

GreenRibbon

2016-2017 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.
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 2014-2015

C] Charter [2 Title C] Magnet Private Independent

Name of Principal: Derek Prillaman

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

Official School Name: F. Neil Postlethwait Middle School

(As it should appear on an award)

Official School Name Mailing Address: 2841 South State St. Camden DE 19934

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

County: Kent State School Code Number 621

Telephone; 302-698-8410 Fax: 302-698-8419

Web site/URL: <http://crk12.org/Domain/11> E-mail: derek.prillaman@cr.k12.de.us

*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.



Date: /

(Principal's Signature)

Name of Superintendent: Dr. Kevin Fitzgerald

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

1000 / 1000 / 1000

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Name: Caesar Rodney School District

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. Date: superintendent's Signature:

1/10/17

the best of my knowledge all

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:

Name of Nominating Authority:

(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 Date:

provisions above.

1/30/17

Bonnie Mee

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, **include** documentation and concrete examples for work in every Pillar and Element.

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: February 28, 2017

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 PL 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.

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1. School Profile

School Name: Postlethwait Middle School

Street Address: 2841 South State St.

City: Camden

State: DE

Zip: 19934

School Website: <http://crkl2.org/Domain/11>

Principal Name: Derek Prillaman

Principal Email Address: derek.prillaman@cr.k12.de.us

Principal Phone Number: 302-698-8410

Total school enrollment (Fall 2014): 818

District Name: Caesar Rodney School District

School type and demographics:

Rural

	2014-2015	<u>2015-2016</u>
african american	27.9%	27.5%
American Indian	0.5%	0.4%
Asian	4.1%	
Hispanic/Latino	7.4%	6.6%
White	57.4%	57.9%
Multi-Racial	2.7%	3.3%

2. Application Team Information

Lead Applicant Name (who prepared the application): Megan Szabo

Lead Applicant Title (e.g., teacher, principal): STEM Resource Teacher

Lead Applicant Email: megan.dalfovo-szabo@cr.k12.de.us

Lead Applicant Phone Number: 302-698-4800



Application Team Members (Others who helped prepare this application)

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	Name (First and Last)	Title/Department
1	Kenneth Starke	Supervisor of Facilities
2	Todd Klawinski	Science Teacher
3		
4		

3. Summary Narrative

(NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below.)

Summarize the school's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

- Partnerships or memberships the school has developed to meet your green goals
- The people, including any student team, involved in your Green School efforts
- Your progress thus far, including results and benefits
- The plan to sustain your work

(Maximum 800 words)

Postlethwait Middle School is committed to upholding the three Green Ribbon Pillars. Representatives from all parts of the school including teachers, administrators, maintenance staff members, and students from the Eco-Team meet often to discuss ways the school can continue to improve and engage in environmental best practices.

Pillar 1: Reducing Environmental Impacts and Costs

The Caesar Rodney School District is currently undergoing a district-wide energy audit to collect data about energy consumption and cost. When the results of this audit are available in February 2017, the district will use the data to create a comprehensive energy management plan for Postlethwait Middle School. In the meantime, measures are already being taken to reduce energy waste and consumption at Postlethwait. For example, students are gathering energy and cost data to support the creation of "no mow" zones on the campus. Also, as lightbulbs burn out, they are being replaced by more energy efficient LED lightbulbs and geothermal energy is being used to run the



kitchens, hot water heaters, and back-up generators at schools. Additionally, power strips in each classroom make sure electricity is not wasted by vampire devices.

Additionally, conserving water and improving its quality continue to be important priorities at Postlethwait. Schools are equipped with low-flow water fixtures to conserve water, and maintenance plans are in place to make sure faucets and fountains are clean and safe for students and staff. The school's campus contains an outdoor educational area with a water catchment system to ensure that rainwater is flowing to areas where it can be absorbed and filtered naturally rather than into storm drains.

In recent years, Postlethwait has also made a lot of progress with the management of waste. A district-wide recycling program is in place, and a compost barrel on the campus has allowed for the reduction of waste entering the landfill. Waste management is also a student endeavor at Postlethwait in the form of trash audits and upcycling.

