3. Page Three

School Contact Information

School Name

Loveland High School

Street Address

1 Tiger Trail

City

Loveland

State

Ohio

Zip

45140

School Website

Lovelandschools.org

Principal First Name

Molly

Principal Last Name

Moorhead

Principal Email Address

moorheme@lovelandschools.org

Principal Phone Number

513-683-1920

Lead Applicant First Name (if different from principal)

Tracy

Lead Applicant Last Name (if different from principal)

Burge

Lead Applicant Email

burgetr@lovelandschools.org

Lead Applicant Phone Number

513-683-1920 ext 3797

Level

High (9 or 10 - 12)

School Type

Public

How would you describe your school?

Suburban

District and Code

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

No

4. Page Four

Application form outline: Weight:
PILLAR ONE: <u>Net zero environmental impact</u>
Element 1A: Zero greenhouse gas (GHG) emissions 15 points
Energy
Buildings
Element 1B: Improved water quality, efficiency, and conservation 5 points
Water
Grounds
Element 1C: Reduced waste production 5points
Waste
Hazardous waste
Element 1D: Use of alternative transportation to, during, and from school 5 points
PILLAR TWO: Net positive impact on students and staff health
Element 2A: An integrated school environmental health program 20 points
Integrated Pest Management
Ventilation
Contaminant Controls
Asthma Control
Indoor Air quality
Moisture Control
Chemical Management
No Vehicle Idling
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 10
points
Fitness and Outdoor Time
Food/Nutrition

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Element 3A: Interdisciplinary learning about the key relationships between dynamic 20pts

environmental, energy and human systems

Element 3B: Use of the environment and sustainability to develop STEM content, 10pts

knowledge, and thinking skills

Element 3C: Development and application of civic engagement knowledge and skills 10pts

5. Page Five

PILLAR ONE: Net zero environmental impact

You can choose to demonstrate progress towards elimination of GHG emissions and waste as well as water and energy conservation by completing one or more of the questions below, or by other methods (see final question).

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1. A. If you have received EPA's ENERGY STAR certification, in what year was the certification earned:

2. B. If you have reduced your total non-transportation energy use (i.e., electricity, lighting and temperature control) from an initial baseline, please provide:

Percentage reduction %: 34% \$480,000 reduction (see attached spread sheets)

Measurement unit used (kBTU/Square foot or kBTU/student) : Kwh/sq/ft

Time period measured : One year. Baseline of 2007 compared to 2011.

What documents can you provide to document this reduction? : See complete spreadsheets attached.

Are there any energy saving programs in place (such as student led programs)? : The district has installed motion sensors on all lights, low flow water restrictors and HVAC controls for day and night time settings. Please see attached Loveland School district " Energy Improvement Plan". The first of its kind in Ohio.

3. C. What percentage of your energy consumption is derived from?

On-site renewable energy generation: %:0 Purchased renewable energy: %:0

4. BUILDINGS

D. If you have constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards?

What percentage? : N/A What is the total constructed area? : N/A What is the total renovated area? : N/A Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)? : N/A

Maintenance, CHPS Operations, Green Globes or other standards?

What percentage? %: 0 What is the total building area?: 105,000 sq/ft Which certification did you receive and at what level (e.g. Silver, Gold, Platinum)?: N/A

6. F. If you reduce or offset the GHG emissions from building energy use, please provide:

Change from Baseline: GHG Emissions (MtCO2e)?: 34%

Time period? : Baseline of 2007 compared to 2011

Explain any offsets used? : Catalytic converters were retrofitted onto all buses reducing CO emissions by 50%. Reduction of wattage per bulb in schools from 32 to 28 has reduced emissions. Motion detectors on all lights to reduce coal emissions. See school website Energy Improvement Plan for more details.

Current Total GHG Emissions (MtCO2e)? : see attached spreadsheets

7. G. Have you fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management?

No

8. Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager?

No

9. H. What percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? %

0 No purchases of furniture since 2000.

10. I. Is an energy- and water-efficient product purchasing and procurement policy in place?

Yes

11. J. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available):

See attached Energy Improvement Plan. First of its kind in Ohio. Along with reduction of emissions due to low flow faucets, motion detection light controls, HVAC pre set controls and reductin of wattage per bulb the district eliminated 2 boilers from the heating system. In addition heat exchange plates were used from the HVAC system to heat potable water and further reduce emissions.

6. Page Six

12. Element 1B: Improved water quality, efficiency, and conservation

Water use is a bigger issue in some regions of the country than others. Water should be conserved as much as possible and reused whenever possible, but a goal of zero use may not be realistic or even necessary in some areas.

A. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction? %: 59

Time period? : Baseline of 2007 compared to 2011.

What documents available to document this reduction if requested? : Useage documentation. See attached spreadsheet of water and sewer useage.

13. B. Have low-flow fixtures been incorporated into the facilities? (such as faucets, toilets, sinks)

yes

14. C. How often do you conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings?

The district uses manual operation on all irrigation systems to omit leakage when not in use. Water leak audits are ongoing inside the building.

15. D. Describe how your site grading and your irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

Manual operation of all irrigation systems omit unnecessary use of water. Irrigation only occurs when conditions deem necessary.

16. E. Do all your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes/No

Yes. No plantings or landscaping needs irrigation. Only athletic fields are irrigated and only when necessary, and then irrigation happens only at night. Reduction of 692,700 gallons per year was obtained by switching game football field to turf.

17. F. Are alternative water sources (e.g., grey water) used before potable water for irrigation? Yes/No Describe

No

18. G. If drinking water is acquired from the school's own well, are your drinking water sources protected? Yes/No Describe how they are protected:

N/A

19. H. Do you have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place? Yes/No Describe:

All water fountains have been replaced and updated to eliminate possibility of lead contamination. All water is city water that is tested every three years for lead content and has tested consistently below state standards.

20. I. Have you been cited within the past three years for failure to meet federal, state or local potable water quality standards?

No

21. J. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes/No How often is such cleaning conducted?

Yes, daily.

22. K. Other ways you are working to improve water quality, efficiency, and conservation:

Environmental students have heightened the awareness of water usage of all students in our school. Environmental students petitioned to have the sale of water bottles banned in the school. The student body has been asked to use reuseable water containers to reduce the waste of water. Environmental students also educate other students about dumping out plastic water bottles before recycling so as not to lock water inside bottles. In class students evaluate their own water use and explore where they could make changes. Many students realize small changes they can make such as: turn off the water while they brush their teeth, or wash their car on the grass in their yard, or water thier yards at night.

23. GROUNDS

L. What percentage of your school grounds are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? (such as Bioswabs or Rain Gardens, etc.) Yes/no Describe:

A total of 55% of the school grounds are devoted to ecological or socially beneficial uses. The high school campus is comprised of 72 acres of land. Fifteen of the acres are dedicated to a woodlot lab, developing prairie, rain garden and secondary succession growth area. Walking paths and signage are planned for this area. We are presently applying for grants to help with this cost. Twenty five more acres are dedicated to athletic, and band pratice fields.

