

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 early learning to 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 and sustainability 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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Ms. Donnan Stoicovy

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

Official School Name: State College Friends School

(As it should appear on an award)

Official School Name Mailing Address: 1900 University Drive, State College, PA 16801

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

County: Centre State School Code Number *: 210146553-210146553

Telephone: 814-237-8386 Fax: 814-235-1446

Web site/URL: www.scfriends.org E-mail: dstoicovy@scfriends.org

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

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

Ms. Donnan Stoicovy

(Principal's Signature)

Date: 1/4/19



Name of Superintendent: Ms. Donnan Stoicovy, Head of School
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: State College Friends School

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

Ms. Donnan Stoicovy

Date: 1/4/19

(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: Pennsylvania Department of Education

Name of Nominating Authority: Mr. Pedro Rivera

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

A handwritten signature in black ink, appearing to read "Pedro Rivera".

Date: 2/13/19

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



PENNSYLVANIA GREEN RIBBON APPLICATION FORM

Nominee Information

School, District, or Postsecondary Institution Name: State College Friends School

Category of Nomination (School, District, or Postsecondary): School

Address: 1900 University Drive **City:** State College **State:** PA **Zip:** 16801

Twitter: N/A **Facebook:** @StateCollegeFriends

Top official: Title (Mr./Ms./Mrs./ Dr.): Ms. **First Name:** Donnan **Last Name:** Stoicovy

Position/Role (Principal/ Superintendent/ President): Head of School/Principal

Email: dstoicovy@scfriends.org **Phone:** 814-237-8386

Lead Applicant (if different) Title (Mr./Ms./Mrs./ Dr.): Ms. **First Name:** Donnan

Last Name: Stoicovy

Position/Role (Teacher/ Sustainability Director/ Facilities Director): Head of School

Email: dstoicovy@scfriends.org **Phone:** 814-237-8386

Check all that apply:

Early Learning

Charter

Community College

Elementary

Magnet

Career and Technical

Middle

Non-Public

Urban

High

Two-Year

Rural

Public

Four-Year

Suburban

Provide percentages, if any are relevant to your school, district, or institution:

Pell Recipients: N/A

Special Education: 6%

Free and Reduced Price Lunch: 15%

Graduation Rate: N/A

Minority: 17%

Attendance Rate: 98%

Limited English Proficient: 2%

Provide the following:

Total Enrolled: 104 Number of Schools: 1 Buildings: 1 Campuses: 1

Documentation of Sustainability Achievement

Summary Narrative: An Overview of Your Work Encompassing All Three Pillars

State College Friends School is a non-public Pre-K through 8th grade school, guided and inspired by the Quaker testimonies of simplicity, peace, integrity, community, equality, and stewardship. For nearly 40 years, families in State College and surrounding areas have chosen our small, independent school for its nurturing, inclusive nature, and reputation for hands-on, deep learning. In this unique school community, students become successful learners, who are confident, creative, and compassionate; ready to use their big ideas and values to help make the world a better place.

We have 104 children in our PreKindergarten - Eighth grade school. Our PreKindergarten program is licensed through the Pennsylvania Department of Human Services while our Kindergarten through Eighth grade school is a registered independent religious-affiliated school. We have eight classroom teachers with 4 teaching assistants in the PreK-3rd grade classrooms. We have a Director of Advancement, a Bookkeeper, a Director of Admissions who is also the Associate Head of School and a Head of School. During the school year, we operate an afterschool program that offers homework help, free time and clubs that enhance learning, In the summer, we offer an eight week Summer Camp program that extends our school program for our community as well as others interested in the program. We have a Friday Enrichment program (K-4) and a Middle School Seminar program that both attempt to extend the learning of each child in topics of interest as well as reach out into the community through intergenerational activities, environmental learning and local community resources. Our Head of School reports monthly to the Friends Meeting during the Meeting for Worship Meeting for Business. She updates them on our school and engages them in what we are doing. We also work closely with our Quaker Neighbor, Foxdale Village, which is a Quaker-Directed Continuing Care Retirement Community, which is a great partner for our intergenerational activities including Reading Buddies, special programming such as Bird Banding, holiday singing, etc.

As a Quaker school, we use the Quaker testimonies to guide our approach to working with children and shape their educational experiences. We use the acronym SPICES when talking about these values that the Quaker hold dear. SPICES stands for Simplicity, Peace, Integrity, Community, Equality, and Stewardship.

Simplicity - As an example of Pillar II: Efforts to Improve the Health and Wellbeing of Students and Staff, we are intentional in our daily approach to all we do, knowing that we need to center our lives on what is most important so our activities and possessions do not overwhelm us. We are committed to mindfulness practices for ourselves as educators and for our students.

