

School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Brian R. McFeeley

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

Official School Name: Mt. Lebanon High School

(As it should appear on an award)

Official School Name Mailing Address: 155 Cochran Road, Pittsburgh, PA 15228

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

County: Allegheny

State School Code Number *: 1030264020254

Telephone: 412-344-2003

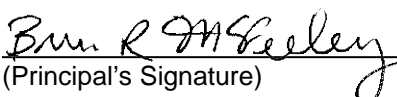
Fax: 412-344-2021

Web site/URL: www.mtlisd.org

E-mail: bmcfeeley@mtlisd.net

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

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


(Principal's Signature)

Date: 12/1/17



Name of Superintendent: Dr. Timothy J. Steinhauer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Mt. Lebanon School District

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

Timothy J. Steinhauer
(Superintendent's Signature)

Date: 12/1/17

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.

Pedro Rivera
(Nominating Authority's Signature)

Date:3/28/2018

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

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



PENNSYLVANIA GREEN RIBBON SCHOOL APPLICATION FORM

School Contact Information

- School District Application
- School Application

School Name (for building application): Mount Lebanon High School
Street Address: 155 Cochran Road
City, State, Zip: Pittsburgh, PA 15228
School Website: www.mtlsd.org

School District (if applicable): Mount Lebanon School District
Street Address: 7 Horsman Drive
City, State, Zip: Pittsburgh, PA 15228
District Website: www.mtlsd.org

Principal: Brian McFeeley
Principal Email: bmcfeeley@mtlsd.net
Superintendent: Timothy J. Steinhauer, Ed.D.
Superintendent Email: tsteinhauer@mtlsd.net
Lead Applicant Name: Brian McFeeley
Lead Applicant Email: bmcfeeley@mtlsd.net

Principal Phone: 412-344-2002
Superintendent Phone: 412-344-2077
Lead Applicant Phone: 412-344-2002

School District AUN Number: 103026402

School Building Number: 1030264020254

School Type: Public Private/Independent Charter Magnet
School Description: Urban Suburban Rural
School Level: Elementary Middle High School

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

2374 Elementary
 1358 Middle
 1763 High School
 5495 Total Enrollment

Disadvantaged Households Certification:

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

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

- Yes
- No

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

- The school district's configuration includes one or more buildings with Grades PK-12.
- The school district is not refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- OCR has not issued a violation letter of findings to the school district concluding that the school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
- The U.S. Department of Justice does not have a pending suit alleging that the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the school district has corrected, or agreed to correct, the findings.
- The school district meets all applicable federal, state, local, and tribal health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo an EPA on-site verification.

SUMMARY NARRATIVE

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

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

Insert narrative here:

Each day the Mount Lebanon High's professional teachers, with the help of a superb support staff, work to provide the best education possible to each and every student. In addition to Mount Lebanon High's regular course offerings, unique opportunities are available to all students through our STEM Academy, Global Studies Program, Dance Program, Theatre Program, and state of the art Technology Education Program.

Healthy Schools PA recognized Mount Lebanon High for a variety of green initiatives including, but not limited to the following: developing a comprehensive recycling and composting program, establishing a locally sourced, healthy food program, having a student-led environmental club, implementing a school-energy savings program, and for prohibiting pesticide use on school grounds. Mount Lebanon High went through a thorough design/construction process starting in 2007 that led to an LEED focused design on school sustainability with elements of daylight views, increased levels of thermal and lighting control, reduced pollution, and increased outdoor air ventilation. And last year Mount Lebanon High implemented the use of Google Docs and Google Classroom to significantly reduce the number of copies and papers used within the school.

The Mount Lebanon School District takes energy consumption and conservation very seriously. For the five year period of 2011 - 2016, Mount Lebanon High School saw a dramatic decrease in energy usage, both gas and electric. The science department has a student-led energy saving campaign in place to continue this focus campus wide.

A perennial garden was developed with a specific emphasis on plants that will best help to sustain pollinators. A seating area was placed within the garden and used as an outdoor learning space for all students. The garden and greenhouse continue to grow while students learn the importance of the outside environment.

Composting of the kitchen area waste is provided by Pittsburgh Garden Company. The food service department uses biodegradable plates, bowls and cups in place of styrofoam and plastic products to enable composting. The cafeteria also provides reusable trays, plates and bowls to reduce waste. Hazardous waste has been minimized dramatically throughout the district which next to eliminates all chemicals and is lessened to basically light bulbs. These items are contained and disposed of properly through Spartan Chemical Company. Less than 5 pounds per year of hazardous wastes are generated by the entire science department.