7. Page Seven

24. Element 1C: Reduced waste production

Waste

You can work towards elimination of all solid waste through reduced consumption, reuse practices and recycling.

A. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: (total amount reused, composted or recycled used + total sent to a landfill or incinerator)

Last year environmental students implemented a very successful reduce and recycle initiative. This year we have further reduced our volume of trash through more compliance resulting in a total reduction of trash volume of 61% over two years. Students in the lunchroom stack trays and recycle plastic and glass bottles, cans and ziplock bags. Cafeteria employees not only recycle all recyclable material but also compost kitchen waste. Environmental students once a week collect all individual classroom, office and gymnasium area recyclables. This year we won the "Outstanding School Recycling Program Award' from Hamilton County. Please see "Oct 7th Power Point" and "Loveland Magazine" attachments for further details.

25. B. What percentage of 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 paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.)

0 We would like to use post consumer or TCF or PCF paper however our copy machines refuse to accept anything other than new copy paper.

26. C. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processedchlorine-free" (PCF) :

0%

27. D. Any procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture? Yes / No

Please explain what type if yes or if no why.

No, however because of this application we are investigating possibilities.

28. Hazardous waste

Please answer all the questions below if possible regarding elimination of hazardous waste streams.

E. How much hazardous waste do you generate: lbs/student/year?

0

29. Describe the types of hazardous waste, how hazardous waste is monitored and how the amount above is calculated. Please list each hazardous waste and the amount of each present at the end of the year.

No harsh deaning chemicals are used in the building. Please see attachment. Science lab waste is nuetralized in a neutralization pit where all chemicals used in labs are rendered non-hazardous over time by lime based chemical reactions. There is minimal biological waste that by law can be put inot the regular stream of trash.

30. F. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?

Yes

31. G. Have you been cited within three years for improper management of hazardous waste according to Federal and State regulations?

No

32. H. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products:

0%

33. How do you dispose of unwanted computer and other electronic products?

Forward Edge, an electronics recycling disposal company handles our e- waste and guarantees proper disposal and recycling of all e-waste.

34. I. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

35. Which standard(s) are you using?

Green Seal Certified

36. J. Any procurement policies in place to encourage the purchase of "green" cleaning products? Yes / No Please explain what type if yes or if no why.

Yes Please see attached " Envirox". Hydrogen Peroxide, low toxicity cleaning technology and Critical Care disenfectant, fungicide and virucide.

37. K. Is your custodial program based in the principles of effective management and "green" service?

Yes

38. L. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard):

No

39. M. Other indicators that you are reducing waste and eliminating hazardous waste

EC H20 Technology is being used to further reduce use of hazardous cleaning supplies.

8. Page Eight

40. Element 1D: Use of alternative transportation to, during and from school

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

41. Describe how this information been collected and calculated

Since 100% of our students must be bused calculation of students accepting transportation is relatively easy. Forty percent of our students ride a bus. Sixty percent then either drive, car pool, ride a bike or choose to walk.

42. B. Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are limiting idling on school premises?

Yes

43. C. Are all vehicle loading & unloading areas at least 25 feet away from all building air intakes (including doors and windows)?

Yes

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

All buses have been retro-fitted with catalytic converters through use of an EPA grant. Thirty percent of the fleet has cold weather engine block warmers to reduce need to idle all night during extremely cold weather. We have no idle zones in place to further protect our students and make our emissions as environmentally benign as possible. Please see Energy Improvement Plan attachment.

45. E. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office?

No

46. Describe any other accomplishments you've made under Pillar One towards eliminating your negative environmental impact or improving your environmental footprint which you feel should be considered:

We have had several different recycling campaigns. One of which Loveland High School placed third in the nation in cell phone collection and recycling (in conjunction with the Cincinnati Zoo). Students as part of the environmental science class are asked to call Duke energy to investigate ways they can reduce energy use at home. Students have investigated recycling facilities here

in Cincinnatti so that they can take e-waste and other recyclables not accepted curb side to be recycled. Students have gone to Rumpke recycling facility as part of a grant awarded by Hamilton county for their recycling efforts. We recieved another grant from Hamilton county for school and community use. Purchase of permanent recycling collection bins for the sport facilities and outdoor fields and stadiums were a result of that grant. This fall students monitored compliance and researched placement of bins and how that affected compliance during games. Saturday mornings students would return to the football stadium to assist custodial staff with collection. As a result we have reduced the trash volume during spring and fall sport seasons by approxiamately 52%.

9. Page Nine

PILLAR TWO: Net positive impact on student and staff health

Please answer all questions under Pillar Two

Element 2A: An integrated school environmental health program based on an operations and facilitywide 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

47. Integrated Pest Management

A. Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?

Yes

48. B. Do you provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees?

No

49. C. Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location?

Yes

50. D. Do you prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label?

Yes

51. Ventilation

E. Does your school meet the stricter of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes/No Which one

Yes ASHRAE Standard62.1-2010

52. F. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms?

Yes

53. G. Have you installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air?

Yes

54. Contaminant Controls

H. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?

Yes

55. What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?

100%
56. I. Carbon Monoxide (CO): If you have combustion appliances, do you have an inventory of all combustion appliances & do you annually inspect these appliances? Yes
57. Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes
58. J. Mercury: Have all unnecessary mercury-containing devices been replaced with non-mercury devices? Yes/No (Explain) Yes. Replacement was completed ten years ago.
59. Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, mercury sphygmomanometers, gauges and other devices in accordance with federal, state and local environmental regulations? Yes
60. K. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months? Yes
61. L. Secondhand Tobacco Smoke: Is smoking prohibited on campus? Yes
62. M. Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? Yes
63. N. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? No
64. O. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes
65. Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes
66. Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes
 67. P. Chemical Management: Do you have a chemical management program in place that includes the following elements: -Chemical purchasing policy, including low- or no-VOC products -Chemical inventory -Storage and labeling -Training and handling -Hazard communication -Spills, clean-up and disposal
-Select EPA's Design for the Environment - approved cleaning products Yes/NoExplain

Yes Chemical Management Plan by Flinn.

68. Q. Describe any other measures regarding the school's built and natural environment that you take to protect student

and staff health and which you feel should be considered.

Everything we do is built or designed to provide top quality environmental conditions for our students. Carbon dioxide is the baseline from which all our quality control stems. Switching to non-chemical cleaners has resulted in a significant reduction in asthma attacks in the elementary building in particular. Although the link to this reduction has not been scientifically proven a drop in numbers of asthma attacks correlates directly to the date of change from harsh chemical cleaners to non-toxic cleaners.

10. Page Ten

69. Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff Fitness and Outdoor Time

A. What percentage of your students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week?

80%

70. What is the average amount of time over the past year that each student engaged in school-supervised physical education and/or outdoor time per week? ______minutes/week

260 minutes

71. B. Do you have outside classrooms or learning labs available? Yes/No If yes please describe

Yes, in physical education students are outside when weather permits. Students use the tennis courts, track or athletic fields. We also have about 15 acres of woods, prairie, rain garden and secondary succession on site and available and regularly used for learning labs.

