

GreenRibbon

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

U.S. Department of Education Green Ribbon Schools

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mrs. Nora Dietz

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

Official School Name: Capt. James E. Daly Elementary School
(As it should appear on an award)

Official School Name Mailing Address: 20301 Brandermill Drive
Germantown, MD 20876

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

County: 52-6000989 State School Code Number *: 111

Telephone: 240-740-0600 Fax: 301-353-0872

Web site/URL: <https://www.montgomeryschoolsmd.org/schools/dalYES/> E-mail: Nora_G_Dietz@mcpsmd.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.

Date: 01/15/2019

(Principal's Signature)

Name of Superintendent: Dr. Jack R. Smith

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

GreenRibbon

District Name: Montgomery County Public School

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


Date: 1/17/19
(Superintendent's Signature)

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Maryland State Department of Education

Name of Nominating Authority: Dr. Carol Williamson
(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: 1-28-19
(Nominating Authority's Signature)

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

Public Burden Statement

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

Summary Narrative Captain James E Daly Elementary School

Montgomery County Public Schools (MCPS) is a USDE Green Ribbon District with 206 schools; of that number, there are only a handful that truly shine, and our district has elevated our school, Captain J. E. Daly Elementary School, as one. We are a proud Title 1 school (75% FARMS - those qualifying for Free and Reduced Meals) and Maryland Green School in our second recertification, where all students – Pre-K to 5, staff, and parents are invested in doing our part to build and protect the environment. Daly ES's daily motto, recited every day during morning announcements is:

- A = Act responsibly
- B = Be respectful
- C = Care for ourselves, others, *and the environment* because if we do then you will be a Daly success!

As a Title 1 school and with 45% of our students in our English for Speakers of Other Languages program, we tap all the resources we can within MCPS and in our local community to live our motto. Our students and staff focus on energy conservation, reusing and recycling, water conservation, and living healthy lives in harmony with the environment, while simultaneously, teaching and learning environmental education through formal and informal instruction.

At Daly, we strive to bring environmental education into formal instruction at all grade levels. For example:

- Kindergartners study mealworms to learn the life cycle of the dark wing beetle, plant grass seeds and lima beans, and compare life cycles of various living things, and visit the MCPS Kingsley Environmental Center (KEC) to observe plants and animals. Kindergarten students observe bird beaks, and build model beaks (STEM).
- First graders use the story of the Three Little Pigs to study sustainable structures as they build houses (STEM) and test strength. They also make recycled art, learn about the Chesapeake Bay watershed using the Enviroscape Program, and look at ways to protect the environment. Students learn about and build animal habitats, grow plants from seeds, and even measure the water needed to wash hands to focus on conservation.
- Second grade students learn science and nutrition as they plant salad greens, care for them, collect data, and eat them. They learn about different ecosystems, and visit the KEC to study the effects of erosion on forest and streams. Students also learn about protecting the environment, and produce informational writing regarding the water cycle and water conservation.
- Third graders learn the positive and negative impact of human-made items on the environment. They observe organic and inorganic materials and observe decomposition rates, learn about Reduce, Reuse, and Recycle, and visit the KEC to learn about invasive species.
- Grade 4 students learn environmental sustainability through a project based learning unit called Our Neighborhood, Our Watershed. Students also study and research renewable and nonrenewable resources and compare environmental impacts of each.
- Fifth grade students study human impact on environments, and build robots out of trash to practice resource conservation.

Daly ES has one of the strongest and largest school based School Energy and Recycling Team (SERT) teams among all elementary schools in MCPS, consisting of forty Grade 4 and 5 students, led by a school counselor and our building service manager. While all schools in MCPS have school-based SERT teams, Daly ES has consistently had the largest and most active school-based team because of our commitment to environmental conservation. Green team student leaders wear SERT aprons and go throughout the building gathering recyclable products and entering classrooms to teach other students about proper recycling, posting signs about water conservation, and collecting and recycling Crayola crayons. Annually, SERT students visit the recycling center and see the full process of what happens to the kinds of paper and plastic that schools and homes produce. Students come back to school highly motivated to continue these efforts!

Daly ES is fortunate to collaborate with the Audubon Naturalist Society (ANS) who provides an after school environmental club, Unplug and Play, and assists with the salad table instruction for Grade 2 students. Another partner, Manna Food, a local food bank, sends a special bus to our school a few times a year in which they teach nutrition and present healthy recipes to students and their families. An additional strong partner for our Hispanic students is Identity, from which students receive assistance with academics including environmental literacy. Our partnerships help our students develop a true sense of ownership of the impact we have on the environment.

