



2012-2013 School Nominee Presentation Form

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 to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes 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 has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



ED-GRS (2012-2013)

U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

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

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

School
Mailing Address 24001 Ridge Road
(If address is P.O. Box, also include street address.)

<u>Germantown</u>	<u>Maryland</u>	<u>20876</u>
City	State	Zip

County Montgomery State School Code Number* 150703

Telephone (301) 253-7000 Fax (301) 253-0933

Web site/URL <http://www.montgomeryschoolsmd.org/schools/cedargroves/>

E-mail lee_f_derby@mcpsmd.org

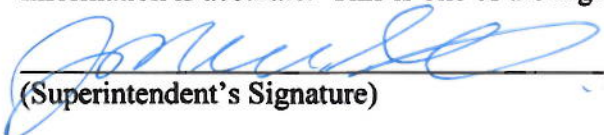
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

 Date 02/06/13
(Principal's Signature)

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

District Name* Montgomery County Public Schools Tel. (301) 279-3383

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

 Date 2-7-2013
(Superintendent's Signature)



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 1000 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

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

1. The school has some configuration that includes 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 is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



Name of Nominating
Agency

Maryland State Department of Education

Name of Nominating
Authority

Dr. Lillian M. Lowery, State Superintendent of Schools
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Lillian M. Lowery
(Nominating Authority's Signature)

Date 2/14/2013

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

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.



24001 Ridge Road, Germantown,

253-7000 ~ fax: 301 253 -0933

Maryland 20876 ~ Tel: 301

When a 5th grade student asks visiting middle school representatives whether or not theirs is a green school and what opportunities to participate in environmental learning and stewardship activities await, we know we've reached a milestone: being green has become an intrinsic, valued part of our students' lives. Our efforts in academics, operations, civic action, and community involvement have brought about a paradigm shift and the benefits are many.

Decision making is critical to teaching and, at Cedar Grove, one of the most important decisions we made was to infuse environmental literacy into all subjects and grade levels long before these concepts and skills were required. As a result, students build comprehension and critical thinking skills while reading opposing views on environmental issues; write poems filled with sensory images collected on outdoor walks; sort and graph litter collected on the playground; and hone observational skills as they visit adopted trees throughout the year and record changes in their journals. Additionally, students go outside for PE; transform a broad variety of recycled materials into masterpieces in Art; and master information literacy outcomes as they research different "green" topics, including the natural resources of regions and conservation-focused action projects in our school community. Whenever there is a choice about content, materials, or methodology, green wins out. Other instructional changes include the shift from "Reading Buddies" to "Science Buddies," in which Kindergarten and Fourth grade classes pair up to do inquiry-based science experiments as well as the addition of the Outdoor Lesson of the Week to weekly team planning. Understandably, these lessons and experiences are those cited most often by students when asked about their most meaningful and memorable learning at Cedar Grove.

Environmental stewardship also guides school operations. We model green practices while improving our learning environment and minimizing environmental impact by replacing carpeting with tile in large portions of the school; using non-toxic cleansers; creating no-mow zones; ensuring that students get daily outdoor recess in all but the most extreme weather conditions; and installing an energy-efficient HVAC system. We use only networked printers, which default to double-sided printing and produce student work in alternative formats, moving away from paper to multimedia by way of podcasts, PPTs, and videos. To further demonstrate our commitment, we use a transformed classroom space as our environmentally-

focused science lab; distribute school and grade level newsletters electronically; include members of each team on our Green Committee; purchase environmentally-themed books for the media center and nature observation tools for recess; promote marked no idling zones for buses and parent drivers; and go well beyond required recycling programs.

In fact, requirements are only stepping stones for our efforts. We not only recycle paper, as required, but also cans, plastics, and printer cartridges. Students gather juice pouches and snack bags to be sent off to Terracycle, where they are upcycled into school supplies and other useful products. We collect “gently used” clothing and shoes and donate them to Planet Aid, another one of our partners. Students take ownership and leadership of conservation initiatives by monitoring our recycling rates and resource usage, which are graphed and prominently displayed. On any given day, students can be found checking that lights are off in empty rooms and that recycling bins contain only approved items. They have also created signage for bins, on lunch carts, over toilets and sinks, on light switches, and in hallways to help us remember our purpose, a commitment that is also reinforced by the Green Fact of the Day each morning on our student-produced televised news show. Best of all, these practices and routines at school have led to even greater behavioral changes beyond our walls as our budding environmentalists return to their various families and neighborhoods to spread their knowledge and green actions throughout our diverse community.

Green concepts also have prominent roles in our extracurricular activities and family involvement events. Students have entered and won contests with their essays and posters about reducing pollution and the importance of trees; decorated and installed rain barrels; illustrated yearbook covers with environmental themes; and designed the discovery bags which hang on the door of every classroom and contain tools and resources for outdoor exploration. But this involvement does not end when students leave Cedar Grove. A former student, now enrolled in a Global Ecology magnet high school program, will be leading a group of current students in the construction of oyster reef balls that will contribute to restoration efforts in the Chesapeake Bay. A group of parents spearheaded our Green Apple Day of Service. And our PTA has joined us on our journey as well, installing and maintaining a sensory garden; enhancing our courtyard to promote its use as an outdoor classroom; sponsoring several nature- and science-related assemblies; and partnering with us and many local organizations and government agencies to produce our Earth Day celebration. Such celebrations have been key to our growth. In addition to the large-scale events in observance of Earth Day, Arbor Day, and the achievement of our Green School status, we also recognize

the smaller steps taken all year -- with the daily raising of our Green School flag; bulletin boards showcasing our outdoor learning; public announcements of the financial rewards we receive for our conservation efforts; and the promise trees painted on the hallway walls, adorned with paper leaves upon which students and families have recorded their vows to be better environmental stewards.

As educators, we seek to positively impact our students. Nowhere is this goal more important than in environmental education. Through our school and grounds, our daily routines and practices, and what and how we study, we model environmental stewardship and encourage changes in attitudes and behavior. Luckily, enthusiasm and passion are contagious! With the growth from, "The best part of being on the recycling team is giving tickets," to "Green means taking care of the world and helping other people," we are seeing our students evaluate the impact of others' actions as well as the choices they make every day.

