



2013-2014 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 grades Pre-K-12.
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 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.

JAN 23 2013

By: CR



U.S. Department of Education Green Ribbon Schools 2013-2014

Charter Title I Magnet Private Independent

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

Official School Name Champlain Valley Union High School
(As it should appear on an award)

School Mailing Address 369 CVU Road
(If address is P.O. Box, also include street address.)

Hinesburg VT 05461
City State Zip

County Chittenden State School Code Number* PS066

Telephone (802) 482-7100 Fax (802) 482-7108

Web site/URL cvuhs.org E-mail jevans@cvuhs.org

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

[Signature] Date 7/22/14
(Principal's Signature)

Name of Superintendent* Elaine Pinckney Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name*
Chittenden South Supervisory Union, Champlain Valley Union High School District #15

Tel. (802) 383-1234

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.

[Signature] Date 01.22.2014
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

In November, CVU was named one of Vermont's first ENERGY STAR® schools, an achievement that places us in the top 25% of the country's energy efficient schools. The designation is the result of intentional work over the past two years as the CVU Environmental Action Club (EnACT) students piloted the two-year Whole School Energy Challenge (WSEC), a partnership with Vermont Energy Education Program, Efficiency Vermont, and the School Energy Management Program. Thirty students met weekly to influence behavior to help achieve our goal of cutting electricity consumption. We reduced our electricity consumption by 8.11% in the first year and by 10.8% in the second year (compared to our baseline year). What is remarkable about this savings is that it was accomplished primarily by students leading a movement to change behavior throughout the school as well as a few tweaks to our HVAC system, primarily after school hours. The only infrastructure changes were to replace the auditorium lighting with LED bulbs. This group has also influenced behavior to help achieve our goal of cutting electricity consumption by 10%. EnACT teamed with Kurt Proulx, Director of Maintenance, and formed student-led committees addressing areas identified by our energy audit including lighting, information technology, audio visual, and kiln. Other committees focused on involving the CVU community. Notable student-led initiatives included "Hibernation Vacation," which was created to help "power down" and "button up" the school during vacations. The WSEC folks have taken this initiative and shared it with other schools, along with "Unplugging Parties," which essentially consists of students who meet right before vacation to ensure that phantom loads in computer labs are unplugged. A math class also supported the 10% Challenge by calculating the cubic volume of total refrigeration space utilized compared with that available, which led to the shutting down of a refrigerator in the faculty room. A school-wide assembly featuring the Alliance for Climate Change kicked off the Challenge, and we followed up with assemblies for each grade-level at mid-year. Additionally, a student designed a 10% logo that was used on organic cotton t-shirts and pledge cards signed and posted by faculty. We hosted faculty focus groups, with two-three students listening to groups of 8-10 faculty members generating ideas for electricity savings and sat at tables in the cafe with murals where students wrote their ideas. Lastly, EnACT asked the School Board to consider a lighting retrofit and new HVAC software to manage our peak loads. Both requests, made in 2012, were presented to voters in 2013, and implemented in time for the 2013-14 school year. Additional savings will be accomplished this year, as we will see the benefits of this new HVAC software.



Additionally, student and staff health also benefit from innovative partnerships. One example is that our Cafe partners with the Vermont Fresh Network and uses Green Mountain Farm-to-School as a supplier of local, seasonal products. The CVU garden, which students helped plan, plant, and tend, provided 300+ pounds of food to the Cafe during the 2012-2013 school year. Waste from the Cafe is sorted into different waste streams: recycle, compost, and landfill. Recent improvements, as a result of a culmination of a group project for a science course and collaboration with the EnACT club, Chittenden Solid Waste District, City Market, and the CVU Cafe, have reduced the amount of non-trash being sent to the landfill by 22% over last year, as evidenced by annual trash audit reports. The new sorting stations have been featured in presentations by Chittenden Solid Waste District, with the hope that other local schools will model CVU's innovation. The school facility itself is similarly maintained in order to support the health of those in the building, with such practices as changing air filters four times a year, using low-VOC paint only in the summers, constantly monitoring CO₂ and automatically adjusting air intakes, and using green cleaning supplies. Academically, students can take interdisciplinary courses such as Money, Energy and Power through our Social Studies and Science departments. This course offers students an in-depth exploration of the complexities behind energy decision-making by examining both the chemical and political considerations of energy policies. Students study the nitty-gritty of fossil fuels, nuclear, and alternative energy on a molecular model. Simultaneously students study the history of the use of and search for energy sources and how the ever-increasing demands for energy sources shape geopolitics. By the end of the course, students come to decisions on energy policy and engage in civic activism.

