U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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: Dr. Rick A. Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name: Wexford Elementary School
(As it should appear on an award)
Official School Name Mailing Address: 250 Brown Road, Wexford, Pennsylvania 15090
(If address is P.O. Box, also include street address.)
County: Allegheny **State School Code Number *:** PA000007996
Telephone: 724-935-4631 **Fax**: 724-935-3733
Web site/URL: https://www.pinerichland.org/Domain/276 **E-mail:** rwalsh@pinerichland.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.

Rick A. Walsh
(Principal's Signature)

Date: 12/4/17

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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.

Date: 12/4/17

(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.

Date:3/28/2018

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: March 31, 2018

Public Burden Statement

PENNSYLVANIA GREEN RIBBON SCHOOL APPLICATION FORM

School Contact Information

☐ School District Application
☒ School Application

School Name (for building application): Wexford Elementary School
Street Address: 250 Brown Road
City, State, Zip: Wexford, Pennsylvania 15090
School Website: https://www.pinerichland.org/Domain/276

School District (if applicable): Pine-Richland School District
Street Address: 702 Warrendale Road
City, State, Zip: Gibsonia, Pennsylvania 15044-6040
District Website: https://www.pinerichland.org/Domain/1

Principal: Dr. Rick A. Walsh
Principal Email: rwalsh@pinerichland.org **Principal Phone:** 724-935-4631
Superintendent: Dr. Brian Miller
Superintendent Email: brmiller@pinerichland.org **Superintendent Phone:** 724-625-1490
Lead Applicant Name: Joanna Firmin
Lead Applicant Email: jfirmin@pinerichland.org **Lead Applicant Phone:** 724-935-4631

School District AUN Number: 103021003 **School Building Number:** PA000007996

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):

4 elementary schools - 2,311	Elementary
1 middle School - 724	Middle
1 high school - 1,545	High School
4,580	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:

Interconnected programs provide students at Wexford Elementary with the knowledge and opportunities to have a healthy body, healthy mind and healthy environment as they learn and grow.

These actions affect students from the moment they board a bus in the morning, throughout their learning, physical and emotional wellbeing, and interactions with each other and the community until they go home, when the custodians prepare the school for a new day and turn out the lights.

To create a culture of sustainability, Pine-Richland School District tracked consumption on all utilities to visualize where conservation efforts could be made and to identify areas to become more energy efficient. In 2012, Pine-Richland School District became a part of Duquesne Light's Watt Choices program to conserve energy and joined the First Energy Friends & Family utility and energy rebates program in 2016. The school district showed a reduction of more than 50% in energy usage from the 2015-2016 to 2016-2017 school years. This qualified the district to receive a rebate for the 2016-2017 school year. The district also participates in an energy curtailment program to power down over the summer to conserve energy as requested.

Water conservation is a building and district-wide focus for the Pine-Richland School District. Water is tested periodically in all buildings for lead exposure and all toilets are low flow. Aerators are cleaned every night and faucet screens are cleaned on a periodic basis. Wexford Elementary has a one half-mile nature trail and outside classrooms for students to learn within the environment and learn about how to responsibly interact with and care for it.

The cafeteria recycling program at Wexford Elementary was initiated by a 2nd grade student. The student wrote a letter to the principal to consider our current practices and recommended recycling to become greener building. This led to 24,000 milk/water containers being recycled in the first year of the program alone. Since the inception of the program, Wexford Elementary has recycled over 100,000 milk/water containers. In addition, classes participate by reducing and recycling paper with designated recycling containers in all workspaces and classrooms, in addition to instruction on recycling and reducing.

In 2016, Wexford Elementary established a garden that included two raised beds, with two additional beds installed in 2017. These gardens are maintained by staff and students. This year the garden has been connected to S.T.E.A.M. and health curricula. In conjunction with the vegetable garden, the staff initiated a composting program to collect leftover compost from 3rd grade school lunches and educate students on returning nutrients to the soil sustainably. All light bulbs, batteries, glass, chemicals, and electronics are recycled or neutralized for disposal. Old computers, monitors, and TVs are recycled as well, along with printer cartridges and cell phones. Green cleaning is the standard with very few products used for nightly cleaning.

The district's curriculum is aligned to the Pennsylvania Academic Standards for Environment and Ecology. In science, the Pine-Richland School District's 4th graders (filtered from Wexford Elementary) scored 94.2% advanced or proficient on the Pennsylvania System of School Assessments (PSSA). Students at Wexford Elementary develop lifelong skills through problem-solving, critical thinking, and teamwork. Students stay engaged in the scientific process of observation, discovery, and reasoning through hands-on Foss and STC Asset kits that pose questions to students and allow them to explore answers through hypothesis, experimentation, discussion, data collection and analysis. The science program at Wexford Elementary is characterized by the use of science concepts in other subject areas, an appreciation for the natural world surrounding the school, and learning opportunities that integrate Science, Technology Engineering, Art, and Math (STEAM).

