



U.S. Department of Education Green Ribbon Schools

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

**by
West Virginia Sustainable Schools**

**Hilltop Elementary
Wheeling, West Virginia**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

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

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

Official School Name Hilltop Elementary
(As it should appear in the official records)

School Mailing Address 2 Ram Drive
(If address is P.O. Box, also include street address.)

Wheeling WV 26003
City State Zip

County Marshall State School Code Number* 48213

Telephone (304) 232-8640 Fax (304) 232-1044

Web site/URL edline.net/pages/hilltop E-mail Cmmcutc@access.k12.wv.us

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.

Cynthia McCutcheon Date 3/20/12
(Principal's Signature)

Name of Superintendent* Mr. Alfred N. Benzella
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Marshall County Schools Tel. (304) 843-4400

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.

Alfred N. Benzella Date 3/20/12
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

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

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

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

Name of Nominating Agency

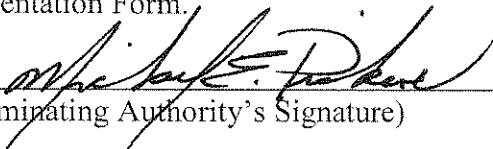
West Virginia Department of Education

Name of Nominating Authority

Michael E. Pickens Executive Director
Office of School Facilities

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

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


(Nominating Authority's Signature)

Date 3/22/12

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.

Hilltop Elementary is proud of its continued vision of being the epicenter for sustainability within our community. We understand how crucial our role is the agent for teaching our children, their parents, the community at-large, and our entire district in sustainability literacy. Our school is proud to be the first Leadership in Energy and Environmental Design (LEED) certified school in West Virginia. Leading a generation into sustainable and regenerative lifestyles is a challenge that we embraced and continue to embrace.

Each school has environmental situations and challenges that are unique and differ from one school to another. Academic challenges and learning environments are just as unique. Hilltop teachers and other staff members within the district are committed to develop a path for greening their school and other schools in the district. The school implemented constructivist lessons and activities developed in concert with the Green Schools Leadership Institute® (GSLI) <http://greenschoolsforteachers.wikispaces.com> and were provided as guides with an emphasis on PBL for addressing both environmental/academic situations specific to the school and the community. As West Virginia's first LEED certified school, we see ourselves as leaders in the Green School movement in the Mountain State and in the nation. Through GSLI, we've been connected to other green schools where we can access best practices that we would have not otherwise been able to access.

Our faculty and staff believe tying the built environment in a LEED certified high performance school to educational concepts that were considered in its design is imperative. Our school is a learning laboratory for sustainability in areas such as environmental footprint, energy efficiency, indoor environmental quality, materials and resources, water efficiency, and innovation and design. The three pillars of the Green Ribbon School criteria are addressed daily in our school through concepts such as healthier schools, lower costs for taxpayers, environmental stewardship, using the school as epicenter for sustainability in the community, and sound teaching and learning.

As evidence of a forward thinking paradigm in regard to sustainability, Hilltop teachers, under the guidance of Hilltop's Green Leadership Team is part of a group that received a \$54,000 grant from an anonymous donor to develop Sustainable Schools Learning Kits (Green School Kits) with the assistance of the GSLI throughout the entire district. It is the goal of our team to help other schools, including non-LEED certified ones to become more sustainable. Using "green" themes within a Green School is imperative; leading change is too.

Over the past three years, Hilltop has implemented programs in our school and has provided technical assistance for the community in many ways, including the following:

- Being named and awarded as West Virginia's 1st LEED Certified School;
- Worked with the Green Schools Leadership Institute (GSLI) to develop and implement a K-5 curriculum unit designed for Hilltop;
- Worked with architects and engineers with GSLI to attain a US Green Building Council LEED credit for Innovation and Design: "Using the School as a Teaching Tool" design credit;
- Establishment of a Teacher Leadership "Green Team" with GSLI;
- The Hilltop Teacher Leadership team works with district administrators and service personnel;
- Establishment of Green Schools Kits for Community Sustainability with GSLI;
- Hilltop Teachers and students help train the rest of the district in sustainable learning;
- Day long environmental education program with Schrader Environmental Center ; and

-Helped establish our PTO's school-wide recycling program providing funding for projects.

