



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2018

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mr. Eric Kuminka**

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

Official School Name: **Coebourn Elementary**

(As it should appear on an award)

Official School Name Mailing Address: **1 Coebourn Blvd., Brookhaven, PA 19015**

(If address is P.O. Box, also include street address.)

County: **Delaware County** State School Code Number *: **1910**

Telephone: **610-497-6300** Fax: **484-490-1409**

Web site/URL: **<http://www.pdsd.org/Domain/458>** E-mail: **ekuminka@pdsd.org**

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

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



 (Principal's Signature)

Date: 12/5/16



Name of Superintendent: **Dr. George Steinhoff**

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: **Penn-Delco School District**

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


 (Superintendent's Signature)

Date: 12/5/16

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 grades Pre-K-12.
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: **Pennsylvania Department of Education**

Name of Nominating Authority: **Mr. Pedro Rivera**

(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.


 (Nominating Authority's Signature)

Date: 1/20/2017

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools 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 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

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.



PENNSYLVANIA GREEN RIBBON SCHOOL APPLICATION FORM

School Contact Information

- School District Application
- School Application

School Name (for building application): Coebourn Elementary

Street Address: 1 Coebourn Blvd.

City, State, Zip: Brookhaven, PA, 19015

School Website: www.pdsd.org

School District (if applicable): Penn-Delco School District

Street Address: 2821 Concord Rod

City, State, Zip: Aston, PA 19014

District Website: www.pdsd.org

Principal: Eric Kuminka

Principal Email: ekuminka@pdsd.org

Principal Phone: 610-497-6300

Superintendent: Dr. George Steinhoff

Superintendent Email: gsteinhoff@pdsd.org

Superintendent Phone: 610-497-6300

Lead Applicant Name: Eric Kuminka

Lead Applicant Email: ekuminka@pdsd.org

Lead Applicant Phone: 610-497-6300

School District AUN Number: 125236903 **School Building Number:** 1910

School Type: Public Private/Independent Charter Magnet

School Description: Urban Suburban Rural

School Level: Elementary Middle High School

Number of schools at each level and enrollment (for district application):

1500 Elementary

796 Middle

1066 High School

3362 Total Enrollment

Disadvantaged Households Certification:

Does your school/district serve 40 percent or more students from disadvantaged backgrounds?

(i.e., Students who are eligible for free and reduced-price school meals, students with disabilities, students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act)

- Yes
- No

By checking all of the statements below, the school district superintendent certifies that each of these statements is true concerning the school district's eligibility and compliance with noted requirements:

- The school district's configuration includes one or more buildings with Grades PK-12.
- The school district is not 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.
- OCR has not issued a violation letter of findings to the school district concluding that the 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.
- The U.S. Department of Justice does not have a pending suit alleging that the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 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 school district has corrected, or agreed to correct, the findings.
- The school district meets all applicable federal, state, local, and tribal health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo an EPA on-site verification.

SUMMARY NARRATIVE

Provide a 1,500-word maximum narrative describing your school or district's efforts to reduce environmental impact and operating costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. Use the bullets below as a guide to frame your narrative and include relevant information that the reviewers are looking for during their evaluation of your application. If your school or district is selected as a Green Ribbon School, this summary will be used in ED-GRS publications and publicity. Please ensure this narrative is comprehensive and addresses your strengths in all three pillars. Remember, this narrative is where you can make your program shine for all to read about your efforts and initiatives.

- Is your school or district participating in a local, state or national school program, such as the U.S. Environmental Protection Agency's ENERGY STAR Portfolio Manager, Eco-Schools USA, Project Learning Tree GreenSchools! or others that ask you to benchmark progress in some fashion in any or all of the Pillars?
- Has your district, school, staff or student body received any awards for facilities, health or environment?
- Has your school or district sought or achieved Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other green building standards? What certificate or level has your school obtained?
- Do you use the Federal High-Performance Sustainable Buildings Checklist in Portfolio Manager to assess the school building(s)?
- What efforts have you made to reduce environmental impact and costs?
- How have you improved student and staff health?
- How have you provided effective environmental and sustainability education?
- What are your unique and innovative practices and partnerships?

