



2012-2013 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. *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.



U.S. Department of Education Green Ribbon Schools 2013

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

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

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

School
Mailing Address 3893 Stony Point Road
(If address is P.O. Box, also include street address.)

Keswick VA 22947
City State Zip

County Albemarle State School Code Number* 0240

Telephone (434) 973-6405 Fax (434) 973-9751

Web site/URL <http://www2.k12albemarle.org/school/spes/Pages/default.aspx>

E-mail cneeley@k12albemarle.org

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

Carrie Neeley Date 1-31-13
(Principal's Signature)

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

District Name* Albemarle County Public Schools Tel (434) 296-5826

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.

Pam Moran Date 2-1-13
(Superintendent's Signature)

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



PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. 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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district 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.



2. The district 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 Virginia Department of Education

Name of Nominating

Authority Dr. Patricia I. Wright, Superintendent of Public Instruction

(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 district meets the provisions above.

 Date 2-6-13
(Nominating Authority's Signature)

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.



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 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.

Stony Point is making consistent progress to improve the health and wellness of students and staff, provide effective environmental and sustainability education, and to reduce environmental impact and costs.

Stony Point Elementary works toward reducing environmental impacts and costs on a daily basis. Green efficiencies have resulted from the green cleaning program, which has allowed the school to eliminate a number of cleaners to be replaced by a Green Seal certified multipurpose cleaner. Stony Point has realized reduced diesel fuel use by incorporating more efficient buses. The waste and recycling costs have been reduced by switching to a mixed waste recovery facility that will achieve approximately 36% recycle rate. Additionally, the mixed waste program eliminates a truck visit from the school each week. Conserving energy through the use of a building automation system and staff & student awareness saves the school a significant amount of money and reduces our impact on the environment.

The school offers many physical features that encourage staff and student wellness and further environmental education. These features include the greenhouse, nature trail, math garden, and Japanese garden. Teachers use these tools in different ways to engage students. The greenhouse and student garden allow students to grow vegetables and flowers resulting in culinary and fundraising benefits for students. The nature trail can be used by students, teachers, and after-school groups. The math garden is used by teachers to promote math education in a natural environment.

While making progress toward the goals of USED's Green Ribbon Schools Program, Stony Point Elementary School also reaps financial benefits of approximately \$4,600 in avoided utility costs each year achieved through energy conservation efforts. By diverting additional materials from the landfill, Stony Point is saving approximately \$700 per year on disposal costs.

VIRGINIA GREEN RIBBON SCHOOLS
APPLICATION COVER SHEET
2012-2013


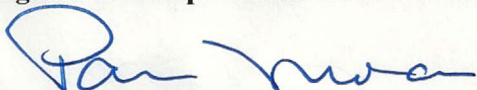
School Name: <u>Stony Point Elementary School</u>	School Mailing Address: <u>3893 Stony Point Road</u> <u>Keswick, VA 22947</u>
Contact Person for the Green Ribbon Schools Application Name: <u>Lindsay Snoddy</u> Position: <u>Environmental Compliance Manager</u> Contact's Mailing Address: <u>2751 Hydraulic Road; Charlottesville, VA 22901</u> Telephone: <u>(434) 975-9340</u> Fax: <u>(434) 975-9341</u> E-mail Address: <u>lcsnoddy@k12albemarle.org</u>	
Principal's or Headmaster's Name: <u>Carrie Neeley</u>	Telephone: <u>(434) 973-6405</u>
Signature of Principal or Headmaster: 	E-mail: <u>cneeley@k12albemarle.org</u>
Superintendent's or Private School Board Chief Officer's Name: <u>Dr. Pamela Moran</u>	Telephone: <u>(434) 296-5826</u>
<p>I certify that all information presented in this application is accurate and truthful; that the applicant school is eligible and fully compliant with applicable civil rights, health, safety, and environmental statutory and regulatory requirements; and that I approve and support the submission of this application.</p> <p>Signature of Superintendent or Private School Board Chief Officer:</p>  <p style="text-align: right;">Date: <u>12.7.12</u></p>	
<p>Please provide a brief description of the applicant school, including school population demographics; the community the school serves; whether it is urban, suburban, or rural; and other useful "snapshot" information. (125 words max)</p> <p>Stony Point Elementary School serves 284 students in grades pre-K through fifth with 48 faculty and staff members, and is situated near the intersection of Route 20 and Route 600 in eastern Albemarle County. Named for its rural surroundings, the community of Stony Point is perched on subterranean bedrock and now stands on the Southwest Mountains. The original portion of Stony Point was built in 1934. The school is now over 40,000 square feet and sits on an 11.6 acre site. Demographic information is as follows: Total Enrollment: 284; Male: 49.6%; Female: 50.4%; Black: 13.7%; Hispanic: 13.4%; White: 71.1%; Limited English Proficiency: 10.9%; Disadvantaged: 33.1%; Students with Disabilities: 7.7%; Gifted: 5.6%.</p>	

