
Subscore 3A		16	**/20**
Element 3B: Use of the environment to develop STEM knowledge (5)			
Subscore 3B		3.33	**/5**
Element 3C: Development and application of civic engagement skills (10)			
Subscore 3C		5.1	**/10**
Total Pillar 3		24.43	**/35**

Note 1: This is a concensus score file. Each application was scored by two or more reviewers.

Note 2: Individual questions under each Element have been deleted to shorten the document