Maryland Green Ribbon Schools Application 2013

Response ID: 85 Data

3. Page Three

School Contact Information

School Name

Cedar Grove Elementary School

Street Address

24001 Ridge Road

City

Germantown

State

MD

Zip

20876

School Website URL

<http://www.montgomeryschoolsmd.org/schools/cedargroves/>

Principal First Name

Lee

Principal Last Name

Derby

Principal Email Address

Lee_F_Derby@mcpsmd.org

Principal Phone Number

301-253-7000

Lead Applicant First Name (if different from principal)

Hillary

Lead Applicant Last Name (if different from principal)

Kirchman

Lead Applicant Email (if different from principal)

Hillary_H_Kirchman@mcpsmd.org

Lead Applicant Phone Number (if different from principal)

240-314-1090

Level

Elementary (PK - 5 or 6)

School Type

Public

How would you describe your school?

Suburban

What is your school's Free and Reduced Meals (FARMS) percentage?

14%

Public School LEA and School Code (6 digits)

Example: 300406 [Prince George's (30), Forest Park HS (0406)]

150703

6. Page Five

Q CC1: Describe your school's participation in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion, e.g., MAEOE Green School Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools. (Maximum 200 words)

MAEOE Green Schools (2012, 2000), Green Kids (recertification program; 2010-2012), Energy Performance School, Energy and Recycling Team Program (MCPS-SERT/Green Schools Program), 10% Achiever - environmental stewardship and resource conservation program.

Q CC2: List awards and/or grants, and the years in which they were received, your school, staff or student body received for environmental or sustainability stewardship/action. (Maximum 100 words)

Cedar Grove Elementary School (CGES) was recognized as a Maryland Green School in June 2012. The school has achieved all quarterly energy conservation awards for the past three years, as well as Peak Load Management awards by curtailing energy use during the summer months. CGES has been recognized as a Superior SERT School in 2011 and 2012. In 2011, a CGES teacher was awarded Outdoor Educator of the Year, and the principal was nominated for recognition at the 41st annual NAAEE Conference.

Q CC3: Describe how your school promotes environmental and sustainability literacy through the school web site (include URL) and/or social media. (Maximum 200 words)

Cedar Grove Elementary School (CGES) embraces every method of communication because it recognizes that multiple avenues are vital to convey its Green message to its community. CGES produces exclusively digital newsletters – both the principal's and the PTA's Bear Facts– which are posted on the school and PTA Web pages, respectively. Its Green School Web pages are constantly updated to relay the wonderful things CGES does to Green the school every day. The daily morning TV news show has a regular Green Announcer who promotes the green fact of the day: a way for students and families to reuse, recycle, repurpose, and rethink in their everyday lives. The PTA, which completely supports CGES Green School mantra, promotes Green events through Facebook, as well as a ListServ. The school reaches out through Connect-Ed messages, voice and email, to ensure that everyone is contacted in some manner when a Green event is planned. And, Twitter is used for celebrations, just because CGES is proud of its efforts. Finally, promoting green actions sends a positive message beyond the school community, so local media is also included – the Germantown Patch, the Gazette – whenever possible.

8. Page Seven

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Initial GHG emissions rate (MT eCO₂/person) : 1.09

Final GHG emissions rate (MT eCO₂/person) : 0.80

Percentage reduction : 27%

Time period measured (mm/yyyy - mm/yyyy) : 07/2010 - 07/2012

Q 1A2: Describe your school's participation in an energy monitoring and conservation program, e.g., ENERGY STAR Portfolio Manager. (Maximum 100 words)

The School Energy and Recycling Team (SERT) program supports CGES (www.greenschoolsfocus.org) in their effort to engage in sustainable practices and conservation measures. Energy data for the school is published on the SERT website demonstrating the schools current energy use, compared to a baseline year, with a percentage of change rating. Classroom activities, contests, and consumption data are shared with the green team leaders, administration, staff, and students to inspire and incentivize conservation. CGES information is included in the ENERGY STAR's Portfolio Manager for benchmarking purposes.

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

Yes

Please provide the following information:

Percentage reduction : 39%

Current energy usage (kBTU/student/year) : 6,924

Current energy usage (kBTU/sq. ft./year) : 51.84

Time period measured (mm/yyyy - mm/yyyy) : 07/2011-07/2012

How did you document this reduction (i.e., ENERGY STAR portfolio, district report)? : ENERGY STAR and Internal Databases and Resources maintained and developed by Montgomery County Public Schools (MCPS). SERT publishes CGES energy consumption on user friendly charts keeping the school community aware of their consumption. www.greenschoolsfocus.org

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

On-site renewable energy generation : 0%

Type : N/A

Purchased renewable energy : 20%

Type : Wind

Describe your school's participation in USDA Fuels for Schools, DOE Wind for Schools, or other similar federal or state school energy program. (Maximum 100 words)

MCPS is part of one of the largest green power purchasers in the nation after increasing its annual green power purchases to 20% of its electricity requirements. The purchase also qualifies the Buyers Group for EPA's Green Power Leadership Club, a distinction given to organizations that have significantly exceeded EPA's Minimum purchase requirements and must purchase ten times the partnership's minimum requirement organization-wide.

In what year was your school constructed?

1960

What is the total building area of your school?

57,037 sqft

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

No

Please provide the appropriate information requested below. For new buildings:

For renovated buildings:

Percentage of the building that meets green building standards : 0%

Certification and level : N/A

Total renovated area : N/A

Q 1A6: Describe any additional practices your school is using to ensure your building is energy efficient. (Maximum 200 words)

CGES employs a variety of energy-efficient strategies. The use of day lighting is promoted in classrooms, offices, and common areas to decrease the need for artificial lighting. Task lighting has been placed in our computer lab, offices, and other areas to

allow us to minimize overhead lighting usage. Signs are posted near light switches encouraging occupants to turn off lights when leaving rooms, and students patrol this conservation measure on a classroom and school-wide level. Students/staff participate in the Watt's Up? poster contest where select artwork is created and reproduced to encourage energy, water, and resource conservation (including recycling.) MCPS will be installing pulse meters with KYZ outputs which will allow for near real time 15 minute interval metering to help the school isolate inefficient loads. It will also aid the school in reducing its peak capacity on days critical to the grid's performance. SERT facilitators visit the school monthly to insure building is operated and used in efficient manners. Any malfunctioning equipment or energy-aware behavior that should be engaged in is shared with the staff after these evaluations. Work orders are submitted immediately to appropriate maintenance offices. Energy conservation has been integrated into the curriculum.