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SCHOOL ELIGIBILITY, COMPLIANCE, AND INFORMATION
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Name of School <u>Stony Point Elementary</u>		
School Division <u>Albemarle County Public Schools</u>		
Public <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Number Students <u>284</u>	Percentage of Disadvantaged Students <u>33.1%</u>
State Accredited in 2012-2013 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		Title I/Eligible <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In Title I School Improvement 2012-2013 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
The applicant school must verify that it is in compliance with applicable civil rights, health, safety, and environmental statutory and regulatory requirements.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The nominated school or its division is not refusing United States Department of Education Office of Civil Rights (USED/OCR) access to information necessary to investigate a civil rights complaint or to conduct a divisionwide compliance review.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	USED/OCR has not issued a violation letter of findings to the school/division concluding that the nominated school or the division as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if USED/OCR has accepted a corrective action plan from the school/division to remedy the violation.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The United States Department of Justice does not have a pending suit alleging that the nominated school or the school division as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There are no findings of violations of Individuals with Disabilities Education Act (IDEA) in a USED monitoring report that apply to the school or school division in question; or if there are such findings, the state or division has corrected, or agreed to correct, the findings.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The school has no outstanding citations for violation of Federal environmental regulations and standards (including, but not limited to: Clean Air Act; Clean Water Act; Safe Drinking Water Act; Solid Waste Disposal/Resource Conservation and Recovery Act; Oil Pollution Act; Superfund/Comprehensive Environmental Response Compensation and Liability Act; Federal Insecticide, Fungicide, and Rodenticide Act; and Toxic Substances Control Act), nor has it resolved another noncompliance case within one year of concluding successful performance of all requirements of a settlement.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The school has no outstanding citations for violation of Federal, state or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The school has no outstanding citations for violation of federal food and drug standards, nor has resolved such a case within the past year.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The school has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws or regulations, nor has resolved such a case within the past year.	

Additional information about school [eligibility](#) is available on the USED Green Ribbon Schools Web page at [Civil Rights, Health, Environment and Safety Statutory and Regulatory Requirements](#).

ABSTRACT

Include below a concise summary of how your school is making progress in its efforts to meet the three goals (pillars) of the USED Green Ribbon Schools Program. In the last sentences of this abstract, please provide a summary of any monetary savings that have been realized because of your school's "green" efficiencies. (500 words max)

Stony Point is making consistent progress to improve the health and wellness of students and staff, provide effective environmental and sustainability education, and to reduce environmental impact and costs.

Stony Point Elementary works toward reducing environmental impacts and costs on a daily basis. Green efficiencies have resulted from the green cleaning program, which has allowed the school to eliminate a number of cleaners to be replaced by a Green Seal certified multipurpose cleaner. Stony Point has realized reduced diesel fuel use by incorporating more efficient buses. The waste and recycling costs have been reduced by switching to a mixed waste recovery facility that will achieve approximately 36% recycle rate. Additionally, the mixed waste program eliminates a truck visit from the school each week. Conserving energy through the use of a building automation system and staff & student awareness saves the school a significant amount of money and reduces our impact on the environment.

The school offers many physical features that encourage staff and student wellness and further environmental education. These features include the greenhouse, nature trail, math garden, and Japanese garden. Teachers use these tools in different ways to engage students. The greenhouse and student garden allow students to grow vegetables and flowers resulting in culinary and fundraising benefits for students. The nature trail can be used by students, teachers, and after-school groups. The math garden is used by teachers to promote math education in a natural environment.

While making progress toward the goals of USED's Green Ribbon Schools Program, Stony Point Elementary School also reaps financial benefits of approximately \$4,600 in avoided utility costs each year achieved through energy conservation efforts. By diverting additional materials from the landfill, Stony Point is saving approximately \$700 per year on disposal costs.

CROSSCUTTING QUESTIONS

1. (CcQ1) Is your school participating in a local, state, or national school program that asks you to benchmark progress in some fashion in any or all of the Goals (Pillars)? ☒ Yes ☐ No

Program(s) and level(s) achieved

ENERGY STAR 2009, 2011; Recognized as Distinguished Title I School by the Virginia Department of Education, 2004-05

2. (CcQ2) Has your school, staff or student body received any awards for facilities, health or environment? ☒ Yes ☐ No Award(s) and year(s) (yyyy) Go Green Virginia – Public School Challenge 2012 (2nd Place), 2011 (3rd Place), 2010 (3rd Place)

GOAL AREA 1: Reduce Environmental Impact and Costs**Element 1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions**

3. (1A1) Can your school demonstrate a reduction in greenhouse gas emissions?