Insert narrative here:

The Penn-Delco School District has been participating in the U.S. Environmental Protection Agency's ENERGY STAR Portfolio Manager Program for more than three years in efforts to track and trend energy / utility usage in all of our buildings. Regular comparison reports are generated from the system. In addition, the district participates in the PASBO benchmarking program.

In two recent capital projects, full renovation of the Northley Middle School and new construction of the Coebourn

Elementary, both are closing the process of attaining LEED Certification. Both projects utilize a hybrid geothermal HVAC system in sustainability and fiscal savings efforts.

In addition to the sustainable measures of geothermal heating and cooling, the district has replaced several dual-fuel large boilers with high efficiency gas fired boilers and domestic hot water heaters, installation of heat wheels and reheat systems. Also, we have been standardizing our Building Automation System (Niagara – Tritium) district wide with a bacNet platform that allows for extensive controls coordination which in turn is saving energy for the district and Coebourn Elementary in particular.

Coebourn Elementary is initiated a sustainability education through classroom lessons, school-wide announcements, professional development at faculty meetings, and student led presentations and lessons. We will be utilizing the school facility as a teaching tool. PDS facilities director will be teaching our 5th graders about geothermal energy and touring our students through the pump room. Students will learn about our well system being approximately 450 feet deep into the earth producing a constant water temperature of 55 degrees. Students will learn how the geothermal system heats and cools the school. PDS facilities director will be teaching our 4th graders about the energy efficient electrical system that will earn us a LEED certification. Fourth graders learn about electric circuits within their science curriculum, so this real world hands on experience will be an excellent culminating activity.

Coebourn's Green Committee established monthly green or healthy activities to bring awareness to the school community. The committee provides monthly instructional resources that go along with the monthly theme. Therefore, teachers are able to integrate these resources in their instruction. Each month's goal is as follows:

- October – students and staff set a goal, which was incorporated into a school wide video;
- November – eat healthy snacks
- December – joined SecondChanceToys.org and held a plastic toy drive;
- January - reusable bottles with and one day of drinking only water;
- February – Jump rope for heart day to support fitness and American Heart Association;
- March – Utilize reusable lunch bags;
- April – Earth Day Activities: teaching a lesson outside/ outdoor classroom;
- May – Field Day (encourage walk to school/carpool/ride the bus);
- June – Culminating activity during Celebration Day: make garden tiles and birdhouses (partnering with Lowe's Hardware in Brookhaven, PA).

For example, during the month of October, students in each classroom set goals as a classroom community. The culminating video of this school-wide event can be seen at #greencougars or our school webpage.

For example, during the month of December, Coebourn Elementary will be organizing a service project that supports green efforts and helps children in need. We are working with the Second Chance Toys organization to collect used clean plastic toys to donate. Instead of filling the landfills with a perfectly used plastic toy, these toys could be donated to children who could benefit. This service project will run from December 1-15th.

When students take part in a hands-on composting program, they explore the connections between science, their community, and the environment. Students learn to become responsible consumers by thinking about what happens to the waste they create once it disappears into a trash can. These are the goals of Coebourn Elementary's Compost Club.

This club is comprised of about a dozen 5th grade students who care about the world around them, have an interest in science, and enjoy getting their hands dirty. This team is responsible for collecting green and brown material on a weekly basis, and for watering and aerating the bin when needed.

In addition to these duties, the Compost Club also educates the students of our school. They share their knowledge of composting with their fellow classmates through discussions and visual displays. They create presentations to share with classrooms about recycling paper and plastic. They also partake in community service projects like a used toy drive.

Composting is a topic that addresses a real-world issue and helps to instill a sense of environmental stewardship in our students. It is a process that relies on biology, chemistry, and physics, so it fosters an interest in scientific discovery and investigation. It is through these two concepts Coebourn Elementary is creating educational opportunities beyond the classroom and encouraging life-long environmental advocates.