9. Page Eight

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

No

Please provide the following information:

Q 1B2: Describe the practices your school employs to increase water efficiency and reduce the amount of potable water used for irrigation, e.g., system audits, using grey or rainwater, "smart irrigation system." (Maximum 100 words)

Two rain barrels were installed in spring 2012. Water collected in the barrels is used to irrigate newly planted native trees and our salad tables. All of our bathrooms have signs promoting water conservation, and several classes have conducted water usage audits to track their use of water at school and at home and create action plans to decrease that usage. SERT staff conduct water and energy conservation visits quarterly to insure resources are being used wisely. Opportunities for improvement are shared with the school and any irrigation or equipment repairs are noted and submitted to the Division of Maintenance.

Q 1B3: Describe how your school uses water-efficient native plants in landscaping. (Maximum 100 words)

Two areas of our schoolyard are maintained as no-mow meadows filled with native grasses and plants. Over 50 native trees were planted in these areas by a group of students, staff, parents, and community volunteers. Two rain barrels were installed in spring of 2012. Water collected in the barrels is used to irrigate newly planted native trees and our salad tables.

Q 1B4: Our school's drinking water comes from:

Municipal water source

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

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

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

Q 1B5: Describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

SERT facilitators conduct quarterly inspections and refer water conservation opportunities to the school staff or the Division of Maintenance as needed. Water conservation has been integrated into the elementary curriculum. All of our bathrooms have signs promoting water conservation, and several classes have conducted water usage audits to track their use of water at school and at home and create action plans to decrease that usage.

10. Page Nine

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e., Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 2.1 Tons/month

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 1.2 Ton/month

C - Monthly compostable materials volume in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 0 - minimal

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$: 35%

Monthly waste generated per person = (A/number of students and staff) : .004 Ton/month

Q 1C2: What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard, and/or totally chlorine free.

We purchase all SFI Certified Paper (100%)

Q 1C3: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply.)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

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

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

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

How much hazardous waste does your school produce (lbs/person/year)? : None - minimal. When hazardous waste is generated, a special pick up is requested.

How is the amount generated calculated? : When a pickup is needed, a hazardous waste manifest sheet is produced and the amounts listed by size of container.

List the types of hazardous waste generated : Fluorescent lamps, biohazard waste (bloodborne pathogens).

How is hazardous waste monitored? : Potential hazardous waste categories are identified, school staff is trained that when hazardous waste is to be disposed that they need to follow the appropriate procedure, the procedures ensure that hazardous waste is transferred to a licensed hazardous waste disposal/recycling company. Within the MCPS Bloodborne Pathogens Exposure Control Plan, each school has a biohazard waste container, and sharps container within each school health room.

Biohazard waste generated at the school is disposed of in these designated biohazard waste containers. When these containers are full, a licensed biohazard waste disposal company (Biomedical Waste Services, Inc.) is contacted for pick-up of biohazard waste and new biohazard bags, boxes, and/or sharps containers are delivered to replace the filled containers/bags. The amount of biohazard waste is monitored by the disposal company and by the MCPS Safety Director, Systemwide Safety Programs, Department of Facilities Management.

Q 1C5: Does your school use "third party certified" green cleaning products?

Yes

Which green cleaning standard is used?

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

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 90%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : MCPS screens chemicals for use in the school system using standards set forth by the Green Seal Organization. When screening chemicals, MCPS environmental professionals reviews material safety data sheet information and evaluates the chemical based on toxicity, flammability, volatility (VOC content) and reactivity. Depending on the type of product being reviewed, MCPS has referenced Green Seal Standards for Adhesives, Degreasers, Cleaners, Floor-Care Products, and Paints. In the selection of low-emitting products and materials, MCPS also references standards published by the GREENGUARD Environmental Institute.

Q 1C6: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

In addition to recycling the required recyclables, the school also actively participates in voluntary Terracycle upcycling program

which collects and repurposes juice pouches, chip bags, and candy wrappers. MCPS, through the science and technology program, has a hazardous waste reduction program that eliminates science chemicals no longer in use. Montgomery County is required to recycle through an Executive Regulation and complies with regulations. SERT provides solid waste reduction strategies and data through their website in support of the school's efforts. SERT provides outreach and best practices to encourage and teach students and staff about lunch room recycling. Resources for waste free lunches, lunch reach outs, and instructional resources are shared in the lunch room and classroom. CGES is in the process of partnering with the Alice Ferguson Foundation and will be implementing their Trash Free Schools program this year. There are also two PlanetAid donation boxes on school grounds to collect and reuse gently worn clothing and shoes.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2+ students in the car) to/from school? Note if your school does not use school buses.

7%

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

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

Q 1D2: Describe measures your school takes to encourage students to walk or bike to school, e.g., Safe Routes to School program, Walking School Bus, Bicycle Trains. (Maximum 100 words)

CGES is located on a busy state road in a rural area which significantly impacts our students' ability to safely walk or bike to school. The neighborhoods we serve are not proximal to the school which is another limiting factor. The school maintains a safe walking pathway for our few pedestrians to avoid high traffic roadways.

Q 1D3: Describe how your school transportation policies and programs have reduced the environmental impact of your school, e.g., designated carpool parking, no idling policy, unloading 25 ft. from building air intakes. (Maximum 100 words)

All of our buses are using ultra low sulfur diesel. In addition 94% of all our route buses have either an Exhaust Gas Recirculation (EGR) or a Diesel Particulate Filter (DPF) system installed on them. MCPS is including these systems on any new buses that it purchases. MCPS has purchased hybrid vehicles for its pool fleet for the past eight years. MCPS has a very strict rule about bus idling, our buses are not permitted to idle for more than 5 minutes. Delivery vehicles and maintenance equipment/trucks are prohibited from idling at or near loading dock areas and air intakes.