☒ Yes ☐ No Percentage Reduction 9.3% Time period: from 8/2009 to 8/2012

Initial GHG emissions rate (MT eCO₂/person) 0.78

Final GHG emissions rate (MT eCO₂/person) 0.71

Offsets: If your school offsets GHG emissions from building energy use, please explain any offsets used. NA

How did you calculate the reduction? ENERGY STAR Emissions Reports for 8/2009 and 8/2012

4. (1A2) Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? ☒ Yes ☐ No

Year(s) (yyyy) 2009, 2011

Score(s) received 82, 86 (current rating 89)

5. (1A3) Has your school reduced its total nontransportation energy use from an initial baseline?

☒ Yes ☐ No

Current energy usage (kBTU/student/year) 7302

Current energy usage (kBTU/sq. ft./year) 6063

Percentage reduction: 17.0% Time period (mm/yyyy-mm/yyyy) 2009 to 2012

How did you document this reduction? Utility Manager Pro Reports for FY08/09 and FY11/12 – Energy savings results in approximately \$4,600 in avoided utility costs each year.

6. (1A4) What percentage of your energy consumption is derived from:

On-site energy generation (e.g., solar, wind, waste-to-energy) 0% Type NA

Purchased renewable energy 0% Type NA

Participation in USDA *Fuel for Schools*, USED *Wind for Schools*, or other federal or state school energy program: ☐ Yes ☒ No Program Name NA

7. (1A5) In what year was your school originally constructed? 1934What is the total building area of your school? 41,200Percentage of the building area that meets green building certification 0%Certification (e.g., LEED) NA Level NA**8. (1A6) Has your school added and/or renovated buildings in the past ten years?** ☐ Yes ☒ NoNew Construction: Certification ☐ Yes ☒ No Type (e.g., LEED) _____ Level _____

Total new construction area _____ Percentage that meets green building certification _____%

Renovated Building(s): Certification ☐ Yes ☒ No Type (e.g., LEED) _____ Level _____

Total renovated area _____ Percentage that meets green building certification _____%

9. (1A7) Has your school implemented the Facility Energy Assessment Matrix within EPA's *Guidelines for Energy Management*? ☒ Yes ☐ NoDoes your school have an energy- and water-efficient product purchasing and procurement policy in place?
☒ Yes ☐ NoHas your school/division made any specific efforts to utilize furnishings, furniture, appliances, and building materials that have minimum production/transportation impact on the environment? ☒ Yes ☐ No Please describe: (50 words max)

Building material purchases should be aligned with the Green Renovations Standard Operating Procedure.

The Energy Management Policy specifies that ENERGY STAR labeled appliances and equipment should be purchased when available.

Please describe any other indicators of the applicant's progress towards elimination of GHG emissions and building impact. Include metrics if available. (50 words max)

Element 1B: Improved Water Quality, Efficiency, and Conservation**10. (1B1) Can you demonstrate a reduction in your school's total water consumption from an initial baseline?**Average baseline water use (gallons per occupant) 1177Current water use (gallons per occupant) 1119Percentage reduction in domestic water use 4.9%Percentage reduction in irrigation water use _____ ☒ N/A (If irrigation system not in place.)Time period measured (mm/yyyy - mm/yyyy) Oct 10 – Sept 2011 to Oct 11 – Sept 2012How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports)? Metered usage of well water

11. (1B2) What percentage of your school's landscaping is considered water-efficient and/or regionally appropriate? 100 % Describe the type and location of plantings. (50 words max)

Acer rubrum, azalea, dogwood and mountain laurel planted during the most recent site plan renovations are all native plants that are not irrigated.

Albemarle County Native Plant Database

<http://www.albemarle.org/nativeplants/list.asp?ShowAll=ALL>

12. (1B3) Describe any alternate water sources used for irrigation. (50 words max) There is no irrigation at Stony Point.

13. (1B4) Describe any efforts to reduce stormwater run-off and/or reduce impermeable surfaces. (25 words max)

Impervious areas at Stony Point include the parking lots, minimal sidewalks and building roof. All other areas are mulched or planted to minimize the amount of impervious area.

14. (1B5) The school's drinking water comes from:

☐ Municipal water source ☒ Well on school property ☐ Other Briefly describe. _____

Describe how the school's water source is protected from potential contaminants including lead. (75 words max)

Stony Point's water is sampled weekly for pH and chlorine residual. The water is sampled monthly for bacteriological contamination. The school maintains Waterworks Operating Permit No. 20039810 issued by Virginia's Office of Drinking Water. The well is drilled to a depth of 150 feet & cased with 6" heavy steel casing. The casing extends 12" above a concrete floor and is provided with a sanitary seal and screened casing vent. Lead and copper testing is conducted annually at 5 locations to ensure the levels are below the maximum contaminant levels set by the EPA.

15. (1B6) Describe how the school grounds are devoted to environmentally and ecologically beneficial uses such as providing habitat for wildlife or preventing erosion. (75 word max)

The school includes a nature trail and impervious areas are minimized around the school.