PILLAR ONE: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Energy Conservation and Efficiency

Provide a 1,500-word maximum narrative of how your school or district has promoted energy conservation and improved energy efficiency, as well as reduced greenhouse gas emissions. Below are guiding questions to help frame your narrative.

- Have you received the U.S. Environmental Protection Agency's ENERGY STAR certification? If so, in what year was the certification earned?
- Are you currently tracking your school or district's energy use in a tool such as ENERGY STAR Portfolio Manager? If so, what tool and for how long?
- Do you have an energy management plan in place at your school or district?
- How has the school/district reduced its total non-transportation energy use (i.e., electricity, lighting and heating/cooling) from an initial baseline?
- Provide your percentage reduction measurement unit used (kBtu/sf, kBtu/student, or annual therms). Include time period, and how documented.
- Are there any student-led energy saving campaigns in place?
- Is a purchasing and procurement policy for energy efficient products in place?
- Are there occupancy sensors or daylight harvesting controls in the building(s)?
- What percentage of your energy consumption comes from on-site renewable energy (solar, wind, biomass, etc.) generation or purchased renewable energy?
- Can your school or district demonstrate a reduction in greenhouse gas emissions? What is the percentage of reduction and the time period of reduction? How is it documented?

Insert Narrative Here:

We have been tracking all Penn-Delco school district building's energy usage since fiscal year 2011 utilizing ENERGY STAR Portfolio Manager. Coebourn Elementary old building rated a 72 prior to close and demolition, and was not eligible for certification. We are currently loading utility data for the new Coebourn Elementary since it's opening in January 2015, but do not have a full year's data to date. As mentioned above, Penn-Delco does have an energy management plan in place with installation of our new Building Automation System (BAS) district wide with a bacNet platform that allows for extensive controls coordination which in turn is saving energy for the district and Coebourn Elementary in particular. With its new construction, Coebourn was one of the first schools on this BAS allowing for enhanced HVAC controls and controls access resulting in energy savings. As mentioned above, Coebourn Elementary is pursuing LEED certification. Therefore, there are lighting occupancy sensors throughout, perimeter daylight sensors to turn window side lighting banks off at appropriate levels in all classrooms, larger/taller windows for enhance daylight harvesting, hybrid geothermal HVAC system, and high efficiency gas fired boilers (heating and domestic hot water). These are example of some of the energy saving design, equipment and controls that are in place in the new Coebourn Elementary. In addition, from a site standpoint, a natural rain garden water filtering systems was installed, and more than 100 new trees were planted in the project.

Element 1B: Improved water quality, efficiency and conservation

Provide a 500-word maximum narrative of how your school or district is progressing toward water conservation. Below are guiding questions to help frame your narrative.

- Do your facilities have low flow fixtures (e.g., faucets, toilets, sinks)?
- Can the school/district demonstrate a reduction in total water consumption intensity (measured in gallons/square foot or gallons/occupant) from an initial baseline?
- Do you conduct audits of facilities and irrigation systems to make sure they are free of significant water leaks and to identify opportunities for savings?
- Do all outdoor landscapes consist of water-efficient or regionally appropriate plants (native species and/or adapted species)?
- Does your school use a smart irrigation system that adjusts watering time based on weather conditions?
- Has your school or district implemented storm water best management practices and/or low-impact development strategies (i.e., rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs)?
- Does your school or district use non-potable water sources, such as rainwater or greywater (i.e., water from sinks or kitchens), for irrigation or toilet flushing?
- If you use drinking water from a well, how is the water source protected from potential contaminants?
- Do you have a program in place to control lead in drinking water, including voluntary testing and measures to reduce lead exposure in drinking water)?
- Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination? Are faucet screens and aerators regularly cleaned to remove particulate lead deposits?
- Is an area of the school/district grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife (such as school vegetable garden, wildlife or native wildlife habitat, outdoor classroom, running/walking trails, environmental restoration project, etc.)?

- Describe other ways you are working to improve water quality, efficiency and conservation.

Insert Narrative Here:

Coebourn Elementary is making use of low flow fixtures throughout the school (toilets, urinals, sinks). There is no irrigation system on site; grass is watered by natural rain only. Water source is city water, regulated by the municipality.