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:

To create a culture of sustainability, Pine-Richland School District had an independent service, the Eric Ryan Company, track consumption on all utilities to visualize where conservation efforts could be made and to identify areas to become more energy efficient. In 2012, Pine-Richland School District became a part of Duquesne Light's Watt Choices program to conserve energy and joined the First Energy Friends & Family utility and energy rebates program in 2016. The school district showed a reduction of more than 50% in energy usage from the 2015-2016 to 2016-2017 school years. This qualified the district to receive a rebate for the 2016-2017 school year. The district also participates in an energy curtailment program to power down over the summer to conserve energy as requested.

Wexford Elementary began to promote energy conservation and improve energy efficiency as part of the Healthy Schools PA Recognition Program in 2015. Wexford Elementary educated their staff and students on the importance of lowering energy consumption. In 2016, Wexford Elementary updated their hallway and gym lights to LED, with projections for classroom updates in 2018. The total Kwh usage at Wexford Elementary during the 2016-2017 school year from July to November was 334,880, while the total Kwh usage during those same months during the 2017-2018 school year was 306,400 as documented through the district offices. This identified a reduction of 28,480 in usage for the current school year.

Pine-Richland School District also purchased and procured various energy efficient products. The entire district upgraded boilers with more efficient burners, along with domestic tanks that were more energy efficient. Occupancy sensors were posted throughout the district and almost all buses were switched to propane tanks as part of the new transportation contract in 2015.

Because Wexford Elementary is located in the Penn Power service area, it is excluded from participation with the Western Pennsylvania Electricity Consortium through the Allegheny Intermediate Unit. Our current agreement with Source Power & Gas is effective through May 2018 with a commodity price of $0.06398 per kilowatt hour. The pricing for utility services

changes daily and rates are typically only held for 36 - 48 hours, the board approved a motion setting a target of at least $7,000 in annual savings in October 2017. On November 20th, we received pricing from two energy consultants. We were able to execute an agreement with Dynegy Energy Services East, LLC with a commodity price of $0.0575 (including gross receipts tax) for a term of June 2018 to June 2021. This provides savings of over $8,100 annually based on the last twelve months usage at this building.

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:

Water conservation is a building and district-wide focus for the Pine-Richland School District. Consumption is monitored through a private business, the Eric Ryan Company, with recommendations to improve efficiencies. The township also requires for a percentage of development to include green space, such as landscaping. Water is tested periodically in all buildings for lead exposure and all toilets are low flow. Aerators are cleaned every night and faucet screens are cleaned on a periodic basis. Wexford Elementary has a one half-mile nature trail and outside classrooms for students to learn within the environment and learn about how to responsibly interact with and care for it.

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:

The cafeteria recycling program at Wexford Elementary was initiated by a 2nd grade student. The student wrote a letter to the principal to consider our current practices and recommended recycling to become greener building. This led to 24,000 milk/water containers being recycled in the first year of the program alone. Since the inception of the program, Wexford Elementary has recycled over 100,000 milk/water containers. In addition, classes participate by reducing and recycling paper with designated recycling containers in all workspaces and classrooms, in addition to instruction on recycling and reducing. Custodians collect the paper from the building and recycle it in our official container outside of the school.

In 2016, Wexford Elementary established a garden that included two raised beds, with two additional beds installed in 2017. These gardens are maintained by staff and students. This year the garden will be connected to S.T.E.A.M. and health curricula. In conjunction with the vegetable garden, the staff initiated a composting program to collect leftover compost from 3rd grade school lunches and educate students on returning nutrients to the soil sustainably. Wexford Elementary also participates in the Seedlings for Schools program sponsored by the Pennsylvania Game Commission to receive White Pines, Flowering Crab-apples, and Silky Dogwoods every year. Students learn about tree identification, structures, and habitats. In addition, students receive seedlings to plant furthering the connection between classroom and home.

All light bulbs, batteries, glass, chemicals, and electronics are recycled or neutralized for disposal. Old computers, monitors, and TVs are recycled as well, along with printer cartridges and cell phones. Green cleaning is the standard with very few products used for nightly cleaning.