We have reduced our energy use for space heating from 1,564,320 kWh/year in 2010-11 to 1,395,120 kWh/year in 2012-13. We have shifted from a water heating system that was fuel oil to a system that uses wood chips during heating season and natural gas in the summer. Just recently, we have replaced our water fountains with fountains that feature a water bottle filling station. This can dramatically reduce the amount of water we use. I am incredibly proud of the work our staff, faculty, and students (especially) have done to produce a profound impact on our energy efficiency.

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



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.

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 Pre-K-12. (Schools on the same campus with one principal, even a Pre-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 VERMONT AGENCY OF EDUCATION

Name of Nominating Authority Ms. Catherine M. Hilgendorf
(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.

CM Hilgendorf
(Nominating Authority's Signature)

Date 1-29-14

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.



120 State Street, Montpelier VT 05620-2501
(p) 802-828-3135 | (f) 802-828-3140

STATE OF VERMONT EVALUATION OF NOMINEE #1

CHAMPLAIN VALLEY UNION HIGH SCHOOL (CVU)

As the largest public high school in Vermont, Champlain Valley Union High School influences a large number of future citizens and an active community. CVU's forward-thinking student body, administrators, and facilities staff have put sustainability at the forefront of its behavior and curriculum, saving money, encouraging green careers, and reducing its use of community resources.

Pillar #1: Score 94%

CVU was named one of Vermont's first Energy Star schools in 2013. Over the past two years, a dynamic team of students and school maintenance staff formed the CVU Environmental Action Club (EnAct) and piloted several initiatives. As a direct result of student activism, the changed behavior of building occupants led to reduced electrical consumption of 8.11% the first year and 10.8% the second year (compared to a baseline year), a significant feat considering the building had already been renovated to high performance standards. As an inaugural participant in the VT Whole School Energy Challenge, a partnership with Efficiency Vermont, the Vermont Energy Education Program, and the Superintendents' Association School Energy Management Program, CVU completed a multiphase lighting retrofit and installed HVAC software with the ability to shed peak loads. Maintenance staff uses only certified green cleaning supplies and low-VOC paint. The school plant converted to biomass heat in 2005; using wood chips instead of fuel oil has reduced the budget for heating by avg. 63% annually. Generating a modest amount of electricity, solar panels are also part of the 200+k sq. ft. CVU campus.

Pillar #2: Score 73%

To feed 1,300 students daily, the CVU cafeteria procures local, seasonal products through the Vermont Fresh Network and supplier Green Mountain Farm-to-School. Students plan, plant, tend, and harvest more than 300 lbs. of food onsite annually. Daily free yoga and exercise classes are available after school for all building occupants. The CVU cafeteria is also equipped with four composting stations, where students properly dispose of their waste and recycle.

Pillar #3: Score 71%

Amid CVU's rich array of STEM offerings, one class stands out as an excellent example of CVU's "green" merit. Students in "Money, Energy, and Power" study the nitty-gritty of fossil fuels, nuclear, and alternative energy on a molecular model. The class tours energy-generation sites including a hydroelectric power facility and a large-scale biomass plant, and students learn from a local company that creates means to connect renewable energy sources to the power grid and another firm that is an international leader in wind and solar power systems. Students spearheaded a redesign of the school's waste sorting system, resulting in 22% of waste redirected from landfills into the composting and recycling stream, and they developed a web-based rideshare system for the school community.

#end

[View Summary](#)[Browse Responses](#)[Filter Responses](#)[Crosstab Responses](#)[Download Responses](#)[Share Responses](#)

Default Report

Displaying 12 of 15 respondents

Response Type:
Normal Response**Custom Value:**
*empty***Response Started:**
Monday, December 2, 2013 11:30:10 AM**Collector:**
VT ED-GRS 2014 Application
(Web Link)**IP Address:**
173.166.64.142**Response Modified:**
Monday, December 9, 2013 9:13:44 AM**1. Vermont School Name and Address**