As part of this proposal, students collected data through creating surveys on transportation routes to and from school and then performed critical analysis of our routes as a way of solving current problems at our rural school. Although the students didn't actually write our proposal they have collected much data that helped the staff construct the proposal. The staff at our school knows that our students are our inspiration. Students contributed to this proposal by performing:

- Campus Clean Up of school grounds;
- Extra food left from breakfast given to local chicken farmer;
- Collaborated 5th grade and the 6th grade from Sherrard Middle School to develop a website "Want To Know About H2O" which is a discussion site for interactive learning between schools relating to the sustainability of water;
- 5th and 6th grade Science Curriculum developed based on National Environmental standards for sustainability and sustainability literacy;
- All Classroom goals set by individual students to reduce, reuse, recycle (our 3Rs) at home and at school;
- American Education Week Art projects made from recycled materials;
- Utilized recycled brown paper bags for pumpkins and gingerbread men;
- "Create a creature" project using recycled materials and write about it the recycled creature,
- Persuasive letter to Extreme Home Make Over Television program persuading them to deconstruct and recycle the materials;
- Classes assisted Odd Fellows Fraternal Organization in the planting of an oak tree on school campus; and
- Science classes, Gym classes/walks, Community walks, and fundraising walks are held outside.

Response ID: Data

3. New Page

School Contact Information

School Name

Hilltop Elementary School

Street Address

2 Ram Drive

City

Wheeling

State

WV

Zip

26003

School Website

edline.net/pages/hilltop

Principal First Name

Cindy

Principal Last Name

McCutcheon

Principal Email Address

cm mccutc@access.k12.wv.us

Principal Phone Number

304-232-8640

Lead Applicant First Name (if different from principal)

susan / Peggy

Lead Applicant Last Name (if different from principal)

Kirchner / Niebergall

Lead Applicant Email

smkirchn@access.k12.wv.us

Lead Applicant Phone Number

304-232-8640

Level

Elementary (PK - 5 or 6)

School Type

Public

County

Marshall

Does your school have at least 40 percent of your students receiving free or reduced meals?

Yes

4. New Page

Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

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

Energy Star Gre

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

Yes

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

6. New Page

1A1. Which practices does your school employ to support environmental and sustainability literacy? (Please check all that apply)

Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.

Environmental and sustainability concepts are integrated throughout the curriculum.

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

Please describe how the Environmental and Sustainability Standards and concepts are taught and which subjects they are integrated into. (Maximum 200 words)

Smart Boards are installed in every classroom, which reduces paper usage and waste. PTO and school newsletters are on-line, which reduces the amount of paper sent home and a financial cost-saving act. Students have access to the internet to do Math and Language Arts instead of using worksheets. Recycling efforts occur daily in every classroom. Used paper is collected by students and taken to our recycling bin. Plastic milk jugs for breakfast and lunch are collected for recycling. Plastic water bottles and Capri-sun pouches are also collected and recycled.

Describe the environmental and sustainability concepts that are integrated into classroom based and schoolwide assessments. (Maximum 200 words)

Hilltop has participated in two years of curriculum development workshops through the Green Schools Leadership Institute. The school acquired a LEED credit from the US Green Building Council for proving that they used a standards based approach to using the school as a teaching tool. Hilltop designed a k-5 curriculum that used by teachers throughout the school using a LEED framework developed with GSLI staff and Web 2.0 technology tying Hilltop to other schools around the nation. This curriculum has been a key focus of the green schools kits being developed in Marshall County with Hilltop teachers involved that tie to the new environmental science standards. The nature, content and application of science became a key focus of the

environmental approach to sustainability practices using our building as a laboratory. There were also strong ties to math applications and literacy. Key cross curricular areas addressed through environmental science instruction included civics, geography, economics, and articulation through writing about the school. Using the "green school" theme allows student engagement to take ownership of problems that exist in real world scenarios, and focuses on creating solutions in our local area eventually leading to a global perspective of sustainability and environmental stewardship.

Describe your student green team efforts; include grade levels, number of students, number of teams, and activities implemented by the team. (Maximum 200 words)

Hilltop Student Green Team, 5 teams in Grade 5: 10 students per team : Daily collection of paper, milk caps, milk bottles from each classroom. A 5th grade teacher supervises the weekly results collected by students to make graphs. Weight and money earned are graphed by students.