72. Food

C. Have you earned USDA's HealthierUS School Challenge award for school food? Yes/No List award level earned:

Yes, Bronze Award

73. D. What percentage (by cost) of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

100%

74. E. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)?

30.%

75. Does the school have an on-site garden in which the students participate?

Yes

76. UV Safety

F. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program?

11. Page Eleven

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

There are many pathways to achieving a 100% environmental and sustainability literacy rate. Please answer all of the questions below, and you may supplement this information by also describing alternative benchmarks of progress (see final question).

Learning and Environmental Literacy

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

77. A. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments? %: 95% sustainability assessments? %: 95% environmental science assessments ? % : 96%

78. Briefly describe the assessment(s):

All assesments were part of the environmental science curriculum and were chapter or unit tests and final exams.

79. B. Does your school or your state have an environmental or sustainability literacy graduation requirement? Yes/No Describe

No

80. C. Are environmental and sustainability concepts integrated throughout the curriculum? Yes/No Describe

Yes, Loveland high has a school wide recycle program that includes video annoucements about recycling and other environmental facts, a lunch room recycling initiative and a classroom collection process. As a school wide effort we have engaged in two recycling contests one of which resulted in the "Outstanding School Recycling Program Award" from Hamilton County Recycling and Solid Waste District (see attachments) and another award (third place) in a nation wide cell phone recycling contest called "Go Bananas" in conjunction with the Cincinatti Zoo. Students district wide were also encouraged by community leaders to enter into a recycling poster contest as part of an effort to procure a grant for assistance with recycling efforts in the schools and community. A senior in our building won the contest; a small grant providing money for bus transportation to the Rumpke recycling facility was awarded to the environmental classes. A grant of \$25,000 was awarded to the city of Loveland for assistance with their city wide recycling efforts.

81. D. Is your curriculum aligned to the state science standards 2002 or 2010?

2010

82. E. What percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career?

0%

83. What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment?

0%

84. F. If your school does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? 96%

85. G. Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year? Yes/No Describe a few of these opportunities.

Yes. Any teacher here at Loveland can take an environmental teacher workshop if they chose to do so. Some that are available this year include: Environmental Teacher Workshops 2012 Steve James@mohicanoutdoorschool.org

86. H. Does your environmental education curriculum pay particular attention to scientific practices, 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 and applications based on evidence:

Yes

87. I. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level?

88. J. Are the sustainable elements of your building used as an educational opportunity? Yes/No If Yes, briefly describe.

Yes. As described above the environmental science students have made many educational videos covering several facets of environmental conservation for the student body. Students have stationed themselves near trash cans and recycling cans in the lunchroom in order to educate students how to process their lunch time recyclables. Students also, on a weekly basis, monitor compliance in recycling by "researching" the trash cans after lunch and brainstorming ways to increase compliance.

12. Page Twelve

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

A. Do your students graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences?

Yes

90. Describe (e.g., percentages of enrollment in environmental sciences, earth sciences, biological sciences, statistics and post-secondary school or career-intended focus)

Biology 100% Environmental Science 56% Statistics 16%

91. B. Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes/No Describe.

Yes. Many careers and post-secondary options are explored as a part of the environmental science curriculum. There is a sixteen page appendix in the back of our text devoted to providing students with specific information on careers in environmental science. Students are asked to explore those careers as part of their environmental science course.

92. C. Does your curriculum provide any environmental focused career preparation, career-technical education programming, agricultural and environmental systems career field, college-level science or math course enrollment or specific science/math assessments? Describe.

Yes. Our environmental science classes make students aware of career opportunities and prepares them for those opportunities through their assignments, labs and research completed as part of the class. Also all students can enroll in post-secondary options of their choice while in high school.

93. Community and Civic Engagement

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

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

0%

94. B. Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?

No

95. What percentage of students satisfactorily completed such a project last year?

0%

96. C. Do you partner with local academic, business, government, nonprofit, informal science institutions and/or other schools to help advance the school and community toward the 3 Pillars and/or assist the progress of other schools, particularly schools with lesser capacity in these areas? Yes/No Briefly describe the scope and impact of these partnerships:

Yes. Eight students attended a meeting of the Loveland Board of Education and community members and presented a

powerpoint presentation that explained the research, facts, monetary savings and procedure that students had followed to test a recycling process for the high school. Students also presented goals for the future of recycling at Loveland (many of which have now been attained or surpassed). The meeting with the board and community members was well attended and controversial. My students were able to speak well and in the end convince the board and superintendent to support recycling at Loveland. Please see attached power point presentation. Students also wrote grants that resulted in money provided for busing to Rumpke recycling facilities. Please see Loveland magazine attachment. Loveland highschool environmental science students have a relationship with Rumpke recycling. Students regularly call Rumpke for information on recycling or to set up extra pick-up for our recycling dumpsters. Loveland environmental students have called local McDonald's, and Circle K's to ask that they stop using styrofoam cups. Students also called the local Best Buy to inquire what they do with the old T.V.'s that are collected by Best Buy as part of a community service. Students found that Best Buy collects the T.V.'s for parts and throws the unused portion in the trash. Students asked that Best Buy take the collected T.V.'s to 2TRG a local e-recycling facility and educated the managers on the ills of throwing T.V.'s and other e- waste away.

97. D. Do you have outdoor classrooms on your grounds which include native plantings and do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?

Yes

98. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate do you feel should be considered?

Every science class at Loveland High includes four content standards that encourage students to be aware of science in the environment around them. These four standards strive to educate students in the latest and most pertinent scientific technologies and discoveries of our time. The four standards taught in every class include: Scientific Inquiry Science and Technology Scientific Ways of Knowing Life Sciences Each of these standards has an environmental component that can be and is expected to be applied to any science class taught at Loveland high. In doing so graduates should have environmental and sustainability literacy.

13. Page Thirteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

14. Page Fourteen

Thank you for submitting an application to Ohio Green Ribbon Schools.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of March 22, 2012.

If you have any questions, please contact Ohio's Green Ribbon Schools program via Brenda Metcalf at brendasmetcalf@aol.com

Email Confirmation

Mar 01, 2012 14:46:42 Success: Email Sent to: moorheme@lovelandschools.org

15. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice	
Name of Principal Dr. Molly Moorhead	
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)	
Official School Name Loveland High School	
(As it should appear in the official records)	
School <u>A TIGER TRALL</u>	
(If address is P.O. Box, also include street address.)	
Loveland Ohio 45113	
City State Zip	
County <u>Hamilton</u> State School Code Number* <u>TAX 1D # 3108</u>	
Telephone (513) 683 - 1920 Fax (513) - 677 - 7952	
Web site/URL <u>WWW. [cvelandschools corg</u> E-mail <u>burgetre lovelandschool</u> I have reviewed the information in this application, including the award and eligibility or requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.	14/22
MM90rhead Date 3.20:12	
(Principal's Signature)	
Name of Superintendent* <u>PR</u> JOHN <u>MARSCHHAUSEN</u> (Specify: Ms., Miss, Mrs., Dr., Mr., Other)	
District Name* LOVELAND CETY SCHOOLS Tel. (513) 784-6204	
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.	

