



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: **Ms. Stacey Brown**

Official School Name: **William Tyler Page Elementary School**

(As it should appear on an award)

Official School Name Mailing Address: **13400 Tamarack Road, Silver Spring, MD 20904**

County: **Montgomery** State School Code Number *: **150312**

Telephone: **301-989-5672** Fax: **301-879-1036**

Web site/URL: <http://www.montgomeryschoolsmd.org/schools/pagees/> E-mail: Stacey_M_Brown@mcpsmd.org

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

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

Stacey M Brown

Date: 1/27/2017

Name of Superintendent: **Jack R. Smith, Ph.D.**

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



District Name: **Montgomery County Public Schools**

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

[Handwritten Signature]

Date: *1-30-2017*

(Superintendent's Signature)

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: **Maryland State Department of Education**

Name of Nominating Authority: **Carol A. Williamson, Ed.D.**

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

PROVISIONS ABOVE.

Carol A. Williamson

Date: *1-30-17*

(Nominating Authority's Signature)

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.



Lead Applicant Name (if different): Ms. Laurie Jenkins
Lead Applicant Email: Laurie_C_Jenkins@mcpsmd.org
Phone Number: 301-924-3123

Does your school serve 40% or more students from disadvantaged households? = YES
Percent receiving FARMS = 51.10 percent
Percent Limited English Proficient = 23 percent
Overall annual student attendance rate = 95 percent
Public School 6-digit Cod 150312

School District Name: Montgomery County Public Schools (MCPS)
Is your school district one of the largest 50 in the nation? YES
What is the total student enrollment? 159,242

Summary Narrative

At Page ES, we are dedicated to being a Green School each and every day. All students act to make these statements about our school true:

- We are **READY** to be positive role models for our peers by using the knowledge we possess to create and maintain an ecofriendly and healthy world!
- We **RESPECT** the environment and all the creatures in it.
- We are **RESPONSIBLE** by reducing, reusing, recycling, and replacing resources.

Each classroom has a representative from the Green Team who acts a Green School leader for their peers. Their responsibilities during the school day are to ensure lights are off, blinds are down at the end of the day, and computers are shut down properly after using the computer lab. Students make sure there are stickers next to light switches and ensure others are recycling in classrooms by posting signs about what can be recycled in our bins. Third to fifth grade Green Team ambassadors monitor breakfast and lunch recycling procedures. Because the Green Team believes that this is to be an integral part of who we are and what we do, there are no incentive programs to reward classes for doing this. The members of the Green Team spread this message throughout the school each day and teach their peers about conservation and environmentalism. The Green Team has been in existence since 2005 and has grown from 5 students to over 100 students.

All Page students participate in multiple venues to learn about the Earth and its resources. At every grade level, students engage in authentic collaborative environmental learning experiences that integrate math, science, reading, social studies, and the Arts. Research and community service projects are completed by all students throughout the year. Energy conservation, recycling, habitats, and environmentally friendly practices are just some of the topics explored and practiced by students. Physical education integrates student health and fitness with the environment by participating in Field Day, Girls on the Run, May Mileage Club, and after school sports clubs. Our Earth Day Celebration is a staple of our assembly line up for the year. Students prepare for this event all year long learning about Global Warming and Environmental Issues in Music, Art, PE, and during classroom instruction. Projects taken on by students and staff include weekly environmental announcements, outdoor recycling centers to reduce the trash on the school grounds creating a safe and pleasing environment, new water fountains, cross grade level collaborative environmental lessons, a gardening club, and new planning to increase our perennial outdoor learning garden space.

At Page ES, we believe that the Earth is a gift that we must take care of simply because it is the right thing to do.

Green School Participation

In January 2014, Page Elementary School submitted an application for the MAEOE Green School Program and was named a Maryland Green School that spring. Students and staff came together to gather data for the application. The Green Team went to the celebration at Sandy Point State Park as a connection to all the work they put in over the years. The partnerships that was formed during this process has given us strength to continue our commitment to the Earth each and every day.

- 2014 Maryland Green School Certification

List awards and/or grants, and the years in which they were received, your school, staff, or student body received for environmental or sustainability stewardship/action.

Page ES was also named a SERTified MCPS School which is awarded to schools with outstanding energy reduction and increased recycling data over the course of the year by the SERT program. Additionally, Page ES has earned the following awards due in large part to the leadership of our Green Team student leaders.

- 2009-10 Q1, Q2, Energy Savings Award & PLM Energy Saving Award
- 2010-11 Q2 Q3, Q4 Energy Savings Award & PLM Energy Saving Award
- 2011-12 Q1, Q2, Q3, Q4 Energy Savings Award & PLM Energy Saving Award
- 2011-12 Annual Superior SERT Award
- 2012-13 Q1, Q2 Q3, Q4 Energy Savings Award & PLM Energy Saving Award
- 2013-14 Annual Recycling Award
- 2013-14 Q1, Q2 Energy Savings Award
- 2014-15 Q1, Q2 Q3, Q4 Energy Savings Award & PLM Energy Saving Award
- 2015-16 Q2 Energy Savings Award

Pillar I: Reduce Environmental Impacts and Costs

Can your school demonstrate a reduction in Greenhouse Gas emissions?

YES

Percentage reduction = 8.28 percent

Over: (FY05 – FY16)

Initial GHG emissions rate (MT eCO₂/person) = 1.099

Final GHG emissions rate (MT eCO₂/person) = .93

Offsets: None

How did you calculate the reduction? Using utility database records

Note: At Page ES, for the years FY16/FY15, MCPS records show a 13% reduction in GHG emissions and a decrease in enrollment of 1% at Page ES.

