U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2015-2016 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify 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 superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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.

2. The district is providing 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.

3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.

4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.

6. The district 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 2015-2016 District Sustainability Award

Name of Superintendent: Dr. Rosa Atkins
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Charlottesville City Schools
(As it should appear on an award)

Address: 1562 Dairy Road Charlottesville, VA 22903

Telephone: 434-245-2400 Fax: 434-245-2603

Web site/URL: http://charlottesvilleschools.org/home/about-ccs/ E-mail: Rosa.Atkins@charlottesvilleschools.org

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

Dr. Rosa S. Atkins Date: January 22, 2016

(Superintendent's Signature)

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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.

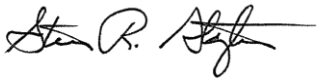
1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights 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. Steven R. Staples

(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.



_____Date: January 27, 2016

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your district is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

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 ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: March 31, 2018

Public Burden Statement

Abstract (Highlights)
Charlottesville City Schools (CCS) is an urban school division located in Charlottesville, Virginia. Of our 4390 students, 53.7% are disadvantaged and 9.36% have limited English proficiency. CCS and the City of Charlottesville have a long tradition of environmental stewardship and planning for sustainability. Through our buildings, practices, and collaborations, CCS strives for energy-efficiency, sustainability, and eco-friendliness. CCS Students learn about the natural world through experiential learning projects that takes them outside to the schoolyard and beyond.

Our partnership has taken many bold steps to preserve the quality of life through protecting the environment, adopting new and efficient technologies, and developing or participating in programs to conserve energy. Sustainability, smart growth, green building, conservation, and recycling have all become increasingly important issues for local governments. Partnering with Charlottesville City has allowed our teams to stay current with best practices and creates an open line of communication between facilities and personnel.

The innovations and practices being applied at CCS make the community closer to sustainability and our students and staff part of the process. In an effort to move to sustainability, the partnership created an **Environmental Sustainability Plan** and a **Clean Energy Plan** to assess and reduce energy use, greenhouse gas reduction, and other sustainability efforts. This plan was originally developed in 2003 and later updated in 2011. Seven of nine CCS schools are now certified **Energy Stars®**

Comparing 2005 to 2015, Charlottesville City Schools have made a 33% reduction in metric tons of carbon dioxide. Tracking has shown a total reduction in energy use of 27% and an estimated avoided energy cost of $1.8 million over the past 10 years. Over the past 10 years, heating plants in all schools have been upgraded from antiquated 60-70%-efficient heating plants to new 90+%-efficient boilers. Training of City Facilities Maintenance staff to self-install the solar PV systems enabled the City to install almost twice the anticipated power generation capacity at a cost of $3.45/watt, half the industry standard at that time.

Through programs and practices in place, utility tracking has shown a 35% reduction in water usage over the past 10 years. Last year Charlottesville City Schools recycled 76.08 tons of materials or 20.7% of our total refuse, and we expanded our composting program for cafeteria scraps. According to our processing vendor, CCS composts over 35 tons of food products, saving the equivalent of 2,285 metric tons of CO_2. Compost is returned to the schools for use in their gardens.

Recognizing the link between student health and learning, the Charlottesville City School Board adopted a **Wellness Policy** to promote physical activity and healthy eating among the division students and staff. To improve staff wellness in the areas of nutrition and increased physical activity, the division offers several incentives to all benefit-eligible employees to improve staff wellness in the areas of nutrition and increased physical activity. Subsidized health club memberships are available for area health clubs, all offering a variety of activities and club membership options for members. Payroll deduction is also available for these memberships.

A **hike/bike incentive program** is also offered. This program rewards employees who participate in an "off contract hour" activity program that documents the time they are walking or biking each week before and after work hours. Incentives are provided for meeting weekly goals, and quarterly incentives promote nutritional wellness and the physical well being of our employees. The hike/bike program encourages employees to walk or ride bicycles to work in order to improve individual wellness. A secondary expected outcome is the reduction of vehicular traffic to reduce our carbon footprint.

As part of the **Safe Routes to School program (**SRTS), Charlottesville has been working to improve the safety of walking and bicycling to school by providing and enhancing sidewalks, crosswalks, pedestrian signals, bike lanes, bike racks, and other multi-modal facilities near its schools.

CCS is committed to environmental education and partners with a local non-profit, **City Schoolyard Garden (CSG),** to host gardens and environmental education programs. In partnership with CCS, CSG manages seven organic gardens at our schools and creates experiential garden programming for over 2,750 CCS youth and their families.

The two schools that are not partnered with CSG have gardens that are 100% managed by students through our **Farm to Market class.** The **Harvest of the Month** program gives youth in Charlottesville City Schools a great way to explore, taste, and learn about seasonal vegetables and fruits — from the garden, in the classroom, on the plate. The Harvest of the Month Program highlights a locally available crop each month by providing a fresh, healthy snack to students' classrooms one Thursday each month.

To encourage reading and model good environmental stewardship, **Books on Bikes**, a group of Charlottesville City Schools teachers, librarians, staff, and even trained doggie pals, deliver books and popsicles on bikes throughout the summer.

The Partnership between Charlottesville City Schools, Charlottesville City, and our community are pivotal relationship in the collaborative effort to move our community to environmental sustainability, promote health and wellness, and educate our students as environmental stewards.

Crosscutting

Charlottesville City Schools (CCS) received the top award for its category in the 2011 Green Schools Challenge, an initiative of the Virginia Municipal League in partnership with the Virginia School Boards Association that encourages implementation of environmental policies and practices that reduce carbon emissions generated by the local school division and the broader community. The school division was a second-place winner in the 2009 Green Schools Challenge. In 2011, we were named a Trailblazer for our early commitment to local foods. In 2015, our **"Harvest of the Month"** program received recognition; the program supplies fresh, local snacks monthly to our elementary students.