Pillar 2: Improving Health & Wellness

Wellness, proper nutrition, and physical fitness are promoted on a daily basis at Postlethwait Middle School. In recent years, efforts have been taken to make sure that all hazardous materials have been removed from the school and other chemicals are labeled and stored properly.

In addition, students are offered a wide variety of fruits and vegetables in the cafeteria. Postlethwait's campus also contains food gardens to not only help students understand where their food comes from but to also hopefully produce enough food in the future to establish a Farm to Fork-like collaboration with the school cafeteria.

Students in the Caesar Rodney School District are also physically active. Students participate in physical education classes daily for a semester of the school year. Teachers collect beginning and end of course fitness data about students' strength, flexibility, and endurance so students can monitor their progress. Postlethwait also offers three seasons of sports to keep students physically active.

Pillar 3: Providing Effective Environmental & Sustainability Education-

Postlethwait Middle School is proud to provide an outdoor educational space they have named the Outdoor Classroom complete with a Learning Deck. This area allows students to get outside and make connections between the environmental science content they learn as part of the Delaware Science Coalition curriculum and the natural world around them. They can make observations about nature, ask questions about things they wonder about, and gather information to explain these natural phenomena.

Many kids have never dug a hole or planted a plant, so one short experience in the Outdoor Classroom can have very lasting effects.



In 2016, the Caesar Rodney School District was awarded the NOAA B-Wet Grant which provided funding to update and expand the outdoor educational spaces at three of the district's schools, and the district selected Postlethwait Middle School to receive the grant. As part of the grant, Postlethwait will be one a few middle schools in the state of Delaware to pilot Meaningful Watershed Educational Experience (MWEE) lessons. These lessons, created by the Delaware Department of Natural Resources, not only involve students going outside to learn in outdoor educational spaces at the school but will culminate in a naturalist from an environmental state agency coming to lead students in an environmental science lesson.

The progress that Postlethwait has recently made toward upholding the three Green Ribbon Pillars has been exciting. The teachers, administrators, maintenance staff, and Eco-Team also feel a sense of urgency to continue improving their environmental practices in the future. Through proper planning, collaboration, and innovative thinking, Postlethwait Middle School will make this green vision a reality.

Crosscutting Questions: Awards and Programs

These two crosscutting questions are 10% of your overall score.

4. Does your school participate in a local, state, or national green schools program (e.g., Eco Schools USA, Project Learning Tree Green Schools)?

- Yes
- No

If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?

	Program	Level in Progress	Level Achieved (include date achieved)
1			
2			

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3			
4			
5			

5. In the past five years, has your school, staff, students or student groups received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?

Yes

No

If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	Superstars in Education	Postlethwait MS (in recognition of the Outdoor Classroom)	Delaware Chamber of Commerce	2016
2	Universal Recycling Grant	Postlethwait MS (to establish the Compost Center)	Delaware Department of Natural Resources	2016
3	NOAA B-Wet Grant	Caesar Rodney School District (to enhance outdoor	Delaware Children in Nature Coalition	2016



		educational spaces)		
4	Lowes Toolbox for Education Grant	Postlethwait MS (to install the Learning Deck)	Lowes	2014
5	Wyoming Millworks Mini Grant	Postlethwait MS (to complete the Learning Deck)	Wyoming Millworks	2015
6	Home Depot Community Impact Grant	Postlethwait establish native vegetation in the Outdoor Classroom)	Home Depot	2011

Pillar 1: Reduce environmental impact and costs

Pillar 1 includes four main elements and is 30% of your overall score.

Element IA: Energy conservation strategies

6. Which of the following programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation? (Check all that apply)

Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.

Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.

Our school has met our energy conservation target every year since we started our program.