Q 1D4: Describe how the school grounds are used in ways that are educationally and ecologically beneficial, e.g., school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc. (Maximum 100 Words)

Athletic field makes up 40% of site. CGES has playground used by the community and made of recycled content. CGES has courtyard with worm bins for students to grow red wigglers; a salad table used to teach plant development, ecological relationships, and healthy eating. Students planted 50 native trees on the perimeter of property (2011), and involved with monitoring growth/maintenance. Tree planting areas maintained as no-mow zones. Sensory garden installed by the PTA; teaching guide created to encourage use of the garden. Native plant butterfly garden installed in the courtyard by second graders and used for science/writing extensions.

Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing environmental impact, focusing on innovative or unique practices and partnerships. (Maximum 200 words)

CGES promotes the donation of clothing and shoes. Some organic waste is collected from the cafeteria and used in composting worm bins. Through a partnership with Red Wiggler Community Farm, the school has raised seedlings that were then planted and grown organically as part of their community supported agriculture program. The annual Earth Day event combines the celebration of our environmental efforts, education, and advocacy of sustainable practices. SERT, Audubon Society, Red Wiggler, Smith Center, Weed Warrior, and commercial partners (KidsCo and Kohls) contribute to our efforts to engage our community. The significant recycling efforts made by the students, staff, and community at CGES contribute to the reduction of solid waste disposal and further reduces the schools environmental impact.

12. Page Eleven

Q 2A1: Briefly describe practices your school employs to minimize exposure to hazardous contaminants.

Tobacco use : MCPS prohibits smoking in schools and on school property. No smoking policy includes "no smoking" in MCPS/county vehicles also.

Mercury and mercury containing compounds : The school has eliminated mercury and mercury-containing compounds for instructional use, in accordance with Maryland State Department of Education (MSDE) regulations. MCPS has eliminated mercury-containing thermometers, chemical compounds, art chemicals, and elemental mercury.

Carbon monoxide from fuel-burning appliances : The only stationary appliance that burns fuel and produce carbon monoxide is the emergency power generator. This generator only runs during power outages and for short periods of time for duty cycling. It is strategically located outside the building with the cooling equipment adjacent to the mechanical room and loading dock.

There is also a no idling policy for vehicles including buses, delivery vehicles, and maintenance vehicles as described in the response to Question 1D3.

Radon gas : Following EPA guidelines, MCPS has a comprehensive radon testing program in which each occupied classroom/space in direct contact with the ground is tested for radon.

Chromate copper arsenate in wood structures : No

Pesticides : Yes. The Integrated Pest Management (IPM) program uses regular inspections to prevent pest damage. IPM staff identifies and correct conditions that encourage pests by reducing food, water and shelter for pests, and by eliminating unnecessary pesticide applications. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment.

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (Maximum 100 words)

MCPS uses the standard minimum outdoor ventilation rates set forth in ASHRAE Standard 62.1 as guidance in conducting IAQ evaluations, improving existing spaces and maintaining good indoor environmental conditions. A written hazard communication (Right-to-Know) program in accordance with OSHA/MOSH safety and health regulations is followed. This program has lists of hazardous chemicals (CILs) for each school, MSDSs for each chemical product used and/or stored in each school, proper disposal and clean up procedures, proper storage of chemicals, proper personal protective equipment to be used, contact names for emergencies, and questions regarding each chemical product, and other safety information.

Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (Maximum 100 words)

MCPS follows many of the action steps outlined in NAEPP's Asthma Friendly Schools Guidelines including: Reducing asthma triggers through proactive preventive maintenance activities; Reducing asthma triggers through the Integrative Pest Management (IPM) program; Fully funded and established Indoor Air Quality Department; Efficient indoor air quality investigation process using on-line IAQ complaint forms; Established screening process to review chemicals and building materials; Written 'IAQ in Construction Guidelines' to prevent exposure to asthma triggers; Dedicated funding for carpet-to-vinyl floor tile replacement program; Enforcing No-Smoking Policy on school property; Trained nursing staff on site for each school facility.

Describe actions your school takes to remove mold and moldy materials that arise from leaks, condensation, and excess humidity. (Maximum 100 words)

MCPS follows EPA guidelines in removing mold and moldy materials arising from various sources of moisture. When indoor visible mold is discovered, professionally-trained personnel use the appropriate personal protective equipment and containment methods to remove the mold in a safe manner. After the mold has been removed and the area disinfected, the source of the moisture is eliminated.

Describe exhaust systems to remove airborne contaminants. (Maximum 100 words)

Through the energy management system the building's exhaust system turns on when any of the control zones goes into the occupied mode and remains on until all zones are unoccupied.

Describe your school's practices for inspecting and maintaining the building's ventilation system to ensure it is clean and operating properly. (Maximum 100 words)

Through the energy management system fans and damper operation for major air handling systems are monitored and failures cause alarms. Building service staff perform filter changes and inspect equipment to ensure its clean and operating properly.

Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside

air, consistent with local or state codes, or national ventilation standards. (Maximum 100 words)

Through the energy management system outdoor air intake dampers are open during building occupied modes; closed during unoccupied modes. Dampers are opened to positions correlating to minimum outdoor air requirements via both existing pneumatic controls and newly installed direct digital controls.

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

In 2001, MCPS received EPA's IAQ Schools for Tools Award for their comprehensive and proactive indoor air quality management program. The central focus of this program is the development and implementation of school-specific Building Maintenance Plans (BMP). Similar to an 'Owners' Manual' for the building's HVAC systems, the BMP for CGES has been in place and used by school-based staff since 2004. Integrated into the BMP program are periodic HVAC inspections and preventive maintenance routines building staff carry out as part of the overall implementation process. School safety issues are addressed by the Systemwide Safety Programs Unit, Department of Facilities Management, through site visits, providing safety guidance and direction to principals, and other school staff, providing recommendations and direction to eliminate safety hazards and/or take corrective action to abate safety hazards.

