

**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.

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

Official School Name: Emalea P. Warner Elementary School

(As it should appear on an award)

Official School Name Mailing Address: West 18<sup>th</sup> Street Wilmington, DE 19802

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

County: New Castle State School Code Number \*: 32-266

Telephone: 302-651-2740 Fax: 302-651-2661

Web site/URL: <https://de0193704.schoolwires.net/warner> E-mail: joseph.rappa@redclay.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: 3-14-18

(Principal's Signature)

Name of Superintendent: Dr. Mervin Daugherty

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



District Name: Red Clay Consolidated School District

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

*B. J. [Signature]*

Date: 3/14/18

(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: Delaware Department of Education

Name of Nominating Authority: Mrs

(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.

*Sonyea Mead*

Date: 3/26/18

(Nominating Authority's Signature)

### SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

### SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto: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](mailto: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.

## 1. School Profile

School Name: Emalea P. Warner Elementary School

Street Address: 801 West 18<sup>th</sup> Street

City: Wilmington

State: DE

Zip: 19802

School Website: <https://de01903704.schoolwires.net/warner>

Principal Name: Chrishaun Fitzgerald

Principal Email Address: Chrishaun.Fitzgerald@redclay.k12.de.us

Principal Phone Number: 302-651-2740 x145

Total school enrollment (Fall 2014): 436

District Name: Red Clay Consolidated School District

School type and demographics: Public elementary, Title 1

## 2. Application Team Information

Lead Applicant Name (who prepared the application): Nathan Finn

Lead Applicant Title (e.g., teacher, principal): Speech-Language Pathologist

Lead Applicant Email: Nathan.Finn@redclay.k12.de.us

Lead Applicant Phone Number: 302-651-2740 x165

### Application Team Members (Others who helped prepare this application)

|   | Name (First and Last) | Title/Department    |
|---|-----------------------|---------------------|
| 1 | Joe Rappa             | Assistant Principal |
| 2 | Frances Russo-Aveno   | School Nurse        |
| 3 | Eddy McGraph          | Facilities Manager  |
| 4 | Sonia Cooper          | STEM Teacher        |

Warner Elementary School has made some exciting changes in recent years! We went from a school that did not recycle at all, to a school that has placed recycling as a top priority amongst its students and staff. Every classroom now has a recycling bin for paper, plastics, and aluminum. On a weekly

basis, our school recycles approximately 130 pounds of classroom “trash.” We also made huge changes in the way we handle lunch. Last year we upgraded our Styrofoam lunch trays to recycled paper trays. We now recycle all the milk jugs in the lunch room. This is all tremendous work, but the best part is that our students are the ones who handle the recycling efforts in our building. We have a Green Team of students (who are chosen through grade level writing prompts), who educate their peers, and staff, on the importance of recycling. They lead by example! The Team teaches everyone the importance of saving energy as well. Simple things, like turning off a light when you exit a room, or unplugging an electronic device when not in use is helping us to save hundreds of dollars per year on our electric bills. We currently have an Energy Star rating of 99 (out of 100). This basically means that our building is extremely efficient in how it uses energy.

At the start of each school year, our entire third grade student body attends a field trip to the DE Solid Waste Authority in to learn about recycling and conservation. This is a crucial first step in our student’s knowledge of the importance of recycling. The students gain the knowledge needed to make changes within their school and community to help save the planet.

In making a conscious effort to reduce our water usage, our building recently upgraded the toilets and sinks to automatic, low flow. We have also upgraded our water fountains to have refillable water bottle stations. To give an idea of our water usage the past 5 years, we used 318k gallons in May 2011 and only 146k gallons in May 2016!

Our school has been awarded multiple grants and awards in the last few years through our efforts in becoming an eco-friendly school. We have received the Energy Star award for 2008-2013. We received a grant from the Delaware Valley Green Building Council in 2015. We also won a vermiculture (worm composting) kit that is used in our Science curriculum. In 2013, we were awarded with funding from the Triangle Neighborhood Association to get our school garden up and running. Our school garden produces hundreds of pounds of vegetables a year. These vegetables are used in our school’s kitchen and served to our students. We also encourage our local neighbors to partake in the harvesting of food from our garden as well.