Schools have worked with multiple Charlottesville City departments to install rainwater harvesting systems at 4 school sites and bio-retention areas at 4 schools sites. Charlottesville worked with Charlottesville City to develop an Energy Plan for schools. CCS works with multiple agencies and non-profits to reduce environmental impacts and costs, improve the health

and wellness of students and staff, and provide our students and staff with environmental literacy that enables good stewardship and community sustainability. There are gardens at most school sites. This has evolved into a partnership with City Schoolyard Gardens, a local non-profit, at 7 school garden sites.

Our school division also collaborates with different recreation organizations such as **Just Swim For Life, The Boys and Girls Club of Charlottesville, City of Promise and Charlottesville Parks and Recreation** to provide additional physical activity opportunities after school hours. Our school division developed the **School Health Advisory Board (SHAB),** which advises the Charlottesville City School Board in the development and evaluation of policies and programs that support the health and wellbeing of students, families, and school staff.

Charlottesville schools is a partner in **The Charlottesville Albemarle Coalition for Healthy Youth (CACHY),** collaborative group of community members and agencies who care for and about young people. CACHY convenes to identify needs through available data, harness resources, advocate for services for young people, provide information, and raise awareness about current trends and programs in our community.

We offer a number of hands-on environmental education programs so that our students can get their hands in the garden, the Rivanna River, or explore their school ground. Students at City Schools learn about the natural world at school, in the schoolyard, and through project-based learning around the community. For example, 4th graders at Burnley-Moran ES presented evidence to City Council about the threat of Emerald Ash Borers, a small green beetle, to native ash trees. Their information was included as a utility bill insert in City Notes as part of the recent utility bill mailings to customers.

The Partnership between Charlottesville City, community members, and the Charlottesville City Schools are pivotal relationship in the collaborative effort to move our community to environmental sustainability and promote health and wellness. Partnering with Charlottesville City has allowed our teams to stay current with best practices and creates an open line of communication between facilities and personnel. Stakeholders meet regularly, informally and formally, to discuss, plan, and implement improvements to increase the efficiency of our schools, improve student and staff health, and provide effective environmental and sustainability literacy to our students, our staff, and our community.

Goal 1: Reducing Environmental Impact and Costs Elements

Energy and Buildings

Together, the City of Charlottesville and Charlottesville City Schools (CCS) stand at the forefront of many of the environmental programs and policies being developed to address these issues, including the creation of this Clean Energy Plan. The Energy Plan includes three goals: 1) assess CCS's energy use, its current energy management and greenhouse gas (GHG) reduction efforts, as well as other projects and programs completed since the year 2000, 2) establish Clean Energy goals for CCS's operations, and 3) discuss the steps CCS should take once it adopts the Clean Energy Plan goals. This report was originally developed in 2003 and later updated in 2011. The partnership between the City and CCS has a long tradition of environmental stewardship and planning for the future. It has taken many bold steps to preserve the quality of

life through protecting the environment, upgrading systems and building with more efficient technologies, and developing or participating in programs to conserve energy. Sustainability, smart growth, green building, conservation, and recycling have all become increasingly important issues for local governments. To minimize waste and ensure a seamless partnership, electricity, natural gas, and water bills in CCS facilities are processed by Charlottesville City Public Works. Utility consumption is tracked carefully, and is compared to national and regional energy and water use in comparable buildings.

In May of 2006, Charlottesville became a signatory to the U.S. Mayors Climate Protection Agreement. This was followed in August of 2006 by the School Board's adoption of a joint Environmental Sustainability Plan. In 2011 Charlottesville City Schools, adopted a Clean Energy Plan. Over the past 10 years, Charlottesville City Schools and Charlottesville Facilities Maintenance have been very aggressive with efforts in reducing GHG emissions and energy usage. Through multiple programs including HVAC upgrades, Clean Energy Plan, Energy performance contracts, and many other practices and programs in place, we have reduced our GHG emissions by 33%. The chart below shows the reductions by school.

Metric Tons of CO_2E

	2005	**2015**	**Reduction**
Charlottesville HS	3084	1788	-42%
Buford MS	1081	825	-24%
Walker	1187	845	-29%
Burnley-Moran	456	429	-6%
Clark	459	383	-17%
Greenbrier	441	328	-26%
Jackson-Via	631	377	-40%
Johnson	453	303	-33%
Venable	708	426	-40%
Lugo-McGinness	47	25	-46%
Total	**8547**	**5729**	**-33%**

City of Charlottesville Facilities Maintenance processes and tracks all utilities associated with Charlottesville City schools. This data is monitored and tracked through utility tracking software as well as EPA Energy Star Portfolio Manager. Monthly utility meetings are held with Facilities Maintenance staff to immediately address any utility issues. Tracking has shown a total reduction in energy use of 27% and an estimated avoided energy cost of $1.8 million over 10 years.

In the spring of 2010, Charlottesville Facilities Maintenance submitted a grant application to install a solar photovoltaic array on the roof of Charlottesville High School (CHS). The grant funding received, which totaled 75% of this $400,000 project, was made available through

American Recovery and Reinvestment Act (ARRA) funds dedicated to the implementation of renewable energy projects. The proposed project was to be a minimum 64kW solar power generation system. Training of City Facilities Maintenance staff to self-install solar PV systems enabled the City to install almost twice the anticipated power generation capacity at a cost of $3.45/watt, half the industry standard at that time.

Eight solar arrays were installed at CHS. Collectively these provide a total 112kW power generation capacity. The system is capable of producing 204,108 kWh annually of renewable clean energy, equating to 8% of the school's total electricity usage. The energy produced reduces the school's carbon footprint by 147.3 metric tons of carbon dioxide annually, and is expected to save the school system an estimated $1 million over the life of the system (minimum 25 years).

Most of this energy is produced by 5 arrays located on the CHS roof. Each of these arrays has 88 polycrystalline solar PV modules, tilted at 10 degrees. Each is served by a 20 kW DC to AC electricity inverter, which directly feed this energy into the building's electricity distribution system. Also located on the roof is a small array of 10 identical solar modules, with a 2.4 kW inverter, monitored and tracked separately. On the south side of the building (between the tennis courts and the school) are two pole-mounted arrays. These arrays track the sun throughout the day, using a passive system that requires no motors. Each pole has eight 240w monocrystalline solar modules. Each module is equipped with a micro inverter, which feeds power into the small building nearby, and from there into the school.