1A2. Professional development opportunities in environmental and sustainability education are provided for all teachers through the WVDE, WVDNR, The Mountain Institute, NASA IV& V, the WV Science Teacher Association, the WV Environmental Education Association, and many others. Please describe professional development opportunities addressing environmental and sustainability standards in which your teachers have participated. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 300 words per cell)

Green Schools Workshop: 36% List below: Susan Kirchner-1st Peggy Niebergall-2nd Debbie Hunter-5th Bob Wysocki-2nd Dawn Kettler-2nd Megan Shreve-K Stacey Laudermilt-5

1A3. Which of the following features does your school have to connect students to ecologically or socially/culturally beneficial uses including those that give consideration to native wildlife or community connections? (check all that apply)

Outdoor spaces designed and used regularly for social interaction
Playgrounds
Walking or running trails
Wildlife or native plant habitats
Athletic area
Environmental restoration projects (on campus or nearby)
Outdoor classroom
Recreational areas

Provide additional information about outdoor connections at your school. (Maximum 300 words)

When Hilltop was built, the Board of Education set aside 50% of the project site for natural landscaping and wildlife. The downward lighting on the school building and in the parking lot preserves the migration routes of birds and bats. Our playgrounds and recreational areas remain accessible to the public year round.

1A4. If your school serves grades 9 - 12, please complete the following.

7. New Page

1B1. Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

No

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

1B2. Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

Please describe. (Maximum 200 words)

Yearly Butterfly release related to the second grade science unit. School-wide science classes are conducted outside. School-

wide Fire Safety lessons and Fire-Safety House in which each student participates in the evacuation exercises. Insect Identification. Leaf Identification.

8. New Page

1C1. Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 300 words)

We had a school-wide and community wellness walk in the evening. We also had a community walk that we used to raise money for one student with cancer. We also encourage a community walk every Wednesday. A Teacher walking group meets every day after school on our campus. During inclement weather, the group walks the halls and stairs for exercise.

1C2. Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

Please provide the following information:

What percentage of civic projects focus on environmental or sustainability topics? : 100%

What percentage of students completed such a project last year? : 100%

Please describe examples of the projects; include grade and/or subject, objective, and methods of implementation in the community.

Pre K- 5 Recycle paper, plastic bottles, and cardboard with a recycling drop-off box on our school campus. Planted trees outside Outdoor education-release of butterflies through the classroom science lessons. Box Tops for Education for exercise equipment. Empties for cash-ink cartridges Outdoor education-release of butterflies through the classroom science lessons. Partnership with Christ Lutheran Church-the church collects plastic bottles and paper for school; Hilltop collects aluminum cans for their church. Collect Capri-Sun pouches at lunch and at home, yields 2 cents a pouch. Box Tops for Education for exercise equipment. Empties for cash-ink cartridges Waste Management Greenopolis pays for plastic bottle dumpster. Plastic bottles are used for points. AFL-CIO (Local Carpenter Union) committed to build more recycling boxes. Limestone Methodist Church has collected over 1000 water bottles for our Dream Machine Recycle Rally. Several local businesses, Marshall County Courthouse, 2 other Marshall County Schools collect paper, cardboard, bottles and aluminum cans for Hilltop. Dream Machine Recycle Rally

1C4. Please describe your partnerships with local academic, business, government, nonprofit, and informal science institutions to help advance your school, other schools (especially schools with fewer resources), and the greater community toward the three objectives. Include both the scope and impact of these partnerships. Remember to include the many community service activities which are done as classroom projects and those done by the student council, national honor society, and career and technical organizations, etc. (Maximum 300 words)

Hilltop is a learning laboratory for sustainability in environmental footprint, energy efficiency, indoor environmental quality, materials and resources, water efficiency, innovation and design for an entire district and communities. The three pillars of the Green Ribbon School criteria are addressed in our school through concepts such as healthier schools, lower costs for taxpayers, environmental stewardship, the school as epicenter for sustainability, and sound teaching and learning. We believe the Green Ribbon Schools awards program is a part of our continuum for greening our school, district, and community. With forward-thinking in sustainability, Hilltop teachers received a \$54,000 grant from an anonymous donor to develop Sustainable Schools Learning Kits with the assistance of GSLI. The goal of our team to help other schools, including non-LEED certified ones to become more sustainable. Hilltop has implemented programs in our school and has provided technical assistance for the community such as: -Awarded as West Virginia's 1st LEED Certified School; -Worked with the Green Schools Leadership Institute to develop and implement a k-5 curriculum; -Worked with architects and engineers with GSLI to attain a USGBC LEED credit for Innovation and Design; -Establishment of a Teacher Leadership "Green Team" with GSLI; -The Hilltop Teacher Leadership team works with administrators and service personnel; -Establishment of Green Schools Kits for Community Sustainability with GSLI for the whole district; -Hilltop Teachers and students help train the rest of the district in sustainability. - Worked with Oglebay Institute's Schrader Environmental