Do you track resource use in EPA ENERGY STAR Portfolio Manager?

YES

If yes, what is your score? 90

If your score is greater than 75, have you applied for and received ENERGY STAR certification? NO

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

Yes

Current energy use (kBTU/student/year) = 6,355

Current energy usage (kBTU/sq. ft. /year) = 45

Percentage reduction: 16 percent (kBTU/student) and 8 percent (kBTU/sq. ft.)

Over time period (FY05 –FY16)

How did you document this reduction? Using utility database records.

Note: At Page ES, for the years FY16/FY15, MCPS records show a 12 percent reduction in kBTU/student/year and a 13 percent reduction in kBTU/sq. ft./year with a decrease in enrollment of 1 percent.

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

On-site renewable energy generation = NONE

Purchased renewable energy

Type purchased = Wind Energy 33 percent

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal/state school energy program

In what year was your school originally constructed?

Year:

2003 (Original school construction was in 1965. School received large addition in 2003)

What is the total building area of your school?

58,726 sq. ft.

Has your school constructed or renovated buildings in the past ten years?

This school was not built or renovated in the past ten years.

Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

NO

Average baseline water use (gallons/occupant) = 0.72

Current water use (gallons/occupant) = 0.85

Percentage reduction in domestic water use = N/A

Percentage reduction in irrigation water use = N/A

Time period measured = (FY05 – FY16)

How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports)? Using utility database records.

Note: At Page ES, for the years FY16/FY15, MCPS records show a slight reduction in gallons/occupant with a decrease in enrollment of 1 percent. The student enrollment at Page ES increased by nearly 9 percent between FY05 and FY16.

Describe the practices your school employs to increase water efficiency and reduce the amount of potable water used for irrigation.

At Page ES, signs are in place to remind students to reduce water use. At lunch we have buckets where students can dump the remains of their water bottles. That water is reused to water flowers.

Signs remind students to conserve water. The students and staff monitor the use of water in the restrooms and report any water leaks to the Maintenance Depot so that repairs can be made to avoid further water wastage.

Describe how your school uses water-efficient native plants in landscaping.

The landscaping at Page has been an ongoing process. Each year we add more water efficient plants to the landscaping. We currently have hostas, azaleas, lilies, mums, and various bulb varieties. Trees have been planted around the playground to assist with shade. We continue to maintain and add new trees to the property to provide shade for students during the hot summer days.

Earth Day 2017 will focus on the Gifts from the Earth. Students will be planting trees to assist with water erosion and filtering where 5 trees have slowly died since 2004. The goal is to continue to replace the trees that our school uses in copier paper.

Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces.

Stormwater is collected and piped to an underground quality and quantity control system.

Describe the source of your school's drinking water and what measures are in place to protect it from potential contaminants and lead.

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

What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? Complete all the calculations below to receive points.

40 percent

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

MCPS does not use dumpsters to collect garbage from schools. Daily garbage is placed in bags and stored in the schools trash room. The monthly total tonnage of garbage disposed for MCPS is distributed to each school based on number of building occupants (staff & Students). Total tons of garbage distributed to Page ES for school year 2015-2016 is 25.54 tons

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

MCPS requires the recycling hauling contractor to have "On-board Weighing Scale" on the trucks that service all MCPS sites. The weight of each dumpster is weighed before and after servicing to capture the actual amount of material recycled from each MCPS site.

Total paper/cardboard collected for school year 2015-2016 = 11.87 tons

Total commingle recyclables collected for schools year 2015-2016 = 3.94 tons

One eight yard dumpster for paper/cardboard recycling with one time per week service.

One two yard dumpster for commingled recyclables with two times per week service.

Similar to the garbage, MCPS does not use dumpsters to collect yard waste recycling. MCPS trucks collect yard waste recycling from designated area at school sites. The monthly total tonnage of yard waste recycling taken to the county transfer station is distributed to each school based on number of building occupants (staff & Students). Total tons of yard waste recycling distributed to Page ES for school year 2015-2016 is 1.36 tons

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

None

$$\text{Recycling Rate} = ((B + C) \div (A + B + C)) \times 100$$

$$((3.94+11.87+1.36) \div (25.54 + 3.94+11.87+1.36)) \times 100 = 40 \%$$

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

$$(25.54/471) = 0.054 \text{ tons per person}$$

PAGE ES													
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total Tons
A Trash (tons)	2.19	2.36	2.16	2.22	1.40	2.08	2.19	2.20	2.30	2.86	1.23	2.36	25.54
B Commingle (tons)	0.34	0.44	0.42	0.39	0.25	0.42	0.42	0.39	0.35	0.34	0.17	0.03	3.94
B Paper/Cardboard (tons)	0.95	1.33	1.12	0.70	0.60	1.38	0.90	0.84	0.98	1.76	0.50	0.81	11.87
B Yard Waste (tons)	0.09	0.14	0.08	0.09	0.04	0.03	0.16	0.15	0.11	0.17	0.14	0.17	1.36
Recycling Rate:	40 Percent												

What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free?

99 percent of the paper stock used by Page Elementary is 30% post-consumer waste and/or certified by the Sustainable Forestry Initiative (SFI). All copier paper distributed to the schools by the MCPS central warehouse carries the SFI label. The largest publications produced centrally for system-wide distribution, such as student daily planners, math worksheets and assessments, are printed exclusively on 30% post-consumer waste paper.