John Man Ula 3/20/12 _____Date___ A

(Superintendent's Signature)

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

ED-GRS (2011-2012)

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toward the three Green School Pillars and Elements.

 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	Ohro Department of Education	
Name of Nominating Authority	Mr. Jeremy Marks	
raunorny	(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.

Date (Nominating Authority)s Signature)

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.

ED-GRS (2011-2012)

Page 5 of 5

Summary of Achievements Loveland High School

Loveland High School is a solidly representative of our state's highest achieving green schools and is worthy of the title "U.S. Department of Education Green Ribbon School."

In the last two years, comprehensive programs have been initiated and implemented in the Loveland District that have resulted in a reduction of environmental impacts.

In order to reduce GHG emissions, our district implemented an Energy Improvement Plan and obtained six million dollars of interest-free financing, provided under ARRA. This deal was the first of its kind to be completed in Ohio and the sixth in the U.S. The capital raised was used to provide energy-efficient upgrades to buildings. Motion and infrared sensors were installed on lighting fixtures so they were automatically turned off and on in order to save energy. In addition light bulbs of 32 watts have been exchanged for bulbs of 28 watts. Infrared sensors were placed on HVAC systems to regulate heating and cooling and heating and ventilation upgrades were made; all reducing energy use and emissions. The economic savings in the first year equaled \$350,000 in energy cost and consequently energy use and this year the savings increased to \$480,000. By engaging in these emission reducing efforts the district demonstrated its commitment to the long-term health of students and staff and of the environment as well.

All buses have been retrofitted with catalytic converters through EPA Grants. These catalytic converters operate near a 90% efficiency rate, eliminating diesel fuel odor and reducing visible particulates. On 30% of our bus fleet, cold weather engine block warmers were installed. These warmers reduce the need to idle buses all night during extreme cold weather. *No idling zones* have been established to further reduce emissions and thereby hazardous conditions and health concerns for the student body.

In an effort to improve our water use efficiency and conservation, our district installed low flow faucets, reducing our water consumption by 59%. As a result we were able to eliminate 2 boilers. Most of our potable water is now heated using heat exchange plates in the HVAC system. The district also replaced our football field with artificial turf, reducing irrigation water use by 692,700 gallons per year. Irrigation, if used, is manually turned on and off according to weather conditions. No landscaping or grassy areas are watered, only athletic fields are irrigated.

Our district has reduced our contribution to the hazardous waste stream to 0 lbs per student per year. Lab chemicals are neutralized in a reduction pit below the lab facilities. In addition, harsh cleaning chemicals have been eliminated thereby significantly reducing asthma attacks in the student population.

The district is also initiating a "paperless school." Next year's seventh graders will be given electronic devices that will be used for most or all assignments through their senior year. This move will not only save paper but will also save energy used to transport paper to the school and energy used to produce copies of assignments for students.

Students will be increasing the size of our wildlife habitat by 5 acres this year in an effort reduce our initial habitat destruction during construction. As a result we will have 18 acres of woodland and prairie wildlife habitat.

Students have been at the forefront of initiation and implementation in school recycling programs. Last year students began a schoolwide recycling and trash reduction program that to date has reduced trash volume at the high school by 62%. As a result of their efforts the High School was awarded "Outstanding High School Recycling Program" by Hamilton County Recycling and Solid Waste District. In addition students are looking toward the future and endeavoring to make the cafeteria a "zero waste" facility by composting all non-recyclable waste. Students also participated in a cell phone recycling program called "Go Bananas" that was sponsored by Cincinnati Zoo. Loveland high school students recycled the third-largest number of cell phones in the nation.

Students have, in an effort to reduce household hazardous waste, researched avenues that can be taken to recycle televisions as analog units are replaced by flat screens. They have also called the local energy company to investigate ways to reduce their home energy use and some have convinced their parents to turn down the heat to save energy and reduce emissions. Many students have made the call themselves to the local recycling facility Rumpke to set up residential recycling pick-up if their family did not have the service. In addition students have made school video announcements, made posters or initiated conservation conversations, written newspaper articles and have been interviewed for such themselves, all in an effort to rally other students to engage in a, reduce, reuse and recycle philosophy.

The District engages in a comprehensive approach that promotes an environmentally friendly learning environment that encourages students to reach their highest potential. Because of this commitment and drive we are indeed worthy of the title U.S. Department of Education Green Ribbon School.



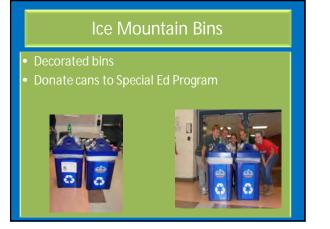


Paper Recycling Program

- Decorated cardboard boxes
- Delivered one box to each classroom
- Collect paper every Friday
- Collect twelve bags a week







Lunchroom Waste: reduction and recycling. Getting Started...

- Rumpke Audits/Rumpke Meetings
- Posters, Volunteers, and Video Announcements
- Article in The Roar and in Loveland Magazine
- Collaboration with Custodial Staff





Reduction in Trash Volume

- Before Recycling and Stacking: 60 bags of cafeteria trash a day.
- After Recycling and Stacking: 34 bags of cafeteria
- 45% reduction volume



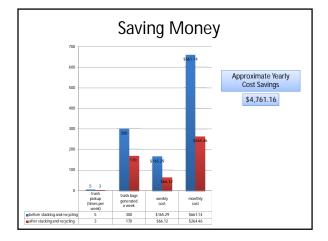
Total Savings Per Month

- Savings before purchase of recycling bin: \$264 a month
- Cost of Recycle bin: \$105 a month
- Total savings after recycling: \$159 a month









Efforts in the Loveland School district

- Programs going on in 4 out of 6 schools
- All schools have reduced volume by anywhere from 45% to 65%
- Other two schools will have programs going by
 Thanksgiving