Element 1C: Reduced Waste Production

16. (1C1) What percentage of your school's total office/classroom paper content is postconsumer material, fiber from forests certified as responsibly managed, and/or chlorine-free? 100%

How was this measured and which, if any standard did you use? (50 words max)

The paper used at Stony Point is Spectrum Multi-Use paper by Georgia-Pacific. The paper is certified through the Sustainable Forestry Initiative. Paper is ordered by school administration and purchasing records are maintained.

17. (1C2) What percentage of waste is diverted from the landfill or incinerator due to reduction, composting, and/or recycling? Complete all the calculations below.

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected) 23

B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected) 13

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

Recycling Rate = $(B + C) \div (A + B + C) \times 100$ 36%

Monthly waste generated per person = $(A/\text{number of students and staff members})$ 0.069 cubic yards

By switching our collection to a mixed waste recovery facility, Stony Point is saving approximately \$700 per year.

18. (1C3) List the types and amounts of hazardous waste generated at your school.

Flammable liquids <u>0</u>	Corrosive liquids <u>0</u>	Toxics <u>0</u>	Mercury: Fluorescent bulbs containing mercury are considered universal waste and are recycled. Approximately 100 bulbs are recycled each year from Stony Point.
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Other Hazardous Waste: 0

How is this measured? Pickup requests

How is hazardous waste disposal tracked? Through recycling records with AERC for mercury-containing bulbs.

19. (1C4) Describe other measures taken to reduce solid waste and eliminate hazardous waste. (50 words max) Computers are recycled through Computer Recycling of Virginia. Other electronic waste is recycled through a TechnoTrash box at the school.

20. (1C5) Which, if any, green custodial standard is used by your school? Green Seal, Green Guard, Environmental Choice

What percentage of all cleaning products in use is third-party certified-green? 100%

What specific third-party certified-green cleaning product standard does your school use?

Cleaning products must be Green Seal, Green Guard or Environmental Choice certified. Safer Chemical Management Standard Operating Procedure included in Appendix B.

Element 1D: Use of Alternative Transportation

21. (1D1) What percentage of students travel to/from school by:

Walking/biking 0% Carpooling (3+ students in a car) 26.2% Riding the school bus 73.8%

☐ The school does not use school buses. Describe how this information is collected and calculated. _____

Figure arrived from the number of students who routinely ride buses and those that walk/bike due to the fact that they live in the neighborhood which houses our school. Bus counts were collected for 5 days by the Transportation Department. Students not accounted for on the bus are included in the carpooling percentage.

22. (1D2) Has your school implemented:

A well-publicized, no-idling policy that applies to all vehicles (including school buses)? ☒ Yes ☐ No

Designated carpool parking stalls? ☐ Yes ☒ No

Vehicle loading/unloading areas at least 25 feet from buildings air intakes, doors and windows? ☒ Yes ☐ No

Safe Routes to School? ☐ Yes ☒ No If so, describe activities in your Safe Routes program or plan. (50 words max)

23. (1D3) Describe how your school transportation use is efficient and has reduced its environmental impact. (50 words max.)

Buses in the rural school areas tend to be well utilized, and the average school bus takes over 30 passenger cars off the road. Additionally, roughly ¼ of our active fleet is model year 2007 or above, which means that it is compliant with the more stringent standards for particulate matter in diesel exhaust that went into effect that year. 43% of the bus fleet serving Stony Point is less than 5 years old.

24. (1D4) Please describe other accomplishments that have been made in reducing/eliminating negative environmental impact, focusing on innovative or unique practices and partnerships. (100 words max)

The Greenhouse is used to grow flowers for fundraising efforts by the school. The school recycles approximately 36% of the waste stream.

GOAL AREA 2: Improve the Health and Wellness of Students and Staff**Element 2A: An Integrated School Environmental Health Program****25. (2A1) Does your school have an integrated pest management plan in effect?** ☒ Yes ☐ No

What is the volume of your annual pesticide use (gal/student/year)? 0

Describe efforts to reduce pesticide use and your pesticide-use policies. (100 words max)

Integrated pest management was implemented in 2008. The IPM Standard Operating Procedure is included in Appendix B. An IPM Manual is kept in the main office of the school. All label requirements are followed when a pesticide application is required. Notification is provided to opt-in parents at least 24 hours in advance of any required application.

26. (2A2) Contaminant Controls

Mercury: Has the school identified and properly removed all sources of elemental mercury and prohibits its purchase and use in the school? ☒ Yes ☐ No Please explain if "No." _____

Carbon Monoxide (CO) The school does not have any fuel burning combustion appliances. ☐

If your school has combustion appliances, does your school annually inspect these appliances to ensure no release of carbon monoxide? ☒ Yes ☐ No By whom? _____

Are CO alarms installed that meet national fire code requirements? ☐ Yes ☐ No

Radon: Has your school tested all frequently occupied rooms that are at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR your school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L? ☒ Yes ☐ No

Please explain if "No." _____

Chromated Copper Arsenate (CCA): Has your school identified any wood playground or other structures that contain chromate copper arsenate and has eliminated student and staff exposure to these materials?