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:

To reduce environmental impact, the Pine-Richland School District has fifty-three school buses in the fleet using propane fuel. Wexford has five of these buses with a capacity of seventy-seven passengers. Students either ride the bus, carpool, or use parent pickup/drop-off to/from school since the school is situated on a very narrow road with no sidewalks for safe walking to/from the school. Anti-idling signs are posted in the parking lot at Wexford Elementary. The loading area is at least 25 feet away from the building and buses load/unload on the side of the building rather than in front by the main entrance.

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:

Pine-Richland School Board instituted a policy for all schools to establish an integrated pest management plan to reduce or eliminate pesticide use. Wexford Elementary has complied with this policy and follows posting guidelines to alert staff and students when any pesticide application is scheduled on school grounds. Regardless, pesticides are only applied when staff and students are not present. Signs are posted on property and notification is given to residents via the Allegheny County Herbicide/Pesticide Registry, along with notices prohibiting children's access to the area for at least eight hours following treatment. Summaries of pesticide applications, copies of pesticide labels, and notices are all kept in the custodial/nursing areas at Wexford Elementary.

To ensure proper air quality both indoors and outdoors, Wexford Elementary has met the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 62.1-2010 for ventilation throughout the school building. Although Wexford Elementary does not have science labs within the building, the school district has installed proper exhaust systems at all major airborne contaminant sources at Pine-Richland High School. Economizers are used at Wexford Elementary to bring in fresh air while recovering the heating or cooling from conditioned air.

Contaminant controls are minimized in a variety of ways at Wexford Elementary. Within the past 24 months, 12 areas throughout the building have been tested for radon. No remediation was needed based on radon testing results. Boilers are inspected on a yearly basis for carbon monoxide leakage. Wexford Elementary does not use any products containing mercury and any unwanted chemicals are either recycled or disposed of in accordance with federal, state and local environmental regulations.

Wexford Elementary has established an Asthma Action Plan and is compliant with National Asthma Education and Prevention Program (NAEPP) guidelines. The school does not have a standing order for albuterol, but students with asthma have access to rescue medication and a full-time nurse. Smoking is prohibited on campus and signs are posted per School Board policy.

Although an indoor air quality management program does not officially exist at Wexford Elementary, the school has adopted the guidelines set forth in the Healthy Schools PA Recognition Program. These guidelines include, but are not limited to the following: track ambient air quality and establish a plan when outdoor air is potentially harmful to occupants; make sure every occupied space has a supply of outdoor air; ensure outdoor air intakes are clear of obstructions, debris, etc.; resolve problems with pollutant sources near outdoor air intakes; replace filters per maintenance schedule; confirm mechanical rooms and air-mixing chambers are free of trash, chemical products, supplies, etc.; ensure air dampers are partially open to provide some outdoor air; check that contaminated zones are under negative pressure when exhaust fans are running; ensure air supply is functioning when students are present; ensure that supply and return vents are open and unblocked; and move all barriers that could block movement of air in rooms.

Air quality testing is performed periodically to ensure Wexford Elementary is free of mold, moisture and water leakage. All areas inside and outside of Wexford Elementary are inspected, maintained, and cleaned throughout the year to protect student and staff health.

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:

Wexford Elementary has improved the physical and mental health of its student and staff in numerous ways. The garden, nature trail, outdoor classroom, grass fields and play areas at Wexford Elementary provide students with many outdoor experiences in our environment. In addition, the students at Wexford Elementary have participated in events such as:

Health Fair: Students participate in a day of activities that focus on health and well-being.

Jump Rope for Heart: Students participate in a healthy competition to reach jump rope goals that engage them in physical exercise while having fun.

Mileage Club: Students run at recess in a healthy competition to run as many miles as they can during the period of the program. Students are rewarded for each mile they run.

After-school Programs: Wexford PTO offers programs to encourage students to participate in healthy activities including: Intramurals, Run with Coach Dave, Baker's Dozen.

Brain Breaks: Students in all grades participate in brain breaks during the day that include mindfulness and physical breaks to enhance focus, learning and attention.

Ram Run: An annual event that encourages students, families and the local community to come together and exercise. The program is a huge community event that is attended by over 600 participants. It also raises money for further S.T.E.A.M. programs for the school.

Gym 2x per week: The weekly schedule includes 70 minutes of physical activity over two separate sessions in the gym.

Daily recess - 30 minutes of physical activity (weather permitting): Students have access to four outdoor play areas that encourage physical activity at daily recess. This includes two large equipment areas for gross motor climbing, swinging, sliding and spinning activities; a baseball field; and grass and blacktop areas for basketball and soccer to encourage teamwork.

Daily recess - 30 minutes of physical activity (weather permitting): Students have access to four outdoor play areas that encourage physical activity at daily recess. This includes two large equipment areas for gross motor climbing, swinging, sliding and spinning activities; a baseball field; and grass and blacktop areas for basketball and soccer to encourage teamwork.