School Name: - Champlain Valley Union High School

Address: - 369 CVU Road

City/Town: - Hinesburg

ZIP: - 05461

Email Address: - jevans@cvuhs.org

Phone Number: - 802-482-7100

2. School Principal :

Name: - Jeff Evans

Phone: - 802-482-7100

Email Address: - jevans@cvuhs.org

3. Primary Contact Name (if different):

Name: - Jeff Evans

Phone: - 802-482-7100

Email Address: - jevans@cvuhs.org

4. Primary Contact Phone:

802-482-7100

5. Primary Contact Email:

jevans@cvuhs.org

6. School Type

Public

7. School Level:

High (9 or 10-12)

8. Enrollment Information:

Total School Enrollment: - 1,272

School District Name: - Chittenden South Supervisory Union

School District Total Enrollment: - 4,110

9. Total District Enrollment:

4,110

10. Does your school serve 40% or more students from disadvantaged households (40% Free or Reduced-price Lunch (FRPL) eligibility)

No

11. What is the % of students receiving FRPL?

15%

12. Please provide a 500-word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. This is your chance to put your "best foot forward" and highlight your most stand-out "green" accomplishments.

In November, CVU was named one of Vermont's first ENERGY STAR® schools, an achievement that places us in the top 25% of the country's energy efficient schools. The designation is the result of intentional work over the past two years as the CVU Environmental Action Club (EnACT) students piloted the two-year Whole School Energy Challenge (WSEC), a partnership with Vermont Energy Education Program, Efficiency Vermont, and the School Energy Management Program. Thirty students met weekly to influence behavior to help achieve our goal of cutting electricity consumption. We reduced our electricity consumption by 8.11% in the first year and by 10.8% in the second year (compared to our baseline year). What is remarkable about this savings is that it was accomplished primarily by students leading a movement to change behavior throughout the school as well as a few tweaks to our HVAC system, primarily after school hours. The only infrastructure changes were to replace the auditorium lighting with LED bulbs. Additional savings will be accomplished this year, as we will see the benefits of a newly completed lighting retrofit and recently installed HVAC software that has the capability to shed peak loads. Additionally, student and staff health also benefit from innovative partnerships. One example is that our Cafe partners with the Vermont Fresh Network and uses Green Mountain Farm-to-School as a supplier of local, seasonal products. The CVU garden, which students helped plan, plant, and tend, provided 300+ pounds of food to the Cafe during the 2012-2013 school year. Waste from the Cafe is sorted into different waste streams: recycle, compost, and landfill. Recent improvements, as a result of a culmination of a group project for a science course and collaboration with the EnACT club, Chittenden Solid Waste District, City Market, and the CVU Cafe, have reduced the amount of non-trash being sent to the landfill by 22% over last year, as evidenced by annual trash audit reports. The new sorting stations have been featured in presentations by Chittenden Solid Waste District, with the hope that other local schools will model CVU's innovation. The school facility itself is similarly maintained in order to support the health of those in the building, with such practices such as changing air filters four times a year, painting using low-VOC paint only in the summers, constantly monitoring CO2 and automatically adjusting air intakes, and using green cleaning supplies. Academically, students can take interdisciplinary courses such as Money, Energy and Power through our Social Studies and Science departments. This course offers students an in-depth exploration of the complexities behind energy decision making by examining both the chemical and political considerations of energy policies. Students study the nitty-gritty of fossil fuels, nuclear, and alternative energy on a molecular model. Simultaneously students study the history of the use of and search for energy sources and how the ever-increasing demands for energy sources shape geopolitics. By the end of the course, students come to decisions on energy policy and engage in civic activism.

13. Has your school, staff or student body received any awards for facilities, health or environment?

Yes, please list award(s) and year(s) achieved: - Energy Star School 2013

14. Can your school demonstrate a reduction in energy use for space heating?

Yes

15. What was the before and after use for electricity during the time period identified in question 14?

Before kWh/year - 1,564,320 (2010-11)

After kWh/year - 1,395,120 (2012-13)