Name/Number of Judge Kelli Shreußberry Name of School Loveland HS

Name of School	oveland HS		8			
Location of School	Loweland, Att.					
	Green Ribbon Pillar and Elemen	nts	Points			
Cross Cutting Questions – 5 points						
Participation in Green School Programs and/or Awards for Environmental and						
Sustainability Efforts.			5 points			
1 pt	2-3pts	4-5 pts	Total: 🌊			
School participates in a	In addition, school has	In addition, school has	المنور ا			
program that	received one award	received more than one				
benchmarks progress		award and has achieved an				
		advanced level of progress				
	MOG Hand tor	in at least one recognized				
	ê 3 °	program	-			
Pillar I: Environmental In	npact and Energy Efficiency-30) total points				
Goal: Net zero energy, c	arbon, water, waste, and hazard	lous waste impacts.				
Element IA: Impr	oved energy conservation/energ		15 points			
1-5 pts	6-10pts	11-15 pts	Total: 😥			
School demonstrates	School has an Energy Star	School has an Energy				
some reduced energy	rating and an Energy Master	Master Plan; is Energy				
use	Plan; demonstrates	Star rated above 90;				
и	substantial reductions in	demonstrates reductions				
. A	relectricity and heating energy					
a which	use and carbon footprint;	heating and carbon				
2111. 120	generates or purchases some	footprint of 35% or more;				
1 241	renewable energy; has green	>50% of energy use				
T CAA	building recognition for some	comes from renewable				
Energel men	new, renovated and/or	sources; offsets a				
+ L' U one	existing buildings at minimum	substantial amount of its				
IMPL	Silver level or equivalent;	remaining footprint; has				
opar	measures and offsets some of	received green building				
Pr 15	its remaining carbon footprint.	recognition at the Gold or				
+ 347. Veducti + ENERGY monorent plan + monorent + monorent beter	1	higher for all new,				
+ Muleterer	Ч°	renovated, and existing				
· U // V.ZM	"	buildings.				

0 / 2 / 200		bullaings.	
Element IB: İmpro	ved water quality, efficiency, ar	nd conservation	5 points
1 pt	2-3 pts	4-5 pts	Total: 💋
The school protects its	In addition, the school has	In addition, the school	
water from contaminants;	smart irrigation and	demonstrates a substantial	-
cleans its drinking water	landscaping that is water-	amount of reduction in	
fountains and controls	efficient; conducts annual	water-use compared to	
lead in drinking water.	water audits and controls	baseline; uses only	
	leaks; installs some water-	alternative water sources	
<u>ر</u>	conserving fixtures and/or	for irrigation (e.g. gray	
n. in m	appliances (e.g. waterless	water; rainwater	
ICAL A	urinals, dual-flush toilets,	harvesting); provides only	
D'in an	appliances); and can	water-efficient fixtures; and	
Peter Rin	demonstrate a <i>modest</i> amount	uses other creative	
F l at	of reduction in water-use	measures for protecting	
with with X	compared to baseline.	and conserving water at the school site (e.g.	
Nor W ith-	A state of the	bioswales for controlling	
Sqliction Reduction Manuful Byt. Manuful Byt.		runoff).	
	V		}
J.A.			
www -			
~			

hazardous waste and public disposes of it as required to	3-4 pts n addition, school also has a	5 pts	Total: 4
School monitors its Ir hazardous waste and p disposes of it as required to		· · · · · · · · · · · · · · · · · · ·	<u>y</u>
recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with some trecycled content; uses some "third-party certified" cleaning products; and describes a few creative ways the school community practices the 4Rs.	oollution prevention approach o hazardous chemicals; ecycles computer and electronics responsibly; ourchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of third-party certified" cleaning products; has a recycling products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases <i>substantial</i> amounts of paper with ecycled and chlorine-free	School also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional	
Element ID: Use of a	Iternative transportation to, c		5 points
1-2 pts	3-4 pts	5 pts	Total:
place to promote more p efficient and healthier n transportation, including s designated carpool stalls, F anti-idling policy, no ic loading/unloading near re air intakes; has some p percentage of students a that do not drive in a c	n addition, school has a high bercentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and dentifies safe pedestrian coutes; adopts a policy to bromote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	

Element IIA:	An inf	tegrated school	environmental	health p	orogram	15 points
1-5 pts		6-10pts		•	11-15 pts	Total:
		In addition, scho	ol tests	School	has completed	In/
relevant state laws		classrooms for r			ing in this section	15
related to pesticides,		last 24 months;			es an aggressive	15
mercury, tobacco and		Integrated Pest	•	1	ch to eliminating	
other hazardous	-	plan that elimina	- /		mental health and	
materials; ensures go	bod	pesticides; imple			hazards (physical,	
ventilation; keeps rela		Indoor Air Quali				
humidity below	1110	equivalent to To	. –	natural)	
60%;contains no mol	d.1	Schools; uses "t		natara	, 10	Ú,
has CO alarms and		certified" cleanir			when ich	γ
inventory of appliance	÷.	actively manage		Giu	HURMUN	
complies with radon l		and describes o			non	
complies with radon i	aws.	of student and s		n	Manake	
		safety.	an nealtrand		aller	
Element IID.	Liah	standards of nut	trition fitness	and que	cal, chemical,). 40 Hohed Hoher Manuality antity of quality	
outdoor time	-	stanuarus or nu	union, niness,	anu que	antity of quanty	15 points
	:	6-10pts			11-15 pts	Total:
1-5 pts			tiginatas in a	School	also purchases a	
School conducts at le		School also part		1	ntial amount of food	
an average of 120	+	farm-to-school p participates in U			d organic; reduced	
minutes per week pe	ſ			1	d heat exposure;	Bronzel
student of physical		nutrition program	-	1	•	Annala
education with a	+	level; students p	-	1	han 50% of physical	70000
reasonable amount		Sunwise-type p	-		ion annually takes	I USDA
conducted outdoors;		food purchased is certified organic; food from school		place outdoors; and undertakes other		I AN Site
an on-site food garde						Bronze Anard USDA On Site Garde
and participates in some		garden is eaten	by students.	1	res to promote	Garac
nutrition program.		l Br	ON HAW WHEN		v nutrition, and high outdoor time.	
Pillar III: Environmental and Sustainabi		nd Sustainabilit	v Education-3			
Goal: 100% of the s					eres de l'area ballitera	경찰에서 방법 위험을 받아 있는 것을 것을 것을 것을 것을 수 없다.
	uuuu	s grauuates are		lly and	人名英格兰克 人名英格兰克马马克 医克尔克氏白色 网络网络网络网络网络	
IIPAPAPA			. chvironnicha	lly and s	sustainability	
literate		disciplinary lear				
Element IIIA:	: Inter		ning about the	key rela	ationships between	
Element IIIA: dynamic env	: Inter	nental, energy, a	ning about the nd human syst	key rela	ationships between	20 points
Element IIIA: dynamic env 1-5 pts	: Inter vironm	nental, energy, a 6-10pts	ning about the nd human syst 11-15	key rela tems	ationships between 15-20	
Element IIIA: dynamic env 1-5 pts School	: Inter vironm	nental, energy, a 6-10pts ol integrates E/S	ning about the nd human syst 11-15 School focuses	key rela tems	ationships between 15-20 School has an E/S	20 points
Element IIIA: dynamic env 1-5 pts School incorporates	Scho	nental, energy, a 6-10pts ol integrates E/S epts into many	ning about the nd human syst 11-15 School focuses literacy efforts	key related to the second seco	ationships between 15-20 School has an E/S graduation/	20 points
Element IIIA: dynamic env 1-5 pts School incorporates limited	Scho subje	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates	ning about the nd human syst 11-15 School focuses literacy efforts understanding	key related to the second seco	ationships between 15-20 School has an E/S graduation/ matriculation	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and	Scho conce subje	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi	key relations	ationships between 15-20 School has an E/S graduation/ matriculation requirement which	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S)	Scho conce subje E/S in and s	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar	key related to the second to t	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some	: Interv vironm Scho conce subje E/S in and s asses	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50%	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental,	key related to the second seco	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the	20 points
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes	: Interv vironm Scho conce subje E/S in and s asses of tea	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and	key relations	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S	: Interv vironm Scho conce subje E/S in and s asses of tea partic	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste	key relations in the ps mic ems;	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some	Scho conce subje E/S in and s asses of tea partic occas	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates E	key related as E/S on the ps mic ems; /S	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental,	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S ssional	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> themes and to	key relations for the ps mic erms; /S pics	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S essional lopment	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades	key relations in the ps mic ems; //S pics s,	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems;	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S ssional lopment rtunities; enrolls	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class	key rela tems s E/S on the ps mic ems; /S pics s, room	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo at lea	hental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S essional lopment rtunities; enrolls ast 5% of the	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class and school	key relations in the ps mic ems; /S pics s, room	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo at lea scho	hental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S ssional lopment rtunities; enrolls ast 5% of the ol's eligible	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class and school assessments;	key relations for the ps mic ems; /S pics s, room >75%	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo at lea schoo gradu	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S essional lopment rtunities; enrolls ast 5% of the ol's eligible uates in AP	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class and school assessments; of teachers	key relations in the ps mic ems; /S pics s, room >75%	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo at lea schoo gradu enviro	hental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates into some class school ssments; >50% achers cipate in sional E/S essional lopment rtunities; enrolls ast 5% of the ol's eligible uates in AP onmental	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationship between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class and school assessments; of teachers participate in o	key rela eems on the ps mic ems; /S pics s, room >75% ne or	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and	20 points Total 15
Element IIIA: dynamic env 1-5 pts School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development	: Interv vironm Scho conce subje E/S in and s asses of tea partic occas profe devel oppo at lea schoo gradu envin scien	nental, energy, a 6-10pts ol integrates E/S epts into many ects; integrates nto some class school ssments; >50% achers cipate in sional E/S essional lopment rtunities; enrolls ast 5% of the ol's eligible uates in AP	ning about the nd human syst 11-15 School focuses literacy efforts understanding key relationshi between dynar environmental, social, and economic syste incorporates <i>E</i> , themes and top in many grades subjects, class and school assessments; of teachers	key relations in the ps mic ems; /S pics s, room >75% ne or	ationships between 15-20 School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of	20 points Total 15