Provide information on the amounts, monitoring, and disposal method for each of the materials below.

- Flammable liquids
- Corrosive liquids
- Toxics
- Mercury and/or mercury compounds
- Other

William Tyler Page ES is classified as a "general use facility" under Montgomery County regulations. The school's current chemical inventory indicates at least 55 gallons, but less than 220 gallons, aggregate quantity of hazardous chemicals. The school disposes of hazardous chemicals by either submitting a work order to MCPS' Division of Maintenance or contacting the MCPS Science, Technology, Engineering, Art, and Mathematics (STEAM) Supervisor. The chemicals are picked up by a licensed hazardous waste contractor for disposal in accordance with applicable regulations. School staff is required to properly store and use hazardous chemicals and to notify MCPS' Systemwide Safety Programs Unit of changes in the school's chemical inventory. The school is also required to maintain a chemical information list and material safety data sheets for all hazardous chemicals onsite. Employees potentially exposed to hazardous chemicals are required to receive appropriate training.

Describe other measures taken to reduce solid waste and eliminate hazardous waste.

Strategic placement of recycling and solid waste collection bins in the interior and exterior of school. Signage and visuals above each collection station; collection bins are labeled to clearly identify items that can be recycled and items that cannot be recycled to reduce cross contamination.

Systemwide reducing, reusing, and recycling is promoted and practiced with over 20 items being recycled to reduce the amount of solid waste.

Monthly individual school recycling data and solid waste reduction data is published by the School Energy and Recycling Team (SERT) to increase awareness among students, staff, and community users to increase recycling and reducing solid waste.

Comprehensive communications inform all principals how to handle potential hazardous waste through a handbook that is updated annually from the Office of Chief Operating Officer of MCPS. Building services staff receive training on response and proper protocols for solid and hazardous waste.

Division of Maintenance (DOM) has contractors available for special hazardous waste pick up and spill response.

Describe the green cleaning supplies used in your school.

Which green cleaning custodial standard is used?

Page ES uses the Division of School Plant Operations' Healthy, High Performance, Green Cleaning Program which incorporates Green Seal GS-39 Criteria for Green Facilities Operations and Maintenance.

What percentage of all products is certified?
75 percent

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

Describe alternative transportation at your school

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



How is this data calculated?

Walk = **11.76 percent**
Bus = **67.76 percent**
Car Pool = **20.47 percent**
Bike = **0**

By dividing the number of students in each category over the school's total student enrollment.

Which policies and practices has your school implemented?

- Designated carpool parking areas
- A well-publicized no-idle policy that applies to all vehicles including school buses
- Vehicle loading/unloading areas at least 25 feet from school building air intakes, doors, and windows
- Safe Pedestrian Routes to School or Safe Routes to School

Describe activities in your "safe routes" program.

Montgomery County government oversees the safe routes program. The MCPS Department of Transportation (DOT) works with Montgomery County government in order to ensure their recommendations are implemented in the design phases for school renovations and/or construction. The safe routes program operates directly with the school administration in order to design and operate the routes efficiently.

In addition, MCPS and Montgomery County government collaborate, evaluate, and implement safe traffic patterns and solutions at all school. Montgomery County Department of Transportation (MCDOT) has a policy of doing traffic studies at about 30 percent of our schools every year. These are regularly scheduled observations and recommendations on how the traffic situation can be improved at each of MCPS schools. In 2002 and 2010, the MCDOT conducted a comprehensive school zone traffic safety assessment where entrances were adjusted, an island was constructed, a traffic signal was installed with pedestrian response, and another entrance is now an "exit only" driveway for improved safety. The next comprehensive school zone traffic safety assessment will be done in the 2017–2018 time frame. During the school year, there are also other observations done at the request of the school, parents, students or the community at large. These none-scheduled observations are done year-around and are usually based on the identification of a hazardous conditions that could have developed as a result of changing traffic patterns.

Describe how your school transportation program is efficient and has reduced its environmental impact.

The MCPS Department of Transportation (DOT) is required by law to rotate its buses out every 12 years. DOT has been renovating about 12 percent of its fleet every year; as of 2015, 80 percent of the bus fleet meets or exceeds EPA 2008 Emission mandates.

DOT has a yearly review program of all bus routes. During the review program, every single route is analyzed to identify opportunities to improve efficiency, to avoid having several buses serving the same area. These review processes have allowed DOT to absorb the annual growth in student population while reducing the amount of buses. This results in lower operating cost, reduced environmental impacts, and benefits to the health and well-being of our local and global community.

Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

The partnership with University of Maryland (UM) Master Gardeners has allowed Page to have a perennial garden on site— cattails are a major planting- so students now have a small outdoor laboratory for observing insect metamorphosis and seed dispersal as they learn more about conservation landscaping on our school site. We are planning to do additional purchasing and planting of perennial plants this year to extend our starter garden.

Pillar II: Improve the health and wellness of schools, students and staff

Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.

The Integrated Pest Management (IPM) program employs Maryland Department of Agriculture certified pesticide applicators to conduct regular inspections to prevent pest damage. IPM staff identifies and corrects conditions that encourage pests by reducing food, water and shelter for pests, and by eliminating unnecessary pesticide applications. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment. An IPM logbook of all IPM activities is kept in the main office of the school.

What is the volume of your annual pesticide use (gal/student/yr.)? Describe efforts to reduce the use of pesticides inside the school and on school grounds.