Peace - Students are taught relationship building skills so that they can interact with others in positive ways to build a peaceful community that respects each individual. We teach students how to resolve conflicts nonviolently and to consider justice for all people. Our teachers are trained in conflict resolution, mediation strategies and are learning to use deliberation when addressing issues using such programs as CosmoKidz which are examples of our implementation of Pillar II: Efforts to Improve the Health and Wellbeing of Students and Staff.

Integrity - We want children to make choices of integrity, which includes considering what is the right thing to do and then choosing to do it. We encourage students be honest, cooperate with their peers, follow through with commitments thus helping children explore their internal compass as examples of Pillar II: Efforts to Improve the Health and Wellbeing of Students and Staff.

Community - Each person is important in our community and shares their gifts with others while supported by the community when needed. We are all part of our school's learning community. Within that community, each child learns to feel a sense of responsibility for and to the community. A school's community is a place where student voices are elevated and heard, where students become engaged in service learning or community service to address a community's problem(s) such as supporting people who immigrated to our community. Our teacher learning community has implemented a Critical Friends Group to support one another learning and problems of practice. We have been using the protocols that have been developed by the School Reform Initiative. Each teacher has a copy of the protocols and have used them with the children in their classroom to develop their classroom learning community. Additionally, we have worked during two inservice days with a team building consultant to develop our capacity to work together to create a professional learning team. Our efforts to develop learning communities are examples of Pillar 2: Efforts to Improve the Health and Wellness of Students and Staff.

Equality - We help students understand that equality does not mean that everyone is the same or gets the same things, but everyone is special and gets what they need. Each person is expected to take pride in their unique contributions to the community. Each person should expect to be treated with love and respect. Helping students to understand the differences that we all have as learners and that we should receive the support that we need are examples of Pillar 2: Efforts to Improve the Health and Wellness of Students and Staff.

Stewardship - Students learn to be avid stewards of the classroom, each other and our planet. This stewardship extends to caring for the natural world and all that the earth provides us. Students learn that the world and all its resources are finite and precious. Our stewardship efforts include reducing, reusing, recycling, and repurposing of resources. Using alternative energy sources through our solar panels and purchasing credits using wind power are also part of our stewardship efforts that support Pillar I: Efforts to Reduce Environmental Impact and Costs and Pillar 3: Efforts to Ensure Effective Environmental and Sustainability Education.

As educators, we strive to model the values espoused in our mission, vision and school traditions. In particular our focus on becoming a community of good stewards of the earth begins in our school. The combination of these SPICES builds that environmental and civic ethic in our learning community of students, teachers and families essential to be good stewards of our planet. We also embrace the Quaker belief of the Inner Light in each person. We look deeply at each individual, get to know them as a unique individual and honor them for the special people that they are. Teachers truly know their students as scholars, friends and members of a community. They pay attention to each child's social, emotional and academic growth and development. Teachers know where their students need support; when they need help to stretch and grow; and when they are ready to "spread their wings and fly." We want each child to grow into the best individual they can be within the community. We encourage children to use integrity in making choices which help them as well as the community as a whole. We help them understand that equality does not mean that everyone gets the same things but that everyone gets what they need as a learner and a community member. Students are taught relationship building skills so that they can interact with others in positive ways to build a peaceful community that respects individuals. Students learn to take pride in their unique contributions to our community and become stewards of the classroom and each other. This stewardship extends to the

natural world and all that the world provides for us. We are intentional in our daily approach to all that we do, believing in simplicity and knowing that we need to work so that our activities and possessions do not overwhelm us.

As students move through State College Friends School, the Quaker values of social justice and environmental sustainability are explored in a variety of ways. We engage students in community service and service learning as appropriate. We engage students in learning about the history of the Quakers. We invite community Quakers into our classrooms through the “Quaker in the Classroom” program to share Quaker history of equality, justice and environmental care. Students learn how to make our world a more socially just and environmentally sustainable place. Teachers who are new to our school attend a professional development training sponsored by Friends Council called Educators New to Quakerism which helps orientate them to the important aspects of Quakerism as they enact our mission, vision and school goals. These help to challenge our school to become a wonderful learning community and to support our school in its quest to become a socially just and environmentally sustainable place.