We are honored to be a Maryland Green School and fly our flag every day! Although we are proud of our green culture, annual Earth Day Fair, and our progress over 12 years, we always look to improve. We received the Maryland Green School Award in 2012, our first re-certification in 2016, and are currently working on our second re-certification to maintain our MD Green School status due in 2020. We already look forward to receiving our Sustainable Green School status in 2024. As we recertify we reflect on where we want to grow, while we sustain all our great environmental practices. This year as part of our planning for the future, we are collaborating with ANS to involve students in creating perennial gardens for more outdoor learning options.

Daly ES students and staff take our letter C commitment of caring “for ourselves, others and the environment” very seriously!

Yes, Daly Elementary School is the recipient of multiple awards for energy conservation, increasing recycling participation, and for entering various contests.

Between FY10—FY18, Daly ES received nine awards for energy conservation. Schools achieving top energy cost avoidance as compared to their baseline usage are eligible to receive quarterly monetary awards. The baseline for each school is an average use of their prior five school years for the same quarter. Daly ES has consistently reduced the energy use by ensuring that the lights are turned off in classroom when they are unoccupied. Many teachers use task lamps at the desk instead of the overhead lighting when the classrooms are not occupied. The staff and students monitor to ensure that the doors and windows are kept closed to avoid outside air from entering.

Between FY10—FY14, Daly ES received three Annual Recycling Awards. Annual recycling awards are given to schools that recycle above the average pounds per person recycling. Although number of top performing schools may vary from year to year, typically schools that recycle among the top 25% will be eligible for consideration of this award. Daly ES has been in the top quartile three times between FY10—FY14.

Annually, the SERT program receives over 150 entries for the poster contest from all MCPS schools. The winning posters are selected by MCPS staff through a combination of online and in-person judging. In FY18, nearly 700 staff members participated in the poster contest judging. Daly ES' poster entries were selected as first place winners in FY11 & FY12. Many of the winning posters including the Daly ES' entries were reprinted and distributed to all MCPS schools to promote environmental conservation.

Treasury Department of Maryland Silver Hammer Award: FY16 Awarded by Peter Franchot's office for maintaining an aging school building to high standards which saves the State of Maryland money

Received Maryland Green School certification in 2012, first re-certified in 2016 and are on target for second re-certifying in 2020.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS

ELEMENT 1A: ENERGY and BUILDINGS

Due to a defective natural gas meter at our school prior to the fiscal year 2018, we are not able to perform a comparison. However, utility records for electricity show a 16% reduction in usage using the fiscal year 2016 baseline.

At Daly ES, teachers and students are onboard with energy reduction. In classrooms, students are assigned as light monitors, and blind closers who are proud to complete their assigned responsibilities because each of our actions can make a significant difference in the reduction of energy use. It is part of our school culture to shut off lights in unused rooms and areas of the schools.

The entire building was built at once in 1987, first LEED preceding the establishment of any green standards. However, when the version came out, MCPS compared Daly ES to new schools being built under LEED, and we scored well on the LEED scoring system.

Heating, Ventilation, Air-Conditioning (HVAC) Replacement 2017

Replaced mechanical equipment including unit ventilators, fan coil units, rooftop units, dedicated outdoor air ventilation units and unit heaters along with associated ductwork, piping, controls, etc. A new direct digital control energy management system was installed.

Majority of the lights in the school use T8 fluorescent lamps.

ELEMENT 1B: WATER and GROUNDS

The students and staff make every effort to conserve the use of water because of their commitment to natural resource conservation. Daly ES' SERT team affixed signs to all sinks with reminders to turn faucets off. In addition, teachers attended Project WET to learn ways to teach students about water and conservation through an interdisciplinary, hands-on workshop, and our Grade 4 students learn about the importance of clean water through a project based learning unit. Helping students learn to value water in their watershed helps students understand why we conserve water in our homes and offices.

Daly ES also has four portables so student access to water was a priority. We decided that every student would have a water bottle to fill in the morning. This practice reduced heat or air conditioning escaping through opening doors, reduced water just running in fountains, and protected instructional time.

Using utility bills we can show a reduction in water consumption for each of the last four years. Using a five year average we can show a 64% reduction in usage FY 2018.

The students, staff, and building service staff constant monitor faucets and pipes for leaks. When leaks are detected, a work order is generated to complete the necessary repairs.

Montgomery County Public Schools (MCPS) implements U.S. Environmental Protection Agency (EPA) technical guidance for testing and flushing protocols. In addition, MCPS also complies with regulations issued by the Maryland Department of the Environment (MDE) including periodically testing of all drinking water outlets on a three-year cycle.