School wide veryding program

science during their high school career.	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge,	(2)
and thinking skills 5 poin	ts
1-3 pts 4-5 pts Total:	
	TT
science courses; makes <i>some</i> into STEM courses; curricula makes <i>many</i>	en l
connections to E/S careers; and provides connections throughout to E/S careers,	Valation
some additional evidence about links to career tech/green jobs; offers E/S related	EE service to a tion
STEM. CTE courses; and provides a substantial po-	1 90.
amount of additional evidence about links	ir. St.
Element IIIC: Development and application of civic engagement knowledge	ourse
and skills	nts
1-3 pts 4-7 pts 8-10 pts Total:	
School has civic projects In addition, school employs School receives full credit	
related to environment best practices for inquiry- when all grades have civic	
and sustainability in <i>some</i> based, hands-on, experiential projects; when <i>all</i> grades	
grades; occasional learning in both their civic and have meaningful outdoor	
meaningful outdoor outdoor experiences; projects learning experiences; and	
learning experiences in a are not "one-off" but instead when the <i>quality</i> and	
few grades; and a feware in-depth service learningquantity of communitycommunity partnerships,and civic projects fullypartnerships results in	
community partnerships,and civic projects fullypartnerships results inperhaps only involvingintegrated with school'ssustainability advances at	
donations of academic coursework. the school, other schools	
Presentation To Higher points for inspiring	
Board of Ed and creative projects and	
partiers inps.	
100	
points	
Total	1/11.
Given	by (') ~
Judge	

Name/ Number of Judge:Meera ParthasarathyDateName of School:Loveland High SchoolLocation of School:1 Tiger Trail, Loveland, Ohio 45140

Date: 03/15/2012

Cross Cutting Questions – 5 pointsParticipation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.5 points1 pt2-3pts4-5 pts1 pt2-3pts4-5 ptsSchool participates in a program that benchmarks progressIn addition, school has received one awardIn addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized programPillar I: Environmental Impact and Energy Efficiency– 30 total points Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.Element IA: Improved energy conservation/energy-efficient building(s).15 points1-5 pts6-10pts11-15 ptsSchool demonstrates some reduced energy useSchool has an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases someSchool nore;The school has neregyThe school has made significant energy		Green Ribbon Pillar and Elemer	nts	Points
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Element IB: Improved water quality, efficiency, and conservation5 points1 pt2-3 pts4-5 ptsTotal:5The school protects its water from contaminants; cleans its drinking water fountains and controlsIn addition, the school has smart irrigation and landscaping that is water- efficient; conducts annual water audits and controlsIn addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount5 pointsElement IB: Improved water quality, efficiency, and conservation 1 pt2-3 pts4-5 ptsTotal:5The school protects its water from contaminants; cleans its drinking water fountains and controlsIn addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only water; rainwater harvesting); provides only water; rainwaterVery impressive water reduction program in place not only by staff but also by students			-	
1 pt2-3 pts4-5 ptsTotal:5The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.In addition, the school has smart irrigation and landscaping that is water- efficient; conducts annual water audits and controls leaks; installs <i>some</i> water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amountIn addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses only water sources for irrigation (e.g. gray water; rainwaterVery impressive water reduction program in place not only by staff but also by students			<u> </u>	
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water from contaminants; cleans its drinking water fountains and controls lead in drinking water.smart irrigation and landscaping that is water- efficient; conducts annual water audits and controls leaks; installs some water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amountdemonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creativeVery impressive water reduction program in place not only by staff but also by students			•	l otal:5
cleans its drinking water fountains and controls lead in drinking water. leaks; installs <i>some</i> water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amount	-			
fountains and controls lead in drinking water.efficient; conducts annual water audits and controls leaks; installs some water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amountwater-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water cefficient fixtures; and uses other creativewater reduction program in place not only by staff but also by students				Mana in an a si a
lead in drinking water.water audits and controls leaks; installs some water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amountbaseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creativeprogram in place not only by staff but also by students				
leaks; installs some water- conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amountalternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creativenot only by staff but also by students			-	
conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amountfor irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creativebut also by students	lead in drinking water.		-	
appliances (e.g. waterless urinals, dual-flush toilets, appliances); and canwater; rainwater harvesting); provides only water-efficient fixtures; and uses other creativestudents				
urinals, dual-flush toilets, appliances); and can demonstrate a modest amountharvesting); provides only water-efficient fixtures; and uses other creative		•		-
appliances); and can water-efficient fixtures; and demonstrate a <i>modest</i> amount uses other creative			-	31000113
demonstrate a <i>modest</i> amount uses other creative			3 /-1	
		,		
compared to baseline. and conserving water at				
the school site (e.g.			-	
bioswales for controlling				
runoff).			•	