Buford Middle School features a second PV system, an off-grid solar system that powers the greenhouse in the school's extensive garden. This completely off-grid system was installed in 2014. The system has 3 pole-mounted solar PV panels totaling 390 watts attached to batteries with a storage capacity of 4,176 watts. The system powers the greenhouse's two ventilation fans (16" 12v DC) and a small 375w DC to AC inverter to provide 120v AC for small additional loads (such as a laptop, radio, or cordless tool battery charger).

A third system was installed in the fall of 2015 on the Lugo-McGuinness academic building. They array is comprised of 32 – 295w roof mounted panels producing an estimated 9,500kWh annually, or 56% of the building's electrical needs. This installation was part of a broader renovation of the 2-building campus, which was a former community center was purchased in 2014 to house the CCS alternative learning center. The academic building was completely renovated, with a priority on green building standards. The projected removed asbestos and lead-based paint and reinsulated all exterior walls and attic spaces. In addition, the building features a new high efficiency HVAC system and interior and exterior LED lights.

All PV systems are tracked and monitored monthly to evaluate performance and ensure optimal efficency. The PV monitoring system is web-based and consists of a public dashboard accessible to the community. Over the past 10 years, heating plants in all schools have been upgraded from antiquated 60-70% efficient heating plants to new 90+% efficient boilers. Facilities Maintenance is currently completing an exterior lighting upgrade program, which replaces each school's exterior HID lighting with LED lighting, including the parking lot streetlights at CHS.

Facilities Maintenance installs reflective roof material during all roof replacements. Several schools have full or partial reflective EPDM roofing material, and 2 others have had reflective coatings applied during recent roofing repairs. Seven of nine schools are certified Energy Stars by the US Department of Environmental Protection.

Water and Grounds
Through programs and practices in place, utility tracking has shown a **35% reduction in water usage** over the past 10 years with an estimated $475,000 in avoided utility costs. In 2011, as a result of a generous anonymous contribution, along with support from the City of Charlottesville and Charlottesville City Schools, the Facilities Development Division was able to undertake the replace the existing natural grass field & irrigation system with a new multi-purpose artificial turf sports field at Charlottesville High School which serves the following sports categories: football, lacrosse, soccer, and field hockey. This project creates ongoing water savings.

In addition to the turf field, this project also consisted of storm water improvements including the installation of two Filterra Bio retention Systems, as well as a sizable bio-filter to treat runoff from the CHS parking lot. Filterra is similar to bio retention in its function and application, but has been optimized for high volume/flow treatment and high pollutant removal. Its small footprint allows it to be used on highly developed sites such as landscaped areas, parking lots and streetscapes. We are currently designing a project on school grounds that removes a parking lot and replaces it with a functional riparian-forested stream buffer and converts an adjacent parking lot to permeable unit pavers.

Four facilities are equipped with bio-retention areas and rainwater harvesting systems. CHS has a system that supplies water for irrigating an athletics practice field. Systems at Buford (2,600 gallon), Burnley (1000 gallons) and Venable (600 gallon) supply rainwater for the schoolyard gardens. There are also smaller rainwater harvesting barrels at all schools that provide water for small gardens. In addition, native plants are used to on school grounds to reduce runoff and increase diversity. Students at our elementary schools have installed rain gardens with native plants to reduce runoff.

Schools have in place backflow prevention devices on irrigation systems and mechanical systems to prevent contamination of the building water supply. Annual 3rd party testing and inspections are performed to insure proper operation.

There are gardens at most school sites. This has evolved into a partnership with City Schoolyard Gardens, a local non-profit, at seven schoolyard garden sites. Two additional schools not supported by CSG, are managed 100% by students through a Farm to Market class. While many of the gardens focus on food production, all include native plants. There is a wildlife habitat garden at one school site and an owl habitat garden at another school site. There are outdoor classrooms in the planning stage at some locations, and a shed with a green roof has been proposed at an elementary school.

Materials, Waste, and Hazardous Waste
The Charlottesville City Schools purchase multi-purpose office and classroom paper products that are acid-free, 30% post -consumer recycled content. These products also carry the Sustainable Forestry Initiative designation. Lighting was updated to reduce waste and energy.

The project consisted of replacing 38 forty-foot tall light pole assemblies and aged, inefficient fixtures with 66 twenty-five foot tall light pole assemblies with state-of-the-art LED fixtures.

All schools participate in our recycling program. One dumpster at each school (two at CHS) is designated for recycling only. Compared to area schools, who also recycle, Charlottesville compares very favorably, recycling at 2 to 3 times more as a percentage of total refuse. Last year CCS recycled 76.08 tons of materials, or 20.7% of our total refuse. Every classroom has a recycling receptacle. Custodians gather recyclable materials as part of the cleaning regimen.

All schools feature "sharing tables" to minimize waste items such as unopened milk or untouched fruit. In 2012, CCS switched to biodegradable products in their cafeterias. Charlottesville City Schools began our composting program in January of 2013. CHS, Buford, Walker, Burnley-Moran, Johnson and Venable all compost food waste from student meals. According to our processing vendor, **CCS composts over 35 tons of food products, saving the equivalent of 2,285 metric tons of CO_2, which equals the amount of carbon sequestered by a US forest approximating 1,873 acres in size.** This measurement of greenhouse gas avoidance is calculated by emissions from composting as compared to landfilling. In return, the schools' garden programs receive finished compost from our partner.

In 2015, the science department made a comprehensive evaluation of science chemicals in the all buildings. A **real-time chemical inventory system** was developed for the middle and high school. In addition, a **Just In Time chemical policy** was adopted to limit the volume of chemicals stored at schools. During comprehensive renovations of the science spaces from 2014-2015, many chemicals were removed from inventory completely. The science team worked with facilities to draft major revisions to the Chemical Hygiene Plan that eliminates or limits chemicals that cannot safely be neutralized on site to eliminate hazardous waste.