This is the end of Objective 1. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 300 words)

Hilltop Elementary epitomizes the role of LEED certified schools through its acquisition of a LEED credit for Innovation and Design. These credits are only given if the teachers and students are engaged in using the "building as a teaching tool". In Hilltop's case, teachers from around the district partnered with the Green Schools Leadership Institute to design an entire K-5 curriculum using LEED as the framework for teaching and learning. The curriculum was accepted as proof that Hilltop was integrating the design of the building and grounds to encourage using our school as the "epicenter for sustainability", a mantra of GSLI. The fact that Hilltop is a "cradle to cradle" facility, up to 80% of the building was constructed from recycled materials and the entire building is to be recycled upon completion of the buildings lifespan shows a level of commitment to modeling for our community the "Three Rs" of the 21st Century; "Reduce, Reuse, Recycle". We have integrated "Sustainable Sites", "Energy and Atmosphere", "Indoor Environmental Quality", "Materials and Resources", "Water Efficiency", "Innovation and Design for STEM", and "Fundamentals of Sustainability" lessons into this curriculum. We truly believe that our building supports teaching and learning by being a learning laboratory.

10. New Page

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

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

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

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality), which standard do they use?
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school's indoor relative humidity is maintained below 60%.
Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Which ASHRAE standard is your school using?

The School meets ASHRAE 62.1-2010,

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

0%

2A6. If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide?

Our school does not have combustion appliances.

11. New Page

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

Part of our students' annual physical education takes place outdoors.

Our school participates in the USDA's Healthier School Challenge or another nutrition program.

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

Our school is a pilot school for the Free Breakfast Program sponsored by the WV Department of Education and State Superintendent.

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

25% When weather permits, our Teachers make sure the students are participating in Outdoor Recess. Also our students spend Gym time outside with the Gym teacher playing ball -type games and running/ walking as weather permits.

What percentage of your food is grown within 200 miles?

2B2. Does your school uses a coordinated school health approach (i.e. has an active Local Wellness Committee, works comprehensively in addressing collaboratively all of the following: PE, health services, nutrition services, mental health, school environment, health promotion and family/community involvement) or similar initiative to address overall school health.

Yes

If yes, please describe. (Maximum 200 words)

Our school has a Wellness Program which every classroom at every level (Pre-K through 5) participates in monthly. Some of the activities we hosted are: Wellness walk with your family in the evenings Wellness walk to raise money for a student with cancer Healthy food tasting and preparation of healthy snacks 5th grade: Clean up our grounds walk Each class took turns before school for 25 minutes to participate in "Dance, Dance Revolution" Health fair 5th grade use recycled plastic bags to weave mats for the homeless

2B6. This is the end of Objective 2. Please describe any additional efforts your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall school health and safety. (Maximum 300 words)

Partners in Education provide trees for our campus to reduce the effect of wind and prevent blowing snow from covering our school driveway. Odd Fellows Organization planted trees with the help of the students. Local police and Fire department attend our School Safety Meetings and contribute safety measures to be implemented. The local Sheriff department patrols our campus daily and nightly.

13. New Page

3A1. Has your school been registered, and received a score, for the EPA ENERGY STAR Portfolio Manager Program?

Yes

What is your school's score?

3A2. Has your school received EPA's ENERGY STAR Building certification?

What year was the certification earned?

3A3. Has your school reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline?

Please provide the following information:

3A4. Show where your school's energy is obtained.