13. Page Twelve

Q2B1: Describe how your school promotes healthy nutrition among students and staff. Include participation in programs such as the USDA HealthierUS School Challenge, Farm To School, Edible School Yard, or similar programs. (Maximum 200 words)

CGES is a USDA Bronze Level Healthier US School Challenge Award and Team Nutrition School. Nutrition education is done in homerooms, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. Instruction has been supplemented with the Salad Science program in grades 1 - 3, healthy eating presentations from officers of the US Public Health Service in grades 2 - 3, nutrition research projects in grade 2, and trips to the Montgomery County Agricultural Farm Park in grade 4. Additional fruits and vegetables have been added to the menu, 75% of grains are whole grain, milk is fat-free or 1% low fat, removal of trans- fat and saturated fat is less than 10% of calories, and low sodium. Students are required to select a fruit or vegetable with each lunch. MCPS also promotes locally grown fruits and vegetables. Apples, melons, celery, green beans, and zucchini are some of the MD agricultural products served. Students learn about where their food comes from, how it's produced and the benefits of a healthy diet. The district has a wellness specialist who works with students to help make the connection between food items, their origin, and their benefit.

Q2B2: Describe the types of outdoor exercise opportunities and nature-based recreation for students. Include how frequently students participate in programs such as Presidential Youth Fitness (FitnessGram), The First Lady's Let's Move, EPA's Sunwise Program, etc. (Maximum 200 words)

CGES students have daily recess periods. Several play/climbing areas; large map of the United States on the blacktop; sports equipment available at recess. CGES also provides variety of tools/resources for nature exploration (e.g., magnifiers, monoculars, animal identification guides). All students participate in the American Heart Association's Jump Rope for Heart and Hoops for Heart. CGES has an active Girls on the Run program; a walking club and an after-school basketball program. Over 50% of CGES PE program is outdoors, and school-wide themed PE weeks (Winter Wonderland and Jansson's Park) and field days include outdoor stations. CGES has a butterfly garden that the graders built, planted and visit regularly. Kindergarten students help maintain and observe bird feeders located outside their classroom. A CGES field guide is in the plans that will allow students to identify the native trees on campus. These activities encourage students to use the outdoors for recreation at school/at home. Students receive outdoor physical education throughout the school year. Opportunities for nature-based recreation are available. Curriculum 2.0 provides instructional opportunities in health and PE focusing on exercise physiology, biomechanical principles, social psychological principles, motor learning principles, physical activity, and skillfulness.

Q2B3: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

Not measured at this time.

Q2B4: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment including unique community and/or business partnerships to promote overall student

and staff health and safety. (Maximum 200 words)

Natural environment outside-play equipment systems, and safety surfacing under and around play equipment meet CPSC, ADA, and ASTM requirements for safety of students. CGES has a courtyard with worm bins for student participation in vermiculture: specifically, the growing of red wigglers. CGES also has a salad table that is used to teach plant development, ecological relationships, and healthy eating. Recently, through a partnership with the Maryland Department of Juvenile Services, three additional salad tables were built and delivered to the school to expand the environmental education and healthy eating project. Students were involved in a large planting of 50 native trees on the perimeter of the property (2011) and students are involved with monitoring growth and maintenance. CGES was recently certified as a Maryland Green School (through the Maryland Association of Environmental and Outdoor Education Association). "The Maryland Green School Awards Program is a holistic, integrated approach to authentic learning that incorporates local environmental issue investigation and professional development with environmental best management practices and community stewardship."

15. Page Fourteen

Q 3A1: Describe how environmental and sustainability literacy concepts are integrated within multiple disciplines and grade levels. (Maximum 200 words)

Our school system has a PK-12 environmental literacy curriculum in which the eight standards set by the Maryland State Department of Education Environmental Education Curriculum are taught through integration in a variety of subjects. All of the EE standards are addressed in science and social studies lessons, in spiral fashion, as students advance in knowledge and skill level. In order to graduate, students must successfully complete high school level courses that include mastery of all eight environmental education standards. The foundation for these advanced level courses is set through the elementary and middle school environmental education curriculum. The Elementary Integrated Curriculum has integrated sustainability education into the elementary curriculum with supporting classroom resources engaging students in lighting use, water conservation, and recycling. The integration in multiple subjects develops critical and creating thinking skills preparing our students for their future. Blending sustainability/conservation with core content areas ensures students will receive robust, engaging instruction across all subjects in the early grades.

Q 3A2: Describe how environmental and sustainability concepts are integrated into classroom-based and/or schoolwide assessments. (Maximum 200 words)

MCPS Curriculum 2.0 integrates environmental and sustainability concepts throughout the grade levels and includes inquiry projects and opportunities to create action projects. In order to successfully complete these projects, students require strong understanding of content area through development of background knowledge. This understanding is assessed in a variety of ways, which include but are not limited to exit cards; writing to explain; drawing diagrams; oral presentations, etc. Ongoing emphasis on and assessment of these concepts prepares CGES students for the cumulative statewide 5th grade science exam, which is heavily weighted toward environmental science. For the past two years, over 75% of our students have performed at the Proficient and Advanced levels, surpassing the performance of students across the district and state. CGES staff has taken this assessment to determine its own knowledge in these areas, make plans to bolster that knowledge if needed, and ensure all staff is teaching and assessing these important concepts at all levels. In 2011, MCPS received funds by the U.S. Department of Education to develop and pilot-test the nation's first integrated elementary curriculum (curriculum 2.0). Integrated curriculum moves teaching and learning away from mastery of facts to the development of creative and critical thinking skills.