At Mount Lebanon High, it is a graduation requirement that students take a full year of Environmental Geoscience or AP level Environmental Geoscience. The Environmental Geoscience course is the capstone science course that all student in eleventh grade are required to take. Environmental education is integrated into all of the science curricula in multiple ways. For example, environmental science classes do creek water studies, biology classes look at genetically modified organisms and water quality, and chemistry classes focus on proper chemical waste disposal. The creek water study is done over several weeks and the students design and carry out their own experiments to determine the water quality of local creeks. Students are then tasked with coming up with ways to improve the water quality. Students also evaluate Wingfield Pines Conservation District, which has been affected by acid mine drainage. The acid mine drainage is remediated by holding ponds and students evaluate the effectiveness of this process.

PILLAR ONE: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Energy Conservation and Efficiency

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

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

Insert Narrative Here:

The Mount Lebanon School District takes energy consumption and conservation very seriously. For the five year period of 2011 - 2016, Mount Lebanon High School saw a dramatic decrease in energy usage, both gas and electric. The annual consumption of gas, as metered by the supply company, decreased from 270,456.35 therms in 2011 to 180,971.22 therms in 2016. The annual consumption of electric, as metered by the supply company, decreased from 5,416,800 KWH in 2011 to 4,520,890 in 2016. The Mount Lebanon School District tracks energy use through Energy Cap since 2003.

The current energy management plan is monitored by two Energy Managers on the district level who work with Cenergistic, which is an energy conservation company. In September 2013, the Regional President of Cenergistic presented Mount Lebanon School District with the Chairman's Sustainability Award for outstanding environmental and financial resource stewardship, as well as a certificate of energy savings for saving 5.628 million dollars through our energy conservation efforts. The district was in the top 15% for energy reduction in the country. The district implements a 4 day work week during the summer months to allow the shutdown of all buildings for three days a week, reducing energy use further.

The HVAC and light panel controls at Mount Lebanon High are scheduled and monitored for most efficient use, with gas and electric usage being constantly measured and reviewed. The school's HVAC has variable frequency drive motor controllers to better regulate heat and air conditioning thus helping reduce costs. High efficiency A/C units have been installed throughout the district. All lighting was upgraded from HID type and fluorescent bulbs to LED to conserve more energy. The district participates in a procurement program where it shuts down at the discretion of our energy distribution and commodities suppliers. All classrooms have light sensors to detect motion and automatically turn off when no motion is detected for a specified amount of time. This lighting strategy continues to help Mount Lebanon High reduce energy consumption.

The science department has a student-led energy saving campaign in place to continue this focus campus wide. The district also has reduced greenhouse gas emissions, which is documented via a reduction in our bills from the baseline.

Moving forward, Mount Lebanon High will continue to upgrade with new and replacement items identified as high efficiency products.

Element 1B: Improved water quality, efficiency and conservation

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

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

Insert Narrative Here:

Mount Lebanon School District, for several years now, has had the lead test for the high school's water and each result comes back that lead in the water is below detectable limits. The district installed low flow fixtures including, but not limited to, high efficiency low flow flushometers and push top faucets throughout the district. The district employed a full time plumber to regularly monitor water usage throughout the district, as well as detect and correct any leaks. Two water bottle filling stations were installed for staff and students to help measure out a particular amount of water, rather than allowing for a constant flow. Rain barrels are located within the greenhouse, which is connected to the science wing. The rain

barrels catch rainwater drainage from the roof of the greenhouse. Plants requiring little water for sustainment were chosen for the greenhouse. Mount Lebanon High's irrigation system was metered for efficiency and monitoring.

Pervious paving has been installed to implement a stormwater best management practice. Other best management practices include a subsurface infiltration bed, water quality inserts/inlets and street sweeping. Mount Lebanon School District works with Craft Products to conduct annual testing of the district's drinking water. All hot water heaters were replaced with newer, more efficient units. Water lines have been insulated and filters have been installed in areas where there is a larger consumption of water.

A perennial garden was developed with a specific emphasis on plants that will best help to sustain pollinators. A seating area was placed within the garden and used as an outdoor learning space for all students. The garden and greenhouse continue to grow while students learn the importance of the outside environment.