Narrative for Pillar I: Your Efforts to Reduce Environmental Impact and Costs

Our school has worked hard to reduce its environmental impact in multiple ways over the years. We installed solar panels on our building well before it was “fashionable” and developed an accompanying curriculum to be used in K-8 classrooms. These panels were a collaboration with the West Penn Power Company and our school. The solar panels, that are mounted on the roof above our Kitchen and Community Room, produce about 3,500 Kilowatts (kWh) of solar energy each year. This energy, in the form of electricity, is used to power the lights of the community room and the kitchen. Because we use the electricity that we produce and do not have to buy it from the power company, the school saves about \$250 per year on its electricity bill. In addition, we are earning energy credits for being a producer of clean energy. Other companies buy our credits to offset their dependence on fossil fuels like coal. This generates even more savings for the school.

Additionally, about 20% of the school’s energy use comes from wind energy. We buy credits from Community Energy. They sell credits for people who produce wind energy using those windmills located on the hills throughout Pennsylvania. When we buy credits from Community Energy, we are supporting these wind energy producers. Our commitment allows 37,200 kWh of wind energy to enter into the national electricity grid annually. This purchase makes a difference for the environment and promotes national energy independence. The estimated annual environmental benefit is the equivalent to planting about 20 acres of trees or not driving approximately 51,468 miles. Renewable Energy Certificates are supplied by leading wind energy marketer and developer Community Energy. Wind energy is a clean energy that does cost more to produce. We, however, believe that this is important to do because it is the right things to use clean energy.

Our school building was constructed in such a manner that there is an abundance of natural light in all classrooms. We do, however, have many lights throughout the school for both functional purposes and for ambiance. Gradually, we have been changing lighting from incandescent and fluorescent bulbs to LED bulbs as it becomes financially feasible.

Being an independent school, we have children who come to our school from seven different school districts, State College, Bellefonte, Bald Eagle, Penns Valley, Tyrone, Huntington and Southern Huntington. The various districts provide busing to our school for the K- 8 children. A number of the children are transported to school by their parents on their way to work. While this increases the number of children who arrive in automobiles, many of the parents work out carpooling. Quite a few of our parents drive energy efficient vehicles. Some of our families walk with their children to school and

others ride bicycles when the weather is conducive. One of the upsides of parents bringing their children to school is the open communication that is fostered between home and school. It also encourages parents to volunteer in our classrooms to support teachers, to be a part of our various Parent Support Committees and to share their expertise with children.

Our teachers are encouraged to take children on field trips exploring our community. Our Head of School has encouraged teachers to be more place-based using the richness of our community to enhance the learning of our children. We are fortunate to have Shaver's Creek, Millbrook Marsh, The Arboretum at Penn State, Rhoneymeade Arboretum, Stone Valley, Rock Springs, etc. that are close to our school. We also have local organizations that work to support our learning such as ClearWater Conservancy, Penns Valley Conservancy, Centred Outdoors, etc. When our younger students travel locally and are able to make it work, they use of public transportation (CATA buses) for local field trips.

We have had a vigorous recycling program throughout our history, making use of local recycling opportunities as well as national ones. Students are taught about the concept of "Reduce, Reuse, Recycle" in all classrooms and take an active role in the recycling program at school. We are active participants in red bin recycling. In addition, we recycle soft plastic at Weis Market, brittle plastic with the county, fruit pouches and energy bar wrappers with Terracycle, marker recycling through Crayola, and batteries with the Battery Outlet. We reuse containers for starting plants for our gardens, art projects, and other projects and use both sides of paper before recycling. As part of the Borough of State College's Composting Program, we compost paper waste used for food, meat, and pizza boxes. We maintain on-site composting bins for vegetable and fruit waste and the compost is used on our gardens. We use Free Cycle to repurpose items the school no longer needs. We annually receive the Centre County Recycling and Refuse Authority (CCRRA) Green Business Certificate. This past year, we were recognized as the Emerald Award Recipient (only two Emerald Awards have been presented to schools in the county). We have also received recognition from the Professional Recyclers of Pennsylvania (PROP), Pennsylvania Waste Watchers and the Solid Waste Authority of North America (SWANA) since 2010. Our Parent Green Team, our administrators, teachers and children throughout the school embrace recycling and take ownership in our program. We are working with Mimi Cooper from CCRRA to further refine our processes. CCRRA has tagged two repurposed recycling units from Penn State that they will be bringing to our school to help with lunch time recycling to help make it more obvious where things belong. They also have provided bins with specific and helpful signage for all classrooms.

Pest management is done using approved Integrated Pest Management strategies. We have a teacher who is an entomologist who completed coursework in integrated pest management. She is regularly consulted if there is a "pest" issue and helps us determine the best approach to the situation. We use only organic methods in the school when we detect the presence of any pests and only use non-toxic cleaning products in all of our classrooms.