On the Coebourn site, natural water filtering rain garden was constructed. Also, storm water inlets leading into the site basin are protected with screen basket and chemical filter media to protect water quality leading into and discharging the basin.

The 5th Grade Compost Club has set a goal to create enough compost to fertilize Coebourn’s first garden. The garden will be planted and maintained by the kindergarten students at Coebourn Elementary. The Green Committee and Coebourn PTL will help provide support to build, grow, and harvest their first garden. When students take part in a hands-on composting program, they explore the connections between science, their community, and the environment. Students learn to become responsible consumers by thinking about what happens to the waste they create once it disappears into a trash can. These are the goals of Coebourn Elementary's Compost Club.

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Element 1C: Reduced waste production, improved recycling, and composting programs

Provide a 500-word maximum narrative of how your school or district diverts solid waste from landfills and incinerators by reusing, recycling, and/or composting. Include a description of how you dispose of hazardous waste. Below are guiding questions to help frame your narrative.

Municipal Solid Waste

- What percentage of waste is diverted from the landfill or incinerator by reuse, composting and/or recycling?
- Does your school or district have a yard and/or food waste composting system?
- Are you using post-consumer recycled products or wood products certified by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard when possible?
- Are procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture?
- Are other waste reduction programs in place?

Hazardous waste

- How much hazardous waste do you generate (pounds/person/year)? How is it disposed?
- Is there a hazardous waste policy in place and actively enforced for storage, management and disposal of chemicals, and hazardous waste in laboratories and other areas?
- What percentage of total computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products? How do you dispose of unwanted computer and other electronic products?
- Do you use certified "green" cleaning products that meet the environmental standards of established eco-label programs (e.g., Green Seal, Ecologo, etc.)?
- Is your custodial program certified by the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building, or an equivalent standard?
- Has your school or district participated in PADEP School Chemical Cleanout Campaign (SC3)?
- What other indicators show that you are reducing waste and eliminating hazardous waste?

Insert Narrative Here:

Coebourn Elementary has implemented and maintains a single stream recycling program with Waste Management as our partner. Currently we are approaching 50% recycled material in our waste stream.

In the LEED construction efforts, a percentage of construction materials utilized post-consumer recycled products, most of the wood products were certified and the majority of materials were purchased and shipped locally. Purchasing policies in the district encourage the procurement of products / materials with recycled content.

No hazardous waste has been generated at the new Coebourn Elementary. There are no labs or use of chemicals in the schools. All cleaning chemicals are certified green products with Green Seal. Our cleaning program is working towards ISSA Green Building standard.

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

Provide a 500-word maximum narrative of how your school or district is promoting alternative transportation, utilizing alternative fuels, and/or upgrading current modes of transportation. Below are guiding questions to help frame your narrative.

- What percentage of students walk, bike, bus or carpool (i.e., two or more students in the car) to/from school?
- Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses, are to limit idling on school/district premises?
- Are all vehicle loading and unloading areas at least 25 feet away from all buildings' air intakes (including doors and windows)?
- Describe how your school/district transportation fleet reduces environmental impacts (e.g. percentage of electric/hybrid/alternative fuel vehicles, idle reduction equipment, bus route revised to reduce fuel usage/emissions).
- Have you participated in PennDOT's Safe Routes to School program?

Insert Narrative Here:

Penn Delco School District transportation has a no-idling policy that complies with federal mandated guidelines and have signs posted at the bus depot. The buses are all diesel buses with the latest EPA mandated emission controls and all our buses use BIO Diesel. Our buses follow a strict no idling policy and our buses are routed in a way that provides the most efficient, most direct route to and from our schools to include all corner stops, and our students walk area's to and from their bus stops and to and from their schools are enforced based upon guidelines set forth by the State of Pennsylvania and the Penn Delco School District Board of Directors.

Transportation have participated in other programs relating to the safe transport of students offered by the state and local law enforcement agencies along with the TSA "School Transportation Security Training" and audit.