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

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

Municipal Solid Waste

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

Hazardous waste

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

Insert Narrative Here:

Mount Lebanon School District implemented recycling program throughout the district. Separate dumpsters were provided at each school to aid these recycling efforts. The district has recycled approximately 56-58 tons per year. Composting is also provided and handled through the Food Services Department. The district replaced old vacuum cleaners with new vacuums that include HEPA three stage filtration. The district also replaced old propane floor scrubbers with new battery-powered scrubbers, which use electrically converted water to clean effectively without the use of harsh chemicals, save money, and reduce environmental impact.

Composting of the kitchen area waste is provided by Pittsburgh Garden Company. The food service department uses biodegradable plates, bowls and cups in place of styrofoam and plastic products to enable composting. The cafeteria also provides reusable trays, plates and bowls to reduce waste.

Hazardous waste has been minimized dramatically throughout the district which next to eliminates all chemicals and is lessened to basically light bulbs. These items are contained and disposed of properly through Spartan Chemical Company. Less than 5 pounds per year of hazardous wastes are generated by the entire science department. The Flinn System of Chemical Storage is used by Mount Lebanon High. This system organizes chemicals into their appropriate compatible families. Chemicals are stored in appropriate ventilated cabinets and kept locked for safety. All volatile materials are kept in designated flammable cabinets in a separate blow out room. Each laboratory classroom is equipped with chemical hoods and safety equipment. In the Summer of 2015 PADEP spent time at Mount Lebanon High and assisted with our Chemical Cleanout Campaign. The campaign helped rid Mount Lebanon High of more than 25 boxes of old and no longer used chemicals.

All current cleaning products are green seal certified, bio based or peroxide based. Terrazzo floors have been treated with a stone protectant, allowing us to eliminate the use of harsh stripping chemicals. The district has also switched over to coreless toilet tissue to provide 100% usage and no waste per roll, and larger paper towel rolls are being utilized to reduce core waste.

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

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

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

Insert Narrative Here:

Mount Lebanon is a walking school district; however, transportation is necessary for several students throughout the district. The school district has between 50 to 60 students requiring transportation to and from approximately 25 different locations throughout the year. To transport these students, the district now uses a company that offers passenger cars and minivans. This allows for better fuel efficiency when transporting only one or two students from a designated location. Public transportation passes are also provided to students, along with ride sharing when possible. No-idling signs are posted throughout the district limiting idling to no more than 5 minutes.

PILLAR TWO: POSITIVE IMPACT ON STUDENT AND STAFF HEALTH

Element 2A: Integrated school/district environmental health program

Provide a 1,500-word maximum narrative of how your school or district is improving the quality of health for students and staff. Keep in mind that an integrated school/district environmental health program is based on an operations and facility-

wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations and maintenance of schools and grounds. Below are guiding questions to help frame your narrative.

Integrated Pest Management

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

Ventilation

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

Contaminant Controls

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

Insert Narrative Here:

An integrated pest management plan was adopted in June 2000 as part of the Mount Lebanon School District board policies. The district must notify parents and employees of any application of pesticide and herbicide. All pest management is conducted in a safe manner utilizing non-hazardous products, and Material Safety Data Sheets are kept in all buildings for documentation. Mercury use has been eliminated from the entire district and any unwanted laboratory chemicals are disposed of properly through Spartan Chemical Company. SE Technology is the company that monitors mold situations at Mount Lebanon High on an ongoing basis. And all structures are visually inspected on a regular basis to ensure they are free of mold, moisture and water leakage.

Mount Lebanon High has a large ventilation system in the room with kilns. Exhaust systems were installed at Mount Lebanon High in the art department, the science department, labs, bathrooms, the wood shop, as well as all tech areas. Radon fans were also installed and radon testing has been done at Mount Lebanon High within the past 24 months. Carbon Monoxide detectors are utilized and the combustion of boilers is tested annually.

In accordance with Mount Lebanon School District policies JICG and ADC/GBED, Smoking is prohibited anywhere on school grounds. The policy broadly defines unacceptable behaviors: It is the objective of this policy that the District's prohibition of smoking, use and/or possession of tobacco or e-cigarettes in any form by students in school district locations complement Policy ADC/GBED, Tobacco Free Schools/Tobacco Free Workplace, applicable to all persons using school property.