16. What type of fuel is used for water heating (if not included with space heating fuel)

Fuel Type - Wood chips during heating season and natural gas in summer

Previous - Fuel oil

Current - Wood chips during heating season and natural gas in summer

17. Please describe student involvement in the reduction of any type of fuel use (be specific). Max. 300 words.

CVU Environmental Action Club (EnACT) students piloted the two-year Whole School Energy Challenge (WSEC), a partnership with Vermont Energy Education Program, Efficiency Vermont, and the School Energy Management Program. Thirty students met weekly to influence behavior to help achieve our goal of cutting electricity consumption by 10%. EnACT teamed with Kurt Proulx, Director of Maintenance, and formed student-led committees addressing areas identified by our energy audit including lighting, information technology, audio visual, and kiln. Other committees focused on involving the CVU community. Notable student-led initiatives included "Hibernation Vacation," which was created to help "power down" and "button up" the school during vacations. The WSEC folks have taken this initiative and shared it with other schools, along with "Unplugging Parties," which essentially consists of students who meet right before vacation to ensure that phantom loads in computer labs are unplugged. A math class also supported the 10% Challenge by calculating the cubic volume of total refrigeration space utilized compared with that available, which led to the shutting down of a refrigerator in the faculty room. A school-wide assembly featuring the Alliance for Climate Change kicked off the Challenge, and we followed with assemblies with each grade-level at mid-year. Additionally, a student designed a 10% logo that was used on organic cotton t-shirts and pledge cards signed and posted by faculty. We hosted faculty focus groups, with two-three students listening to groups of 8-10 faculty generating ideas for electricity savings and sat at tables in the cafe with murals where students wrote their ideas. Lastly, EnACT asked the School Board to consider a lighting retrofit and new HVAC software to manage our peak loads. Both requests, which were made in 2012, were presented to voters in 2013, and implemented in time for the 2013-14 school year.

18. Has your school received an Energy Star rating using Portfolio Manager?

Yes, what was the rating: - 78

19. Describe any quantifiable energy impacts on building as a result of changing student enrollment over past 10 years, including conscious steps taken to consolidate for optimum efficiency. (max. 30 words)

CVU increased by 60,000 square feet (2005) to manage an increase in enrollment. Energy consumption remained constant due to new HVAC efficiencies and the addition's green (NE-CHPS) design.

**20. Has your school participated in energy-efficiency programs through Efficiency Vermont??
Examples: RELIGHT design program, Whole School Energy Challenge, lighting retrofit rebates**

Yes, please list program(s) date(s), results of each, and any rebates received. - Whole School Energy Challenge 2011-12 8.11% savings in electricity 2012-13 10.8% savings in electricity Relight design program 2012 Lighting retrofit completed Sept. 2013 Green Mountain Power 0% financing

21. Has your school had an Energy Assessment from the Vermont Superintendents Association's School Energy Management Program (SEMP) within the last three years?

Yes

22. Has the school implemented any of the following measures as recommended by SEMP?

	Yes	No
Lighting retrofit	X	
Building envelope improvements		X
Upgrades to building system controls	X	
Heating plant improvements	X	
Created a written Facilities Operating Plan	X	

Other : CVU's SEMP audit was November 18, 2010 for our energy audit, making it slightly longer than three years ago. However, the audit was very relevant for our work over the past three years. The written facilities operating plan is in process of being written. A 10-year maintenance plan exists.

**23. What other energy efficiency programs or benchmarks has your school participated in?
Please list: Name of Program, Year(s), and score(s) or award received.**

None

24. Does your school use any on-site renewable energy? (ex: solar, geo-thermal, wind)

Yes. Please list type of on-site renewable energy? - solar

25. What percentage of your school's energy is obtained from this on-site renewable energy generation?

1 kWh system - less than 1%

26. Does your school use purchased renewable energy? (ex: wood chips, wood pellets, purchased solar power)

Yes. Please list type of purchased renewable energy: - Wood chips from A Johnson in Bristol, VT

27. What percentage of your school's total energy used is obtained from the purchased renewable energy source(s)? (Include clarifying info as needed.)

All heating from October to May is done by wood chips Domestic hot water heated by natural gas (effective 2013) in summer

28. Has your school district constructed or renovated building(s) in the past ten years?

Yes

29. If Yes, Has your school been built or renovated in accordance with LEED standards or NE-CHPS certification protocol?

Yes. Please list the certification, year, and level achieved: - GWR Engineering firm followed CHPS guidelines, though no certification or protocol received (2003-05 renovation)

30. Does your school building include the following "green" features/components?

	No	Yes
Operable room occupancy sensors		X
Vend-misers installed on vending machines	X	
High performance T8 lamps and electronic ballasts		X
HVAC ductwork is externally insulated and is cleaned following extensive renovations		X
Stoves/ovens, coffeemakers, refrigerators, and portable electric heaters are prohibited from classrooms		X
Fossil fuel powered mobile machinery is not used inside the building		X
Daylight-maximizing features such as light shelves, clerestory windows, skylights,		X
Walk-off mats, grates, and grills at all active entrances, including playground-to-classroom entrances		X
At least 90% of building is not air-conditioned		X
Variable frequency drives		X
Heat/energy recovery ventilation		X