The Integrated Pest Management (IPM) program uses regular inspections to prevent pest damage. IPM staff identifies, corrects, or generates work orders to correct conditions that encourage pests by determining when to control pests, identify conditions contributing to pest problems through the use of monitoring and thorough inspections conducted at regular intervals. With the assistance of staff, students, and administrators one or more pest control methods including sanitation, structural repair, cultural practices, mechanical control, biological, other non-chemical methods and pesticides will be utilized. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment.

The annual pesticide use at Page ES was .0009 gal/student.

Which of the following practices does your school employ to minimize exposure to hazardous contaminants?

- Prohibit smoking
- Removed elemental mercury and prohibit purchase
- Reduced exposure to carbon monoxide from fuel-burning appliances
- Conducted radon testing
- Removed playground structures containing chromate copper arsenate
- Conducted lead in water sampling

Describe how your school manages and controls student and staff exposure to chemicals (including pesticides) routinely used in the school.

At least 24 hours before any pesticide is applied in a school building or on school grounds, the IPM supervisor will provide written information to the school principal who in turn will provide written notification to each parent/guardian and staff member.

Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

At Page ES, the school has implemented a number of asthma trigger control measures. Through the implementation of an Integrated Pest Management (IPM) program, exposure to asthma triggers from cockroaches and other pests are reduced. Throughout the school, building service personnel routinely perform housekeeping and HVAC maintenance activities to reduce the exposure to dust mites, pollen and mold. To prevent allergic reactions to dust mites, MCPS replaces carpet with floor tile in classroom and common areas whenever possible.

In addition, there are formalized indoor air quality (IAQ) investigation protocols to address IAQ complaints in an efficient and effective manner. Enforcement of No-Idling and No-Smoking Policies are also in place to minimize exposure to diesel fumes and tobacco smoke. Like other schools in MCPS, there is an environmentally preferred purchasing policy that is followed to ensure that only approved products are used. To minimize dust emissions, there is an IAQ in Construction Guideline. Lastly, there is a proactive program to inspect and maintain relocatable buildings on an annual basis.

Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or removes moldy materials when it is found.

Modernized in 2003, Page ES is designed, operated and maintained to control moisture from leaks, condensation and humidity. The building's HVAC systems are remotely monitored by an energy management system that alerts staff to correct any problematic conditions. The proper HVAC system and building envelope features were selected and installed to control potential moisture sources. As part of the proactive mold prevention program at MCPS, staff at Page ES have been trained to recognize the causes and early signs of mold development. In addition, Wi-Fi monitors that measure temperature and humidity are available as conditions warrant. In order to maintain humidity levels below 60% during the cooling season, portable dehumidifiers are placed where needed.

MCPS follows EPA guidelines in removing mold and moldy materials arising from various sources of moisture. When indoor visible mold is discovered, professionally-trained personnel use the appropriate personal protective equipment and containment methods

to remove the mold in a safe manner. After the mold has been removed, the source of the moisture is eliminated. . This past year, the IAQ Special Projects Team was formed to conduct remediation activities as soon as mold is discovered.

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

Formal building inspections, including inspection of ventilation systems are performed biannually by off-site Division of School Plant Operations (DSPO) building service supervisors. This includes inspection of filters, belts, lubrication, overall cleanliness of units, indoor air quality and temperature, record keeping, etc. The on-site school building service manager conducts daily inspections, maintains schedules and logs, performs cleaning and monitors operations of ventilation systems.

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

Classrooms are served by dedicated outdoor air equipment that provides direct ventilation to spaces when occupied. Common spaces receive ventilation through air-handling equipment with demand control sequence of operations.

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

Heating, Ventilating, and Air-Conditioning (HVAC) systems were designed and installed to comply with applicable code requirements, with supply units providing continuous ventilation to occupied rooms. Contaminant control has been improved through the use of higher efficiency air filters. To assist in ensuring acceptable indoor environmental conditions, MCPS has developed HVAC equipment maintenance schedules for school building service staff. The school's plant operations supervisor periodically visits the school to inspect HVAC equipment and check maintenance records.

Through the implementation of an environmentally preferred purchasing policy, MCPS screens products for use in the school system to ensure safety and health. Using standards established by the Green Seal Organization and Leadership in Energy and Environmental Design (LEED), MCPS reviews product safety literature and makes a determination based on associated health and safety and environmental hazards.

To assist in ensuring acceptable indoor environmental conditions, MCPS has developed HVAC equipment maintenance schedules for school building service staff. The school's plant operations supervisor periodically visits the school to inspect HVAC equipment and check maintenance records.

Page is included in a comprehensive inspection program for relocatable classrooms. All buildings are inspected on an annual basis and repairs are made to ensure that relocatable buildings are in "good" condition according to various criteria (i.e., air quality, moisture conditions, building envelope assessment, site drainage). In 2016, Building Service personnel began weekly inspections of relocatable units to identify and report any mold and/or moisture issues in a timely manner.

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

Nutrition education is done in the classroom, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. Additional fruits and vegetables have been added to the menu, 100% of grains are whole grain, milk is fat-free or 1% low fat, removal of trans-fat and saturated fat is less than 10% of calories, and low sodium. Students are required to select fruit or vegetable with each breakfast and lunch.

School is a recipient of the USDA Healthier US School Challenge, is a Team Nutrition School, and participates in the Farm to School Program.

MCPS also promotes locally grown fruits and vegetables, which also includes Page ES. Apples, melons, celery, green beans, and zucchini are some of the MD agricultural products served. Students learn about where their food comes from, how it's produced and the benefits of a healthy diet. The district has a wellness specialist who works with students to help make the connection between food items, their origin, and their benefit.