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

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

Fitness and Outdoor Time

- What is the average amount of time over the past year that each student engaged in school-supervised physical education and/or outdoor time per week?
- Do you have outside classrooms or learning labs available?
- Describe any other outdoor exercise opportunities and nature-based recreation available to students.

Food

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

Ultraviolet (UV) Safety

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

Mental Health

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

Insert Narrative Here:

Students at Mount Lebanon High participate in a variety of outdoor sports over the course of the year through physical education classes. Students are required to have approximately 65 hours of physical education per year, with at least half of those activities occurring outdoors. Mount Lebanon High offers a new class entitled Performance and Wellness that allows student to focus on individual strength and conditioning. This course was designed around the National Academy of Sports Medicine Optimum Performance Training Model. PE Partners will be a new course offering for the 2018-19

school year to allow students without disabilities and students in the Life Skills Support Program to participate together during physical education classes.

The outdoor space of the Mount Lebanon High library was dedicated in October of 2016 and features a break-out area with tables, benches, plants, and a retractable sun shade. This space is used for scheduled classes, meeting, and for students who visit the library throughout the school day.

Mount Lebanon High students can choose to join a variety of clubs that involve outdoor physical activity . The choices are the Run for Fun club in which students walk or run in the school's neighborhood for an hour once a week; the Club Explore group offers students supervised outdoor excursions involving hiking, biking, and kayaking; a Fishing club that offers supervised trip to lakes where students can fish; the Intramural sports club in which flag football, softball, ultimate frisbee, and tennis are played outdoors; the Ski Club members are skiers and snowboarders who organize weekly ski trips; the Ultimate Frisbee club mixes the best features of soccer, basketball, and American football.

Wildlife biology, an upper level (junior/senior elective) offered at Mount Lebanon High, has a yearly enrollment of 175 students from all ability levels. The course focuses on the interconnections within the temperate forest biome and interactions between and within the microcosms produced in the indoor space. Mount Lebanon High has a few aquaria/enclosure that were donated by people in the community and allow students to maintain a variety of fish, reptiles, and amphibians. Produce and plant are donated by a local farm market and are harvested, dried and stored to be germinated and then planted throughout the year. Flesh from produce is then composted and used for potted plants and garden boxes. Animals and flowers are also donated from community members and/or students to the school.

Mount Lebanon High students presented the suburban agriculture grant/project to the Seeds of Change Sustainability conference at Chatham University Eden Hall campus. The school's urban gardening project focuses on upcycling materials to serve as containers for herbs/succulents which are then used in various cooking classes.

Mount Lebanon High is engaged in a collaborative project with the University of Pittsburgh, Penn State University and the nonprofit organization - Courage of Care focusing on prosocial behavior, empathy, compassion, mindfulness and social emotional learning. Courage of Care is providing programming and training for both students, as a psychology elective, and teachers. Specific topics being taught and studied are: emotions, optimism, trauma and resilience, bias, grit, empathy, compassion, mindfulness attention, relationships, social baseline theory, capacities for care, interdependence, altruism and gratitude. It is our hope and intention that by training students and teachers and providing them with tools to build their capacity to receive care and to extend care to others. Mount Lebanon High offers many professional development opportunities to staff related to positive psychology and mental well being.

The focus on wellness and mindfulness extends to the whole school community at Mount Lebanon High. Yoga is offered after school regularly for faculty and staff, teachers have been trained and encouraged to focus on these areas in class where appropriate. The lower levels have anti-bullying programs such as Olweus (tuesday talks), there is a CHEERS program which connects life skill students to typical students, and the high school has Best Buddies or Lebo Stars, LINK CREW, and peer tutoring in academics and music.

Mount Lebanon High School has been an active participant in the Student Assistance Program (SAP), partnering with the Allegheny County Initiative. The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. Additionally, Mount Lebanon High School has been a long-standing partner with Outreach Teen and Family Service in the administration of Columbia University's TeenScreen protocol, a program designed for the early identification of emotional and mental health issues.

The Mount Lebanon School district contracts with Wesley Spectrum to provide a full time social worker, who provides individual and/or group mental health services to students at the secondary level (6-12). The social worker also provides supports to families, by being the liaison between a student's outside service provider(s), district staff and community

resources including the Allegheny County Office of Behavioral Health School Based Liaison. Lastly, the district houses 4 emotional support student programs, one in each middle school and two at the high school level. These classrooms help to provide varying degrees of support for students who have been identified as having an emotional disturbance disability through a school based multidisciplinary student evaluation.