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- Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- Our school is EPA Energy Star certified this year.
- 5% or more of the energy used at our school is obtained from on-site or offsite renewable energy sources.
- Our school was built or modernized to meet Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.
- Our school has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

7. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 250 words)

Postlethwait Middle School is committed to reducing its carbon footprint. For example, power strips were installed in the ceilings of all classrooms to conserve energy from "vampire power" lost to electronics on standby mode. Additionally, classes have taken on the challenge of quantifying how much time and energy is used to mow the lawns on Postlethwait's campus. The idea is that, in doing so, the maintenance staff will be able to quantify how much energy can be conserved by eliminating an area of the campus from their mowing route. In the future, Postlethwait hopes to use this data to create "no mow" zones that not only reduce the amount of energy output but also can be a home to many native plant species and increase the amount of our campus that can be used in an ecologically beneficial way. Also, in accordance with a district initiative, as lightbulbs burn out, they are being replaced with more environmentally friendly LED lighting with the eventual goal of having the entire school powered by LED lightbulbs in the near future.

In addition, Postlethwait is part of a district wide energy audit. In February 2017, the auditing company will communicate the results of the audit with the district and the district will develop a new plan to decrease Postlethwait's energy output.

Element 1B: Water quality, efficiency, and conservation

8. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)

- We are served by a community/city/county owned water provider that is required to report annually on the quality of our water.

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Our school has its own well and we do water sampling in accordance with our local and state health authorities.

Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

We have a water reduction plan in place that includes:

low-flow water fixtures

native drought-tolerant plants

minimal or no landscape irrigation

Our school water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.

Our school has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

9. Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 250 words)

Treating fresh water like the precious resource it is is a big priority at Postlethwait Middle School. The school gets its water from a city owned water provider and ensures that water is not wasted unnecessarily by using all low-flow water fixtures. Also, student and staff safety is promoted by the routine cleaning of taps and water fountains. In addition, to conserve rain water, a rain catchment system was installed under the learning deck in the Outdoor Classroom.

Element IC: Waste Management and Product Procurement

10. Which of the following programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products? (Check all that apply)

Our school has initiated and maintained a solid waste management plan that includes waste reduction practices, collection of recyclable and compostable materials, elimination of hazardous waste, and preferred-purchasing requirements.

Our recycling program collects every material that is collected in our city/county.

Our school composts organic materials on site.

Our school only purchases office/classroom paper that is 50% or more postconsumer material.

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Our school only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.

Our school purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).

All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard.

Hazardous and dangerous products at our school have been reduced or eliminated.

Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.

Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

11. Use the list above as a guide to describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 250 words)

Postlethwait Middle School is already taking many measures to reduce the amount of waste the school produces and has many ideas in the works to continue to improve their waste management program. For example, each classroom in the building has a blue recycling basket and posts signs that show students what types of waste can be thrown in it. Each day, the custodians collect the recyclables and dispose of them in a dumpster that is emptied by the county's recycling service.

Teachers at Postlethwait are also making waste management an educational adventure for students. For example, recently students participated in a "trash audit" where all trash bags from the cafeteria were collected after lunches and students sorted them into piles of solid waste, recyclables, and organic waste. Students then collected baseline data by finding the mass of each pile and brainstormed ways to reduce the amount of waste being thrown away at lunch. In the future, students hope to establish a system at lunches where waste is sorted in the cafeteria and organic waste can be transported to the school's composting barrel. They plan to do a trash audit again at the end of the school year to assess how successful their efforts to reduce the amount of waste were.

The school has also recently transformed a storeroom into a "STEAM warehouse" where teachers and students can upcycle reclaimed raw materials to be used for STEAM activities at the school.



Element ID: Alternative transportation

12. Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

- Our school participates in a "Safe Routes to School" or similar program.
- Our school has designated carpool parking stalls.
- Our school offers yellow school bus service.
- Our school is served by city/Metro public transportation service.
- Our school has a well-publicized no idling policy that applies to all vehicles including school buses.
- Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.
- Our school has a greenhouse gas emission reduction plan in place that targets transportation. We measure our annual progress against our reduction goal.

13. Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Included how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. (Maximum 250 words)

Unfortunately, because of the road on which Postlethwait is located, students walking or biking to school is discouraged; however, the school district provides opportunities for mass transit by offering a yellow school bus to all students.