Q 3A3: Describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers and administrators who participated in these opportunities over the past 2 years. (Maximum 200 words)

In addition to numerous environmentally focused staff meetings, CGES teachers (31%) have taken environmental education courses from MCPS Outdoor Environmental Education Programs (Introduction to Bay Ecology; Techniques in Teaching Outdoor Environmental Education; Advanced Topics in Environmental Education; Schoolyard Habitats; Container Gardening; and several workshops geared to support specific environmental field investigation) and others, including: CBF Chesapeake Classroom Courses; Teachable Science; Horseshoe Crabs in the Classroom; Project Wild; Project Learning Tree; and Wonders of the Wetlands. The principal regularly participates/presents in the CBF Principals' Retreats and has mentored other participating principals. Other professional development opportunities include co-teaching lessons on water quality and animal adaptations with outdoor educators, membership on the county environmental literacy committee and outdoor education advisory board. We were selected to present at the MSDE Environmental Literacy Summit and the Annual MAEOE Conference to share how we have been connecting the new environmental literacy standards to our curriculum and school culture. One

teacher has recently been certified as a Green Classroom Professional by the Center for Green Schools at the US Green Building Council. MCPS OCIP offers numerous professional development opportunities in environmental and sustainability standards tied to curriculum through webinar series available on the MCPS online curriculum website.

Q3A4: If your school serves grades 9-12, please provide the following information:

Q3B1: Describe how your school uses the environment as a context for exploring and addressing STEM topics that require students to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations, and engage in argument from evidence.

(Maximum 200 words)

CGES has a designated lead science teacher who participated in the Howard Hughes Medical Institute-funded lead science teacher project. This three year project focused on shifting science instruction to an inquiry based model that integrates STEM concepts. CGES staff use the power of environmental issues as context for STEM learning; utilizes environmental topics to connect inquiry learning, STEM investigations, and outdoor learning. Created a science lab with ready-to-use inquiry projects, providing tools for outdoor exploration and investigation, and linking all to the existing curriculum. The principal and group of teachers participated in MSDE Educator Effectiveness Academies (2011, 2012) then trained the rest of CGES staff how to integrate STEM concepts and practices into all curriculum areas, with an emphasis on outdoor learning. CGES has held an annual science expo which requires participating students to conduct inquiry-based experiments. School-wide publicity produces high community attendance and opportunity to model the inquiry process, a highly effective strategy for teaching about environmental topics. The expo has furthered the school's attempts to strengthen both its STEM and environmental education efforts. Throughout the curriculum, environmental connections are made to various STEM topics related to how humans, plants and animals interact with the environment.

Q3B2: Describe how your school curriculum makes connections to college and career readiness, and/or provides students with opportunities to learn about careers in fields related to the environment and sustainability. (Maximum 200 words)

There is strong emphasis on environmental/sustainability education in all grade levels of the curriculum. To strengthen these studies and help students make connections to their applications and possible careers, CGES invites guest speakers who are practitioners in these fields. First graders learn about plant growth and development from a local farmer; fourth graders learned about natural resources from a botanist who shared her expertise about native species along with the different types of work she does. CGES extracurricular activities often feature professionals from environmental/conservation fields, including arborists, outdoor educators, conservation/recycling facilitators, and landscapers. Professionals share content knowledge and ways they use knowledge in their work. In 2011, MCPS received funds from U.S. Department of Education to develop and pilot-test nation's first integrated elementary curriculum (Curriculum 2.0) moving teaching and learning away from mastery of facts to the development of creative and critical thinking skills. The nature of the elementary integrated curriculum lends itself to highlighting careers in fields related to environment/sustainability. Second graders explore fossils and are introduced to possible future career in paleontology. The thinking and academic skills framework applied to elementary curriculum builds in college and career readiness skills such as fluency, collaboration, analysis, communication, metacognition, originality.

Q3C1: Describe how students conduct age-appropriate civic/community engagement projects integrating environmental and sustainability topics. (Maximum 200 words)

Our students have grown up in our "green" culture and embrace opportunities to practice good stewardship. All of our students participated in the Pennies for the Planet drive last year, through which they donate change to help make a change. We have student-led recycling and upcycling teams that collect materials for repurposing in our cafeteria and throughout the school. Through their jobs, they also monitor how well students and staff are adhering to the program guidelines and track the amount of material being diverted from landfills. Our student energy conservation (SERT) teams also take leadership roles as they patrol their assigned area to check for unnecessary lighting and energy usage. The recent addition of a community action interdisciplinary project in grade 3 engaged students in exploring how we can promote the common good, and spurred students to promote our Planet Aid efforts and Drive for Supplies project, which collects gently used school supplies at the end of each year for distribution to needy students. Two students were so convinced of this drive's merits that they independently wrote letters to principals in surrounding counties urging them to take part.

Q3C2: Describe students' meaningful outdoor learning experiences that engage students in critical thinking, problem solving, and decision making at every grade level. (Maximum 200 words)

CGES includes written focus on environment and conservation efforts in its school-wide expectations and has an "Outdoor Lesson of the Week" to encourage outdoor learning. Salad table and sensory garden at CGES are great examples of outdoor

learning across all disciplines. The garden lessons involve measuring temperature, rain gauge levels, height of plants, and learning to sow seeds, thin plants, and cut lettuce. This occurs while learning about the development of seeds, graphing plant growth, and discussing the need for pollinators. Students draw pictures before, during, and after to record their predictions and observations; they help write a book and learn a song about their garden adventure. Students learn firsthand from where their food comes. Three painting projects were recently completed to encourage outdoor learning-a United States map and various academic resources (Venn Diagram, number line, clock, etc.) on the blacktop; letters, numbers and movement words on the Kindergarten playground. Employs "Science Buddies," cross grade cooperative learning pairs, using the outdoors for exploration. Another outdoor learning experience is the ecosystem learning unit in fourth grade, where students are expected to investigate their school site for how plants and animals sustain or disrupt the ecosystem.