PILLAR THREE: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

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

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

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

Insert Narrative Here:

At Mount Lebanon High, it is a graduation requirement that students take a full year of Environmental Geoscience or AP level Environmental Geoscience. The Environmental Geoscience course is the capstone science course that all student in eleventh grade are required to take.

Environmental education is integrated into all of the science curricula in multiple ways. For example, environmental science classes do creek water studies, biology classes look at genetically modified organisms and water quality, and chemistry classes focus on proper chemical waste disposal. The creek water study is done over several weeks and the students design and carry out their own experiments to determine the water quality of local creeks. Students are then tasked with coming up with ways to improve the water quality. Students also evaluate Wingfield Pines Conservation District, which has been affected by acid mine drainage. The acid mine drainage is remediated by holding ponds and students evaluate the effectiveness of this process.

Environmental Geoscience classes use the school building itself as a learning opportunity. Students evaluate electricity consumption in the school building and at home and come up with suggestions for how energy can be conserved. Students are then asked to put those practices in place to determine if, and how well they work.

The curriculum in each science course is aligned to the Pennsylvania Academic Standards for Environmental & Ecology. In global studies and world cultures courses, students also learn about transnational environmental concerns, such as

water scarcity and climate change. The World Languages curricula include science, technology and the environment. Students read and discuss authentic articles, watch videos, and listen to podcasts about environmental concerns in the target language. In addition, they write about the environment in the target language.

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

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

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

Insert Narrative Here:

The general science curriculum at Mount Lebanon High includes a deep understanding and connections of life, physical and earth sciences. The capstone course, Environmental Geoscience, is taken after chemistry and biology. The environmental geoscience course draws on previous knowledge that the students have obtained in those courses to make environmental connections. The average score received on the AP Environmental exam in 2017 was 4.2 out of 5.

Professional development time has been dedicated to Math and Science teachers to map out connections between the disciplines and seek out scientific examples/STEM related items to apply mathematical concepts on a deeper level.

The curriculum does provide connections between classroom content and college and career readiness, particularly to post-secondary options that focus specifically on environmental and sustainability fields, studies and careers. Guest speakers are brought into the science courses. These include conservation officers, professors of environmental science, researchers in environmental science, sustainability consultants from major corporations, professors of zoology, and animal control officers. The speakers are asked to include in their presentations a focus on the path they took to get to where they are in their career today, as well as thought processes that went into choosing their career. Mount Lebanon High also offers students a variety of scholarships and awards to apply for that focus on the environment.

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

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

Community and Civic Engagement

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

Insert Narrative Here:

Mount Lebanon High partners with various local academic institutions, businesses, government agencies and nonprofits to help advance the school/district and community towards sustainability and other environmental issues. The school's Art Department engages the community around a self-selected environmental topic by offering a contest opportunity that highlights environmental issues, such as endangered species in PA and watershed issues. The social studies department partners with the Global Studies Center at the University of Pittsburgh and the World Affairs Council of Pittsburgh. They both offer student and teacher workshops and events that address sustainability and environmental issues.

Environmental Geoscience classes partner with the Allegheny County Sanitary Authority (Alcosan) and the Allegheny Land Trust. Students visit Alcosan and work with the employees to learn about the water purification process. Students go to Wingfield Pines Conservation Area which is run by the Allegheny Land Trust to study acid mine drainage and how it affects the water quality of the creek. Students in environmental geoscience do this educational activity several times a year.

Indicators of progress toward the goal of 100 percent of graduates being environmental and sustainability literate are the requirement that all students must successfully complete Environmental Geoscience to graduate and that the average on the AP Environmental Geoscience Exam in 2017 was 4.2.

Parents are able to learn about the green practices implemented at Mt. Lebanon by the STEAM showcase that is hosted in February each year (2018 will be the third consecutive year). The showcase is a display of all students' work, in grades K-12.

The showcased work is cross curricular in nature, project/discovery based, and completely student driven. Several of the project displayed involve green practices such as green building design. The past two years have had over 1000 parents/community members attend, as well as people from other neighboring communities. The STEAM showcase is also used to build partnership within the community. A survey is completed at the end of the night and parents can volunteer their services to be guest speakers in their field of expertise.