MCPS regularly monitors the results of water quality testing done by our three water providers (WSSC, City of Rockville and Town of Poolesville). Any drinking water outlet with test results above the EPA action level will be taken out of service and remediated.

Grade 4 students learn about storm water runoff in a meaningful watershed environmental experience called ONOW, Our Neighborhood, Our Watershed. They learn what runoff is and explore different mitigation strategies to reroute or soak up the fast moving water. In this unit of study, they create a water flow map of their school grounds, identify a storm water issue – standing water or erosion – on their school yard and develop a solution.

ELEMENT 1C: WASTE and HAZARDOUS WASTE

We are proud to currently have a 46.75 recycling rate and have every intention of increasing it. 46.7% waste diversion places Daly ES among the top one-third of all elementary schools in MCPS. The daily garbage at Daly ES is placed in bags and stored in the school trash room. The monthly total tonnage of garbage disposed of for MCPS is distributed to each school based on the number of building occupants (Staff and Students). Total tons of garbage distributed to Capt. James E. Daly ES for the school year 2017—2018 is 33.26 tons.

MCPS requires the recycling hauling contractor to have “On-board Weighing Scale” on the trucks that service all MCPS sites. The weight of each dumpster at Daly ES is weighed before and after servicing to capture the actual amount of material recycled.

Daly’s SERT team is committed to ensuring that the recycling program is successful in our school. We have worked with the MCPS-SERT program to ensure that the proper type and adequate recycling bins are placed throughout the school in common areas, offices, and classrooms. The students monitor to make sure that the bins are properly labeled to avoid any contamination in the recyclables. Daly ES participates in the Maryland Meals for Achievement (MMFA) program and began to serve breakfast. Due to the implementation of breakfast program, one centralized recycling stations (paper, commingled, & trash bins) was added to every four classrooms to capture the additional recycling that was being generated. While student sort their own waste and recycling at the central waste stations they become more aware of what they are throwing out. As students and staff learn what can and can’t be recycled from the graphics on the central waste stations, they choose the waste stream more wisely which results in less contamination. Members of Daly’s SERT team routinely go

around collecting recyclables and show other student on proper recycling. All of these efforts have significantly improved our recycling tonnage as evidenced by the results below.

Total paper/cardboard collected for school year 2017—2018 = 21.08 tons

Total commingled recyclables collected for schools year 2017—2018 = 6.08 tons

Total pounds per person (PPP) = 6.61 pounds

One eight yard dumpster for paper/cardboard recycling with two times per week service.

One two yard dumpster for commingled recycling with two times per week service.

Total estimated tons of yard waste recycling of Capt. James E. Daly for school year 2017—2018 is 1.96 tons.

98% of the paper used at Captain James E. Daly is certified by the Sustainable Forestry Initiative and is processed chlorine free. In addition, 12% of paper stock used is 30% post-consumer waste.

Our school uses the following benchmarks to minimize and safely manage solid and hazardous waste and reduce health risks:

1. Disposes of unwanted computer and electronic products through an approved recycling facility or program.
2. Custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.
3. Has a written policy for the proper disposal of chemicals.
4. Manages fluorescent light bulbs as universal waste.
5. Disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements.

Hazardous chemicals from Daly ES are picked up by a licensed hazardous waste contractor for disposal in accordance with applicable regulations. The school's green team work diligently to make sure all school supplies, including lunch time trash and recycling is separated and placed in the proper bins to eliminate contamination.

90% of all cleaning products in use are "third party certified" green cleaning products certified by Green Seal.

The Division of School Plant Operations Healthy, High Performance and Green Cleaning Program governs the selection and proper use of cleaning products. It requires that products purchased meet one or more of the following standards: Green Seal GS-37 and 40, Cleaning/Floor Care Products for Industrial and Institutional Use or Environmental Choice.

ELEMENT 1D: ALTERNATIVE TRANSPORTATION

There are four regular education buses assigned to James Daly transporting 180-200 students per day. Plus, there are four special education buses transporting 14 students. The remaining 450 plus students use other means of transportation. Approximately 30 percent of the students who attend Daly ES are transported by school buses. Two-thirds of the students are transported to and from school through other means such as walking, biking, and carpooling.

Currently, one of our local school Wellness initiatives is to complete a survey of ways our students arrive and depart school to see if there are more opportunities to get more kids to walk or bike to school.