☒ Yes ☐ No Please explain if "No." _____

Exhausting Airborne Contaminants: Has your school installed local exhaust systems for major airborne contaminant sources as appropriate? ☒ Yes ☐ No This includes:

Dust collection systems	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Chemical storage rooms	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Fume hoods in science labs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Copy/printing facilities	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

Secondhand Tobacco Smoke: Does your school prohibit smoking on campus and in public school buses?

☒ Yes ☐ No

27. (2A3) Ventilation

Describe your school's practices and schedules for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (75 words max)

HVAC filters are changed quarterly by the Division's Building Services Department. A work order is issued for preventive maintenance each quarter. Any issues that arise between filter changes are addressed by the HVAC crew.

Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (75 words max)

The Energy Management Technician monitors the air handling units and percentage of outside air delivered to the classrooms at Stony Point. Additionally, during ENERGY STAR site verifications the Environmental Manager measures carbon dioxide levels in representative classrooms.

28. (2A4) Asthma Control Does your school have an asthma management program in place consistent with or similar to the National Asthma Education and Prevention Program's (NAEPP) *Asthma Friendly Schools Guidelines*? ☒Yes ☐No

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

School is smoke-free, ventilation systems are maintained properly, integrated pest management program, avoid school maintenance (painting, spraying pesticides and cutting grass) when school is in session, animals are kept out of the classroom, non-toxic markers are used and dust-free chalk, and all staff are notified of known asthma diagnosis in students.

The presence of all triggers cannot be controlled, so we try to identify ways to decrease exposure of triggers to individual students identified with asthma by staying indoors when outdoor air pollution, pollen and mold spores are worse than normal and /or pre-medicate those students before their recess time; suggest the use of physical barriers to cold such as scarves in cold weather; always have a "buddy" walk with a student to the clinic having an asthma problem no matter how mild; have an "Asthma Action Plan" or care plan for each student identified with asthma.

29. (2A5) Indoor Air Quality Describe other steps your school takes to protect indoor environmental quality such as implementing EPA's *Indoor Air Quality 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. (150 word max)

The Environmental Compliance Manager serves as the IAQ Manager. IAQ issues are prevented by maintaining humidity below 60%. Any roof leak or moisture issues is investigated by Building Services staff. If a mold issue is suspected, Air-O-Cell cassettes will be used to test for mold spores. Initial investigations for an IAQ issue will include measuring relative humidity and temperature, scanning for moisture with a thermal imager, and checking the operation of the HVAC system.

30. (2A6) Moisture Control

Are all structures visually inspected on a regular basis and free of mold, moisture, and water leakage?

☒ Yes ☐ No Is proper indoor relative humidity maintained below 60%? ☒ Yes ☐ No

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)?

☒ Yes ☐ No

Describe the actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (50 word max)

The Building Services Department has a crew of carpenters that quickly responds to any leak events.

Humidity is controlled by the air handling units. If mold is found, the Environmental Manager contacts a mold abatement contractor for an immediate response. Any abatement work is scheduled when students are not present.

31. (2A7) Chemical Management Does your school have a chemical management program in place?

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (125 words max)

The Division has a Chemical Hygiene Plan in place to address chemical purchasing, chemical inventories, storage and labeling, training, spills, and chemical disposal. The Chemical Hygiene Plan is available at the following link:

<http://www2.k12albemarle.org/dept/osp/building/environmental/Pages/Chemical-Hygiene-Plan.aspx>

Element 2B: Nutrition and Fitness

32. (2B1) Has your school submitted an application for:

a) the USDA's HealthierUS School Challenge? ☐ Yes ☒ No

b) the Governor's Nutrition and Physical Activity Awards Program? ☐ Yes ☒ No

If "Yes," describe any award level earned, the year(s), and any other pertinent information.

33. (2B2) Does your school participate in a "Farm to School" program to use local, fresh food?

☒ Yes ☐ No If "Yes," explain. (50 words max)

Stony Point participated in the Virginia Farm to School Week on November 7 – 9, 2012. Throughout this week, school cafeterias incorporate locally grown food into their menus to encourage healthy eating and to

strengthen the ties between schools and local farms. Stony Point regularly provides a hummus platter option featuring hummus from the local Farm at Red Hill.

34. (2B3) Does your school have an on-site food garden? ☒Yes ☐No

If “Yes,” does the garden supply food for school students in the cafeteria, a cooking or garden class, or to the community? ☒Yes ☐No If “Yes,” please explain. (50 words max)

Students grow vegetables, fruits and flowers in the raised bed gardens and greenhouse. Teachers facilitate planting of seedlings and then transplanting to beds. Our second graders recently planted a cold-weather garden including radishes, beets, and lettuce. Teachers were amazed at how many students had never tasted a radish when they celebrated their work by eating their “home grown” Stony Point Salad! The garden is also used for growing flowers (pansies this year) so that students can use this as a springboard to learning about the various parts of a flower and how seeds germinate and grow. The students are responsible for weeding and watering and tools are made available for student use. Many students choose to work in the garden for recess, digging with trowels, watering, and weeding. In addition to creating home grown salads and using our own flowers for dissection, Stony Point fourth graders track the growth of their plants by monitoring through measuring height and weight of various plants. Student groups have also sold flowers grown from the garden for fundraising events. Students are able to gain a first-hand experience in producing and selling a product, and making a profit from doing so!