Coebourn Elementary does provide transportation for students that meet the district established address parameters. Parents do have the option to drive their children to school as well. Approximately, 15% of students walk or ride their bikes to school, 45% are car riders, and 40% are bused. To encourage more families to participate with the green friendly way of walking to school, Coebourn is holding a walk or ride your bike to school day during the month of May on our Field Day.

PILLAR TWO: POSITIVE IMPACT ON STUDENT AND STAFF HEALTH

Element 2A: Integrated school/district environmental health program

Provide a 1,500-word maximum narrative of how your school or district is improving the quality of health for students and staff. Keep in mind that an integrated school/district environmental health program is based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations and maintenance of schools and grounds. Below are guiding questions to help frame your narrative.

Integrated Pest Management

- Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?
- Do you follow posting guidelines regarding the application of pesticides and herbicides? Do you notify parents and school employees about methods of application?
- Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and Material Safety Data Sheets (MSDSs) in an accessible location?
- Do you prohibit children from entering a treated area for at least eight hours following the application (or longer if required by the pesticide label)?

Ventilation

- Does your school/district meet ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality)?
- Are local exhaust systems (including dust collection systems, paint booths and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities and chemical storage rooms?
- Have you installed energy recovery ventilation systems, where feasible, to bring in fresh air while recovering the heating or cooling from the conditioned air?

Contaminant Controls

- Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?
- Carbon Monoxide: If you have combustion appliances, do you have an inventory of all combustion appliances and annually inspect these appliances?
- Mercury: Has your school or district eliminated mercury containing thermometers, elemental mercury, chemical compounds, art chemicals, etc.?
- Do you recycle or dispose of unwanted laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations?
- Chromated Copper Arsenate: Have you replaced or sealed wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate within the past 12 months? What percentage?
- Secondhand Tobacco Smoke: Do you prohibit smoking on campus?
- Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?
- Indoor Air Quality (IAQ): Do you have a comprehensive indoor air quality management program consistent with EPA's Tools for Schools?
- Moisture Control: Are all structures visually inspected on a regular basis to ensure they are free of mold, moisture and water leakage?
- Describe any other measures regarding the school or district's built and natural environment that you take to protect student and staff health.

Insert Narrative Here:

Integrated Pest Management programs are strictly enforced (including notification and application if necessary) in Coebourn Elementary and district wide, with Ehrlich as our partner. Summaries of all treatment are kept in the IPM log. No treatment is made in the area of children or building staff while occupied.

The ventilation system, as well as the entire HVAC system are less than one year old and do meet ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality). Heat wheels and energy recovery systems are utilized at Coebourn for energy savings efforts.

Radon will be tested one year into occupancy. Combustion appliances are limited to kitchen only, and are inspected annually. This is no mercury containing material or labs/chemicals in the building. No Chromated Copper Arsenate has been used on site. There is no smoking allowed on school district property. Indoor air quality program observance is consistent with EPA's Tools for Schools. Regular inspection of the building envelope is made to ensure that there is no water infiltration, including roof inspection.

Element 2B: High standards of nutrition, fitness and outdoor time

Provide an 800-word maximum narrative of how your school or district is improving the physical and mental health of students and staff. Below are guiding questions to help frame your narrative.

Fitness and Outdoor Time

- What is the average amount of time over the past year that each student engaged in school-supervised physical education and/or outdoor time per week?
- Do you have outside classrooms or learning labs available?

- Describe any other outdoor exercise opportunities and nature-based recreation available to students.

Food

- Do you participate in USDA's Healthier School Challenge program or another nutrition recognition program?
- What percentage of food purchased is certified as environmentally preferable (e.g., Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?
- What percentage of food purchased is grown and processed locally, including food grown on school grounds?
- Does the school/district have an onsite garden in which the students participate?

Ultraviolet (UV) Safety

- Does your current student body participate in EPA's Sunwise Program or an equivalent program? What percentage of the student body participates?

Mental Health

- Does your school use a Coordinated School Health (CSH) approach or other related initiatives to address overall school health issues?
- Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety?
- Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.).