Montgomery County government oversees the safe routes program. The safe routes program operates directly with the school administration in order to design and operate the routes efficiently. MCPS and Montgomery County government collaborate, evaluate, and implement safe traffic patterns and solutions at all school.

For over 15 years, Daly has had a student safety patrol team who, with guidance from crossing guards, help our students arrive safely to school.

Soon to be: Daly ES's Wellness Committee is focused on implementing a bike rodeo in 2019 and purchasing additional bike racks to encourage additional children to ride!

In addition our school has implemented the following policies:

1. Our school has a well-publicized no idling policy that applies to all other vehicles and "no-idling signs" are posted.
2. Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

There are 4 regular and 4 special education buses that are assigned to Daly ES. In FY 2019, 100 percent of the buses including the buses assigned to Daly ES will be equipped with diesel particulate filters and catalytic converter to reduce a significant amount of soot from being emitted and reduce carbon emissions.

PILLAR 2: IMPROVED HEALTH AND WELLNESS

ELEMENT 2A: INTEGRATED SCHOOL ENVIRONMENTAL HEALTH PROGRAM

Sean Yarup, MPH; Environmental Team Leader; Sean_R_Yarup@mcpsmd.org; Responsible for managing the school's indoor air quality program, the Team Leader has 30 years of experience in environmental health and safety, primarily in the secondary and higher education field. Educational credentials include a B.S. Degree in Safety Sciences from IUP and a Masters of Public Health Degree from GWU.

In recent years, the Mold Prevention Workgroup has monitored indoor environmental conditions at Daly ES.

We also implement the following Integrated Pest Management and Drinking Water testing.

The IAQ/Environmental Services team prepare written plans and procedures for the environmental health programs.

Our school has its own school Wellness Committee, consisting of teachers, health staff, and parents. The Wellness Committee meets in person once a semester but communicates regularly via conference call. We were among the first schools to have an active local school Wellness Committee. Some of the activities that staff and our Wellness Committee have been doing include:

- Professional development for teachers on providing mindfulness practices
- Professional development on using “community circles” as part of the Restorative Justices program
- Plans to bring community circle practices to the PTA
- Daily yoga for staff and for students
- Mindfulness practices built in every day to student class time

At the end of school year FY 2018 we received a special award at an assembly of 300 administrators for the work of its Wellness Committee.

Environmental Health information is among the new tasks of the District’s Wellness Committee, created in 2017. The district Wellness Committee has members of the Montgomery County Department of Health and Human Services, doctors, teachers, leaders in physical education and health and outdoor environmental education. MCPS collaborates with Montgomery County Health and Human Services Department in all aspects of communication to students and families involving more technical health information. In MCPS, our nurses and technicians work for the Health Department, not for the school or school district.

MCPS has invested in a Wellness coordinator who publishes a Wellness newspaper once a month and runs two eight-week fitness program competitions among schools, school teams, and offices. Daly ES staff won \$500.00 this year to invest in physical education equipment or fitness initiatives. The wellness coordinator also offers after school exercise programs for all MCPS staff.

To manage and prevent indoor air contamination, the school’s HVAC systems are equipped with MERV 8 air filters. MERV 8 air filters capture the majority of airborne particles (e.g., mold, pollen and dust) that pose a threat to indoor air quality. Air filters are changed on a quarterly basis to ensure optimum filtration and good indoor air quality. To manage excess moisture in the form of elevated humidity, portable dehumidifiers are provided where necessary to lower indoor humidity levels. Wi-Fi sensors that monitor temperature and humidity remotely may also be placed in areas where excessive indoor moisture has been documented. As part of the system-wide Mold Prevention Workgroup, weather alert email blasts are sent to school-based staff alerting them of key steps to take to prevent potential moisture and mold issues.

Through communication and implementation of the MCPS Energy Policy, adherence to minimum set-points during the cooling season has minimized indoor humidity levels. With regard to relocatable classrooms, buildings are inspected on an annual basis and repairs are made to ensure "good" condition. During unoccupied periods over the summer, Building Services staff conduct weekly inspections of relocatable units to identify and report any mold and/or moisture issues in a timely manner. To minimize VOCs, MCPS has adopted an environmentally preferred purchasing policy which establishes limits to VOC emissions.

As part of the proactive mold prevention program at MCPS, building service staff have been trained to contact the Indoor Air Quality Office in the event mold has been found. When indoor visible mold is discovered, professionally-trained personnel use the appropriate personal protective equipment and containment methods to remove the mold in a safe manner. After the mold has been removed, the source of the moisture is

eliminated. In 2016, the IAQ Special Projects Team was formed for the purpose of remediating mold-related conditions as soon as they are discovered.