35. (2B4) What percentage of food purchased by your school is certified as "environmentally preferable?" 0% Please briefly explain the type of foods purchased and how this is done. _____

Local food is purchased, but a tracking system is not in place.

36. (2B5) What percentage of students over the past year spent at least 120 minutes of school-supervised physical education per week? 100% Describe how this is measured and monitored. (50 words max)

This is the required amount of physical education for all students at Stony Point. The physical education is built into scheduling and supervised by the PE teacher, Wayne Flint.

37. (2B6) What percentage of school-supervised physical education is spent outdoors? 25% Describe how this is measured and monitored. (50 words max)

The amount of time spent outdoors was estimated by the PE teacher. Space constraints make additional outdoor physical education difficult.

38. (2B7) What percentage of your school's current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protection and skin health? 0% Describe how this is measured and monitored. (50 words max)

39. (2B8) Describe the type of outdoor education, exercise, and recreation that is available to your students during and after school. (100 words max)

During school, students engage in physical education and recess. After-school programs recreation programs including creative play and running clubs.

40. (2B9) Are health measures integrated into school assessments and reported to the community?

☒ Yes ☐ No If “Yes,” please describe how this occurs. (50 words max)

Health measures are reported through Virginia’s Wellness-Related Fitness Testing Program.

41. (2B12) Describe any other practices regarding a) the school's built and natural environment and b) the fitness and nutrition programs that are employed to promote good nutrition, physical activity, and overall student and staff health. (125 words max)

The greenhouse at Stony Point is used for science units involving plants, and a weather station to monitor and measure elements of weather. A Nature Trail at the school is used by students to create Podcasts and self-guided tours. A Japanese Garden allows for quiet reflection and sketching. Our latest project, a math garden, is being designed by students and we hope to be underway in the outdoor creation as spring approaches.

Our cafeteria has offered “tasting days” to promote healthy eating habits among our students. The hummus platter has become a favorite lunch choice in our cafeteria, and the hummus is purchased from a local farm. By participating in a farm to school program that allows us to purchase from local farms/farms in Virginia, our children reap the benefits of healthy eating, along with a better appreciation for agriculture in our community.

In addition to offering 120 minutes of physical education each week, our children experience outdoor recess daily (weather permitting). Students also have opportunities to participate in clubs ranging from dance, to taekwondo, to a running club. In addition, a student might choose to participate in the “Eyes on Nature” Club, which integrates an appreciation for nature and the benefits of walking outdoors, observing, and learning.

GOAL AREA 3: Provide Effective Environmental and Sustainability Education Incorporating STEM, Civic Skills, and Green Career Pathways**Element 3A: Interdisciplinary Learning about the Key Relationships among Dynamic Environmental, Energy, and Human Systems****42. (3A1) Describe how your school has a specific emphasis on environmental or sustainability literacy. (300 words max)**

Stony Point has a long history of attending to our environment. We have several gardening areas that are used to create outside learning environments. Our Japanese Garden is used for sketching and writing, as is our nature trail. We have outdoor planting beds where students grow their own vegetable gardens, and we are currently working on creating a Math Garden in one of our courtyards that has been dormant for some time.

Stony Point Students are taught to honor their natural surroundings. When found inside, insects (including stinkbugs!) are gently guided outdoors. Stony Point's art program is an integral part of student learning. As part of this work, students are constantly researching the natural world and creating art and writing based on this research. Our library contains hundreds of student created books on everything from lizards to the identifying trees and their cycles. Students are taught to observe at a young age, and this keen eye on nature instills an appreciation for the wonders in our immediate community and beyond.

43. (3A2) Describe how environmental and sustainability concepts are integrated throughout the curriculum. (300 words max)

As mentioned previously, we have several learning areas that capitalize on our natural environment. We have found that when we integrate these areas into student learning, the engagement increases drastically. Students enjoy knowing where they are in relation to our natural world and youngsters are naturally curious. They also bring a natural sense of caring for our environment. Please see the attachment (from our student-created Japanese Garden Field Guide) to get a glimpse of how students are integrating their natural environment in their learning.