All of these achievements would not be possible without the DE Pathways to Green Schools and the National Wildlife Federation’s Eco Schools programs. These programs help schools to plan and implement programs and actions to achieve goals towards making your school a greener building. Through these programs, our entire student body and staff are aware of our achievements and what we are working on to further our efforts. We also learn many interesting facts about the products our school chooses to order, for example, we found that the paper we use in all of our printers are from forests responsibly managed by the Sustainable Forestry Initiative.

As you can see, Warner Elementary School has put a great emphasis on becoming eco-friendly over the past year. We feel that we are more than deserving of being awarded with the Green Ribbon Schools award. This award will be used to proudly show all of our accomplishments to date, and act as a reminder of the path we are currently on and will continue to build to improve the health of our students and staff.

With the assistance of Eco Schools and DE Pathways to Green Schools, Warner Elementary completed an audit of the amount of energy the building had been using. We had a group of our students take a “hands on” approach to discover how much energy everyday classroom items were using, such as, lights, computers, pencil sharpeners, etc. Since our building has an EPA Energy Star rating of 99, it was difficult to find areas that really needed to be “fixed” in order to make our school

more efficient. So we tackled our energy reduction with an, “at the source” approach. We make sure all students are aware to turn lights off as they leave a room and to make sure unused electronics are unplugged. From 10/6/16-11/4/16, we used a total of 86,148 kwh.

Our building recently was transitioned to low flow toilets and automatic sink faucets. We also had our drinking fountains upgraded to include refillable bottle stations. One of our plans for this upcoming year is to use some grant money we are hoping to win in order to purchase a reusable water bottle for each student in the building. The new bathrooms and water fountains are maintained and cleaned on a consistent basis by our staff custodians to ensure there is not any bacteria buildup or contamination. We used 318 kGal in May 2011 and only 146 kGal in May 2016!

Approximately one year ago, Warner did not recycle at all. We have since incorporated recycling into every classroom. We recycle all classroom paper, plastics, and aluminum. We upgraded our lunch trays from Styrofoam to recyclable paper trays. We recycle approximately 145 pounds of paper a week. We recycle approximately pounds of 90 trash per day. We have an outside garden in which we compost the waste after our student body has harvested the vegetables grown in it. Our entire third grade attends a yearly field trip, in which they learn about the importance of recycling and conservation.

The majority of our students ride a bus to and from school. 390 of our 436 students ride a yellow bus to school. That’s 89% of our student body! We have a no idling policy, and our vehicle loading and unloading area is much more than 25 feet away from any building air intakes, doors, or windows. Our school is serviced by the local bus transit authority, and many of our parents who come to the school for meetings utilize this method of transportation.

Warner contracts with Bug-Rite pest control and utilizes preventative practices while maintaining the school grounds. These practices include keeping wood, mulch and plants away from the foundation of the building to reduce the habitat that may draw insects, pests and rodents to the building.

Air Quality is monitored by Batta every 6 months and as needed during times of construction or upon request. Air filters are replaced at a minimum of 30 days or based on recommended usage by manufacturer.

“Neutral” cleaning products are used in the building meaning that bleaches and other hard chemicals are not used in proximity of the students or staff. All cleaning products are stored away from students in locked closets during school hours. All playground equipment is made of plastic and or metal and there are no wooden structures inside or outside the building that come in contact with students or staff. All mercury and mercury compounds were removed from the building as part of a district wide initiative. Soil testing was completed in 2015 prior to the breaking ground for the school garden; no heavy metals or hazardous materials were found to be present.

Warner Partners with the American Lung Association of Delaware in providing the Open Airways for Schools Programs. “Open Airways for Schools® is a program that educates and empowers children through a fun and interactive approach to asthma self-management. The program teaches children with asthma ages 8 to 11 how to detect the warning signs of asthma, avoid their triggers and make decisions about their health.”