Formal building inspections, including inspection of ventilation systems are performed biannually by off-site Division of School Plant Operations (DSPO) building service supervisors. This includes inspection of filters, belts, lubrication, overall cleanliness of units, indoor air quality and temperature, record keeping, etc. The on-site school building service manager conducts daily inspections, maintains equipment logs, performs cleaning and monitors operations of ventilation systems.

MCPS has been testing for radon in schools since the late 1980s. Comprehensive system-wide testing of all MCPS facilities also was initiated in late 2015, and mitigation activities were completed during spring and summer 2016. Final post-mitigation testing concluded in fall 2016. MCPS conducts periodic retesting of all MCPS facilities on a five-year cycle.

All rooms with levels that tested at or above 4 pCi/L have been mitigated in conformance with ASTM E2121 and retested. Testing and mitigation procedures complied with applicable U.S. EPA guidelines and industry best practices. Current and previous radon results for each facility are posted on the MCPS Division of Maintenance webpage.

Our school was constructed with radon resistant construction features and tested to confirm levels are below 4 pCi/L. For facilities that have an active mitigation system, retesting is conducted on a two-year cycle. Facilities with new construction or other capital projects (i.e., window replacement or large ventilation upgrades) are retested following guidance from the EPA and other experts in the field.

The Montgomery County Department of Health and Human Services, School Health Services (SHS), in partnership with Montgomery County Public Schools (MCPS), provides services to assure the health, safety, and well-being of students enrolled in MCPS schools. SHS collaborates with public and private partners to plan and implement prevention initiatives to address community-wide public health concerns, such as asthma.

Teachers who will be caring for asthmatic students when a health specialist is not present (i.e. field trips) are provided training on asthma protocols by the school nurse.

SHS School Community Health Nurses (SCHNs) (registered nurses) and School Health Room Technicians (certified nursing assistants) who work under the clinical oversight of a SCHN, provide school health services to students during school hours and train teachers asthma care procedures for field trips.

There is a school nurse (RN) available on site throughout the school day and at school sponsored events to administer asthma medication to any student experiencing asthma symptoms.

Developed by SHS, student families have access to the School Asthma Management Plan. Action plans for each student with Asthma is developed and maintained in accordance to SHS guidelines. EPI Pen training is provided in case of a very severe reaction.

At Daly ES, the school has implemented a number of asthma trigger control measures. Through the implementation of an Integrated Pest Management (IPM) program, exposure to asthma triggers from

cockroaches and other pests are reduced. Throughout the school, building service personnel routinely perform housekeeping and HVAC maintenance activities to reduce the exposure to dust mites, pollen and mold.

To prevent allergic reactions to dust mites, MCPS replaces carpet with floor tile in classroom and common areas whenever possible. In addition, there are formalized indoor air quality (IAQ) investigation protocols to address IAQ complaints in an efficient and effective manner. Enforcement of No-Idling and No-Smoking Policies are also in place to minimize exposure to diesel fumes and tobacco smoke. Like other schools in MCPS, there is an environmentally preferred purchasing policy that is followed to ensure that only approved products are used. To minimize dust emissions, there is an IAQ in Construction Guideline. Lastly, there is a proactive program to inspect and maintain relocatable buildings on an annual basis.

MCPS schools and offices are prohibited from purchasing chemical products that are not approved for use by the MCPS System wide Safety Programs Unit or Division of Maintenance. Product approval is based on various safety, health, and environmental criteria.

The school is required to maintain a chemical information list (CIL) and safety data sheets for all hazardous chemicals used or stored onsite. The school is required to send updates to the CIL and an inventory of science chemicals to MCPS System wide Safety Programs annually. School employees potentially exposed to hazardous chemicals are required to complete two online safety training courses to ensure they are knowledgeable in working with chemicals safely and to ensure compliance with Maryland Occupational Safety and Health regulations.

The school disposes of hazardous chemicals by submitting a work order to MCPS Division of Maintenance or by contacting the MCPS Science, Technology, and Engineering (STE) Supervisor. The chemicals are picked up by a licensed hazardous waste contractor for disposal in accordance with applicable regulations. Chemical spills beyond an incidental release are treated by the school as an emergency and are addressed by the on-site emergency team. If necessary, the school is evacuated and county fire and rescue is contacted immediately. When needed, a licensed hazardous waste contractor is contracted to perform spill cleanup and waste disposal.