44. (3A3) Describe students' proficiency levels for environmental and sustainability concepts in a) school and division assessments and b) any external measures the school uses. (200 words max)

A primary focus for Albemarle County has been to develop project based learning assessments. Elementary students in Virginia take the state Standards of Learning (SOL) tests in grades 3 and 5; grade 3 students are tested on English, math, history, and science, while grade 5 students are tested on reading, writing, math, history, and science. The pass rates for Stony Point students are consistently above those for the entire school division. In 2005, all Stony Point fifth graders passed both the reading and writing tests; all Stony Point fifth graders passed the writing test in 2004 as well. Division pass rates for 2005 were 90.6 percent for reading and 90.5 percent for writing. Literacy achievement is shown as well in the pass rates on the science and history tests, which require more intensive reading than the math test. In 2005, all the Stony Point third graders passed the science test, while only one (out of 29) did not pass the history test. For fifth grade in 2005, all but one (out of 31) passed the science test.

45. (3A4) Describe whether/how significant teacher professional development opportunities in environmental and sustainability education are provided for all teachers in your school. (375 words max)

Currently, our staff is participating in staff development surrounding an in-common text entitled, "Non-fiction

Matters,” by Stephanie Harvey. As part of this work, teachers integrate a plan-do-study-act model of continuous improvement. Essentially, teachers plan a lesson based on their learning related to this text, then try it out with students in the classroom. Staff comes back together to share “evidence” of student learning. Because the focus is on non-fiction, teachers have an opportunity to encourage writing across the curriculum, including writing about our natural world. Observation is a key aspect in this work, and we have discovered that when students are engaged in sketching their natural surroundings, they learn to develop an eye for detail, which then feeds into their writing about the environment. We have countless class books (similar to the field guide) that offer beautiful examples of student work in this area.

Most recently, teachers have used the National Geographic Explorer as an avenue to teach about non-fiction coding. This offers the added bonus of students learning about their environment through this engaging resource. Over the years, Stony Point has invested in “salon” learning, where students at all levels come together, using the National Geographic Explorer as an in-common text to integrate and wonder about our natural world.

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

46. (3B1) For schools serving grades 9-12

What percentage of your eligible graduates last year completed Advanced Placement Environmental Science? NA %

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

Does the school use other environmental science-related courses and measures instead (e.g., International Baccalaureate - Environmental Systems, 2- and 4-Year IHE dual enrollment, etc.)? NA

47. (3B2) Describe the time per week on average students spend in classwork that integrates rich environmental content in the STEM disciplines. _____ minutes Describe whether/how your school uses sustainability and the environment as a context for learning science, technology, engineering, and mathematics skills and concepts. (200 words max)

Our teaching staff is invested in teaching the whole child through the core STEM disciplines. This is done through project based learning in writing, research and art across the curriculum. This past summer, our school turned an archaic computer lab into an i-space, which is Stony Point’s version of a “maker space.” We are continuing to develop this space (which happens to overlook our Japanese Garden) and see it as a place to inspire a passion for learning. It includes laptop computers, a green screen for creating movies (which are also filmed using our natural environment), ipods, an activeboard, microscopes, and other tools to encourage research and creativity.

48. (3B3) Describe whether/how your school uses sustainability and the environment as a context for learning green technologies and career pathways. (250 words max)

Whenever possible, we bring guests from our community to share their talents and expertise in this area. Before winter break, our students will participate in a Virginia Wildlife presentation entitled “Who’s Awake in the Night” where members from the nearby Wildlife Center visit with students, thereby introducing them to this possible career path. We also have a “Naturalist” club, and last spring, students participated in an invention fair, allowing students to experiment with design technology.

49. (3B4) Describe how your school's environmental and sustainability education program pays particular attention to systematic STEM practices required for an age-appropriate understanding of natural systems. (100 words max)

In addition to investing in our immediate natural resources, our science curriculum provides our students with opportunities to experience learning about our natural systems through overarching concepts, such as patterns and change. In addition to the systematic work around natural systems, we find that when we model our devotion to “life-long learning” as adults, our students follow suit bringing in artifacts from their natural world. Teachers are able to use these natural artifacts to capitalize on students’ natural curiosity.

50. (3B5) Do your students engage in Meaningful Watershed Education Experiences (MWEE) or participate in other meaningful outdoor investigations? (150 words max)

Students experience meaningful outdoor investigations through the Nature Trail, Greenhouse, weather station, and Math Garden.

Element 3C: Development and Application of Civic Knowledge and Skills

51. (3C1) Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (125 words max)

At the end of the school year, our school holds a “Quest Fest,” where our opening performance occurs at the outdoor amphitheater. This is the culmination of the research, art, and writing that have accumulated over the school year. Community members are invited to the school for an opportunity to see how students have incorporated the art, nature, and research into the curriculum.

A group of third grade students created our ipod self-guided tour for the nature trail, allowing community members to visit Stony Point and listen to a narrative related to various points on the nature trail. One of the boy scouts in our community provided markers on the path for visitors to use as a guide to this interactive trail walk.