Other activities include Project A.C.E.S., Kids of STEEL (KOS), UPMC Health Plan/UPMC Sports Medicine Pittsburgh 5k Run, Toyota Pittsburgh Kids Marathon, Sheetz Pittsburgh Toddler Trot, and an Allergy Awareness Assembly with Kyle Dine, Operation Lunch Line and Farm to Table Pittsburgh Little Locavores assembly.

Although Wexford Elementary does not participate in the USDA's Healthier School Challenge program, the school does review the requirements and meets many of them on a yearly basis. Less than 5% of food purchased at Wexford Elementary is certified as environmentally preferable, but 20% of produce used is purchased locally. The school is currently looking at food regulations to determine if produce grown in the garden can be enjoyed by students and staff.

Pine-Richland School District focuses on building protective factors and resources for our children, from an external and internal standpoint. The idea behind protective factors are when students face difficult challenges they have a solid foundation of external and internal protective factors in place to help support them through those difficult times.

Wexford Elementary School has three teams that provide these external protective factors of support to students. These include our MTSS, SAP and PST teams. The MTSS is our Multi-Tiered Systems Support team, consisting of Principals, counselors, all classroom teachers, school psychologists, reading support and intervention specialists. It supports students with academic needs, such as difficulty with decoding or fluency.

SAP is our Student Assistance Program; It consist of principals, counselor, some teachers, school psychologists, mental health/drug and alcohol liaison. The SAP team responds to any observed at risk or change in student behavior by providing a continuum of mental health resources, both internally and externally, to our students and families in and outside the school setting.

The Pupil Service Team (PST) where teachers are provided information on an as needed basis with a sole purpose to solidify communication between principals and counselors of students with most intense needs for support to be provided. This team consists of principals, counselors, school psychologists all working together to assist students in need.

Wexford Elementary has a designated de-escalation team, who receive annual training in Comprehensive Crisis Management provided by the University of Pittsburgh Medical Center/ Western Psychiatric Institute and Clinic. The de-escalation team provides support to students who are in a crisis emotionally, socially and/or behaviorally- the team is trained to promote safety through prevention and intervention services. In addition, the school counselor provides pro-social groups such as social language groups, emotion regulation groups, friendship groups and one-to-one counseling services to students in need.

Wexford Elementary enables a positive school climate through the 'Bucket Filler Program', a school-wide program that encourages character traits of kindness and respect. A school-wide kick-off assembly is conducted at the beginning of the school year by staff for students, reviewing expectations and positive school behavior. Additionally, the school has Family Nights (e.g., Spring Fling, family nights, ice-skating) and events such as Field Day to support a positive school culture and encourage families to get involved and strengthen school-home connections.

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:

Pine-Richland School District does not have a graduation requirement for environmental or sustainability literacy; however, students are given these topics as choices for their electives in order to graduate. The district's curriculum is aligned to the Pennsylvania Academic Standards for Environment and Ecology. In science, the Pine-Richland School District's 4th graders (filtered from Wexford Elementary) scored 94.2% advanced or proficient on the Pennsylvania System of School Assessments (PSSA).

At Wexford Elementary at least one environmentally-focused event, such as a health fair, assemblies, or after-school programs for students to participate, is scheduled per year. Teachers voluntarily attend professional development on green school topics, such as attending the Healthy Schools Summit sponsored by Healthy Schools PA. School-wide training exists on topics supporting green school projects including recycling and composting. Locally produced food items from the garden at Wexford Elementary are donated to the local food pantry. Students engage in weather data collection and measurement for seedling and seed placement, as well as growth data. Students assist with establishing and maintaining the community nature trail and garden.

The Makerspace, located in the library at Wexford Elementary, allows students to explore their own creativity to use tools and materials, both physically and virtually, through incorporation into creative projects. Professional development is constantly provided to teachers at Wexford Elementary to support students and growth of this space.

Students at Wexford Elementary develop lifelong skills through problem-solving, critical thinking, and teamwork. Students stay engaged in the scientific process of observation, discovery, and reasoning through hands-on Foss and STC Asset kits that pose questions to students and allow them to explore answers through hypothesis, experimentation, discussion, data collection and analysis. The science program at Wexford Elementary is characterized by the use of science concepts in other subject areas, an appreciation for the natural world surrounding the school, and learning opportunities that integrate Science, Technology Engineering, Art, and Math (STEAM).