Q3C3: Describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school and the greater community toward excellence in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

CGES partners have helped further environmental and sustainability efforts. They include MAEOE Green Schools, Terracyde, Parent Volunteers, PlanetAid, Montgomery County Forestry Board, Red Wiggler Farm, Lowe's Hardware, Home Depot, Department of Food and Nutrition Services, Smith Center, SERT, Audubon Naturalist Society, University of Maryland Extension Service, Kelly Landscapers, PTA, Pepco, Maryland Department of Natural Resources. These partnerships support the environmentally focused curriculum at CGES, which has enacted several small- and large-scale projects. A staff member is a National Park Service Teacher Ranger who promotes park use, exploration, and recreation in many ways, including transforming the gym and outdoor areas into a replica of a national park. Students engage in activities that mimic park activities, such as fishing, canoeing, and tree identification. Additionally, through this partnership, students can take a free grade-level field trip to a local national park in which they learn about the environment and the rich history of the area. A partnership with a local landowner whose property is adjacent to the school allows our students and staff to explore the stream on her property and conduct water quality testing and habitat study. In April 2012, the first annual Arbor Day Celebration in conjunction with the Montgomery County Parks Department. This celebration included numerous learning stations: making mulch, identifying trees, and exploring the canopy via bucket trucks. Finally, the school now has a partnership with the US Green Building Council. This partnership has allowed the school to hold its first Green Apple Day of Service during which a group of parents and staff repainted the front entranceway with low-VOC paint, to access the Green Classroom Professional course, and to gain information about grants to enhance the playground and outdoor recreation areas.

Q3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure students are environmentally and sustainability literate. (Maximum 200 words)

CGES ensures their students are on the path of environmental literacy. CGES website (<http://www.montgomeryschoolsmd.org/schools/cedargrovees/>) includes parents in the use of environment as a context for learning at school/home and across grade levels. Principal has been participating in the Chesapeake Bay Principals' Bay Retreat and encourages his staff to take their students outside. Permission/encouragement have been instrumental to growth of green spirit at CGES. CGES staff take professional development courses and also offer them! One teacher is on the MCPS Advisory Group for Environmental Education for the county, working closely in conjunction with MCPS OEEP to facilitate environmental education at the elementary school level. She was a guest lecturer at a college course on integrating container gardens in the classroom. Three teachers and the principal presented an environmental education professional development workshop at conference of environmental educators in 2011 and invited back for the 2013 conference. Summer 2012, CGES presented at a statewide environmental literacy summit: the audience was composed of MSDE environmental educators from every local school district. CGES is ensuring environmental literacy of their students and modeling the incorporation of environmental education for their professional colleagues across the state and the 132 elementary schools in the county.

18. Thank You!

Email Confirmation

Dec 17, 2012 16:29:25 Success: Email Sent to: Lee_F_Derby@mcpsmd.org

Response Location

Country:	United States
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Region:	MD
City:	Germantown
Postal Code:	20874
Long & Lat:	Lat: 39.169399, Long:-77.263

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Maryland Green Ribbon Schools Scoring Tool 2013

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

School Name	Points	Points Possible	Reviewer Notes
Cedar Grove ES, Lee Derby, Principal, Hillary Kirchman, Applicant			
Cross-Cutting Question		10	
QCC1	Participating in other "green school" program, e.g., MAEOE Green School Certification, recertification, recognition	1 1	MAEOE Green School
		2 2	2000, 2012
QCC2	Received awards and/or grants	1 1	Peak load management award (SERT)
	Award and/or grant name(s) and year(s) received	2 3	Principal nominated to NAAEE
QCC3	Promotion of environmental literacy through school URL and/or social media	3 3	Facebook, listserv, green announcer, local media, e.g., Gazette
Subscore Cross-cutting		9 /10	
Pillar 1: Environmental Impact and Energy Efficiency		30	
Element 1A: Reduced greenhouse gas (GHG) emissions (15)			
1A1	Demonstrate a reduction in Greenhouse Gas emissions	N/S	
	% reduction	1 1	27%
1A2	documentation (e.g., Campus Carbon Calculator)	1 1	local data, 2010-2012
	Energy monitoring and conservation program, e.g., Energy Star Portfolio Manager	2 2	SERT, ENERGY STAR
1A3	school reduced total non-transportation energy use	1 1	
	percentage reduction	N/S	39%
1A4	documentation	1 1	ENERGY STAR and internal databases
	on-site renewable energy generation	0 2	
1A4	purchased renewable energy	1 1	20%

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	school construction date		N/S	1960
	total school building area		N/S	57,037 sq ft
	Fuels for schools, Wind for Schools participation	1	2	Buyers Group for EPA Green Power Leadership Club
1A5	constructed or renovated in past 10 years		N/S	
	LEED, or other, in past three years	0	1	
	level of certification received (more pts for higher level)	0	2	
1A6	<i>Additional practices used to ensure building is energy efficient</i>	1	1	Day lighting, KYZ outputs to monitor inefficient loads
Subscore 1A		9	/15	
Element 1B: Improved water quality, efficiency, and conservation (5)				
1B1	demonstrate reduction in total water consumption from baseline	0	1	
	% reduction domestic		N/S	
	% reduction irrigation		N/S	
	time period		N/S	
	documentation (Energy Star Portfolio Mgr., district reports, etc.)	0	1	
1B2	Practices to increase water efficiency: audits, grey water, smart irrigati	2	2	audits by SERT, rain barrel installation
1B3	Water efficient native plants used in landscaping	2	2	no mow meadows, native tree planting
1B4	Source of drinking water		N/S	
	description of program in place to control lead in drinking water	1	1	
	description of how water source is protected from contaminants	1	1	
1B5	Additional progress toward improving water quality, efficiency, and co	1	1	water conservation integrated into curriculum
Subscore 1B		7	/5	NOTE: Total of individual scores is greater than the maximum amount

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Element 1C: Reduced waste production (5)

1C1	Percent waste diverted from landfill or incineration due to recycling	1	1	35%
1C2	Percent classroom/office paper content by cost is post-consumer material, from sustainable forests, and/or chlorine free	1	1	100%
1C3	Benchmarks for managing hazardous waste		N/S	
1C4	Amount of hazardous waste produced per year (lbs/person)		N/S	
	How amount is calculated		N/S	
	Types of hazardous waste generated		N/S	
	How hazardous waste is monitored	1	1	special pick-up procedure used for hazardous waste
1C5	School uses "third party certified" green cleaning products		N/S	
	% by volume third party certified	1	1	90%
	Specific green cleaning product standard used (Green Seal, Ecologo, et	0.5	0.5	Green Guard
1C6	Other indicators of school's reduction of solid waste and elimination of hazardous waste	1	1	Terracycle upcycling program for repurposing juice pouches, etc.
Subscore 1C		5.5	/5	NOTE: Total of individual scores is greater than the maximum amount