Element IC: Reduced waste production and improved recycling and						
composting progra	5 points					
1-2 pts	3-4 pts	5 pts	Total:4			
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> "third-party certified" cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	School also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	The applicant demonstrates a very knowledgeable and aggressive push towards sustainable schoo goals. Would have got all five points if it purchased recycled content paper/ products (easily available).			
	falternative transportation to, o		5 points			
1-2 pts School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	3-4 pts In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	5 pts In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	Total:3 Points given for anti-idling policy and retrofitted buses. Needs more information on ways school is trying to improve pedestrian-friendly access to the school.			
Pillar II: Healthy School E						
Goal: The school improve Element IIA: An inf	15 points					

1-5 pts		6-10pts			11-15 pts	Total:14
	School complies with all In addition, school		ool tests	Scho	ol has completed	
		classrooms for I			thing in this section	
related to pesticides,		last 24 months;	implements an		ises an aggressive	Meets all
		Integrated Pest			bach to eliminating	objectives in this
other hazardous		plan that elimina			onmental health and	section other than
materials; ensures go	bod	pesticides; impl		safety	/ hazards (physical,	the notification for
ventilation; keeps rela		Indoor Air Quali		-	gical, chemical,	pesticides and a
humidity below		equivalent to To		natura		comprehensive
60%;contains no mole	d;	Schools; uses "	third-party		,	IAQ plan.
has CO alarms and	-	certified" cleanir				
inventory of appliances;		actively manage	es chemicals;			
complies with radon la	aws.	and describes of	other measures			
		of student and s	staff health and			
		safety.				
		standards of nu	trition, fitness,	and qu	uantity of quality	15 points
outdoor time	•	0 40-1-			11 15 pto	15 points
1-5 pts		6-10pts	tioinates in -		11-15 pts	Total:15
School conducts at le	east	School also par	ticipates in a		ol also purchases a	
an average of 120	-	farm-to-school p			antial amount of food	
minutes per week per	ſ	participates in L			ed organic; reduced	Very impressive demonstration of
student of physical education with a		nutrition program			nd heat exposure;	this sections'
reasonable amount		level; students p Sunwise-type p	•	more than 50% of physical		objectives.
	hae		-	education annually takes		objectives.
conducted outdoors; has		food purchased is certified organic; food from school		place outdoors; and undertakes other		
an on-site food garden; and participates in some		garden is eaten by students.		measures to promote		
nutrition program.		garden is calen by students.		healthy nutrition, and high		
					y outdoor time.	
Pillar III: Environmental and Sustainability Education- 35%						
Goal: 100% of the se					l sustainability	
literate						
Element IIIA: Interdisciplinary learning about the key relationships between						
dynamic environmental, energy, and human systems					20 points	
1-5 pts	0.1	6-10pts	11-15	= 10	15-20	Total:11
School		ol integrates E/S			School has an E/S	-
incorporates		epts into many	literacy efforts		graduation/	The school
limited		cts; integrates	understanding the matriculation			demonstrates that
environmental and		nto some class	key relationship		requirement which	it provides
	sustainability (E/S) and school		between dynamic is focused on			community
activities in some assessments; >50% grades; includes of teachers		environmental, understanding the			learning opps for	
o		social, and key relationships		between dynamic	students esp. for	
			economic syste		environmental,	recycling
concepts in some occasional E/S assessments; and professional		themes and top		social, and	programs. Also Mentioned	
<20% of teachers development		in many grades		economic systems;	students water use	
participate in opportunities; enrolls		subjects, class		fully integrated E/S	reduction program	
occasional E/S at least 5% of the		and school	0011	into the curricula	earlier in app.	
professional school's eligible		assessments; >	>75%	scope and	Samer in app.	
development			of teachers	1070	sequence of	Only comment is
opportunities.	-	onmental	participate in or	ne or	learning and	that since the
		ce during their	more E/S		matriculation	school undertook
		school career.	professional		standards for all	an aggressive
			development		grades; enrolls >5%	energy use
		-				
			opportunities	1	of the school's	reduction, could

Element IIIB: Lise (of the environm	annually. ent and sustain	ability	eligible graduates in AP environmental science during their high school career.	expand learning opps for students in such other areas. No ES AP program.
	Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge,				
and thinking skills		(,	5 points
1-3 pts		4-5 pts			Total:4
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.		School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.		Only thing lacking is ES AP programs	
Element IIIC: Development and application of civic engagement knowledge and skills				10 points	
1-3 pts	4-7 pts			8-10 pts	Total:9
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	4-7 pts In addition, school employs best practices for inquiry- based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.		when project have in learning when quant partne sustai the so and the Highe and co	bl receives full credit all grades have civic cts; when all grades meaningful outdoor ng experiences; and the quality and tity of community erships results in inability advances at chool, other schools the wider community. er points for inspiring reative projects and erships.	
					100 points Total Given by Judge: 71

Name/ Number of Judge <u>Sue Wintering</u> Name of School <u>Loveland HS</u>

Name of School_____ Location of School

Location of School	Green Dikken Diller and El		Points	
Green Ribbon Pillar and Elements				
Cross Cutting Questions				
	ool Programs and/or Awards for E	Environmental and		
Sustainability Efforts.			5 points	
1 pt	2-3pts	4-5 pts	Total: 4	
School participates in a	In addition, school has	In addition, school has		
program that	received one award	received more than one		
benchmarks progress		award and has achieved an		
		advanced level of progress		
		in at least one recognized		
		program		
Pillar I: Environmental In	npact and Energy Efficiency- 3	0 total points		
Goal: Net zero energy, c	arbon, water, waste, and hazard	dous waste impacts.		
Element IA: Impro	oved energy conservation/energy	gy-efficient building(s).	15 points	
1-5 pts	6-10pts	11-15 pts	Total:10	
School demonstrates	School has an Energy Star	School has an Energy		
some reduced energy	rating and an Energy Master	Master Plan; is Energy		
use	Plan; demonstrates	Star rated above 90;		
	substantial reductions in	demonstrates reductions		
	electricity and heating energy	from baseline in electricity,		
	use and carbon footprint;	heating and carbon		
	generates or purchases some	footprint of 35% or more;		
	renewable energy; has green	>50% of energy use		
	building recognition for some	comes from renewable		
	new, renovated and/or	sources; offsets a		
	existing buildings at minimum	substantial amount of its		
	Silver level or equivalent;	remaining footprint; has		
	measures and offsets some of	received green building		
	its remaining carbon footprint.	recognition at the Gold or		
		higher for all new,		
		renovated, and existing		
		buildings.		
Element IB: Impro) oved water quality, efficiency, a		5 points	
1 pt	2-3 pts	4-5 pts	Total:3	
The school protects its	In addition, the school has	In addition, the school	10(a).5	
water from contaminants;	smart irrigation and	demonstrates a <i>substantial</i>		
cleans its drinking water	landscaping that is water-	amount of reduction in		
fountains and controls	efficient; conducts annual			
lead in drinking water.	water audits and controls	water-use compared to baseline; uses <i>only</i>		
leau in uniking water.		alternative water sources		
	leaks; installs <i>some</i> water-			
	conserving fixtures and/or	for irrigation (e.g. gray		
	appliances (e.g. waterless	water; rainwater		
	urinals, dual-flush toilets,	harvesting); provides only		
	appliances); and can	water-efficient fixtures; and		
	demonstrate a <i>modest</i> amount	uses other creative		
	of reduction in water-use	measures for protecting		
	compared to baseline.	and conserving water at		
		the school site (e.g.		
		bioswales for controlling		
		runoff).		