Other (please specify): IT department has computers and monitors set to sleep mode after a time of inactivity HVAC filters replaced quarterly (not an option below) New load shedding capability through HVAC software EnACT students promote "Hibernation Vacation"

31. How often are HVAC filters replaced?

Semi-annually

32. Are alternate water sources used for irrigation (i.e. watering of grounds, fields, and gardens)? Please choose all that apply

Traditional irrigation - no alternative source

33. Is the drinking water source protected from potential contaminants, including lead?

CVU uses Hinesburg Town water for all sources but irrigation. According to the Hinesburg Water Works web page, the "Town of Hinesburg ensures all water quality meets all minimum state and federal standards, striving to provide water of the highest quality standards within the confines of local budget constraints."

34. Chromate copper arsenate is most often found in pressure-treated wood. Has your school identified and removed any wood playground, bleachers, or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure?

Yes

35. Does your school operate a composting program for food and landscaping waste?

Yes

36. Does your school operate a recycling program for:

	No	Yes
Classroom and office paper		X
Plastics		X
Other		
Comments:		

37. Has your school implemented any of the following transportation elements?

	No	Yes
Designated carpool parking stalls and secure bicycle storage.		X
Carpools or vanpools for sporting events		X
A well-publicized no idling policy that applies to all vehicles (including school buses)		X
Enforcement of the VT State Board of Education Rule 6000 prohibiting bus idling on school grounds		X
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows		X
An efficient transportation plan designed to reduce its environmental impact		X
Become a partner with Vermont Safe Routes to School (if yes, please indicate current level of partnership in the comments section below)	X	
Comments (please limit to 80 words): CVU uses Hinesburg Town water for all sources but irrigation. According to the Hinesburg Water Works web page, the "Town of Hinesburg ensures all water quality meets all minimum state and federal standards, striving to provide water of the highest quality standards within the confines of local budget constraints."		

38. Is the school building regularly tested for radon gas?

Yes

39. Is the school building regularly tested for mold?

No

40. Is the school building equipped with carbon monoxide (CO) monitors/alarms?

No

41. Does the school nurse encourage parents to use the Vermont Asthma Action Plan?

Yes

42. Has your school enrolled in Vermont Dept. of Health's Envision Program?

No

43. Vermont green cleaning legislation took effect 7/1/12. Has your school informed staff of the requirement to use "environmentally preferable cleaning products" as described in Vermont Dept. of Health's Envision Program?

Yes

44. What percentage of all cleaning products ON HAND as of 9/1/2013 were certified as environmentally-preferable?

90%

45. What is your school's procurement method for cleaning products?

FMDA buyers group

46. Describe any unique or innovative policies, practices, and/or partnerships that protect and/or promote improved environmental health for students and/or staff. (100 words max)

Kurt Proulx, our Director of Maintenance, meets with Directors of Vermont schools regularly to participate in discussions regarding school health and safety practices. At CVU, we invite the Fire Marshal in to inspect the school for safety concerns. Our heating and ventilating system monitors CO2 and adjusts for fresh air as needed. Our air filters are changed every three months with high efficiency filters. Our vacuums use HEPA filters, and our cleaning chemicals are green. All painting is done with low-VOC paints and only done when there is low traffic in the building (during summer vacation).

47. Does your school have an active School Health Team or Coordinated School Health Team?

No (go to question #49)

48. If you answered Yes to Question #47, has your School Health Team or Coordinated School Health Team used the School Health Index to conduct self-assessment and planning?

No Response

49. Does your school have an active School Wellness Policy that is implemented, monitored, and evaluated on a regular basis?