Students are encouraged by their teachers, to participate in the breakfast in the classroom program which is available to all students at no cost.

Vending machines are not accessible to students.

At Page ES, teachers do not distribute candy to students as a reward.

Foods that are sold as fundraisers are either in compliance with MCPS Wellness Regulations, JPG-RA, if available to students during the school day or 30 minutes after the school day.

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

At recess, students can be involved in a variety of physical activities. Page ES is equipped with two playground systems and outdoor athletics facilities (basketball courts, soccer/baseball field) to promote unstructured cardiovascular exercise, strength development, agility, self-confidence, and social development.

MCPS' elementary school curriculum also includes numerous physical education requirements. Students receive instruction related to exercise physiology, biomechanical principles, social psychological principles, and motor learning principles.

Additionally, the students at Page ES have a variety of options for being involved in outdoor and nature based recreation, including Girls on the Run, Yoga Club, Soccer Club, Flag Football Club, and the May Mileage club. The annual Field Day is an event all students look forward to.

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

Not measured at this time.

Does your school use a Coordinated School Health approach or other health-related initiative to address overall school health issues?

Yes or No

Briefly describe the health-related initiatives

Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? Yes or No

If yes, describe the partnerships.

Does your school have a school nurse and/or a school-based health center? Yes or No

List and/or describe any efforts to support student mental health and school climate (anti-bullying, peer counseling, etc.)

Yes, all MCPS schools use a coordinated-school health approach to address school health issues and to improve the health of students and staff. MCPS works closely with the Montgomery County Department of Health and Human Services (DHHS) to develop and implement health-related initiatives. These include incorporating health education into MCPS' curriculum requirements for elementary school students. Subject areas include:

- mental and emotional health
- fitness and nutrition education
- alcohol, tobacco, and drug education
- health-enhancing behavior
- Family life and human sexuality
- illnesses and disease prevention, and
- safety and injury prevention

Page ES is equipped with a health office, which is staffed by a nurse and a health technician. Health office staff provide guidance and training to school employees, provide health services for students, coordinate school health-related activities with DHHS, and monitor student injuries and illnesses for patterns.

Describe how environmental and sustainability literacy concepts are integrated within multiple disciplines and grade levels.

MCPS Curriculum 2.0 integrates environmental and sustainability concepts throughout the grade levels and includes inquiry projects and opportunities to create action projects. In order to successfully complete these projects, students require strong understanding of content through development of background knowledge. Curriculum 2.0 moves teaching and learning away from mastery of facts to the development of creative and critical thinking skills: environmental issues present a great medium for that kind of learning.

At Page ES, authentic learning opportunities are occurring regularly, and multiple opportunities are provided at each grade to integrate environmental and sustainability lessons throughout the year in reading, writing, science, and social studies. All grade levels use informational texts with research while learning writing mechanics. The example below is a first grade integration of environmental issues. Other grade levels complete similar tasks.

First grade focuses on the environment and sustainability throughout the year. Our curriculum often integrates science and social studies concepts into our reading instruction. Students read and learn about endangered animals and their shrinking habitats, what plants need to grow and how plants help provide so many of the basic needs of people, including oxygen. Students write research reports on animals that include the challenges many animals face in our modern world. In Math we read and discuss a book about endangered animals that teaches the concept of subtraction called "What's the Difference?" First graders will spend a great deal of time from midyear to the end of the year reading and writing about the Earth, what it consists of, how to protect our planet, actions people, including first graders, can do to ensure the future of our planet.

The new birdfeeders in the courtyard have generated student discourse on the native birds of Maryland and the migration patterns of hummingbirds in several grades. Young children write about the types of birds they observe on a regular basis.

Second grade students participate in research projects that recognize and describe the activities of individuals that can affect the environment. For example, the second graders participate in recycling, picking up litter, and ensuring the 'primary' wing has the lights shut off when they leave the room.

As part of our Thinking and Academic Success Skills (TASS) we support collaboration and Intellectual Risk taking and encourage students to work together toward the "common good" of the community. Third graders have planted bulbs and have participated in school grounds clean up as part of their collaborative TASS skill training and Science curriculum. Students have presented their learning in a project on a PowerPoint for parents.

Grade 4 students learn environmental sustainability through project based learning unit called Our Neighborhood, Our Watershed. In it, they create a water flow map of their school grounds, identify a water issue – standing water or erosion – and develop a solution.

Fourth and fifth grade students participate in research projects about their carbon footprint and energy sources. Fifth grade students explore and describe that an electric circuit requires a closed loop through which electricity can pass in order to increase their understanding of energy conservation.

Pillar III: Provide Effective Environmental Education

Describe how environmental and sustainability concepts are integrated into classroom-based and/or school-wide assessments.

The understanding of environmental and sustainability concepts is assessed in a variety of ways, which include but are not limited to exit cards; writing to explain; drawing diagrams; oral presentations, etc. Ongoing emphasis on and assessment of these concepts as they are taught and applied prepares our students for the cumulative statewide exams, which includes a strong emphasis on environmental science.

Evaluation of progress toward the common goal of environmental awareness among our students and staff exists at all levels. Green Team members, one for each classroom, monitor and assess how they are doing in regard to recycling during "Breakfast for All" in the hallways, as well as within their own classrooms. The whole student population is informed of the school's progress through weekly announcements. For example, students were given a math problem to figure out how much paper Page ES orders and uses. We then figured out how many trees we used. The Green Team then

followed up with putting an X on the 72 trees we would have used that year. Almost all the trees on our school grounds would have disappeared! This was an important lesson for our students.