All energy used (kWh) : 687,600 AEP

Renewable energy (kWh) : 0

Percentage of energy consumption from onsite renewable energy generation : 0

Percentage of energy consumption from purchased renewable energy : 0

3A5. Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Did your new or renovated school or building meet any green build standards (for example, LEED, CHPS, Green Globes or other standards) : LEED certified

What is the total constructed area? : 43,000

What is the total renovated area? : 0

3A6. Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

Yes

Please provide the following information:

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)? : 100%

What is the total building area (in sq. ft.)? : 43,000 sq. feet

Which certificate did the school receive and at what level? : LEED certified

3A7. Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

3A8. Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the ENERGY STAR Portfolio Manager program.

3A9. What percentage, by cost, of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel?

90%

14. New Page

3B1. Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

Percentage reduction domestic : 40%

Time period measured (mm/yyyy - mm/yyyy) : 08/2009-PRESENT

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : he School was designed with low flow fixtures and dual flush toilets that reduce the water use by 40% LEED was used to document the water use.

3B2. Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school has NOT been sited within the past three years for failure to meet federal, state, or local potable water quality standards.

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators

are cleaned at least annually to remove particulate lead deposits.

Please provide the following information about your school's landscaping

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

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

3B3. Our school's drinking water comes from:

Municipal water source

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

3B4. Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 300 words)

All our toilets are automatic flush and the sinks are automatic turn on-off.

15. New Page

3C1. What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

3C2. Which of the following practices does your school employ to reduce waste?

Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).

Our school does not sell bottled water.

Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.

Our school actively involves students and staff in our waste reduction and recycling practices.

Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).

3C3. Please describe how students and staff specifically are involved in your school's waste reduction efforts. (Maximum 200 words)

Each classroom collects paper, used workbooks, cardboard, plastic bottles, and plastic lids daily for recycling. Our school is the hub for recycling for our community. An average of 2000 pounds of paper is taken each month to be recycled throughout the year. Leftover fruits and vegetables from lunch are donated to a local farm as food for pigs and rabbits.

3C4. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

100% white paper, 30% other paper

3C5. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)?

100%

3C6. 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

3C7. How much hazardous waste does your school generate? (lbs./student/year)

0%

3C8. Please provide the following information about your school's hazardous waste

List the types of hazardous waste generated : 0%

How is hazardous waste monitored? : 0%

3C9. Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has NOT been cited within the last three years for improper management of hazardous waste according to federal and state regulations.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).

Our computer purchases are ENERGY STAR or Electronic Product Environmental Assessment Tool (EPEAT) certified products.

What percentage of the school's computer purchases are certified?

100%

3C10. Does your school use cleaning products that are certified "green" or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

No

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

3C11. Describe any other indicators of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 300 words)

16. New Page

3D1. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

84%-bus 12%-carpool 4%-1 student 0%- bike/walk We are a rural school.

3D2. How was this data collected and calculated? (Maximum 100 words)

3D3. Which of the following policies or programs has your school implemented:

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

3D4. Do your school buses use alternative fuels?

Yes

What type of alternative fuels are used?

biofuels

3D5. Does your fleet management plan utilize route optimization software?

No

What route optimization software do you use?

3D6. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions). (Maximum 100 words)

One third (1/3) of Marshall County Schools bus fleet uses ERG (Exhaust Regeneration of Gas). Since 2006, we have purchased this type of bus and will continue to do so with each new purchase.

3D7. This is the end of Objective 3. Please describe any other accomplishments or progress your school has made

towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 300 words)

18. New Page

Email Confirmation

Hilltop Elementary
Addendum to WVSS_2012

3a1 No

3.a.2 Yes, we received Energy Star Building certification, dated May 20, 2011.

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3.a.3 We have reduced our temperatures by 1 to 1 ½ degrees. Mr. Earnest is checking on energy usage.

3.a.7 Hilltop ES – all materials purchased in constructing the school were green certified. We are now constructing a new high school which, hopefully, will also be a LEED certified building.

3.b.2 Our school conducts annual audits. Our county employs an Energy Manager and tracks each month's water bills. Our school landscape is regionally appropriate and all plants are native. 80% is total natural vegetation. Our school has not been cited in the past 3 years for potable water. District 1, our water supplier, tests for lead and other residue and meets all state mandates.

3.c.1 We divert 24 yards of cardboard monthly, we divert 2 tons of paper and plastic per month. We have a total of 72 yards of trash monthly.

3.c.2 In our lunch program, we use plastic instead of Styrofoam. Our school has a teaching unit in recycling and waste reduction.