No

50. Has your school applied for the USDA's Healthier US School Challenge?

No

51. Does your school participate in a Farm to School program to use local, fresh food?

Yes

52. Does your school have an on-site food garden?

Yes

53. Are K-8 students required to take physical education class?

N/A

54. Are high school students required to take physical education to graduate?

Yes, please list number of required credits: - .5 Project Adventure .5 Personal Fitness .5 Life Team Sports

55. What proportion of physical education (K-12) takes place outside?

25-49%

56. Are K-8 students required to take health education (separately from P.E.)?

57. Are high school students required to take health education to graduate?

N/A

58. Is health education taught by a VT licensed health educator?

Yes

59. Describe any unique or innovative policies, practices, and/or partnerships to improve nutrition and fitness for students and/or staff. (100 word max)

The CVU Cafe partners with the Vermont Fresh Network and uses Green Mountain Farm-To-School as a supplier of local, seasonal products. The CVU garden, which students helped plan, plant, and tend, provided 300+ pounds of food to the Cafe during the 2012-2013 school year. We also have a fitness center manager, so students, faculty, and staff have access to it before and after school. CVU Access offers fitness courses like yoga and Jazzercise at 3:30 for all at the school. We also host an annual wellness inservice for faculty and staff, with options like meditation, Nordic skiing, and jogging.

60. Please identify a contact person who could provide additional information about your school's environmental and sustainability curriculum?

Name/Title: - Robin Lauzon

Telephone: - 802-482-7130

Email Address: - rlauzon@cvuhs.org

61. To what extent does your curriculum address the following VT Agency of Education Standards across all content areas in your school's curriculum?

Note: The referenced Standards are part of Vermont's Framework of Standards and Learning Opportunities and Science Grade Expectations

	Never (not addressed)	Seldom (only a few classes/courses)	Sometimes (generally addressed in most courses)	Often (addressed in all classrooms)
Vital Results Standard--Sustainability(3.9)		X		
Vital Results Standard-- Sense of Place within the Environment (4.6)		X		
Grade Expectations--Ecosystem Dynamics (GEs 30-37)		X		
Grade Expectations--Natural Resources and Agriculture (GE 50)		X		
Next Generation Science Standards - Ecosystems (2-LS2,5-LS2, MS-LS2, HS-LS2)		X		
Next Generation Science Standards - Earth and Human Activity (4-ESS3, MS-ESS3)		X		

Comments:

62. To what extent are the following topics/practices integrated into your school's curriculum?

	Daily	Weekly	Monthly	Quarterly	Once or Twice/Year
A. Meaningful outdoor learning opportunities at every grade level to teach an array of subjects. In the comments box below, please list the name of an educator we can contact.		X			
B. Sustainability and environmental experiences as a context for learning science, technology, engineering and mathematics (STEM) thinking skills and content knowledge. Reference a specific example in the comments box below.		X			

C. Sustainability and environmental learning as a context for addressing green technologies and career pathways List an example related to career exploration in the comment box below:	X
D. Regular Safety Procedures in the storing, re-evaluation and disposing of laboratory chemicals	X
E. Civic/community engagement projects integrating environment and sustainability topics	X
Cite example in comment box below	X

Please list the name of an educator and specific examples of the above, referencing A, B, C, D, or E above.: Natural Resources students in Laurel Billingsley's classes travel to the Hinesburg Town Forest to collect data on tree species variation and generate forest management plans; estimate level of storm water run-off based on topography and surface type of land surrounding school; and gather soil to analyze the wetland health on CVU property. All 9th grade students in Project Adventure, a required semester-long Wellness course for ninth-graders, participate in an outdoor low-ropes course to work on teambuilding skills. Students in the 9th grade Fairbanks Core walk for 20-30 minutes on the paths surrounding the school during Core Time, a class that happens every-other-day, to promote wellness and support current research about learning. Contact: Daniel Shepherdson, Wellness Curriculum Director or Laurel Billingsley, Natural Resources instructor Students in Money, Energy and Power study the nitty-gritty of fossil fuels, nuclear, and alternative energy on a molecular model, and are able to learn much of this experientially by visiting energy-generation sites or producers themselves, such as a hydro power site in Essex and a biomass plant in Burlington. Students also visit local industry leaders like Dynapower, a company that develops means to connect batteries and rewable energy to the grid, transferring energy between DC sources, energy storage, and the grid; NRG, a company that serves the wind and solar energy industries in more than 159 countries. In all of these visits, students enhance their science, technology, engineering, and mathematics thinking skills along with content knowlege. One student, for his independent project, is currently studying hydrogen fuel technology, learning how the technology works and coming to the conclusion that conversion is possible. He created a model hydrogen car that runs, and met with the Director of Hydrogen Business Leaders in Washington, DC to find out how real people are using their STEM thinking skills and content knowledge professionally in this field. Furthermore, all 9th grade students in Social Studies have the option of choosing environmental topics for their debate. Topics offered this year include fracking and the Keystone Pipeline. This learning happens in other courses too. Natural Resources students design model-stormwater retention plans and physics students study water as energy, making connections related to hydroelectric power. Contact: Glenn Fay, Money, Energy and Power instructor CVU's Money, Energy and Power course has the most salient examples of students learning green technologies and career pathways. Again, their on-site visits to meet with professionals working to develop or implement green technologies provided important career planning. Similarly, natural resources students meet with professionals for each unit (guests include a Town Planner, Wildlife Biologist, and Wetlands Specialist). Contact: Laurel Billingsley, Natural Resources and Physics instructor Laboratory chemicals are managed in a manner that complies with EPA requirements; additionally, science faculty are Resource Conservation and Recovery Act (RCRA) certified. Furthermore, all science teachers incorporate safety into every lab lesson with students. Contact: Robin Lauzon, Science Curriculum Director Natural Resources students developed forest management plans for the Hinesburg Town Forest, studied the wetland health, analyze critical habitat for VT connectivity. Money, Energy and Power students have spearheaded a redesign of our waste sorting system in the cafeteria, which led to a 22% reduction in waste going to the landfill as it is properly sorted into the recycling or composting stream; this project included collaboration with local business people and our county's waste district. Other Money, Energy and Power students have used Zimride, along with EnACT's help, to create a rideshare platform for the CVU community, which began a collaboration with Go! Vermont. Contact: Glenn Fay, Science Faculty.