In first grade, students have to track paper, water and light usage during the 4th quarter. We have a “Trashless Picnic” at the end of the year in which students have to pack and bring a snack in which everything (except the food) is completely reusable. Students also design their own reusable water bottle.

Teachers use the integrated curriculum which is embedded with “Ask Questions” that are linked to the TASS for that marking period. Teachers can then use these questions to get either informal data through anecdotal notes that may be entered into the grade book or make it more of a classroom-based assessment by turning it into an Exit card – these questions are open-ended and require students to be able to show what they have learned so far through class activities and discussions. Teachers also incorporate games such as the Natural Resources Game played by 3rd graders to tie into the Marking Period 4 objectives of when and how to use resources wisely.

Green Team students had to solve over 20 Earth Facts in order to complete the outdoor activity. Afterward, students were videotaped stating their facts; these videos were presented at the annual Earth Day assembly.

Describe professional development opportunities available in environmental and sustainability standards. Include the number of teachers and administrators who participated in these opportunities over the past 2 years. Also provide the total number of teachers and administrators in the school.

This year Page ES has two administrators, 21 classroom teachers, and 14 support specialists. In-house Professional Development over the last 3 years, while it primarily focused on math and reading/writing, also included grade level weekly common planning meetings to provide teachers opportunities to integrate science and social studies concepts. Curriculum 2.0 has an environmental component to the required Inquiry Projects that occur at every grade level.

Teachers also have access to Professional Development classes within the county system. Science classes are offered for teachers to enhance their science instruction including lessons about the environment and sustainability. There are currently several teachers involved in a series of classes learning about the Next Generation Science Standards.

Page ES began the MESA (Mathematics Engineering Science Achievement) Program two years ago. Teaching/volunteering with the MESA club provides professional development opportunities for teachers to explore the STEM opportunities with students. In the past three years 4 staff members and 30 students have been involved with the MESA club.

List of staff that attended Professional Learning Opportunities in last three years:

- MESA Training: Lisa Bradley,
- Butterfly Garden Course at the MCPS Smith Environmental Education Center: DeeAnn Klingner
- Agriculture in the Classroom: DeeAnn Klingner
- Earth Science course: Jackie Sherry
- Chemistry for Elementary Students: Nancy Poznansky, Michelle Byrd, Jenny Ulrich
- Math Course: Tanya Girvin
- Beekeeping Seminar: Alyssa Bowlby
- Volunteer at Baltimore Free Farm: Alyssa Bowlby
- Math Content Coach Training: Hyon Mi Neff
- Ecosystems of the Chesapeake Bay at the Smith Environmental Center: Sharon Boaston, Danielle Finley, David Selvin, Amy Petrucelli
- Astronomy at the Smith Environmental Center: Margaret Boehmer, David Selvin
- Save our Streams: David Selvin
- Project WILD: David Selvin
- National Aquarium in Baltimore Training: Sandy Goldschmidts, Michele Dean
- Smith Environmental Center Training for Elementary Environmental Experiences: All K, 1st, 3rd, 4th, and 5th grade teachers (17 teachers)
- Resource Conservation Staff Training February 2014: Whole staff 37 administration and teachers
- The School Energy and Recycling Team (SERT) program conducted professional development training. A total of 37 teachers and administrative staff attended the training.
- Our Neighborhood, Our Watershed Initiative at the MCPS Smith Environmental Education Center – Ayesha Jeter

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

Part of the teaching of science within Curriculum 2.0 is using the Components of a Well – Designed Investigation. Depending on the science topic, teachers are flexible in how they use these components to incorporate STEM within their science lesson. Below are the components that are cited in our curriculum:

Questions

- Focus student interest on a question that can be answered through an investigation.

Predictions or Hypotheses

- Identify independent variables dependent variables that can be observed.
- Discuss predictions and hypotheses routinely during investigations.

Well-Designed Procedures

- Identify independent variables, dependent variables, and controls within inquiry activities.
- Describe the steps necessary to complete a procedure.
- Practice the skills of collecting data, making charts, and interpreting trends.

Conclusions

- Provide time for students to analyze and synthesize findings.
- Discuss how observations support an idea.

Pre-K students engage in authentic experiences that explore maps, globes, communities, animal habitats, and environmental awareness. Students recycle daily during classroom breakfast and lunch procedures. Students also participate in STEM projects by creating homes that can withstand the ‘huffing and puffing of the big bad wolf.’”

Kindergarten students engage in observing a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover patterns of similarity and difference among them. They conduct STEM experiments with worms as part of the living/nonliving science curriculum.

First grade conducts experiments and makes observations of the features of many different kinds of plants within an environment. They identify and begin building a list of some of the basic needs these organisms share, such as water, light, etc. One example is an experiment about how plants take in water with the celery and carnation in food dye experiment. First graders make a hypothesis and then make observations. First graders also engage in an activity in which they are asked to create their own playground and can develop and use models that include environmentally friendly materials such as recycled plastic for slides.

Second graders use examples of observations from places around the school and neighborhood to describe ways Earth materials can change. The students also engage in the growth of a caterpillar egg to an adult butterfly. Students release the butterflies into the butterfly garden they created several years ago. A new milkweed garden is being planted in the spring 2016 as part of a partnership with the University of Maryland--Master Gardeners of Maryland. In addition, second graders learn about the lifecycle of a plant. During math they measure and record plant growth. They collect data showing the growth of their plants on a line plot.