3.c.6 We do not permit hazardous waste in our schools.

3.c.8 No hazardous waste.

3.c.10 50% of our products are classified as green.

3C11 "The school was designed with "cradle to cradle" concepts such as up to 80% of the building consists of recycled material from within 500 miles of the site and zero landfill principles during the building phase. By keeping materials from being sent to us from more than 500 miles away saved the earth its materials, resources and energy, by design. The building is "recyclable" upon the end of the facility's life cycle. When this building was built, all excess materials were recycled or reused on site during construction. Those principles, as well as not having toxic/hazardous materials onsite as a policy lessens Hilltop's environmental footprint. These factors along with our school wide recycling program make Hilltop a special place."

WV Sustainable Schools			
Scoring Sheet			
School: Hilltop Elementary School			
Objective 1: 100% of the school's graduates are environmentally and sustainability literate		Max points	Hilltop
Element 1A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems			
1A1. Which practices does your school employ to support environmental and sustainability literacy?			
School or state has an environmental or sustainability literacy graduation requirement.	yes = 5, no = 0	5	0
Environmental and sustainability concepts are integrated throughout the curriculum.	self-assessed and explained up to 12 points	12	6
Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.	self-assessed and explained up to 12 points	12	2
Our school has a student green team or other student group responsible for leading the school's conservation efforts that is supported or advised by school staff.	self-assessed and explained up to 12 points	12	7
1A2. Please describe professional development opportunities addressing environmental and sustainability standards in which your teachers have participated. Include the percentage of teachers who participated in these opportunities over the past 2 years.	all teachers = 10, none = 0; partial score as self-assessed and explained	10	4
1A3. Which of the following features does your school have to connect students to ecologically or socially/culturally beneficial uses including those that give consideration to native wildlife or community connections?	number of features = score up to 10	10	8
1A4. If school is a high school, percentage of students taking an Environmental Science elective, course code 6312	>50% = 5 40-49% = 4	5	0
Percentage of graduates last year who completed AP environmental science :	30-39% = 3 20-29% = 2	5	0
Percentage of these students scoring 3 or better on the AP environmental science assessment:	10-19% = 1 < 10% = 0	5	0
<i>Total of Element 1A</i>		76	27
Element 1B: Use of the environment and sustainability to develop science, technology, engineering & math (STEM) content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy			

1B1. Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?	yes = 10, no = 0	10	0
1B2. Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?	all = 12 some = 6 none = 0	12	1
<i>Total of Element 1B</i>		22	1
Element 1C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and			
1C1. Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.	self-assessed and explained up to 12 points	12	1
1C2. Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?	yes = 10, no = 0; partial score as self-assessed and explained	10	10
1C3. Please provide the following information:			
Percentage of these projects focuses on environmental or sustainability topics:	>50% = 10 40-49% = 8	10	10
Percentage of students that satisfactorily completed such a project last year:	30-39% = 6 20-29% = 4		
	10-19% = 2 < 10% = 0	10	10
1C4. Please describe your partnerships with local academic, business, government, nonprofit and informal science institutions to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Objectives. Include both the scope and impact of these partnerships. Remember to include the many community service activities which are done as classroom projects and those done by the student council, national honor society, and career and technical organizations, etc.	self-assessed and explained up to 10 points	10	6
Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.	self-assessed and explained up to 10 points	10	2
<i>Total of Element 1C</i>		62	39
Total Objective 1 (40%)		160	67
Objective 2: School environment has a "net positive" impact on student and staff health		Max points	Hilltop
Element 2A: Integrated school health program			
2A1. School has an integrated pest management plan in effect.	yes = 3, no = 0	3	3

2A2. School provides notification of pest control policies, methods of application, and requirements for posting and pre-notification to parents and school employees.	yes = 3, no = 0	3	3
2A3. School maintains annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDS in an accessible location.	yes = 3, no = 0	3	3
2A4. School prohibits children from entering pesticide area for at least 8 hours following application, or longer if feasible or if required by the pesticide label.	yes = 3, no = 0	3	3
2A5. Which of the following practices does your school employ to improve ventilation and contaminant control?	yes = 3, no = 0	3	
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).	yes = 3, no = 0	3	3
If yes, which standard is your school using?		1	1
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.	yes = 2, no = 0	2	2
Our school has 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 = 3, no = 0	3	0
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.	yes = 3, no = 0	3	0
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.	yes = 2, no = 0	2	0
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.	yes = 2, no = 0	2	2
If yes, what percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? _____%	>50% = 2	2	0
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.	yes = 2, no = 0	2	0
There are no wood structures on school grounds that contain chromate copper arsenate.	yes = 2, no = 0	2	2
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.	yes = 2, no = 0	2	0
Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.	yes = 2, no = 0	2	0
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.	yes = 2, no = 0	2	2
Our school's indoor relative humidity is maintained below 60%.	yes = 2, no = 0	2	2

