

**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: Mr. Steven M. Smith

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

Official School Name: Eden Hall Upper Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 3900 Bakerstown Road, Gibsonia, PA 15044

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

County: Allegheny State School Code Number \*: 103021003

Telephone: 724-443-1450 Fax: 724-443-1451

Web site/URL: <https://www.pinerichland.org/Domain/162> E-mail: [ssmith@pinerichland.org](mailto:ssmith@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.



(Principal's Signature)

Date: December 21, 2018



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

District Name: Pine-Richland School District

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

  
\_\_\_\_\_  
(Superintendent's Signature) Date: December 21, 2018

**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.

  
\_\_\_\_\_  
(Nominating Authority's Signature) Date: 2/13/19

**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



# PENNSYLVANIA GREEN RIBBON APPLICATION FORM

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## Nominee Information

**School, District, or Postsecondary Institution Name:** Eden Hall Upper Elementary School

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

**Address:** 3900 Bakerstown Road **City:** Gibsonia **State:** PA **Zip:** 15044

**Twitter:** @EdenHallUE, @DrDomagala, @MrsGiranEHUE **Facebook:**

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

**Position/Role (Principal/ Superintendent/ President):** Principal

**Email:** ssmith@pinerichland.org **Phone:** 724-443-1450

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

**Last Name:** Domagala

**Position/Role (Teacher/ Sustainability Director/ Facilities Director):** Assistant Principal

**Email:** jdomagala@pinerichland.org **Phone:** 724-443-1450

### Check all that apply:

Early Learning

Charter

Community College

Elementary

Magnet

Career and Technical

Middle

Non-Public

Urban

High

Two-Year

Rural

Public

Four-Year

Suburban

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

Pell Recipients: N/A

Special Education: 14%

Free and Reduced Price Lunch: 7%

Graduation Rate: 98.07%

Minority: 11%

Attendance Rate: 98%

Limited English Proficient: .5%

## **Provide the following:**

Total Enrolled: 1072 Number of Schools: 1 Buildings: 1 Campuses: 1

## **Documentation of Sustainability Achievement**

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

Students at Eden Hall Upper Elementary School in the Pine-Richland School District have an environment rich in learning opportunities and regularly participate in activities that are focused on engaging in a healthy and sustainable environment. At Eden Hall, murals and an interior color scheme throughout the school's 189,000 square feet represent the Earth's biomes – desert, grasslands, aquatic, tundra, and the forest. The school's 30-plus acres are part of the learning experience too. Landscaping outside classrooms includes trees that are native to Pennsylvania, as well as wildflowers and tall grasses to attract wildlife. Outdoor "classrooms" include an amphitheater, retention pond, and walking trails. Trees are also planted inside the school. Despite its size, the school provides an intimate learning environment for students in grades four, five, and six.

Eden Hall's curriculum has a strong emphasis on the environment in the science program in grades four through six. The natural setting of the school lends itself to highlighting the importance of the environment. Visitors might be surprised to see a little of the outdoors brought inside Eden Hall Upper Elementary School. The building contains six trees representing creativity, achievement, knowledge, respect, responsibility, and health and wellness. In addition, the school contains two water features. A single stream of water falls from the second floor under each stairwell. The water for these features is recycled so as to not create waste. In addition, Eden Hall Upper Elementary School is one of the few schools that is energy-efficient and ecologically friendly. Environmentally friendly features include: natural lighting through skylights, plants and trees on the school grounds native to Pennsylvania, non-mowable grasses on the grounds, classroom designs in outdoor areas (amphitheater and walking trails), heat reclaiming devices for efficiency, room sensors to monitor and control CO<sub>2</sub>, lighting and heat, wood paneling to keep noise down, and a white roof to reflect heat, among other features. Together, these features and opportunities provide for excellent learning programs that provide students at Eden Hall Upper Elementary School with the knowledge and experiences to have a healthy body, healthy mind and healthy environment as they learn and grow.