The Integrated Pest Management (IPM) program employs Maryland Department of Agriculture certified pesticide applicators to conduct regular inspections to prevent pest damage. IPM staff identifies and corrects conditions that encourage pests by reducing food, water and shelter for pests, and by eliminating unnecessary pesticide applications. This integrated approach results in the most economical long term solution with the least possible hazard to people, property and the environment. An IPM logbook of all IPM activities is kept in the main office of the school.

ELEMENT 2B: NUTRITION and FITNESS

In order to assess areas in need of attention, Daly ES completed the Alliance for a Healthier Generation Assessment. The results of the assessment provided information on strengths and weaknesses in regulation compliance and allowed for a clear understanding of where to identify goals to improve student wellness.

Daly ES utilizes the Whole School, Whole Child, and Whole Community Model (WSSC) which encompasses all of the eight critical components of coordinated school health. The school updates wellness goals annually; and action plans encompass at least one of the eight critical components.

The school's wellness committee meets at frequent intervals throughout the year; and the school's website is utilized as a resource for disseminating information and wellness practices.

We have incorporated several practices to improve staff and student health and wellness:

1. Promote staff health through
 - o the Wellness Committee
 - o Weekly Yoga classes for staff led by a teacher
2. Promote student health through
 - o Yoga
 - o Providing flexible seating for students in all classrooms
 - o Girls on the Run-a partnership with parents, students, and staff
 - o Basketball club-a partnership with a local high school
 - o Morning messages (dancing/movement opportunities, calming/breathing practices)
 - o Health Fair Spring 2017 for the Daly community
 - o Grade 4 Mindfulness/Mindset lessons
 - o Class brain breaks
 - o Lighthouse for the Blind-eye exams and glasses provided on site
 - o Maryland Smile (onsite dental care for students)-dental exams, x-rays, cleaning and fillings.
 - o EveryMind (onsite therapeutic services for students and families)

Daly Elementary School participates in the Farm to School program. MCPS also promotes locally grown fruits and vegetables. Honeydew, watermelon, cantaloupe, broccoli, grape tomatoes, corn on the cob, and baby spinach are some of the MD agricultural products served. Students learn about where their food comes from, how it's produced and the benefits of a healthy diet.

Nutrition education is done in the classroom, physical education, and through the cafeteria, using the My Plate program and the MCPS health curriculum. Additionally the cafeteria offers a variety of fresh fruits, fresh vegetables, salad choices, 100% of grains are whole grain, and milk is fat-free or 1% low fat and are indicated on the menu and labeled on the serving lines.

Daly ES meets the USDA meal pattern requirements. Students are required to select fruit or vegetable with each breakfast and lunch. Menus and food specifications are based on the Dietary Guidelines for Americans without depriving students of their favorite foods. Our menus are planned by licensed, registered dietitians and analyzed by computer to ensure maintenance of dietary goals, such as the 30% or less target for calories from fat over a week's menus. Purchased foods, recipe ingredients and preparation techniques are reviewed carefully to ensure that menus are in compliance with nutritional guidelines.

All foods offered at Daly Elementary School meet the smart snack guidelines. Vending machines are not accessible to students, they are located in staff lounges. Food that is sold as fundraisers are either in compliance with MCPS Wellness Regulations, JPG-RA, if available to students during the school day or 30 minutes after the school day.

Daly ES participates in our Maryland Meals for Achievement program. Students are encouraged by their teachers to participate in the breakfast in the classroom program which is available to all students at no cost. School breakfast offers a wide variety of healthy foods, while meeting the United States Department of Agriculture (USDA) meal regulations. A school breakfast includes whole grains, protein and fruit and/or 100%

fruit juice. Students look forward to a nutritious meal to start the day off right, making them healthier, happier, better behaved, and more productive throughout the day.

Practices our school employs to promote physical activity:

1. K-6 students spend an average of at least 120 minutes per week in school-supervised physical education.
2. At least 50% of our students' annual physical education takes place outdoors.

The PE program teaches fitness activities that can be used throughout the lifetime. Students learn how to monitor their heart rate, they learn how the heart works during Jump Rope for Heart week, they are exposed to many different types of exercise and dance.

Students participate in recess or free time outdoors. Grade level teams also have the option to provide students with extra recess. It is tied in to the grade level choices students earn as rewards.

At Daly students are encouraged to eat breakfast in their classrooms. Vending machines are not accessible for students and teachers do not use candy as rewards.

Daly ES has established a partnership with Thriving Germantown HUB. The HUB is a pathway model that provides Daly families health, mental health, job support, and housing opportunities. The HUB has provided an after school program for Latino youth. Students engage in two days of instructional support and one day of soccer. Presently, we have 25 students in the after school program.