As students care for the Japanese Garden, the Nature Trail, our Greenhouse, the raised beds, and our new Math Garden, they are not only tending to our environment, but engaging in the VA Standards of Learning Curriculum as well. When we have prospective parents who tour the building, I am often asked about the emphasis/overemphasis of the SOLs. It is a pleasure to be able to share our natural gardens and speak directly to how these are incorporated into the learning that takes place in Stony Point Elementary. Once parents understand that our SOLs allow us to incorporate our natural world, they become more confident that we are not a school invested in multiple choice answers, but rather a community invested in the whole child.

52. (3C2) Describe whether/how all students are encouraged or required to conduct class or individual, age-appropriate, civic/community engagement projects focused on environmental or sustainability topics. If not in all grades, specify which grade levels and subjects. Describe students' civic/community engagement projects and how they integrate environment and sustainability topics. (200 words max)

Teachers at Stony Point teach children respect for all things, such as taking bugs outside and not pulling leaves off trees. The school artwork includes museum quality pieces that stress quality craftsmanship to the students and respect for the built environmental as well.

By using our own gardens as a way to teach how we interact and depend on nature, students learn first-hand how fragile nature can be if not cared for. Students have experienced through successes and failures (such as our fans failing in the greenhouse and the repercussions) through project based learning surrounding growing our own vegetable gardens (2nd and 4th grades). When students are responsible for the weeding, flowering, and caring for their gardens, they come to understand that we are in a reciprocal relationship with nature, and we must be careful to remember that in order for our environment to sustain us, we must care for our environment.

53. (3C3) Describe whether/how your school partners with local academic, businesses, government, nonprofits, informal community institutions, museums and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and/or the community toward meeting goals consistent with those of the Green Ribbon Schools program. (200 words max)

Stony Point solicited funding for 'Artists in the Natural World' project. Children are drawn to the natural world but often do not take the time to study the details of what they see. In this project, children will visually examine natural objects in order to develop a conceptual understanding plant, animal and natural objects. Integration of science and art curricular objectives will allow teachers to contextually unify themes associated with children's studies of the environment and living things. The main goal of this project is that children will work in small groups to realistically represent the natural world through their art. Children will learn sketch-making, note-taking, and note-making skills. Our parents and staff have developed environmental education areas at our school including raised bed flower gardens, herb garden, nature trail, Oriental water garden, Sculpture garden and meadow. Students will use these spaces as places where they can observe, reflect upon what they see, and then visually represent their observations through sketches that will merge their scientific and artistic perspectives upon the natural world. Children will also learn to add a written component from their note-taking and note-making.

Stony Point has actively participated in "Day of Caring." We use this opportunity to connect with our broader community. Over the past several years, we have had support from businesses such as the Charlottesville

Albemarle Airport and The University of Virginia's Technology Department to help maintain the larger clean-up of our nature trail (downed trees, etc.).

We have also had support from a local boy scout who was applying for his Eagle Badge and created an outdoor learning space (including building a lectern and benches in the middle of a clearing on our Nature Trail) and built markers to correspond with our third grade student narrative writing from various perspectives on the trail.

We have also been delighted to have our neighbors, Mr. and Mrs. Fred Shackelford visit to each year to share the importance of agriculture to our community. Farm Bureau has generously paid for a supply of books and a new shelf for our library supporting the importance of farming in our community.

Finally, our PTO's commitment to renovating our Japanese Garden and their support of our soon to be math garden, has been greatly appreciated. Parent volunteer, Allison Mitchel, keeps our Stony Point fish alive and well so that students can enjoy bringing this bit of nature indoors.

54. (3C4) Describe additional indicators or benchmarks (quantified whenever possible) of progress toward the goal of 100% of your school's students being environmentally literate. (200 words max)

Although Stony Point has been recognized in the past for our academic achievement, we believe one of the most spectacular examples of this achievement comes as we invite guests to visit our school. For years, Stony Point Teachers have invested in teaching students the importance of caring for their environment. This is an integral part of student achievement and is evidence through the writing that occurs throughout our building on a wide variety of SOL topics that relate to our natural world. The class- created books (K-5th grade) in our library tell the history of student research and speak to the process for developing the writing and artwork that tell the story of student learning and achievement. While this is not a standard score, this is tied more closely to the Standards of Learning than any test occurring on a single day. The attached document speaks to student work and learning in the Japanese Garden, but a visit to Stony Point would show hundreds of books, written by over a thousand students throughout the years. It is the single best indicator of the fruits of our labor related to student learning, other than (of course) meeting our incredible students!

55. (3C5) Describe any other ways that your school integrates core environment, sustainability, STEM, green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. (200 words max)

Using the Greenhouse as a learning environment for the students integrates these items. The students grow vegetables and flowers. Flowers grown in the past have been used as a fundraising effort and for mother's day gifts.

Information is presented not in 40-minute subject-centered blocks but in the context of the larger world. Stony Point teachers act from a multidisciplinary base as in, for example, incorporating math facts into a unit on comparing the dimensions of sea creatures or using music and creative dramatics to support the study of children's literature. The art and technology projects made possible with the Flexible Academic Block

structure support the content being taught in the academic disciplines.