It is well known that Healthy Students are Better Learners. Creating a culture of wellness is embedded in Warner Elementary School's framework for success. We believe an environment that fosters a holistic approach to our children's education is integral to their social, emotional and academic success.

As recent winners of the Healthier US School Challenge Silver Award, we are committed to sustainable changes that will improve and increase access to healthier food choices, nutrition education and physical activity for our entire school community. Our school community garden is planted and cared for by our students under the leadership of Mr. Rappa, our assistant principal. Students gain true, hands on understanding of what "Farm to Table" means. They proudly share their crops with our staff and community neighbors.

Warner Elementary School is the first in our district to have an elementary level intramural basketball team. This experience has ignited a love of sports and physical activity. Our students, girls and boys, eagerly participate in structured outdoor recess playing a number of sports, including basketball, football and running. During their physical education course time, students participate in yearly Fitness-gram assessments as well as the Presidential Youth Fitness Program.

Nutrition awareness and education is taught throughout the day. It is encouraging to watch and listen to our students read food labels, make healthier food choices and offering health advice to their schoolmates. Warner Elementary School has and continues to build a foundation of community wellness for our students, families and staff.

The Next Generation Science Standards (NGSS) is the curriculum that is used to integrate science across the grades. The weekly objectives incorporated into the curriculum provides a guideline demonstrating how environmental literacy should be integrated across each grade. Our science department incorporates the Delaware STEM program which is also in alignment with the NGSS. In addition to the NGSS course assessments, our students are engaged in outdoor learning via the School Garden Based Project, The Recycling Club (Green Team) and Ecosystems Field Work (where students study and discover the interactions between living and non-living things in their environment. The STEM department is equipped with an NGSS curriculum guide for each grade level. In addition to the curriculum guides, teachers attend mandatory STEM Professional Development workshops where they are exposed to interactive STEM trainings that are aligned to the NGSS and also the Common Core. There is a hundred percent (100%) participation in these professional development opportunities because these opportunities sharpen teachers' knowledge of the related concepts and lesson content. Additionally, these professional development workshops provide the STEM department with a plethora of resources to supplement the curriculum concepts.

Students from all grades are selected to represent the Recycling/Environmental/Green Team Club. They carry out daily tasks of recycling, conserving energy and educating the school community about the importance of performing such tasks. This club supports the teaching of science because it helps to integrate the science concepts into other academic areas. Our STEM program teaches students to be explorers and discoverers who ask and answer questions at the analytical and evaluative levels, students are also able to create models, plan and carry out investigations, use computational thinking skills and construct explanations that includes a deep understanding of real life scientific applications. For example, in creating a model of an ecosystem, the students were able to identify how living and

non-living things interrelate. They also carried out an investigation into understanding how water pollution affect aquatic animals by pouring oil into one model of their ecosystem and recording the damage that was evident. Students were then able to explain that the result of their experiments proved how life, physical and earth science are affected by unsustainability of our resources by mankind.

According to a survey done by the NGSS, the last decade has seen an emerging consensus that effective preparation for student success in postsecondary education and careers includes a strong background in science. Fortunately for us, using the NGSS curriculum guides expose our students to concepts and lesson content that educates and trains them to successfully transfer knowledge from one grade to the next. Furthermore, our STEM program uses real life applications to integrate science with Arts, Mathematics, Engineering and English Language. In doing this, our students are academically prepared for college and are quipped to pursue any career in the environmental and sustainability field. Our students' civic and/or community engagement experiences in environmental field studies is achieved during the annual visit to the Delaware Recycling Center. During this field work, students are educated about the need for recycling and they gain knowledge about how recycling is carried out. The process from our home to the recycling plant is explicitly explained and demonstrated to the point where students are able to carry out an assimilation of recycling at the activity center. Success of this field is evident when students eagerly return home and educate members in their community and their school community about the importance of recycling.