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).	yes = 2, no = 0	2	2
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.	yes = 3, no = 0	3	3
2A6. If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide?	yes = 2, no = 0 (no appliances = 2)	2	2
<i>Total of Element 2A</i>		52	33
Element 2B: High standards of nutrition, nutrition education, physical activity, physical education, fitness			
and quantity of quality outdoor time for both students and staff			
2B1. Which practices does your school employ to promote nutrition, physical activity and overall school health?			
School has earned USDA's HealthierUS School Challenge award for school food.	yes = 3, no = 0	3	3
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.	yes = 2, no = 0	2	0
Our school purchases food that is grown and processed within 200 miles of the school (including food grown on school grounds).	yes = 2, no = 0	2	0
If yes, what percentage? _____	>30% = 1	1	0
Our school has an onsite food garden.	yes = 3, no = 0	3	0
Our school garden supplies food for our cafeteria.	yes = 2, no = 0	2	0
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.	yes = 3, no = 0	3	0
Part of our students' annual physical education takes place outdoors.	yes = 3, no = 0	3	3
If yes, what percentage? _____	>30 % = 1	1	0
Our school currently participates in the "Let's Move WV" active schools initiative (providing 15 minutes daily of physical activity in addition to PE and recess).	yes = 3, no = 0	3	0
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).	yes = 3, no = 0	3	0
2B2. Does your school uses a coordinated school health approach (i.e. has an active Local Wellness Committee, works comprehensively in addressing collaboratively all of the following: PE, health services, nutrition services, mental health, school environment, health promotion and family/community involvement) or similar initiative to address overall school health.	yes = 5, no = 0; self-assessed and explained up to 5 points	5	3

2B3. Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)	Gold Distinction = 4 Gold = 3 Silver = 2 Bronze = 1	4	0
2B4. Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)	self-assessed and explained up to 5 points	5	3
2B5. Does the school partner with any community groups to support student health and/or safety?	yes = 3, no = 0	3	3
2B6. Please describe any additional efforts your school has made <u>in terms of the school's built and natural environment</u> (including unique community and/or business partnerships) to promote overall school health and safety.	self-assessed and explained up to 5 points	5	3
<i>Total of Element 2B</i>		48	18
Total of Objective 2 (25%)		100	51
Objective 3: Net zero environmental impact		Max points	Hilltop
Element 3A: Zero greenhouse gas (GHG) emissions			
3A1. Has your school been registered, and received a score, for the EPA ENERGY STAR Portfolio Manager Program?	yes = 5, no = 0	5	5
3A2. Has your school received EPA's ENERGY STAR Building certification?	yes = 5, no = 0	5	5
3A3. Reduction in non-transportation energy use.	> 5% = 5 0-5% = 3 none or n/a = 0	5	3
3A4. Percentage of renewable energy (total onsite and purchased).	> 5% = 5 0-5% = 3 none = 0	5	0
3A5. Percentage of building area built within the last 3 years meeting LEED or other standards:	> 60% = 5 50-59% = 4	5	5
Percentage of total existing building area meeting LEED Existing Building or other standards:	35-49% = 3 20-34% = 2	5	0
3A6. Percentage reduction in GHG emissions.	>20% = 5 15-19% = 4 10-14% = 3 5-9% = 2 3-4% = 1 none = 0	5	0
3A7. Please indicate which green building practices your school is using to ensure your building is energy efficient.			