Daly ES is equipped with a health office, which is staffed by a nurse and a health technician. Health office staff provide guidance and training to school employees, provide health services for students, coordinate school health-related activities with DHHS, and monitor student injuries and illnesses for patterns.

School counselors and partners such as the PTA provide anti-bullying lessons and assemblies. Professionally trained teachers employ Restorative Practices such as Community Circles in all classrooms. Administrators work closely with the SGA on students' needs and concerns. Staff have participated in Trauma-Informed School professional development to meet the needs of our students. The 4th grade team has implemented a grade-level wide kindness program that is infused throughout their subjects.

EveryMind—a non-profit therapeutic service sees students on site and works with families. Presently, a combination of 43 students receive on-site or outside therapy.

The understanding of environmental and sustainability concepts is assessed in a variety of ways which include the elimination of all Styrofoam products from all schools. The Division of Food and Nutrition Services actively works on reducing our consumption of plastic through purchasing water bottles and other single use items with thinner plastic. We have also eliminated the use of plastic straws (unless medically necessary) on our café lines.

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

ELEMENT 3A: INTERDISCIPLINARY LEARNING

Our school has an environmental and sustainability literacy plan.

The Maryland State Department of Education (MSDE) enacted two environmental education regulations in 2010 and 2011. The first calls for a K–12 comprehensive environmental education curriculum in every school system that meets eight rigorous standards. The second regulation states that students must complete a comprehensive environmental education program targeting those eight standards again during their high school years. Thus, environmental education begins in kindergarten and continues through the high school years through integration into science, health, and social studies curriculum. Daly ES teaches the MCPS curriculum which ensures that students learn the eight environmental education standards at a grade level appropriate level during their time in Grades K - 5.

The MCPS' Environmental Sustainability Management Plan is a model in the state. The sustainability plan demonstrates what students are experiencing in environmental education both in the formal and informal curriculum, for example and respectively, classroom instruction in science and art, and building sustainable practices like recycling, conserving energy and water. Although our school system has these district wide programs in place, it is up to each individual school to adopt and run with these environmental and sustainability plans. **At Daly ES, we are proudly running with them and winning awards.**

Professional development opportunities in environmental and sustainability education are provided for all teachers.

90% of Daly Elementary School staff have participated in professional development (PD) in environmental and sustainable education. This list provides some examples of that PD:

1. At a staff meeting, introduced purpose, rationale, and programming of environmental education and MD Green School activities.
2. Attended pre-field trip workshop in order to co-teach on student field trip visits to the OEEP Day Program to foster student learning about natural resources
3. Completed NGSS (Next Generation Science Standards) trainings for staff
4. Completed ONOW (Our Neighborhood, Our Watershed) OEEP (Outdoor Environmental Education Program) field trip training
5. Learned to use salad tables for student learning about sustainability
6. Environmental lessons to teachers and support to the instruction in grades K-2 provided by Primary Talent Development Coach-a Title 1 position
7. Attended PD on STEM-based learning for the first grade. Using the story of the Three Little Pigs, students built houses and tested them to see which one was a stronger more sustainable building.

8. Completed multiple trainings through the Maryland Department of Natural Resources including:
 - a. Growing Up WILD
 - b. Flying WILD
 - c. Project Learning Tree
 - d. Project WET
 - e. Project WILD - learn ways to teach students about wildlife and conservation through an interdisciplinary, hands-on workshop.

The MCPS Elementary Integrated Curriculum weaves environmental and sustainability concepts throughout the grade levels. Through these projects, students develop strong understanding of scientific content and the scientific and engineering processes that led to those concepts. While understanding the phrase “net zero environmental impact” is a far reach for most of our elementary school children, they do learn that all natural resources need to be conserved and protected for the good of the environment and their personal health.

At Daly ES, authentic learning opportunities occur regularly and are provided at each grade to integrate environmental and sustainability lessons throughout the year in reading, writing, science, and social studies. The descriptions provided in the Narrative are just some of the many environmental lessons and experiences our children have.

The understanding of environmental and sustainability concepts is assessed in a variety of ways, such as exit cards; writing to explain; drawing diagrams; oral presentations, paper and pencil or computer test, etc. Ongoing assessment of these concepts occurs as the concepts are taught and the data is used to help us prepare our students for the cumulative statewide exams, while also preparing them to enter middle school with a solid foundation in environmental literacy.