Our Middle School chemistry classes do not create any hazardous waste when doing their experiments. Any potentially hazardous waste is properly neutralized and dealt with in an appropriate manner.

We have several play areas around our school including grassy field areas, sand areas, playground equipment, imaginative play areas, a pond area all of which enhance our play time as well as the learning that happens when using those areas for class projects and instruction.

Narrative for Pillar 2: Your Efforts to Improve the Health and Wellness of Students and Staff

Each Monday morning, classes go outside and do laps around the school for the All School walk. This is an invigorating way for the children to begin their week of school. Children have outdoor breaks regularly - 15-30 minutes of brain break in the AM and 30 minutes prior to lunch, Pre-K and K/1 also often take afternoon breaks. Parents are asked to provide children with the appropriate clothing determined by the weather - hats, gloves, coats, snow pants, boots, etc. In fact, it is common to see boots, street shoes and slippers outside of classrooms for children to select appropriately. It has to be really incimate weather for them to have indoor recess in the school's community room (active games) and the Library (board games). Sunscreen and hats are a regular part of appropriate outdoor usage for children.

Our outdoor play space is well maintained and organized for outdoor imaginative play that also encourages physical fitness. Children go outside for recess on all but the most bitter of days from pre-K through middle school. As Quakers, we value outdoor education and play. In the parent handbook, it encourages the parents to make sure that children wear clothing that may get dirty due to outdoor time. We have worked to create natural areas on our playground and have planted many trees to create a "Friendly Woods."

Parents pack healthy snacks and lunches for all children on a daily basis. Once a month a local nutritionist and a team of parent volunteers come together to create a hot lunch for those who pay for that option. When that happens, the children eat in the community room, which is typically set up by the middle school students and cleaned up by the 4th/5th classroom. Once a month, families that are interested in having another option for their child's lunch may order from Subway. Additionally, families may also order pizza from a place that is considered to have "the best pizza around". We have offered cooking classes focused on exposing students to healthy eating habits and the teaching of easy, kid-friendly recipes high in vegetables and nutrients. Eating lunch in the classroom encourages conversations about nutrition, local foods, packaging, and sustainable food production.

Our students have physical education and yoga twice a week. Teachers employ growth mindset concepts and mindfulness strategies which are woven throughout their day. We will be reading a book together this spring, *Mindfulness for Teachers: Simple Skills For Peace and Productivity in the Classroom* by Patricia Jennings, to help with our understanding of using mindfulness for ourselves and for our students. Throughout the school, children are instructed in mindfulness practices to make sure their mental health doesn't take a back seat to their physical health. We have a teacher who has been accepted and received a scholarship to support her attendance in the Mindful School Mindful Teacher Year long Certification Program for this year and next year. Our plans are to have her help in various classroom, with teacher wellness and educating parents about mindfulness and its benefits.

We are a peanut-free school and an aware school of various other allergies such a wheat, gluten, etc. making our school a place that welcomes anyone with dietary or health issues so that they understand that we will be accommodating to them. It is unusual for parents to send their children to school if they do not feel well. Parental attention to detail with this aspect of healthy living helps prevent the likelihood of an illness making its way through a classroom or the school.

Pest management is done using approved Integrated Pest Management strategies. We use only organic methods in the school when we detect the presence of any pal methods of pest control and nontoxic cleaning products in all of our classrooms.

Our Parent Stewardship Community Group has organized the following committees that benefit our school: Gardens and Grounds, Green Team, Facilities, Marketing and Outreach, Hot Lunch, Teacher Lunch, Holiday Helpers and Party People, Friday Enrichment. This valuable effort by our parents demonstrates their stewardship for the school and their commitment to making our school a healthy and happy place for everyone.

We offer an After School Program that provides child care for busy parents that includes a healthy snack, homework help, outside play time and/or inside game time. Several times during the year, the After School Program offers clubs such as Gardening, Art, Running, etc. that provide engaging activities for our students.

We have an eight week Summer Camp Program that is well attended and extends the values that we teach during the school year into the summer. There are typically themes each week that include swimming and that culminates in a field trip that fits that theme. There are also special programs that are offered during some of the weeks of camp that are a draw for children interested in drama, cooking, etc.

Our Friday Enrichment program provides time for the teachers to do planning either collaboratively with colleagues or individually giving teachers time to prepare for the next week's instruction. During Friday Enrichment, their children K-4 are engaged in activities that enhance their areas of interest. Some activities include team building, crafts, problem-solving situations to solve, intergenerational activities and Reading Buddies, where older children or adults from Foxdale Village are paired with younger children.