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. In 2016, the district joined the First Energy Friends & Family utility and energy rebates program. The school district showed a reduction in energy usage from the 2015-2016 to 2016-2017 school years, qualifying the district to receive a rebate for the 2016-2017 school year. The district also participates in a voluntary energy curtailment program to power down over the summer to conserve energy as requested. Eden Hall Upper Elementary School participates in each of these programs and initiatives.

Water quality 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 and faucet screens are cleaned on a regular basis. Routine testing is conducted to observe radon levels in all of the district's buildings. As part of a preventative testing program, conducted periodically, the Pine-Richland School District conducts tests for lead in water and overall air quality. In December of 2018, the district contracted with Radon Detection and Control Technicians who will conduct radon testing throughout the entire district. In addition, 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.

Water conservation is a building and district-wide focus for the Pine-Richland School District. Consumption is monitored regularly, and the district has contracted with the Eric Ryan Company to recommend efficiencies. Pine-Richland School District has contracted with a transportation provider that predominantly uses propane fuel. No idling signs are posted at all entrances to district facilities and the loading and drop-off area is at least 25-feet away from the building.

Eden Hall Upper Elementary School has participated in the Healthy Schools - Pennsylvania initiative and submits a school report card each academic year to be considered for an achievement award. Last school year, Eden Hall Upper Elementary School was awarded the High Honor Roll distinction and plans to continue to improve each year by maintaining a consistent focus on the environment and sustainability efforts. The school report card, sponsored by Women for a Healthy Environment, focuses on a number of categories including: curriculum integration, community engagement, professional development, sharing successes, school philosophy and culture, air quality, water, waste and recycling, energy, health and well-being, transportation, and school grounds.

Several years ago, an initiative to focus on waste reduction led to water filling stations being installed in nearly every water fountain at Eden Hall Upper Elementary. Students are encouraged to bring refillable water containers to school as opposed to plastic containers. In 2017, a group of students initiated a plan to begin recycling efforts at Eden Hall. As part of this initiative, students formulated a plan, partnered with Rubbermaid, obtained resources, and regularly collect recyclables from classrooms in order to provide an efficient manner for collecting these materials. Students are currently working on devising a plan to extend recycling to the entire building during the lunch sessions. While a challenge exists with logistics as nearly 400 students are in the cafeteria at any given time, the students will continue to work on a plan that will allow this important initiative to be implemented in the coming months. Over the last two years, Eden Hall faculty, staff, and students have worked diligently to reduce waste and provide for a more earth-friendly environment. Students and staff have worked to reduce paper by using electronic library and daily announcement processes as well as online resources to support the instructional environment including spelling lists.

Eden Hall Upper Elementary School has implemented the use of a Wellness Committee that is comprised of parents, community members, administrators from the building, as well as staff members. The committee focuses on identifying and implementing initiatives that serve to benefit the overall health and well-being of students and staff. Recently, the committee, along with the support of

the building's Parent-Teacher organization, has provided stationary bikes that are available for use by all students and staff in the building. These bikes, used in the fitness room along with other areas in the building, help to provide a regular focus on healthy living for life. Other areas such as the school's nature trail, outdoor classrooms, and the various play areas that are used for recess and physical education classes help to provide for an environment that is focused on the well-being of all students.

Students at Eden Hall Upper Elementary School participate in Health/Physical Education one day each 5-day cycle and also have daily recess. The health/physical education courses empower students to develop habits of mind and body to support wellness throughout a lifetime. After completing an in-depth program review during the 2016-2017 school year, the Health/Physical Education department initiated and implemented several review recommendations including a monthly newsletter focusing on mindful moments, wellness teacher tips, brain breaks of the month, and features related to the district's values.

Focusing on the whole child and PRIDE value of resiliency, the Pine-Richland School District has implemented a number of groups and initiatives to provide additional supports for students. These "protective factors" help students as they face difficult challenges and support them during those times. A focus on resiliency is embedded in many organizations and committees. As an example, the district employs the use of a Multi-tiered system of support team (MTSS), along with a Student Assistance Program (SAP) team and a Pupil Services team. The guidance department at Eden Hall Upper Elementary School provides additional supports for students by sponsoring clubs and organizations that benefit students in regards to mindfulness and also the overall well-being of the child. Efforts include: Classroom guidance lessons, Girls on the Run, Kids of Steel, flexible seating initiatives, Children's Grief Awareness Day, Random Acts of Kindness, and Mix it up at Lunch days. Additional initiatives that follow the Healthy Schools – PA school report card include: offering a daily salad bar, removing vending machines, using spot treatment and only treating obviously infected areas outside with chemicals, identifying the least toxic, target-specific chemicals, and exploring alternative pest management methods.