Element 1D: Use of alternative transportation to, during, and from school (5)

1D1	Percent of students who walk, bike, bus, or carpool		N/S	
	Method for calculating data	1	1	inside walk area/total number
1D2	Describe measures to encourage students to walk or bike to school, e.g., safe pedestrian routes, "walking school buses," "bicycle trains"	1	1	safe walking pathway
1D3	<i>Transportation policies implemented:</i>	1	1	
	Designated carpool parking areas			
	No idling policy that applies to all vehicles			no idle policy

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Vehicle unloading areas are at least 25' from air intakes 25' rule

1D4	Describe how school grounds are devoted to ecologically or socially be	1	1	courtyard has worm bins, recycled playground equipment
1D5	Describe other accomplishments or progress made toward reducing environmental impact or improving energy efficiency	1	1	organic waste fed to worms, annual Earth Day event

Subscore 1D	5	/5
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Total Pillar 1	26.5	/30
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Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S).

		Points Available	Points Possible	Reviewer Notes
Pillar 2: Healthy School Environments		30		
Element 2A: An integrated school environmental health program (15)				
2A1	<i>Descriptions of practices to minimize exposure to contaminants</i>			
	mercury and mercury compounds	1	1	none
	carbon monoxide	1	1	only appliance is back-up generator
	radon gas	1	1	testing program system-wide
	copper chromate arsenate in wood structures	1	1	removed
	pesticides	1	1	IPM in place
2A2	<i>Improve contaminant control and ventilation:</i>			
	Chemical management program description (purchasing, storage, labeling, training, etc.)	1	1	MSDS, OSHA
	Asthma management program description that meets NAEPP Asthma Friendly Schools guidelines	1	1	established and funded Air Quality Department, construction guidelines to prevent asthma triggers
	Mold, moisture, and water leakage control description	1	1	EPA guidelines followed
	Exhaust system removal of contaminants	1	1	turns on when occupied
	Ventilation system inspection	1	1	energy management system
	Adherence to local or state codes or national standards	1	1	
	Other efforts to protect indoor environmental quality	2	3	IAQ Award from EPA, school-specific BMP
Subscore 2A		13	/15	

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Element 2B: High Standards of nutrition, fitness, and quantity and quality of outdoor time (15)

			5	Bronze level Healthier US Schools, serves MD agricultural products, district wellness specialist, healthy eating presentations, nutrition research projects, Salad Science program
2B1	Practices employed to promote nutrition, e.g., HealthyUS Schools, Farm to School, Edible School Yard	5		
			5	Daily recess periods, nature exploration tools, Hoops for Heart, Girls on the Run program, butterfly garden, bird feeders outside classrooms, Jump Rope for Heart
2B2	Describe outdoor exercise opportunities and nature-based recreation	5		
2B2	Percent of food purchased is certified as "environmentally preferable" (e.g., organic, FairTrade, etc.)	0	2	
2B3	Describe additional progress made in terms of the school's built and natural environment including business or community partnerships to promote overall health and safety	2	3	safety surfacing under playground equipment, salad table for teaching and growing food,
Subscore 2B		12	/15	
Total Pillar 2		25	/30	

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Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored

		Points Av	Points Pos	Reviewer Notes
Pillar 3: Environmental and Sustainability Education			30	
Element 3A: Interdisciplinary Learning (15)				
3A1	Describe how environmental and/or sustainability literacy concepts are integrated within multiple disciplines and grade levels	2	5	general description of integration into science and social studies
3A2	Describe how environmental and/or sustainability literacy concepts are integrated in classroom and school-wide assessments	5	5	student inquiry projects, exit cards, writing to explain, drawing diagrams, oral presentations; grade 5 MSA Science
3A3	Describe professional development opportunities provided for teachers and administrators	5	5	31% have taken EE course through MCPS, CBF Chesapeake Classroom Courses, CBF principal's retreat, MAEOE conference (participants and presenters), MSDE E-Lit Summit (participants, presenters)
3A4	<i>For high schools only:</i> Percentage of 2012 graduates who completed AP Environmental Science		[1]	
	Percentage of students scoring 3 or better on the APES exam		[1]	
Subscore 3A		12	/15	
Element 3B: Use of the environment to develop STEM knowledge (5)				

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3B1	Describe how your school uses the environment as a context for exploring and addressing STEM topics	3	3	designated lead science teacher through HHMI, created science lab with ready to use inquiry projects, provided tools for outdoor exploration, annual science expo
3B2	Describe how school curriculum makes connections to college and career readiness and/or careers in fields related to the environment	2	2	botanists, paleontologist, farmer; USED grant to pilot program focused on critical thinking skills
Subscore 3B		5	/5	

Element 3C: Development and application of civic engagement skills (10)

3C1	Students conduct age-appropriate community engagement projects	2	2	Pennies for the Planet, student energy conservation team (school monitoring), Planet Aid and Drive for Supplies projects; letter writing campaign to other LEA principals urging Planet Aid participation
3C2	Students have meaningful outdoor learning	2	3	Outdoor Lesson of the Week, Salad Table
3C3				
	Describe community partnerships, e.g., academic, business, government, informal science	3	3	numerous including US Green Building Council, Green Day of Service, Forestry Board, UM Extension, Lowe's, Red Wiggler, Audubon Society, MD DNR
3C4	Describe other methods of measurement used to ensure students are environmentally and sustainably literate	2	2	Principal encourages outdoor educational experiences, teachers are active in EE activities within the LEA (MCPS advisory group for EE)
Subscore 3C		9	/10	

Total Pillar 3

26 /30

Category	Score
Crosscutting	9
Pillar 1	26.5
Pillar 2	25
Pillar 3	26
Total Score	86.5
Laura	91.5
Melissa	76
	254
Average	84.66667