Narrative for Pillar 3: Your Efforts to Ensure Effective Environmental and Sustainability Education

We lovingly challenge and support our students to become strong academically, to develop responsible independence, and to appreciate the value of service to others. As we nurture the light in every child, we strive to help each one develop confidence, imagination, compassion, and hope.

Our teachers are current on environmental and social justice issues, instructional pedagogy and environmental resources that enhance learning. Many of the teachers have been trained in Project Learning Tree, Project WILD, Project Wet, Healthy Water/Healthy People, Agriculture in the Classroom, etc. Our Head of School is a facilitator for Project Learning Tree, Project WILD, and Project Wet and has shared numerous resources with teachers in the school. Our Associate Head of School was a former educator at Shaver's Creek and has been trained in many of the same programs. These programs and other resources available to our teachers enhance their instruction about the environment, energy and their interactions human systems.

In our 4th/5th grade science and in our Middle School this year, we've done an extensive study of watersheds and how plastic pollution has become an issue of great concern in the ocean. Students constructed a large bulletin board to educate family members and friends of the school about reducing their impact on our waterways.

The Middle School art class made an art installation for the school library using recycled water bottles and created an "artist's statement" to educate library users about plastic pollution. They used a quotation from Yoko Ono "Every drops in the ocean matters" to encourage thinking about what we are doing to our oceans with the plastic that we use.

Our Pre-K-3rd grade students participate in planting, maintaining, and harvesting raised bed gardens that are strategically located near their classrooms. Our K/1 students plant, maintain, and harvest a pumpkin patch each year and then use the pumpkins in various cooking projects. They also visit a local apple grower and then use the apples for various cooking projects as well. Using the resource Project Seasons, classroom teachers make use of the grounds to study the seasonal changes in the natural world. They also use our school pond as an area of exploration for instruction. Using our school grounds to enhance learning makes our a perfect teaching tool about the environment.

We created a pollinator garden that is part of a network of pollinator gardens in the State College area that are satellites of the pollinator garden at Tom Tudek Park not far from our school. Our pollinator garden provides an outdoor classroom for studying insects and plant pollination. All classes emphasize the stewardship of the earth in their classroom routines as described throughout this document. Ecology, conservation, sustainability, nature study/exploration and STEM are an important part of our science curriculum and regular field experiences.

The school devotes Earth Day (and sometimes an entire week) each year to work projects and learning opportunities focused on stewardship. This year, we will celebrate Arbor Day and Earth Day together at the Arboretum at Penn State. We are in early planning stages with Linda Duerr, Children Garden Educator to help our entire school celebrate.

Our Middle School students participated in this year's "Hour of Code" to begin developing skills necessary for the 21st century technology-driven economy.

Most Middle School students know how to draw a map of the world's countries by heart, and have learned extensively about the social, economic, political, and ecological threats faced by the world's peoples, including those in our own country. We frequently discuss and implement projects to help educate others and/or to support charities. For example, a sixth grader organized and ran a used book sale to benefit dolphin conservation.

We are working with a Boy Scout to have him install 2 cold frames at our school to learn about microclimates and to help with early gardening. In order to support the project, we are applying for a Pennsylvania Department of Environmental Protection Mini Grant in this year's rounds of grants. Working with us on the grant is a parent from our School Gardens and Grounds Committee and is a Master Gardener. We are hoping to use the cold frame structures to teach children about microclimates, to teach the community about cold frames and their use in creating microclimates and to grow salad fixings for one of our school lunch days, which would be planted and picked by our children prior to serving for their lunches.

We are working with a local business owner/family member to install a WeatherSTEM weather station and use its data to track phenological changes potentially related to climate change over a series of years. The station would also provide local weather, soil temperature, barometric pressure, winds and precipitation measurements to demonstrates weather changes over time.

With a pending roof replacement project facing us, we are in the early planning stages of a "Raise the Roof and Become Energy Independent" project similar to one that the State College Friends Meeting did a few years ago. We are learning from their installation of solar panels to help us increase our bank of panels and become our own energy provider. We are beginning to research what would be needed to embark on this adventure and the necessary funding to make it a reality.

All children receive instruction in Science, Technology, Engineering and Mathematics (STEM) in all grades. STEM is taught in all grade levels on a weekly basis. Problem-solving is a focus of their STEM experiences. There is a systematic approach to the instruction. The majority of instruction is

done by a teacher who has had extensive education in STEM instruction. Our students are captivated and engaged in the various activities that they are engage in.

Photos:

Attached