The school system contracts for the transportation, treatment, and disposal of medical and potentially bio-hazardous waste. Handling and packaging procedures are strictly followed to reduce the possibility of exposure to potentially hazardous materials. Biomedical waste is collected from schools in approved waste disposal containers and stored in a confined, protected area, to which only authorized personnel have access. The contract includes transportation and disposal of collected waste on a quarterly basis or as needed, and it is 100% compliant with established protocols for packaging medical waste. To date, there have been no reported incidences or violations.

During the past several years, the school system's housekeeping department has reduced the overall number and quantity of cleaning products. In addition, the school system continues to modernize the inventory of janitorial cleaning equipment throughout the division. As the budget allows, older equipment such as buffers, vacuum cleaners, leaf blowers, auto-scrubbers, carpet extractors, etc. are being replaced with newer, quieter, and more energy efficient models. As many of our cleaning supply products as possible are "Green Seal"-certified. Furthermore, the school system also uses a natural citric acid-based cleaner for toilets, urinals & shower rooms, also Green Seal Certified.

In addition to these product-based efforts, since 2010 five of our primary cleaning solutions and hand soaps are concentrated, and dispensed through automatic dilution control systems installed

in each school. These systems have resulted in numerous benefits for the school system including reduced exposure to product, recyclable packaging, less waste, and increased use of refillable bottles and pump sprayers instead of aerosol cans.

Transportation
A non-idling policy was adopted in 2007 to reduce fuel consumption, engine wear, and the volume of greenhouse gases. When school bus drivers arrive at loading or unloading areas to drop off or pickup passengers, they should turn off their buses as soon as possible to eliminate idling time and reduce harmful emissions. The school bus should not be restarted until it is ready to depart and there is a clear path to exit the pick-up area. In addition, CCS sponsors the Hike/Bike incentive to employees to encourage employees to walk or bicycle to work.

Goal Area 2: Improve the Health and Wellness of the Students and Staff

Policies and Practices
In partnership with Charlottesville City, an Integrated Pest Management (IPM) policy was established in 2003 and recently updated in April of 2015. A committee meets yearly to review the policy and make recommendations. The goal of the IPM policy is to control pests throughout our school environments in ways that deploy the least of amount chemical pesticides. The division employs an ecosystem-based (IPM) for this purpose. A pest control service agreement is in force with a local vendor to administer our IPM program. This program uses non-chemical methods to address pest issues or concerns. These methods include sanitation, exclusion and monitoring. Only the least hazardous and most effective chemical products are applied as needed (by state certified pesticide applicators) to control verified pest problems. No contractor chemicals are stored on site. Monthly IPM inspections are conducted to monitor glue boards for type and number of pests present. IPM logbooks are maintained in all schools and office buildings to document pest sightings, action taken, products used and technician comments. Findings and recommended courses of action are discussed with custodial and/or child nutrition staff as appropriate.

To reduce exposure to contaminants, smoking is prohibited on all school property. A no/low VOC paint policy was implemented in 2008. Asbestos management is performed in compliance with federal regulations and per AHERA guidelines. Lead-based paints are managed strictly by OSHA guidelines. Mercury-containing thermometers and thermostats have been removed from all schools and mercury-containing light bulbs are disposed of per federal guidelines.

A comprehensive preventive maintenance program has been in place on all school HVAC systems for over 10 years to ensure that the ventilation systems are operating with maximum efficiency and effectiveness, including a scheduled replacement plans for upgrading equipment. The system utilizes an automated database to track equipment and schedule maintenance procedures per frequency. All ventilation equipment is cleaned and service annually with filter changes and inspections every 60 days. Operations of the systems are monitored daily through the Energy Management System. Nurses have consulted with maintenance staff and others at schools to discuss known triggers for asthma and reduce irritants.

Schools have humidity and carbon dioxide sensors integrated with the facilities Energy Management Systems (BAS) to ensure proper ventilation and prevent mold growth conditions. The BAS System monitors conditions several times a day, which allows technicians to immediately identify, address, and correct any anomaly.

Charlottesville City School has an extensive chemical hygiene plan (CHP). After the recent renovations of the middle and high school, school and city personnel in the Environmental Sustainability office met to discuss ways to improve and evaluate chemicals and potential alternatives to reduce the quantity, type, and disposal methods that would minimize environmental impact. The City provides removal services for any chemicals that cannot be disposed on site. In addition, a policy of maintaining a one-year supply of chemicals for science classes has led to a reduction in the quantity of chemicals stored at schools. All science employees are trained via a ten-hour course in chemical and laboratory safety to ensure all staff understands how to manage chemicals in their classrooms. A chemical hygiene officer oversees a cloud-based inventory for the schools and tracks incoming purchases.

Nutrition and Fitness

CCS has many nutrition and fitness policies and programs that benefit students and staff. In an effort to providing all students and staff with the opportunities, knowledge, and skills necessary to make healthy choices for a lifetime, the following goals and accompanying regulations have been established. Our staff and programs have won awards. In 2011, we were named a Trailblazer for our early commitment to local foods, and in 2015, our "Harvest of the Month" program received recognition. (The program supplies fresh, local snacks monthly to our elementary students.)

Recognizing the link between student health and learning, the Charlottesville City School Board adopted a Wellness Policy to promote physical activity and healthy eating among the Division students and staff. The policy includes guidelines for how schools can provide a healthy environment in which students can learn and thrive. To enable students to make healthier choices, the policy includes the following: 1) Limiting sugars to less than or equal to 35% of total calories per serving or 15 grams per serving. 2) Limiting partially hydrogenated oils (trans fat) to less than or equal to 0.5 grams per serving 1, 3) Limiting total calories from saturated fats to no more than 35% and 10% from saturated fat, 4) Strategic placement of nutritious whole or cooked-from-scratch foods such as vegetables and fruits, 5) Maintaining a commercial-free lunch-line environment.