place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to	Element IC: Reduced waste production and improved recycling and composting programs				
School monitors its hazardous waste and disposes of it as required progress towards a "zero waste" goal; has a recycling program that diverts 20% of its solid waste (but no organics/ compost; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of organics like yard waste some paper with some recycled content, uses souch as yard waste(); purchases substantial amounts of paper with compost; purchases substantial amounts of paper with products; and describes a few creative ways the school community practices the 4Rs. School also has made <i>substantial</i> , measured diverts 50% or more of its solid waste (including organs that diverts 35% of its solid waste (some organics/ compost; purchases <i>substantial</i> amounts of paper with solid waste); purchases <i>substantial</i> amounts of paper with recycled content, and chorine-free transportation to goal of the paper with recycled and chlorine-free transportation, including disinfectants); has a custodial program that meets "green" institutional services standards; and describes a 3-4 pts Element ID: Use of alternative transportation, including designated carpool stalls, anti-iding policy to a single vehicle to school, and heas some means of connecting students to the schoolyard. S points 1-2 pts 3-4 pts 5 pts Total:5 1 n addition, school has a high products is adopt a promote active transportation, including designated carpool stalls, anti-iding policy to promote active transportation. S points			5 pts	5 points Total:5	
Element ID: Use of alternative transportation to, during, and from school5 points1-2 pts3-4 pts5 ptsTotal:5School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> "third-party certified" cleaning products; and describes a few creative ways the school community	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free	School also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the		
1-2 pts3-4 pts5 ptsTotal:5School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation; and has several means of connecting students to the schoolyard.	Element ID: Use of	f alternative transportation to, o		5 points	
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students to that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.					
Pillar II: Healthy School Environments– 30%	School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative		
	Pillar II: Healthy School E	nvironments– 30%	L		

Element IIA: An	ntegrated school	environmental	health	program	15 points
1-5 pts	6-10pts			11-15 pts	Total:14
School complies with all	In addition, scho	ool tests	Schoo	ol has completed	
relevant state laws	classrooms for radon within		everything in this section		
related to pesticides,	last 24 months; implements			ses an aggressive	
mercury, tobacco and				bach to eliminating	
other hazardous	Integrated Pest Management			onmental health and	
	•	plan that eliminates pesticides; implements an			
materials; ensures good			-	/ hazards (physical,	
ventilation; keeps relative			-	gical, chemical,	
humidity below	equivalent to To		natura	al).	
60%;contains no mold;	Schools; uses "				
has CO alarms and	certified" cleanii				
inventory of appliances;	actively manage				
complies with radon laws					
	of student and s	staff health and			
	safety.	4			
	n standards of nu	trition, fitness,	and qu	lantity of quality	15 pointo
outdoor time 1-5 pts	6-10pts			11-15 pts	15 points Total:15
School conducts at least	School also par	ticinates in a	Scho	ol also purchases a	10(01.10
an average of 120	farm-to-school			antial amount of food	
minutes per week per	participates in L				
student of physical	nutrition program		certified organic; reduced		
education with a	level; students p		UV and heat exposure;		
reasonable amount	Sunwise-type p	•	more than 50% of physical education annually takes		
conducted outdoors; has	food purchased				
an on-site food garden;	organic; food fro	-			
and participates in some	garden is eaten			ures to promote	
nutrition program.	garden is eaten	by students.		ny nutrition, and high	
nathaon program.				y outdoor time.	
Pillar III: Environmental	and Sustainabilit	v Education-3			
Goal: 100% of the scho				l sustainability	
literate	.			· · · · · · · · · · · · · · · · · · ·	
Element IIIA: Inte	erdisciplinary lear	ning about the	key re	lationships between	
dynamic enviror	mental, energy, a	nd human syst	ems	-	20 points
1-5 pts	6-10pts	11-15		15-20	Total:15
School Sch	ool integrates E/S	School focuses	s E/S	School has an E/S	
incorporates cor	cepts into many	literacy efforts	on	graduation/	
limited sub	jects; integrates	understanding	the	matriculation	
environmental and E/S	into some class	key relationships		requirement which	
sustainability (E/S) and	school	between dynan	nic	is focused on	
	essments; >50%	environmental,		understanding the	
grades; includes of t	eachers	social, and		key relationships	
limited E/S par	ticipate in	economic systems;		between dynamic	
concepts in some occ	asional E/S	incorporates E/S		environmental,	
assessments; and pro	fessional	themes and top	oics	social, and	
<20% of teachers dev	elopment	in many grades	S,	economic systems;	
participate in opp	ortunities; enrolls	subjects, class	room	fully integrated E/S	
occasional E/S at I	east 5% of the	and school		into the curricula	
professional sch	ool's eligible	assessments; >	>75%	scope and	
development gra	duates in AP	of teachers		sequence of	
opportunities. env	ironmental	participate in o	ne or	learning and	
scie	ence during their	more E/S		matriculation	
	n school career.	professional		standards for all	

		development opportunities annually.	grades; enrolls > of the school's eligible graduate in AP environme science during th high school care	es ental neir
			ability to develop Scie	
and thinking skills		thematics (STE	M) content, knowledge	, 5 points
1-3 pts	·	4-5 pts		Total:5
School <i>sometimes</i> integrate science courses; makes so connections to E/S careers <i>some</i> additional evidence a STEM.	me ; and provides	School frequent into STEM coun connections thr career tech/gre CTE courses; a	otly integrates E/S conceptses; curricula makes maroughout to E/S careers een jobs; offers E/S related and provides a substantia tional evidence about lin ation.	a <i>ny</i> , ed al
	lopment and ap	plication of civi	ic engagement knowle	
and skills	4 7 4		0.40.4	10 points
1-3 pts	4-7 pts		8-10 pts	Total:3
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	vironment bility in <i>some</i> sional utdoor eriences in a and a <i>few</i> artnerships, involving s.			tivic es or and s at <i>bls</i> <i>ity.</i>
				100 points
				Total Given by Judge: 79