Insert Narrative Here:

The School District participates in the National School Lunch Program, as for the food certified as environmentally preferable I would say about 5 to 10 percent of the food is sustainable. All our produce we purchase we try to go with local for what is available to us so again I would say between 5 percent would be local as for the apples, oranges, cucumbers.

Coebourn Elementary school climate programs are award winning and most importantly successful at helping the behavioral, emotional, and social growth of every student that enables them to academically achieve. Coebourn Elementary was named state and National School of Character in 2015 by Character.org. Coebourn Elementary was honored within the state of Pennsylvania as a Positive Behavior Intervention and Support school. Coebourn received the recognition of Fidelity of Implementation at the Universal Level.

The Character Education and Positive Behavior Interventions and Supports Program are an important component of the overall achievement and success at Coebourn Elementary School. Our K-5 suburban elementary school enrolls 376 students with 16.5 percent of students having an individualized education plan (IEP) and 4.8 percent of students receiving English Language Services. A Character Education and PBIS Core Team have been established for many years and their efforts focus on a positive and safe learning environment. This team excels at teaching expectations to our students and using data driven decision making. Our PBIS team provides lessons and resources for each teacher to teach the expectations to their class during the first week of school. The team produces a school-wide "kickoff" assembly where the student body and staff are shown the school wide behavioral expectations. The team uses an interactive expectations video that reviews inappropriate behaviors demonstrated by staff and appropriate behaviors portrayed by students. Later we schedule "expectation stations" for every class to visit the specific area in our school where a team member provides an on-site review of the expectation.

Our Character Education and PBIS Core Team meets monthly to assess, analyze and monitor the program. Our members include a representation of all grade level teachers, the school counselor, special areas teachers, the principal, and PTL input. Our PBIS team uses SWIS data to make informed decisions. For example, when our data revealed an increase in recess office discipline referrals (ODR's), involving kick ball, the PBIS team in conjunction with the physical education teacher developed kick ball rules and a poster with our school kick ball rules. The physical education teacher taught the kickball expectations to every classroom along with the recess assistants. We continue to monitor and apply interventions to decrease our ODR's.

A Positive Behavior Intervention Team (PBIT) has been established over the past two years. This team's purpose is to identify and understand the behavioral, emotional, and social needs of tier 2 and 3 students. This team supports the student and his/her teacher to develop a positive action plan so the student can be successful.

The staff at Coebourn strongly believes in a positive working climate. The principal and staff participate in regular team building experiences to foster the importance of positive relationships. In addition, the staff at Coebourn takes time each month to have breakfast together, which is called Coffee & Competition! Interactive competitive games make it fun for everyone.

Students participate in Physical Education one time per week for 40 minutes. Students are given opportunities to work on Physical Fitness with their families in a variety of ways for example completing a Family Fitness Calendar, sharing the values of PE during our Jump Rope for Heart Event, and encouragement to participate in community sports and fitness organizations.

Physical Education at Coebourn Elementary is held very frequently outside. The procedure for conducting our classes in our "outdoor gym" are very similar to that of our classes inside with several transitioning procedural safeguards put into place in the beginning of the year. Students are shown our "outdoor gym" boundaries and expectations with exiting and entering the building. Students are told to leave everything in nature, in nature. We come outside to have access to more space, get fresh air, and participate in Fitness in another environment.

Students at Coebourn Elementary are able to obtain additional physical activities when they participate in two recess sessions per day. These sessions are held outdoors on a beautiful playground and blacktop area. We have a well designed paved walking/running trail that goes around the perimeter of our building. Students are encouraged to utilize this area to work on their cardiovascular endurance during these times.

Our PE program at Coebourn Elementary has participated in a partnership with the American Heart Association for the past five years. Students partake in lessons during PE giving them the skills and knowledge to help fight cardiovascular disease. Students raise funds for the American Heart Association and participate in a Jump-a-thon to raise awareness for the cause. Over the years our school has been recognized for raising over \$12,000 for the American Heart Association.

PILLAR THREE: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Provide a 1,500-word maximum narrative about how your school or district is improving sustainability and environmental literacy for students and staff. Below are guiding questions to help you frame your narrative.