To ensure availability of nutritious meals to students, all schools will: 1) provide breakfast through the USDA School Breakfast Program, 2) fund and operate an annual summer food program, 3) hold periodic food promotions to encourage taste-testing of healthy new additions to school menus, and 4) work collaboratively with classroom teachers to maximize the impact of nutrition education. The policy also governs snack guidelines for after-school and out of school programs to ensure salt and sugar are minimized and that 100% fruits and vegetables are available to students when possible.

Charlottesville City Schools strives to serve fresh, local, healthy, and tasty meals to our students, supplying breakfast and lunch as well as a snack for our after-school programs. When possible, we purchase local foods and cook from "scratch" to minimize salt, sugar, and fat. We also provide options such as custom salads to make sure that our vegetarian and vegan students have good choices. Free and reduced-price meals ensure that all students have access to fresh, healthy food. We partner with groups such as the Local Food Hub for purchasing, the City Schoolyard Garden and the PB&J Fund for education, and Black Bear Composting for composting our students' lunch scraps. To minimize waste, we also offer a "sharing table" at our schools so that students can share untouched items such as unopened milk or whole fruit. CCS has a partnership with the City Parks and Recreation for evening meals for CCS students in afterschool programs. Breakfast, lunch, and dinner are provided daily to the Virginia Institute of Autism to ensure all CCS students at this facility receive meals.

Nutrition works with the Local Food Hub and Local Produce Companies to make sure that we receive local produce when available. The Local Food Hub is a partner with Virginia farmers to increase community access to local food. We provide the support services, infrastructure, and market opportunities that connect people with food grown close to home. School cafeterias use biodegradable products including trays, bowls, cups, and cartons. Black Bear Composting collects our biodegradable food wastes. Our two produce vendors, Cavalier and Standard, have policies for purchasing local produce when possible. In menu planning, nutrition considers the local availability of seasonal produce.

School-site gardens provide produce to students and staff as well as the community members who work in the garden. The Harvest of the Month program introduces students to local vegetables, and students are educated not only on the nutrition, but on the benefit of buying local to increase environmental sustainability and reduce emissions associated with transportation. In grades K-8, students receive 150 minutes a week of physical activity. All students through sixth grade have recess daily. Students in high school receive two years of PE and health.

Programs and Participation

The School Health Advisory Board (SHAB) advises the Charlottesville City School Board in the development and evaluation of policies and programs that support the health and wellbeing of students, families, and school staff. The SHAB promotes and advocates for a coordinated and comprehensive approach to school health by: 1) identifying issues of concern, 2) reviewing potential solutions, and 3) promoting action. SHAB members represent a broad section of the school and greater Charlottesville community, including health professionals, community agencies, parents, educators and students. SHAB has 20 members. Additionally, up to 5 liaisons from the school division and School Board participate in the work of the SHAB.

The Wellness Coordinator for the school/location serves as the representative on the division wide Wellness Committee. The coordinator attends all division wide wellness committees and reports back to their respective location on wellness initiatives.

CCS also participates on the Move2Health Committee, which is a committee comprised of representatives / entities from all around the Thomas Jefferson Health District. The mission of the organization is to promote healthy eating, active lifestyles, and obesity prevention.

CCS prides itself on transparency with the community. Reports of chronic health conditions of CCS students are shared with the School Board and the Department of Health. CCS staff collaborates with the TJHD on the MAP process to increase awareness of health concerns within the total health community. Refrigerator curriculum cards are distributed to all parents in each grade level to articulate physical education and health objectives that are covered during each nine weeks throughout the school year.

Nature walks and use of the schoolyard gardens are examples of our outdoor education. Our school division also collaborates with different recreation organizations such as Just Swim For Life, The Boys and Girls Club of Charlottesville, City of Promise and Charlottesville Parks and Recreation to provide additional physical activity opportunities after school hours. Currently we are meeting the state guidelines and minimum requirements for physical education. All students participate in recess from K-6th grade.

To improve staff wellness in the areas of nutrition and increased physical activity, the division offers several incentives to all benefit-eligible employees to improve staff wellness in the areas of nutrition and increased physical activity. Wellness funds are provided to each school to be used for healthy snacks, salad bars, or other incentives to encourage healthy eating for employees. Subsidized health club memberships are available for three different health club facilities, all offering a variety of activities and club membership options. Payroll deduction is also available for these memberships.

In addition to the health club memberships, a hike/bike incentive program is offered. This program rewards employees who participate in an "off contract hour" activity program that documents the time they are walking or biking each week before and after work hours. Incentives are provided for meeting weekly goals, and we also provide quarterly incentives that promote nutritional wellness and the physical wellbeing. The hike/bike program encourages employees to walk or ride bicycles to work in order to improve individual wellness. A secondary expected outcome is the reduction of vehicular traffic to reduce our carbon footprint. The program operates October through April. All CCS employees are eligible to participate in the program. The program is based on monthly goals. Any full time employee who walks/bikes to work at least 30 minutes a week will be eligible to receive a stipend of $29.50 for the month. Employees who are at least halftime but are not full time are eligible for 50% of the $29.50 and are required to hike/bike 15 minutes per week.

	2012-2013	2014-2015	2015-2016
Employee Participation	128	173	147

The School Health Advisory Board (SHAB) is a division-wide group that meets to discuss health topics that relate to school staff, students and families. Move2Health, community-wide campaign created to encourage healthy eating and active living for residents of the Thomas Jefferson Health District (TJHD) – which includes the City of Charlottesville and Albemarle, Fluvanna, Greene, Louisa, and Nelson counties. The campaign includes community outreach, resources about healthy behaviors, and the Move2Health challenge. Participants in the challenge can log how many fruits and veggies they eat and how many minutes they move on the Move2Health website dashboard. With the counter on our website, we can all watch our community's progress and challenge each other to increase our healthy eating and activity levels.

Charlottesville schools is a partner in The Charlottesville Albemarle Coalition for Healthy Youth (CACHY), collaborative group of community members and agencies who care for and about young people. CACHY convenes to identify needs through available data, harness resources, advocate for services for young people, provide information, and raise awareness about current trends and programs in our community. We collaborate through information sharing and supporting the work of service providers and member agencies to create a strong and healthy community for young people and their families.