In addition, administrators at Postlethwait are working with the Supervisor of Transportation of the Caesar Rodney School District to create signs to post to remind parents and bus drivers to not let their engines idle at drop off and pick up time. Additionally, the district is looking at different ways to configure vehicles at drop off and pick up so that they are at least 25 feet from major doorways and windows and to also encourage carpooling for students that get dropped off by parents. Pillar 2: Improve the health and wellness of students and staff Pillar 2 includes two main elements and is 30% of your score.

Element 2A: An integrated school environmental health program

14. Which of the following programs or practices does your school implement to ensure the environmental health of the school community? (Check all that apply)

- Our school implements an up-to-date Integrated Pest Management program.
- Our school implements an up-to-date Indoor Air Quality Management



Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our school has a comprehensive green cleaning program.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program.

Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication.

15. Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 250 words).

Maintaining the health and well-being of the school community is a priority at Postlethwait Middle School. The school adequately addresses exposure to health hazards including radon, chromate copper, arsenate, mold, and other asthma triggers. Additionally, in recent years, all potentially hazardous chemicals were removed from science storerooms and the remaining chemicals were labeled, inventoried, and moved to a locked cabinet. Cleaning supplies are well labeled and locked in a storage closet as well. While Postlethwait has recently started to purchase more environmentally friendly cleaning supplies, in the future, teachers and administrators at the school hope to work with the Supervisor of Facilities of the Caesar Rodney School District to establish an official comprehensive green cleaning program to maintain building cleanliness.

2B. High standards of nutrition, fitness, and quality outdoor time for both students and staff

16. Which of the following programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).

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- Our school participates in the "Coordinated School Health" program (www.cdc.gov/HealthyYouth/cshp/).
- Our school participates in the USDA's Healthier School Challenge.
- Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.
- Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.
- Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.
- At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.
- At least 50% of our students have participated in the EPA's Sunwise or equivalent program (to protect students from skin cancer).
- Our school integrates health measures into student assessments.

17. Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. (Maximum 250 words)

High standards of health are important to the teachers and students at Postlethwait Middle School. Students receive education about proper nutrition during Health and Physical Education classes and are also provided with a variety of fruits and vegetables to choose from in the cafeteria. Additionally, students participate in daily, 49 minute physical education classes for 18 weeks of the school year. When weather permits in the fall and spring, classes are conducted outside. During gym class, teachers collect beginning and end of course data about students' strength, flexibility, and endurance so students can monitor their progress.

In addition, Postlethwait participates in a "Farm to Fork"-like program where students involved in the FCCLA use vegetables grown in the school garden to prepare food for teachers and school board members during evening events. Postlethwait students also partner with students from the Charlton School (a school for students with complex special needs) in a program called "Greenhouse Growers" to grow fruits and vegetables in the greenhouse on Charlton's campus. In the future, Postlethwait hopes to expand both of these programs to offer healthy snacks that are grown on the campus to all students at the school.

Pillar 3: Provide effective environmental and sustainability which incorporates STEM, civic skills, and green career pathways

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Pillar 3 includes three main elements and is 35% of your overall score.

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Element 3A:

Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

18. Describe how your school integrates and assesses/measures students' environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 250 words)

In 2010, Postlethwait Middle School transformed an ordinary drainage ditch into an outstanding outdoor educational space called the "Outdoor Classroom. " Over the years, with the support of many grants from companies and environmental agencies within the community, this space has become home to many native species of plants and animals and a place where environmental education can come to life. The space also contains a "Learning Deck" to enhance students' outdoor educational experiences. As part of the Delaware Science Coalition curriculum, 7th grade students engage in a unit called "Delaware Watersheds" and use this outdoor space to explore the water cycle and how water moves differently through various kinds of Earth materials. In 8th grade, students participate in a unit called "Populations and Ecosystems. " During this unit, students use the Outdoor Classroom to explore how organisms are interconnected in this ecosystem and also observe the adaptations that the organisms living within it have to help them survive. Teachers assess students' environmental literacy using formative and summative assessment as well as the Department of Education created state pre and post tests for the course.