The sustainable elements at Wexford Elementary, which include the nature trail, garden, composting, and recycling give students investigative and hands-on learning opportunities. These opportunities engage students in critical thinking, problem solving and decision-making at every grade level. Within the next school year, Wexford Elementary will further this learning by connecting these elements into the S.T.E.A.M. and healthy curricula.

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 Science program at Wexford Elementary incorporates a hands-on, minds-on approach to learning. We use a philosophy of inquiry-based learning which helps students develop lifelong skills such as problem-solving, critical thinking, and teamwork. Our students are engaged in the scientific process of observation, discovery, and reasoning. Hands on Foss and STC Asset kits pose questions to students and allow them to explore answers through hypothesis, experimentation, discussion, data collection and analysis. Some lessons include weather, trees, life-cycles, and adaptions of plants and animals. Our science program is characterized by the use of science concepts in other subject areas, an appreciation for the natural world surrounding the school, and learning opportunities that integrate Science, Technology Engineering, Art, and Math (STEAM).

Science is not an isolated discipline but, rather, is woven throughout the curriculum. In language arts students read and respond to science-related topics in the books they read such as “The Big Yucca Plant” and “Time to Plant”. Students develop thinking skills by writing responses in their scientific journals. In art classes, students learn how pottery glaze turns into color by crystallizing at certain temperatures. Drawings and paintings of animals emphasize characteristics of the animals’ bodies and habitats. Scholastic News Science Spin Student newspaper also helps connect science to real-time current events.

Wexford Elementary’s nature trail is located on the school’s property and is used by students and the community for several science-related activities. Over the years, students have adopted trees to identify seasonal changes, identified insects to observe their growth and development, and located seeds to determine how they disperse. Students annually celebrate Earth Day by engaging in earth-friendly activities. Past examples include receiving seedling trees from the Pennsylvania Game Commission to plant at home and school and decorating paper bags to be used at a local grocery story reminding shoppers to Recycle, Reuse, and Reduce.

Our STEAM initiative includes “Careers A to Z”, after school science and engineering-based activities, LAB Ratz, and Lego-building projects. Wexford Elementary’s participation in the “Weather Bug” Program is a real-world weather station connected to the National Weather Service and serves as a resource for our local community. The web-based program that accompanies the weather station incorporates science, mathematics, geography, technology, and programming into lessons and interactive tools for classroom use. Students experience the ever-changing impact of weather on our world by reading a thermometer, demonstrating the water cycle, tracking the path of air fronts, calculating total inches of precipitation, detecting weather patterns, documenting seasonal changes, and deciding how to get dressed in the morning.

The garden at Wexford Elementary receives butterflies released by students once they have completed their life cycle. Students had the opportunity to work with a local artist/art teacher to design coral reef artwork made of recycled materials that are displayed throughout the school building. The library at Wexford Elementary supports the school’s green initiative by purchasing both student and teaching materials on such topics as sustainability, ecosystems, recycling, gardening, reuse, and soil conservation.

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:

Teachers, administrators and the Wexford Parent Teacher Organization (WPTO) regularly provide volunteer opportunities to families in newsletters and information via electronic blasts. Our parents have averaged over 3,000 volunteer hours to Wexford during the last five years. Numerous activities that support environmental sustainability and learning occur before, during, and after school and so rely on volunteers from families and the community. Some examples of these are after-school activities facilitated by parents and community partners like art and design projects, science experiments, Lego building projects, intramural sports, and martial arts.

The WPTO partners with KDKA-TV and PNC Bank to raise money for the Greater Pittsburgh Community Food Bank. Students take financial pledges for every minute they read which provided Thanksgiving dinners for 15,524 families in need. With 100% of their funds matched by PNC, our students have raised over $232,865.28 during the last thirteen years. This special opportunity allows students to link their love of reading with memories of helping less fortunate members of our community.

When designing the Wexford garden, the WPTO Wellness committee secured the assistance of a Wexford graduate, Sam Brehm who now owns a local, organic garden/landscaping business. His advice guided the installation of the vegetable beds and educated the staff in best practices to share with students. Students are encouraged to see themselves as engaged community members through their involvement in projects that benefit to the community.

Our WPTO sponsors assembly programs that enhance science and health curricular and positive behavior programs. Over the last two years, the WPTO has brought in programs such as the BMX Bike Racers, the World's Strongest Man, Allergy Awareness with Kyle Dine, Operation Lunch Line and Farm to Table Pittsburgh Little Locavores assembly, the Jim Basketball Jones motivational program and an anti-bullying musical troupe, Josh and Gab.

Wexford's staff and families value school, home, and community connections. Our exceptional partnerships among teachers, parents, and community members are always growing and each year new opportunities emerge.