Third grade students observe and record the sequence of changes that occur to plants and animals that die and decay. Third grade students construct vehicles that could help be environmentally friendly during STEM activities.

Fourth grade students cite evidence from observations and research that insects and various other organisms depend on dead plant and animal material for food. Students build terrariums and aquariums learning how living and nonliving organisms depend upon each other. Students and teachers are participating in the Our Neighborhood, Our Watershed (ONOW) Initiative this year. The ONOW project’s goal is to engage students in authentic, outdoor environmental learning experiences and help to build the capacity of teachers to provide these experiences. The lessons are focused on the Maryland State Department of Education’s standards for environmental education with a focus on science, technology, engineering, and mathematics as well as the Grade 4 science and social studies content indicators.

Teachers have implemented lessons outdoors creating school maps, identifying water issues, and observing weathering features of the environment. They collected data and integrated the information into reading and math lessons.

Fifth grade students describe the behaviors of the organisms observed, such as movement, taking in food and water, giving off waste. They also complete an energy research project with compares and contrasts “which energy source is a better choice” focusing on renewable energy sources, incorporating all subject areas. Students engage in STEM projects monthly including the effects of wind and energy.

Page ES hold an annual Math and Science Night focusing on a hands-on presentation of curriculum concepts for students and families. This year, Page ES will host a STEM night for families. This night will give parents to first-hand STEM project experience with those completed by their children in classrooms at every grade level.

Select third, fourth and fifth graders participate in MESA (Mathematics Engineering Science Achievement) projects and compete in regional competitions. Page ES is only 1 of 2 elementary schools that have entered the MESA program. In 2013, the Page ES team won 2nd place at the Howard County Competition. During the 2015 – 2016 school year the MESA club won: 1st in the 2016 Howard County Regional Competition for Balsa Wood Bridge and 3rd place in the Effective Communication and 3rd place for the Storybook Theme Park Ride.

As part of our TASS Skills we support collaboration and Intellectual Risk taking and encourage students to work together toward the “common good” of the community. Third graders have planted bulbs and have participated in school grounds clean up as part of their collaborative TASS skill training and Science curriculum. Students have presented their learning in a project on a PowerPoint for parents. Fourth and fifth grade students participate in research projects about their carbon footprint and energy sources. Fifth grade students explore and describe that an electric circuit requires a closed loop through which electricity can pass in order to increase their understanding of energy conservation.

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

Curriculum 2.0 at every grade level is based on preparing our students for college and career readiness by using the Common Core standards and Next Generation Science Standards. Curriculum targeting these standards has infused a higher degree of rigor both in terms of what is being taught and what is being assessed. Some highlights include:

- Pre-K to Second grade students learn about community workers and how each contribute to a healthy and safe community. Pre-K students begin with the immediate community and firefighters, nurses, dentists, and police officers come to talk to students.
- Kindergarten students are involved in discussions about maps and globes and how the jobs people do support the well-being of society.
- First grade students learn about important inventors and scientists who have made contributions. First graders read about Rachel Carson and her contributions. During visits to the Smith Environmental Education Center and Brookside Gardens, students learn about how scientists study plants and can use their knowledge to make medicines.
- Fifth grade students, in particular, are exposed to different careers by having guest speakers come in to speak with classes at a career day.
- The Maryland Agricultural Education Foundations Mobile Science Lab introduced students to myriad careers in the agricultural and food businesses.
- In addition, the elementary school counselor’s curriculum includes career awareness for several grade levels.

Describe how students conduct age-appropriate civic/community engagement projects integrating environmental and sustainability topics.

Page ES students are involved in projects integrating environmental and sustainability topics at all grade levels. The Green Team meets once a month and all meetings focus on environmental practices that we implement school wide. We also have SERT team presentation with demonstrations that focus on energy, light sources, and recycling. Green Team members decide on the topics for the year. Students have planted trees and bulbs, created bird feeders, bird houses, and designed posters for the school promoting recycling, and water conservation. They have created the murals for the annual Earth Day assembly, prepared videos and speeches for the school wide assembly, and led the school in the music

selections for the gathering. The annual Earth Day assembly brings the whole school together for a grand celebration of our Earth.

Bulb planting in our school gardens, trash collecting on our school grounds, and recycling in our classroom and lunchroom are regular practices by all Page students. In particular, Grade 3 has an inquiry project in MP1 which has to do with researching different ways we help our community and they have an end project where students have to demonstrate a community project often cleaning school grounds and the park area nearby. Their PowerPoint presentations are then presented to other third grade students. First grade and Pre-K students plant bulbs in the courtyard gardens to learn about plant growth and development; second graders maintain the butterfly garden for their science unit on butterflies, and learn that butterflies are an important pollinator and part of the local food web.

Page ES has a Fall and/or Spring Clean Up Day in which students and parents come together to prepare the community school grounds for a new season. New bulbs and perennial plants are added to the grounds. With the partnership with Home Depot, garden beds are weeded and mulched.

Students learn that there are many families that need food, and that much food is wasted in the world including Montgomery County. As an action project, the SGA sponsored a food drive for MANNA food, a local Montgomery County food bank.

Describe students' meaningful outdoor learning experiences that engage students in critical thinking, problem solving, and decision making at every grade level.

At all grade levels, students at Page ES engage in meaningful outdoor experiences.