Region 10 Mental Health counselors are located at every school and allow for streamlined access with the local health department and other health organizations to provide health resources to student and staff.

CCS employs a Licensed Practical nurse (LPN) at every school and two LPNs at the high school. Nurses are a part of the field trip process and prepare documents and supplies for students' specific health issues, as well as supplies for first-aid for all students for out outside event.

A Walk-a-thon is held at the elementary schools during the school day in partnership with PTO. This allows all students to participate as part of school community. Students make a goal of how many laps they will complete and get pledges. National Walk to School Day is hosted throughout the division. Other school-based activity programs include "welcome back" field days in August and January, a Boogie on the Blacktop morning dance party, or regular "brain breaks" to get students out of their seats. All of our fourth-graders participate in a year-long program with the **Richmond Ballet**, exercising their minds and bodies. And all schools have clubs based on activities, whether running, simply moving, or dancing, including step teams. The Schoolyard gardens provide food tasting and are a tool to teach nutrition. Lifelong commitment to physical wellness is an integral part of the PE curriculum. Activities such as golf, tennis, fitness, biking, dancing, swimming and adventure education activities are some of the lifetime activities that are taught to our students. The goal is that students will continue to participate in these activities for a lifetime, not just while they are in our schools.

The American Red Cross CPR and AED courses were offered to all staff in the division. In 15-16, 48 staff members participated and were certified in Adult and Child CPR and AED. This is an increase over 20 staff in 14-15 at the inception of this opportunity. In 15-16, CPR/AD certification is being offered to all students as part of their health class in 7th and 10th grade.

In the Charlottesville City Schools, character development is an integral part of the curriculum and is promoted through the guidance departments. Student recognition and parental involvement are key components in the school system's approach to character development. Community service and mentoring programs are also a part of the program. Schools use variations of the Character Counts program, which emphasizes the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. These traits are integrated with classroom instruction and school policies and procedures. Each school uses many tools in creating a safe and respectful school environment and we work with regional partners and experts to foster a safe and caring climate. At Jackson-Via Elementary and Walker Upper Elementary, students in the "Bully-Nots" and the Peace Squad teach messages of kindness and inclusion through song, dance, and skits. School staff and students work together to find creative ways to establish a common understanding and common language about positive behavior.

The mission of the peer mediation program is to teach conflict management and communication skills, while ensuring a peaceful school environment. The goals of peer mediation are to: reduce conflict and violence and thereby improve the school climate, teach problem solving and communication skills, reduce time lost from instruction because teachers have to intervene in student conflicts, and to empower children to solve these problems. Guidance services are provided from primary to secondary educational settings. The program objectives fall into three domains: Educational, Personal/Social, and Career.

School social workers serve as school liaisons to the home and other community agencies. They address attendance issues, coordinate homebound educational instruction or tutorial assistance; assist families in utilizing community resources; and assist families in obtaining clothing and shoes. If necessary, they may accompany families to certain school meetings and interpret school information. The school social worker is an integral part of Child Find activities and completes the social history as a part of the eligibility process.

Goal Area 3 Effective Environmental and Sustainability Education

Through engaging and relevant curriculum, CCS staff promotes a sustainable environment through practice in their schools and their communities.

We house our Guides for Pacing and Standards on a Canvas Website that includes the division sequence for all courses, pacing, and resources based on best practice. Teachers have grade-level teams that update and revise this document every summer based on data and notes from the grade level from the division. We have environmental literacy embedded K-5 in all classes. For grade 6-12, social studies and science courses have embedded environmental literacy.

To encourage reading and model good environmental stewardship, **Books on Bikes**, a group of Charlottesville City Schools teachers, librarians, staff, and even trained doggie pals, deliver books and popsicles on bikes throughout the summer. This community outreach and literacy program models good stewardship, fosters a love of reading, and develops relationships with the community.

Charlottesville City Schools (CCS) is committed to environmental education and partners with a local non-profit, **City Schoolyard Garden (CSG)** to host gardens and environmental education programs at seven of our schools. Launched in 2010, CSG's mission is to cultivate academic achievement, healthy living skills, and environmental stewardship and community engagement through garden-based, experiential learning and leadership development. In partnership with CCS, CSG manages seven organic gardens and creates experiential garden programming for over 2,750 CCS youth and their families. They have developed curricula for grades K-4, 7-8, 9-12 that embody science process skills, long-term and short-term experiments, math, and literacy. This past year CSG hosted over 20,000 youth interactions in the gardens, grew around 7,000 pounds of produce, hosted 33,917 hours of garden education and provided opportunities for over 600 environmental community service hours for CCS students. These engagements give youth in-depth experiences with gardening and environmental studies as well as engaging in leadership and community service -- on a daily basis. CSG also runs a Community Outreach Program. The program facilitates after-school and summertime gardening opportunities for students, connects with Charlottesville City School families, and supports coalition-building with other environmental and youth-serving organizations in Charlottesville to improve coordination, align our work, expand our efforts, and leverage impact in our community. The overall purpose of the CSG programs are to support active, engaged and healthy youth to grow into passionate environmental stewards while creating diverse, ecological habitats.

All 4th grade students take a field trip to **Camp Albemarle** to learn about watershed issues through field-based activities. The students use large nets called kick seines to capture macro invertebrates living in the sediment bottom of the Moorman's River. As the students identify the macro invertebrates they capture, they are able to rate the river's water quality. At Camp Albemarle, the 4th graders also examine 3D small-scale models of watersheds known as Enviroscapes. The Envioroscapes tangibly demonstrate the concept of a watershed and how land use and various types of pollution affect water quality. The Enviroscape lesson is followed by soil box experiments where the students' test the erosion capacity of bare soil and soil covered with plants or mulch. The experiments provide a visual demonstration of how water quality is improved when plants help filter run-off. Reading, writing, and art is integrated into this fieldtrip students use art and language to make observations and observational drawings of nature. The students use their creativity and their five senses to record the sights, smells and sound of nature and express their impressions through poems, sketches, and narratives about their day.