63. What evidence can you provide of students' successful learning of environmental and sustainability concepts in your school? Please describe. (e.g. assessment results, AP Environmental Science course participation and results, design engineering projects, other).

If one took a broader perspective beyond the science classroom, it's important to note that the CVU community "ethos" has become much more focused on responsible use of resources over the past three years especially. For starters, CVU garden, which students helped plan, plant, and tend, provided 300+ pounds of food to the Cafe during the 2012-2013 school year. The garden itself has really taken off during these past three years with the support of faculty and students from our Community Skills program. Additionally, students, faculty and staff pitched in to utilize the new sorting stations (compost, recycling, and landfill) in the cafe starting this school year, which led to a 22% reduction in waste going to the landfill from the previous year (data collected during our annual trash audit in collaboration with CSWD). This high-level of participation in proper sorting by our school is significant, showing the impact that the EnACT students had in hosting "how to" assemblies for each grade level and for faculty/staff at the beginning of the year to make proper sorting the norm. Furthermore, the efforts of EnACT with the Whole School Energy Challenge helped to create an environment where judicious use of electricity is the expectation for students, faculty and staff in the building. Achieving a reduction in electricity consumption by 10.8% in 2012-13 shows this accomplishment, as it was achieved not by impressive upgrades to systems that cost a lot of money. Indeed, the only money spent during the first two years of the WSEC was on new LED light bulbs for the auditorium and, of course, the 10% t-shirts that were made. The additional savings we'll see this year are the result of the lighting retrofit and new HVAC software, which both have a price tag. Beyond course enrollments for our science courses with content related to environmental and sustainability concepts, we have very little standardized academic data to report. Currently, the science department is weighing whether to add an AP Environmental Science course to its curriculum, as an increasing number of CVU students are taking the course through independent study. And while CVU has an accomplished engineering program, with 18 students participating in the 2013 UVM Design Engineering competition and winning ten awards (including six 1st places, three 3rd places, and an honorable mention), the focus of this competition itself is not on environmental or sustainability concepts.

64. Please describe assessment results related to question #63.

See above.

65. Please detail the ongoing professional development training and support around environmental and sustainability learning for teachers in your school? Please list specific PD events, description and frequency.

Over the course of the Whole School Energy Challenge, a two-year partnership with partner organizations, students helped to create opportunities for faculty, staff and students to learn how to use less electricity during the school day and during extended absences from school. EnACT members made a total of three presentations to the faculty, staff and

students over the two-years, plus hosted the Alliance for Climate Education assembly on Climate Change twice, so all students in the school have seen the film at least one time. EnACT students also provided training to faculty about how to use the new cafeteria sorting stations. Furthermore, written updates about energy use and data from the waste audit are regularly shared with faculty via email and with parents through the CVU Parent newsletter.

66. What evidence can you provide that the district-wide sustainability curriculum is resulting in changes in how students treat and respect the environment? Please describe.