In Pre-K, students walk to the Community Park and stream, and discuss the preservation of our natural resource by not littering. Pre-K and Kindergarten students engage in literacy activities in the courtyard. Kindergarten students observe the changes in weather by going outdoors on nature walks on the school grounds. They also visit the Croydon Nature Center in Rockville, MD to extend their learning about animal habitats. In 1st grade science, students go outside and identify plants and plant parts. Students identify the trash that is found in the school and identify ways to reduce if that trash in generated by students.

Second grade students maintain the two butterfly gardens currently on our school grounds. The milkweed garden and salvia garden both provide nutrients and reproduction sites for caterpillars and butterflies.

Grade 3 Community Service Projects have participated in cleaning up the school yard and planting bulbs.

Fourth graders are involved with investigating and environmental issue in the outdoors– stormwater runoff – and develop a solution. A Meaningful Environmental Education Experience at its best! Grade 4 students also learned about the environment at the Smith Environmental Education Center in Rockville.

The fourth and fifth grade students discuss renewable energy sources and recycling. Fifth grade students visit the MCPS Smith Environmental Education Center twice yearly to extend their units on astronomy and ecosystems. Third, fourth, and fifth grade students are also recycling ambassadors in charge of ensuring that younger students understand the why's and how's of recycling.

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

Page ES has established several partnerships with the community. The PTA and the Green Team have partnered together on many occasions to provide after school opportunities for students, combining activity-bus riders to save gas, money, and to lower the carbon footprint of our afterschool programs. Additionally, this year, we hope to add a Gardening Club run by staff and parents to maintain school grounds. The MESA club is also sponsored by the PTA.

In addition to MESA and Green Team, after school club activities are run by teachers, parents, and organizations for an 8-week period two times a year. More than 70 students participate in the 12 clubs that are offered. This is an increase from 2014/15. These clubs include:

Sign Language

Poetry Performance Project

Yoga for Children
1 UP Handles Basketball
1 UP Handles Cheer and Dance
Reading Support

Yearbook Club
Super STEM Junior
1 UP Handles Soccer
1 UP Handles Flag Football

Participation in MESA is a community partnership dedicated to identifying and supporting students statewide in order to prepare students to develop academic and leadership skills, improve their academic performance, and gain confidence in their ability to compete professionally. Maryland MESA seeks to target students who are traditionally underrepresented in these fields—specifically minority and female students. The goal is to expand this program over the next few years.

Home Depot is a partner for maintenance for our school grounds. They provide several resources such as mulch and wood for school wide projects. Thanks to the partnership of the Montgomery County Master Gardeners Page ES students have a lab - a perennial garden - in which to learn basic ecological concepts through direct observation.

Community speakers such as Dr. Navarro, firefighters, police officers have presented to Page students. Students in fourth grade sent boxes of supplies and letters to our troops who later came to visit the class as a personal thank you.

Mr. McGhee presented to the Green Team on Green Architecture. He designs Green Communities around the world and presented the steps to creating these spaces to the Green Team. He is LEED AP certified.

Partnerships with the SERT program has resulted in multiple assemblies and demonstrations with the student body. Energy conservation, recycling at lunch, and forms of energy were a few of the topics covered. Students from grades K to 5 actively participate in the conservation activities supported by the SERT program. The SERT program has participated and/or sponsored numerous resource conservation assemblies and activities.

Wildlife specialists visit classes to provide first-hand experience with the animals that exist in their environment.

The Green Team visited the Montgomery County Recycling Center with the Kindergarten classes. Students get to see the amount of recyclable materials!

In addition, Page has partnered with several organizations throughout the years including Ronald McDonald House, Manna Food Center (695 lbs. donated), American Heart Association, and the Leukemia and Lymphoma Society (over \$680.00 collected).

Describe any other ways that your school integrates core environment, sustainability, STEM, green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships.

Page ES students are growing up in "green" culture and embrace opportunities to practice good stewardship. As a school we continue to encourage energy conservation and recycling in the little things we do such as.

- The computer lab has switched to energy conserving floor lamps instead of overhead lights and several teachers have task lamps on their desks.
- All teachers submit updates on their classrooms to the Page IcePage Newsletter, which is available online and is sent to parents via email when possible. The PTA currently has 200 emails of the 405 students at Page ES in order to save paper. [Link to Newsletter](#)
- All computer printers are defaulted to two sided printing in an effort to conserve paper.
- The Green Team makes announcements in the IcePage Newsletter.
- Encourage parents to 'Stop Idling' at the dismissal parent pick up zone.

Students in the MESA club (3-5th grade) have participated in creating motorized amusement park rides using recycled materials as a part of a STEM project. Previously some MESA students participated in a Countywide competition where they had to research and present on a globally impacted issue. They chose hunger, an issue that impacts our economic sustainability, and they placed second place in the 2013 MESA Day competition in Howard County.



Students in Grades 1-5 designed and painted planters each with an Earth message in their own circle. Kindergarten students painted their message to the Earth on a wooden border for the newly flowered courtyard. High school students built the planters as part of their service learning hours.

William Tyler Page was visited by the Maryland Agricultural Education Foundation's Mobile Science Lab (MAEF). Students in grades K – 5 participated in this opportunity to increase their learning about agriculture through the Science Lab. Lab investigations were taught by a MAEF teaching staff member to k-5 students at an age appropriate level. Topics were: seeds and plants, the foods we eat, healthy snacks, and environmentally friendly products.

The theme for our 2016 Earth Day Assembly was "We are One!" one Earth, one people working together to keep the planet healthy. Students and staff each designed a t-shirt for the assembly.

At Page ES, we—the staff, students, and families believe that the Earth is a gift that we must take care of simply because it is the right thing to do. It is what we aim to do every day of at our school.