School has fully implemented the ENERGY STAR Portfolio Manager program.	yes = 3, no = 0	3	3
School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.	yes = 3, no = 0	3	0
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.	yes = 3, no = 0	3	3
School has an energy and water efficient product purchasing and procurement policy in place.	yes = 2, no = 0	2	0
Other (Example: Our school uses LEED green building standards for renovation projects).	yes = 2, no = 0	2	0
3A8. Percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel.	>50% = 5 40-49% = 4 30-39% = 3 20-29% = 2 10-19% = 1 < 10% = 0	5	5
<i>Total of Element 3A</i>		53	29
Element 3B: Improved water quality, efficiency, and conservation			
3B1. Percentage reduction in water consumption.	>35% = 2 5-34% = 1 < 5% = 0	2	2
3B2. Practices school employs to increase water efficiency and ensure quality.			
Audits for leaks.	quarterly or more frequently = 2 less than quarterly = 1 less than annually = 0	2	0
Appropriateness of grading and irrigation system and schedule	self assessed, max = 3	3	0
All outdoor landscapes are water-efficient or regionally appropriate.	yes = 2, no = 0	2	2
Alternative water sources for irrigation.	yes = 3, no = 0	3	0
No citations within the past 3 years for failure to meet potable standards.	yes = 3, no = 0	3	3
Taps, faucets, and fountains are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.	yes = 3, no = 0	3	3
Program to control lead in drinking water.	yes = 2, no = 0	2	1
3B4. Other ways school is improving water quality, efficiency, conservation.	self assessed, max = 3	3	2.7
<i>Total of Element 3B</i>		23	13.7
Element 3C: Reduced waste production			

3C1. Percentage of waste diverted from landfill or incinerator by reuse, composting, or recycling:	>30% = 3 10-29% = 2 0-9% = 1	3	2
3C2. Which of the following practices does your school employ to reduce waste?			
Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).	yes = 1, no = 0	1	1
Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).	yes = 1, no = 0	1	1
Our school does not sell bottled water.	yes = 2, no = 0	2	2
Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.	yes = 1, no = 0	1	1
Our school has reduced or eliminated styrofoam and other disposable trays and utensils in our lunch room.	yes = 2, no = 0	2	2
Our school actively involves students and staff in our waste reduction and recycling practices.	yes = 1, no = 0	1	1
3C3. Please describe how students and staff specifically are involved in your school's waste reduction efforts.	self assessed, max = 2	2	2
3C4. Percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard?	>25% = 2 10-24% = 1 0-9% = 0	2	2
3C5. Percentage of paper content by cost is totally chlorine free or processed chlorine free:	>25% = 2 10-24% = 1 0-9% = 0	2	2
3C6. 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 = 1, no = 0	1	1
3C7. Pounds of hazardous waste/student/yr.	<3 = 1, 3 or more = 0	1	1
3C8. How school monitors hazardous waste.	self assessed, max = 2	2	1.7
3C9. Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste?			
Our school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.	yes = 2, no = 0	2	2
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.	yes = 2, no = 0	2	2
Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).	yes = 2, no = 0	2	2

Our computer purchases are ENERGY STAR or Electronic Product Environmental Assessment Tool (EPEAT) certified products.	yes = 2, no = 0	2	2
3C10. Do your cleaning products, in use, are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?	>50% = 3 30-49% = 2 10-29% = 1 < 10% = 0	3	0
3C12. Describe other indicators of school's reduction of solid waste and elimination of hazardous waste.	self assessed, max = 3	3	1
<i>Total of Element 3C</i>		35	28.7
Element 3D: Use of alternative transportation to, during, and from school			
3D1. Percentage of students walk, bike, bus, or carpool to/from school.	>60% = 3 40-59% = 2 15-39% = 1 < 15% = 0	3	3
3D3. Which of the following policies or programs has your school implemented?			
Our school has designated carpool parking stalls.	yes = 2, no = 0	2	1
Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).	yes = 3, no = 0	3	3
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.	yes = 2, no = 0	2	2
Our school has established "Safe Pedestrian Routes" to school which are distributed to parents and posted in our office.	yes = 2, no = 0	2	0
Our school participates in a "Safe Routes to School" program.	yes = 2, no = 0	2	0
3D4. Do your school buses use alternative fuels?	yes = 3, no = 0	3	3
3D5. Does your fleet management plan utilize route optimization software?	yes = 3, no = 0	3	0
3D6. Describe other ways your school transportation use is efficient and environmentally benign	self assessed, max = 3	3	2
<i>Total of Element 3D</i>		23	14
Total for Objective 3 (35%)		134	85.4
Total Score		394	203.4