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

- Does your school or district have a graduation requirement for environmental or sustainability literacy?
- How are environmental and sustainability concepts integrated throughout the curriculum?
- Is your school district's curriculum aligned to the Pennsylvania Academic Standards for Environment & Ecology?
- If your school/district does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on the state science education assessments last year?
- Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?
- Does your environmental education curriculum pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and engaging in argument, and applications based on evidence?
- Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision-making) at every grade level?
- How are the sustainable elements of your building used as an educational opportunity?

Insert Narrative Here:

Coebourn Elementary general science curriculum includes a deep understanding and connections to life, physical, and earth sciences.

The "Weather Unit" encompasses learning different types of weather, how to measure and identify weather by using tools such as; thermometers, rain gauges, and wind socks. Our scientific explorations allow students to create a hypothesis and physically examine and test variables. One example of this would be where students tested several types of fabrics to see which one would best keep them dry in the rain.

In the "Living Organisms Unit", students create terrariums and aquariums to learn about how plants and animals depend on one another. The habitat is unique to the characteristics of the organisms and what they need to survive. We make connections between humans, animals, and plants focusing on their individual needs. Fourth graders learn about electricity within their science lessons. Students learn about renewable and nonrenewable resources. The kids read a story called "Fern fossil" and learn how a fern stored energy and eventually became coal and how the coal becomes energy that becomes electricity. They go "mining" using a chocolate chip cookie and they dig for the chocolate chips. At the end they draw a conclusion about what happened to the land....it doesn't look the same. Then, they eat the chocolate chips and the chips become energy, but they can never get them back. So, we have a discussion about the fossil fuels being nonrenewable.

In Microworlds, students explore magnifiers, including the hand lens and microscope. They learn that these tools can be used to extend the sense of sight in order to see smaller objects in greater detail. Through this, students learn that a magnifier must be transparent and curved. Students also learn about a microscope and all its parts. They learn each function and practice proper lighting and focusing techniques. Students understand two different types of slides and when it is appropriate to use both. Preparing their own slides, students are able to look at fish scales, onion skin and three different living microorganisms - Volvox, Blepharisma, and vinegar eels. Observing the structure of these microorganisms, and how they move, feed, grow and multiply, allows students to develop a sense of microbial life. Students understand interactions among living things and between living things and their environment.

In Ecosystems, students set up a terrarium for living organisms such as crickets, isopods, mustard, grass seed and alfalfa. Duckweed, elodea, algae, fish, and snails are introduced in the aquarium. The students connect the two habitats to create an "ecocolumn." Students then observe the relationship between the two environments and the organisms living within them. Students simulate the effects of pollutants such as road salt, fertilizer, and acid rain on the environment. To discover how pollutants might affect the organisms, students create a food chain and make inferences about the effects of pollutants based on the relationships between the organisms in the ecocolumn. Students explore the Chesapeake Bay as a model ecosystem, analyzing the environmental problems present there from various perspectives. Applying their knowledge of ecosystems to a real-world situation, students generate possible solutions to the pollution problem and share their conclusions with the class. This activity enables students to appreciate the trade-offs necessary to reach mutually acceptable solutions to environmental problems. Through this unit, students understand that an ecosystem is a community of organisms that interact with each other and the environment, and that humans may affect ecosystems in many ways.

The Motion and Design unit combines the physics of forces and motion with technological design. Students use plastic construction materials, weights, rubber bands, and propellers to design and build vehicles, then test how those vehicles respond to different forces of motion, like pushes, pulls, or rubber band energy. They explore, through experiments and multiple trials, how forces like friction, gravity, and air resistance work against motion to slow their vehicles down. Students must apply the concepts they learn to a design challenge, designing a vehicle that can perform to certain specifications, but also meets certain "cost" requirements. Collaboratively, student teams must design a vehicle, calculate the cost, test it, and refine their design. This unit develops skills in recording design through drawing, making accurate measurements, completing and analyzing data tables, making and testing predictions, and communicating results and experimental data.