ELEMENT 3B: STEM CONTENT, KNOWLEDGE and THINKING SKILLS

Our school frequently uses the environment and sustainability as a context for developing science, technology, engineering and mathematics (STEM) content knowledge, and thinking skills (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 from evidence) when exploring environmental and sustainability issues.

The elementary science curriculum provides multiple opportunities to explore the environment and sustainability as a context for developing science, technology, engineering and mathematics content knowledge and thinking skills. Even in kindergarten, students are engineering buildings of different materials to test for strength. In grade 2, students explore the effects on Earth’s surface by studying Earth events that occur quickly or slowly, and design a solution to the effects of rapid Earth events on their local environment. Health, nutrition and science are taught together in Grade 2 as students grow salad greens and celebrate with a salad party. In grade 3, students analyze data from severe weather events, construct an explanation of the impact of the events on the environment, and design a structure to protect people from severe weather events. In grade 4, students investigate their schoolyard to analyze water flow, water quality and the impact of erosion by water; they apply their understanding to create a model and design solutions to positively impact their portion of the watershed.

As part of that project based learning unit, students use recycled materials to engineer a tool to capture runoff so they can then catch runoff and test it for pH, temp, oil, and sediment.

Our school uses the environment and sustainability as a context for learning green technologies and career pathways. At Daly ES, we have an annual Career Day during which the environmental field is well represented. Recently we had environmental engineers come share their careers with students, and a solar energy business owner demonstrate solar power while explaining the how and why of his business. Also present at Career Day are Audubon Society Naturalists and National Zoo Keepers.

In grade 4, students learn that the National Oceanic and Atmospheric Administration (NOAA) is requesting their help in improving the quality of water in the Chesapeake Bay. During this project based unit students learn about the various kinds of scientists at NOAA and other agencies who study and mitigate problems with water quality and erosion.

ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

At Daly ES, students are involved in projects integrating environmental and sustainability topics at all grade levels. The SERT team works collaboratively every day to recycle paper and other goods throughout the school. The team works closely with the building service manager to perform this duty. Students and parents have planted trees and beautified the flower beds in the front of the school, and have participated in cleaning up our school grounds. For Earth Day every classroom produces a poster highlighting an environmental need they have identified. There is an annual Earth Day assembly where we celebrate our Earth.

A grade 2 and 4 project involved our students in a Sea Turtle Safety program, which culminated with students writing letters to the President to advocate protection of sea turtles. We worked with the Ocean Conservancy on this unit.

In yet another project, students deconstructed lunch waste with the help of a SERT specialist to identify ways to reduce food waste. In our cafeteria, we actually have a Kid Share Table where students share food instead of trashing it.

Students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level.

The grade 4 unit described above is a meaningful outdoor learning experience in which students begin with directed observation, analyze that data, identify a problem and propose a solution. Students gained knowledge through storm water management lessons specific to our school site. Before, during, and after the water walk they discussed the importance of runoff off on school property, and came up with solutions for drainage such as mesh or covers as well as a French-drain type system for the blacktop, which often has pooling of water. They also discussed other areas where water collects and noticed that much water collects in long lasting puddles on the school grounds.

Students in Grade 2 and 4 learned about the issue of sea turtles and plastic waste through their work with the Ocean Conservancy As a culminating action the students wrote letters to President Obama to advocate for the safety of sea turtles.

At Daly ES our No Student Left Inside policy is strongly encouraged! Teachers take students outside for instructional time. Students are often seen reading, writing, and creating, on school grounds. Students study the weather, and shadow/time is explored, explore run-off, and develop ideas to mitigate environmental issues. Students use the outdoors as an extension of the classroom and several grade levels participate in trash pick-up around the grounds.

The students and staff at Daly ES are truly dedicated to environmental sustainability. It is our hope that this application has demonstrated the tremendous efforts that are taking place in our school. In addition to all we have reported here, it is important to know that Daly ES students and staff embrace opportunities to practice good stewardship. As a Maryland Green school we continue to challenge ourselves with new and improved ways to conserve and recycle. Here are some ways we achieve this goal:

1. Teachers use Google Drive to write and share lesson plans.
2. All computer printers are defaulted to two sided printing.
3. Parent Newsletters are posted on the Daly WEB site.
4. Staff newsletters are sent via Google Mail
5. Closing and opening blinds to save energy, ambient lighting, and signs posted throughout the building to turn off lights when not in use, signs in bathrooms to turn off water when finished.
6. Continued involvement of students in school-wide sustainability practices through student teams and curricular activities.

At Daly ES, we—the staff, students, and families - strongly embrace and aim to live by that last C of our school motto, “commitment to caring for ourselves, others and the environment!”