For 5th and 6th grade, Walker has an **outdoor classroom** that abuts Greenleaf Park (CC Park). The space includes a 1-mile trail that loops past a stream. Students across the school utilize this space. In May of 2015, art students hosted Lara Gastinger, chief illustrator for the Flora of Virginia, to learn about Virginia flora so that signs could be created by students identifying and displaying flora in our outdoor classroom. Science classes utilize a wide spectrum of tools from meter sticks to Vernier Probeware to take measurements in the space to test water and soil. Students from across the school enjoy time in the outdoor space where they write in their journals about the environment.

The Butterfly Garden Project at Burnley-Moran Elementary incorporates math, reading, art, writing, and science into a cross-disciplinary 2nd grade project-based learning assignment. Each student was given one of 13 native plants to research and then tasked to work together to use this

information to design an 800-square-foot butterfly haven that reflects the local climate, solar orientation, and surrounding garden spaces at Burnley-Moran.

The Native Habitat Garden at Clark Elementary has worked with the Center for Urban Habitats to install a native garden trail that students care for and use to learn and explore. The gardens are used to help children learn about how native plants can serve as food for a variety of kinds of birds, insects, and other wildlife in the midst of an urban neighborhood.

Sustainability practices are on display at each City Schoolyard Garden site. From large-scale rainwater cisterns installed by the city to small-scale rain barrels on the sides of our sheds, our gardens showcase the water cycle and the importance of water for the living plants and animals in the garden. In addition, each garden has a composting system that teaches students about the nutrient cycle, and our gardens receive compost from Black Bear Compost, a large-scale composting business that processes the compost from the CCS cafeterias. The garden at Buford also has a solar panel to power fans that ventilate their hoop house growing space, as well as a bike powered water pump. Buford's extensive garden site also includes signage that explains the scientific underpinnings of the green technology in place. In addition, the garden at Venable features a greenhouse made entirely of recycled materials.

In collaboration with curriculum coordinators, teachers, and the CSG staff, lessons are developed across the curriculum that target standards of learning in science, history, math and art. Lessons have been developed in math, science, social studies, and literacy that utilize the gardens. Students calculate the area and determine how many seeds can be planted. Students routinely take measurements over time in the garden. History becomes living history as students learn about and plant heritage vegetables. In addition to meeting the schools SOL targets, each lesson and assessment is also designed to fit CSG's Educational Roots Frame (RootEd). CSG's RootEd Frame is designed to increase environmental knowledge in students while providing opportunities for youth to develop and practice the skills of observation, deduction, and curiosity, as well as character traits of team building, balance, and leadership.

In addition to the gardens in the CSG partnership, our high school and our alternative academy support their own gardens and greenhouses. Students in our functioning skills classes at the high school maintain the garden and greenhouse. Students work collaboratively to develop a planting plan, nurture crops in the school garden, harvest the crops and develop a strategy in order to sell the harvest. In addition to learning real-life gardening and landscaping skills, students are provided opportunities to build real-world skills in applied math, entrepreneurship, reading, and writing as well as addressing historical and scientific themes relating to the environment and nutrition. Field trips to farmers' markets and local farms, as well as opportunities to sell produce to staff members, all enhance the students' experience and give them access to experts in the farming industry.

The Harvest of the Month program gives youth in Charlottesville City Schools a great way to explore, taste, and learn about seasonal vegetables and fruits — from the garden, in the classroom, on the plate. The Harvest of the Month Program highlights a locally available crop each month by providing a fresh, healthy snack to students' classrooms one Thursday each month. The morning of the Harvest of the Month snack, there is a trivia question put forth to

students, to encourage them to think creatively and investigate the month's featured crop. In addition to the trivia and tastings in the classroom, students learn about the crop in their City Schoolyard Garden and classroom through cross-curricular lessons and information on growing, nutrition, and preparation. Then, students are given information to take home that includes a recipe with the Harvest of the Month crop, growing information and more. CCS art students design the posters that publicize the vegetable of the month across the division.

We celebrate Virginia Farm to School Week, but we can't contain ourselves to just one week. We have fun at all of the schools, hosting events which include taste tests and visits from farmers and their friends, such as chickens, bees, and goats. We've also done garden-to-table salad making, and stew cooking with school-grown potatoes. The Buford Harvest Festival, is an annual division-wide celebration, hosted in partnership with City Schoolyard Gardens and Local Food Hub with the goal of sharing these opportunities with the community.

The Buford Spring Seedling Project provides leadership and team-building opportunities to students as they raise over 5,000 seedlings to distribute to 12+ community organizations across the city. Students oversee each step of the entire project and take responsibility for discrete tasks as part of the program. First- and second-graders at all elementary schools participate in the Journey North tulip project, an international science experiment where students across the northern hemisphere plant tulip bulbs in their Journey North Test Gardens each fall. When the plants emerge and bloom, the children input their observations online to announce that spring has arrived in their part of the world. Students discover the relationship between climate and geography as they watch the arrival of spring move across the globe.

All elementary schools also recreate a historic and scientific garden competition to see which school's garden can raise the first peas of spring. The contest was originated by Thomas Jefferson and his Charlottesville-area neighbors. Schools typically set up plants with variables so that students can see from among their own plants, which thrive best.

Through the McIntire Park Herpetofauna Survey, CHS biology students conducted a herpetofauna (amphibian and reptile species) survey of McIntire Park. They used their data to create a herptofauna field guide and a GIS map of the park indicating the distribution of species, habitat parameters, and recreational usage, among many other thematic layers.

The CHS Science Club's (aka BACON, Best All-around Club of Nerds) takes club members outside and around the globe to explore and compete in science investigations. They have a "Green BACON" emphasis for students interested in environmental issues. The club includes a diverse spectrum of the student body and has over 60 active participants.