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills

Provide an 800-word maximum narrative of how your school or district is utilizing the environment and sustainability to improve STEM knowledge and problem-solving skills. Below are guiding questions to help frame your narrative.

- Does your general science curriculum include a deep understanding and connections of life, physical and earth sciences?
- Does your curriculum provide connections between classroom content and college and career readiness, particularly to post-secondary options that focus specifically on environmental and sustainability fields, studies and/or careers?

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Element 3C: Development and application of civic engagement knowledge and skills

Provide a 500-word maximum narrative of how your school or district is improving civic and community partnerships toward sustainability. Below are guiding questions to help frame your narrative.

Community and Civic Engagement

- Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?
- Do you partner with local academic institutions, businesses, government agencies, nonprofits, informal science institutions and/or other schools to help advance the school/district and community toward sustainability and other environmental issues?
- Do you have outdoor classrooms on your grounds that include native plantings or a community garden? If so, how do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?
- What are other indicators or benchmarks of your progress toward the goal of 100 percent of your graduates being environmental and sustainability literate?
- What opportunities exist for parents to learn about the green practices implemented at your school, including how these practices are benefiting the children and reducing operation and maintenance costs?

Insert Narrative Here:

Coebourn Elementary School has started a Green Committee. We have staff and a parent representative on this committee as well. The 5th grade compost and environmental club provides input to this committee to support our goal to bring awareness. The Green Committee has created #greencougars to celebrate our efforts as a school community.

We also promote our efforts through district and school newsletters. The committee partnered with the Brookhaven Borough Council and Mayor of Brookhaven to complete a community outreach to bring awareness. During Brookhaven Family Day on Saturday, September 24, 2016, students were able to attend

the Green Committee's station and write about how their family recycles at home. Eighty five students participated and earned a green homework pass for sharing.

Another goal the Green Committee established to bring awareness to the school community was to develop monthly green or healthy activities. The committee provides monthly instructional resources that go along with the monthly theme. Therefore, teachers are able to integrate these resources in their instruction. Each month's goal is as follows:

- October – students and staff set a goal, which was incorporated into a school wide video;
- November – eat healthy snacks
- December – joined SecondChanceToys.org and held a plastic toy drive;
- January - reusable bottles with and one day of drinking only water;
- February – Jump rope for heart day to support fitness and American Heart Association;
- March – Utilize reusable lunch bags;
- April – Earth Day Activities: teaching a lesson outside/ outdoor classroom;
- May – Field Day (encourage walk to school/carpool/ride the bus);
- June – Culminating activity during Celebration Day: make garden tiles and birdhouses (partnering with Lowe's Hardware in Brookhaven, PA).

During the month of December, Coebourn Elementary will be organizing a service project that supports green efforts and helps children in need. We are working with the Second Chance Toys organization to collect used clean plastic toys to donate. Instead of filling the landfills with a perfectly used plastic toy, these toys could be donated to children who could benefit. This service project will run from December 1-15th.

Coebourn's Green Committee utilizes social media to accomplish our goals, which is to create awareness throughout the school community. After students and teachers created their green goal for the school year, the green committee developed a short video that can be viewed at #greencougars or our schools webpage.

When students take part in a hands-on composting program, they explore the connections between science, their community, and the environment. Students learn to become responsible consumers by thinking about what happens to the waste they create once it disappears into a trash can. These are the goals of Coebourn Elementary's Compost Club.

This club is comprised of about a dozen 5th grade students who care about the world around them, have an interest in science, and enjoy getting their hands dirty. This team is responsible for collecting green and brown material on a weekly basis, and for watering and aerating the bin when needed.

In addition to these duties, the Compost Club also educates the students of our school. They share their knowledge of composting with their fellow classmates through discussions and visual displays. They create presentations to share with classrooms about recycling paper and plastic. They also partake in community service projects like a used toy drive.

Composting is a topic that addresses a real-world issue and helps to instill a sense of environmental stewardship in our students. It is a process that relies on biology, chemistry, and physics, so it fosters an interest in scientific discovery and investigation. It is through these two concepts Coebourn Elementary is creating educational opportunities beyond the classroom and encouraging life-long environmental advocates.