Additionally, this spring, Postlethwait will be one of a few middle schools in the state of Delaware to pilot Meaningful Watershed Educational Experience (MWEE) lessons. These lessons, created by the Delaware Department of Natural Resources, not only involve students going outside to learn in the Outdoor Classroom but will culminate in a naturalist from an environmental state agency coming to lead students in a biodiversity Sl.öIVey.

19. Describe professional development opportunities available to your teachers in environmental and sustainability concepts and the number and percentage of teachers who participated in these opportunities during the past 12 months. (Maximum 250 words)

In order to be trained to teach the Delaware Watersheds and Populations and Ecosystems kits, all teachers that are new to the school must attend 3 to 4 days of professional development delivered by the Delaware Science Coalition. Postlethwait's science teachers will also attend additional professional development trainings throughout the winter to prepare them to teach the MWEE lessons they will be piloting. The Caesar Rodney School District will also offer a professional development to all of its teachers in May 2017 and

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Element 3B:

use the Outdoor Classroom at Postlethwait to show teachers how to integrate STEM activities in an outdoor educational space.

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

20. Describe how environmental and sustainability education at your school supports teaching science and engineering practices (e.g., 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 from evidence) and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 250 words)

Engaging students in the NGSS Science and Engineering Practices is a district-wide science initiative in the Caesar Rodney School District, and teachers at Postlethwait Middle School look for opportunities to incorporate these practices into experiences in the Outdoor Classroom whenever possible. For example, this outdoor educational space allows students to ask questions about the environment and how the natural world around them works and then plan and carry out investigations to answer their testable scientific questions. In addition, teachers use the extra space that the outdoors provides to allow students to spread out to plan and construct things like towers, RubeGoldberg devices, and scientific models to explore topics like how sound waves travel, how the sun absorbs and reflects off of different earth materials, how adaptations help plants survive, etc. At Postlethwait, the Outdoor Classroom allows students to engage in science and engineering practices that extend well beyond the four walls of a classroom, allowing them to make observations, gather data, and develop explanations to find answers to their curiosities about the natural world.

21 . Describe how your curriculum connects classroom content to career and college readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers. (Maximum 250 words)

All eighth grade students at Postlethwait are required to take a business education class. As part of this curriculum, students complete inventories that match them up with a few specific careers that align with their personal strengths and interests, including environmental careers. Students then explore the salaries, necessary education, job outlook, and high school course pathways to learn more about their career matches.

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Element 3C:

In addition, each year Postlethwait holds a career fair for the eighth grade students. At this fair, community members representing various professions, including environmental ones, speak to students to inform and inspire them and to help students really begin to start thinking about their futures.

Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

22. Describe your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, field studies, community service, etc. Address if and how students conduct an age-appropriate community engagement projects around a self-selected environmental or sustainability topic at every grade level; and partnering with local academic, business, informal science institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an) other school(s), particularly a school with lesser capacity in these areas) (Maximum 250 words)

In 2010, teachers at Postlethwait established an Eco-Team to give environmentally conscious and motivated students an outlet to share their ideas to make a difference in the school and community. The group meets monthly and discusses ideas they have to make the school, campus, and students more environmentally friendly. For example, this group was responsible for brainstorming and developing the idea to install power strips in each classroom to decrease the amount of electricity wasted by vampire devices. The group also established a recycling program at the school before the school district had a district-wide recycling program in place. In addition, the Eco-Team is in charge of the maintenance of the outdoor classroom space and most recently established a compost center at Postlethwait.

END

This concludes your Delaware Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability.

Please submit your application in word form to tonvea.mead@doe.k12.de.us. Thank you for submitting an application to Delaware Green Ribbon Schools!

Your application will be reviewed and you will be notified shortly after the application deadline of January 6, 2017.

If you have any questions, please contact Delaware's Green Ribbon Schools Program Supervisor at tonyea.mead@doe.k12.de.us