Teacher professional learning occurs throughout the school year in grade level, content-based, and school-based professional learning communities; six days of division-wide professional learning occurs yearly. To respond to the Environmental Literacy Executive Order-2015, science teachers began a three-year process to incorporate environmental literacy in all classes. Year 1 of the process consisted of learning about their schoolyard space and opportunities that could be leveraged on school ground. Teachers worked with non-profits to look at ways to give students outdoor and field experiences during the school day. During professional development days,

teachers worked with the Thomas Jefferson Soil and Water Conservation District (TJSWCD), the Charlottesville City Parks and Trails Planner, as well as other community members to assess and development schoolyard-based activities for their students. The teachers used this process to enhance current Meaningful Watershed Education Experiences and develop new MWEEs in science courses where one had not previously existed. Teachers were trained in the Growing Up Wild (Pre-K-2) curriculum. All content coordinators are trained in the Project Wild.

The environment and its sustainability are developed in science, technology, engineering and mathematics content. Dual Enrollment Environmental Science and Biology II- Ecology are both offered at the high school. For the 2016-2017, Earth II-Environmental Survey Course and AP Environmental Science are being offered to expand our environmental related offerings

Courses	15-16	14-15	13-14
Dual Enrollment Environmental Science	62	46	58
Biology II- Ecology	82	70	63
Engineering	220	158	64

The City Schoolyard Gardens increase and multiply the effects of ecological diversity through dozens of native and edible garden plantings and four specific micro-agroforestry projects. The gardens teach students to protect and conserve natural resources through environmentally sound systems, including composting, water catchment and recycling, and other sustainable systems. The long-term impact of the schoolyard gardens is to cultivate a healthy, vibrant community for youth through garden-based, environmental projects that build youth capacity for life long stewardship and healthy living skills. This program specifically impacts youth who otherwise would not have the opportunity to engage in outdoor learning and healthy eating in this way.

CCS has developed and maintained spaces such as outdoor amphitheaters, green seating spaces, outdoor classrooms, and gardens at schools to encourage cross-curricular context for all students. CCS policies for environmental stewardship and sustainability are part of the way school works The use of solar energy, cisterns, bio-retention filters, composting, and recycling at schools across the division allow students to develop the habit for environmental stewardship beginning at Pre-Kindergarten and continuing through 12th grade. These green technologies are inherent in their schools, daily school life, and their classes. Students are taught at lunch what goes into the composting bin, recycling bin, and trash. This is the way lunch "works" in Charlottesville City Schools. Students become stakeholders in these processes beginning in elementary school with a systemic continuation through all CCS schools.

Charlottesville City Schools believes in the development and application of civic knowledge and skills to help students become engaged and committed environmental stewards in their community. In grade 3 all students attend a common field experience by visiting Monticello, the home of Thomas Jefferson. The program rotates between the gardens and inventions. Students compare the way Jefferson recorded scientific data related to gardening and farming to their schoolyard gardens, incorporating skills such as observation, recording and analyzing data, and discussing the impact on watersheds, food production, natural resources and economics. In partnership with Thomas Jefferson Soil and Water Conservation District, all CCS fourth-grade students take a field trip to Camp Albemarle to learn about watershed issues through field-based activities. City Schoolyard Garden works in partnership with Charlottesville City Schools to cultivate academic achievement, health, and environmental stewardship and community engagement through garden-based, experiential learning. Community members are encouraged

to work in the gardens after school hours and are able to take garden vegetables home to share with their family.

Civics, government, and geography classes teach management of natural resources as they relate to industry, and government agencies such as the EPA, the Park Service, public lands, community and state resources. AP Human Geography was added to the high school course offerings. In 2015-16, 5 sections are being taught at CHS. This course discusses environmental impact of humans on the Earth, natural resources, natural disasters, climate change, conservation and global trends.

Charlottesville High School partners with UVA students and staff in monitoring performance of the bio-filter at CHS and solar photovoltaic cells. The study of the bio-filter is a collaborative effort between the Thomas Jefferson Planning District Commission, under contract with the Rivanna River Basin Commission (RRBC), the City of Charlottesville and CHS, and the University of Virginia. The installation of the bio-filter was partially funded by the RRBC through a grant from the National Fish and Wildlife Foundation (NFWF), in partnership with the Environmental Protection Agency.

Jackson-Via Elementary and Buford Middle School are enrolled in the City's Adopt-a-Stream Program. The Center for Watershed Protection, a non-profit organization that provides practical and technical information for people and communities interested in protecting and restoring urban watersheds and provides support to our schools in developing onsite and offsite educational experiences for students. Project Plant It! is a partnership among Dominion, the Arbor Day Foundation and elementary schools in regions served by the company. Each year, this program teaches thousands of students and community members about the value of trees in our ecosystem and how to recognize and care for trees. Project Plant It! enhances the classroom learning experience and increases comprehension of subject matter by providing a hands-on experience for each child, who receives a native tree to Virginia to plant.

Using state funds awarded as part of the Safe Routes to School program (SRTS), Charlottesville has been working to improve the safety of walking and bicycling to school by providing and enhancing sidewalks, crosswalks, pedestrian signals, bike lanes, bike racks, and other multi-modal facilities near its schools, including Jackson-Via Elementary, Clark Elementary, Walker Upper Elementary, Burnley-Moran Elementary, Venable Elementary, and Buford Middle School. SRTS programming, like walking school buses, poster contests, bike rodeos, and walk-to-school day, are also a part of the City's participation in SRTS.

In partnership with Piedmont Virginia Community College and local businesses and industry, all 7th grade and 10th grade students attend a career fair that highlights pathways in career opportunities in a host of areas including environmental education, sustainability, and good stewardship. Our yearly tech tours allow students 8th-12th to visit local businesses and learn about their operations and stewardship as community partners.

The Partnership between Charlottesville City, community members, and the Charlottesville City Schools are pivotal relationship in the collaborative effort to move our community to environmental sustainability and promote health and wellness. Partnering with Charlottesville City has allowed our teams to stay current with best practices and creates an open line of communication between facilities and personnel. Stakeholders meet regularly, informally and formally, to discuss, plan, and implement improvements to increase the efficiency of our schools, improve student and staff health, and provide effective environmental and sustainability literacy to our students, our staff, and our community. The innovations and practices being applied in Charlottesville City Schools makes the community closer to sustainability while the students are able to see adults modeling sustainability in practice.