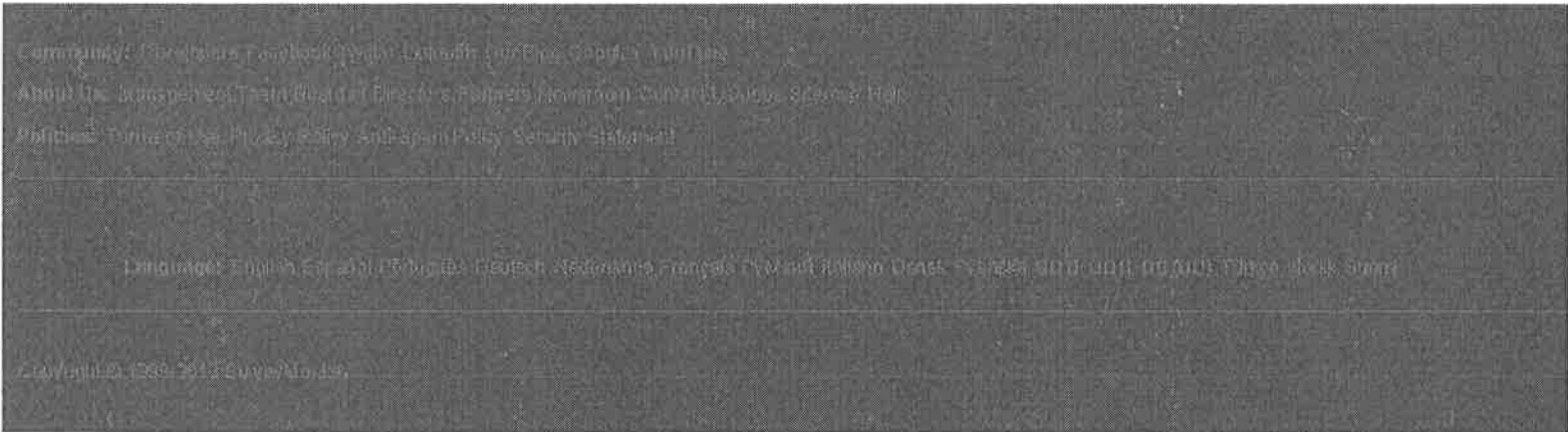
Very simply: Reduction in waste headed to landfill from 2012 to 2013: 22% (approx. 70 lbs daily) Reduction in electricity usage: 2010-13 to 2012-13: 10.8% Voters approve lighting retrofit and purchase of new HVAC software: 2013

67. Please provide a website or other location where your school's curriculum is available.

cvuweb.cvuhs.org/Information/CourseCatalog2013_2014.pdf

68. In the space provided please share any additional information that exemplifies the strength and breadth of the environmental and sustainability educational program in your school.

Twenty-five to thirty students show up to room 206 every Monday morning to participate in the Environmental Action Club (EnACT), one of CVU's most active clubs. Seven students return at 3:00 for a second meeting, fulfilling their role as a member of the club's leadership team. CVU's partners from the Whole School Energy Challenge and ACE have commented that we are the most organized, active, and effective high school environmental clubs in the state. Indeed, we work hard to affect the lives of people in the school. Students in last year's leadership team crafted a mission statement, which guides this work: "The Environmental Action Club believes that climate change poses significant risks for the future. We strive to cultivate an environmental ethos and action in our various communities. We envision a society whose practices are based on an ethic of conservation and sustainable improvement in the environmental well-being of the community."



Ryan, Cassandra

From: Katie Antos-Ketcham <kantosketcham@cvuhs.org>
Sent: Monday, December 09, 2013 12:13 PM
To: Ryan, Cassandra
Subject: Checking in

Cassandra,

Thanks again for your help this AM. I am running off to class, but:

1. #14 gave me trouble still. I tried it again at the end when I went back to revisit my answers. I have a short comment I'd like to include:

We used to consume 68,750 gallons of fuel oil annually prior to 2005.

In 2012-13, we consumed 780 tons of wood chips instead.

In 2011-12, we consumed a little more than 800.

We've been "turning down" the heat, but factors like the weather make it hard to compare data for wood chip consumption.

2. I submitted the final page and said "done" -- after, the screen went white -- never said "thank you for completing." However, I was able to see the previous pages so I think the last page is there (through question 68). Would you mind confirming this for me?

Thanks again for all your help.

Katie