A "think tank," similar to a Makerspace has been created at Eden Hall Upper Elementary School. This unique space allows students to explore their own creativity by using tools and materials, both physically and virtually, to build creative projects. Students have been trained in the use of the space and teachers regularly receive professional development on the use of the materials and tools available. Overall, the space is used to develop lifelong skills through problem-solving, critical thinking, and teamwork. 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 scored 94.3% advanced or proficient on the Pennsylvania System of School Assessments (PSSA). This result is at the top 10% out of 1572 schools with a fourth grade in Pennsylvania. Students stay engaged in the scientific process of observation, discovery, and reasoning through hands-on Science Asset kits that pose questions to students and allow them to explore answers through hypothesis, experimentation, discussion, data collection and analysis. As a recommendation from the Science program review (2016-2017), students in 6th-grade receive daily instruction in Science for 43 minutes. Previously, 6th-grade students only received science instruction every-other-day.

Eden Hall's nature trail is located on the school's property and is used by students and the community for several science-related activities as well as other curricular activities. Science classes routinely use the trail and outdoor classroom to focus on elements of the Science curriculum relating to the earth, rocks, water, and other pertinent content. A focus on the environment and sustainability is included in the lessons as well. 5th grade students participate in an interdisciplinary program introducing cold-water conservation education by raising brook trout, a native cold-water species from eggs to fingerlings. Students learn how to raise brook trout by observing and monitoring a cold-water ecosystem in classroom aquariums.

Several additional projects completed at Eden Hall Upper Elementary School on a regular basis include a partnership with Chatham University's Eden Hall campus to launch sustainable learning and application for students in their homes and schools, a sustainable architectural challenge, an engineering STEM challenge focusing on the incorporation of sustainable principles, an EcoChallenge project, among others. Students in grade six use a weather station on a regular basis. With this activity, every sixth-grade student will have the opportunity to communicate lab results and scientific concepts they have learned through multiple applications. Overall, a number of initiatives have been incorporated into the daily routine of students and staff at Eden Hall Upper Elementary School to provide an emphasis on the importance of environmental and sustainability learning.

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

Students and staff at Eden Hall Upper Elementary School, combined with efforts of the Pine-Richland School District have helped to increase awareness and overall effectiveness of sustainability efforts on a consistent basis. 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 in 2016, the district joined the First Energy Friends & Family utility and energy rebates program. The school district showed a reduction 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. Eden Hall Upper Elementary School participates in each of these programs and initiatives.

Pine-Richland School District has purchased and procured various energy efficient products. Condensing boilers, which run at a lower temperature, have been installed at Eden Hall Upper Elementary School. Occupancy sensors were posted throughout the district.

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. Water is tested periodically in all buildings for lead exposure and all toilets are low flow. Aerators and faucet screens are cleaned on a regular basis.

To reduce environmental impact, the Pine-Richland School District has fifty-three school buses in the fleet using propane fuel. Almost all buses were switched to propane tanks as part of a new

transportation contract in 2015. Eden Hall Upper Elementary has twenty-eight of these buses with a capacity of seventy-seven or eighty-four passengers that are used on a daily basis to bring students to school and transport them home. Students either ride the bus, carpool, or use parent pickup/drop-off to/from school. No-idling signs are posted at the entry-ways of the building at Eden Hall Upper Elementary. The loading and drop-off area is at least 25 feet away from the building and all buses.

Focusing on the biomes of the earth, Eden Hall Upper Elementary School was built with earth-friendly features. The building has natural lighting through skylights, heat reclaiming devices, a white roof to reflect heat, room sensors to monitor and control CO2, lighting and heat, wood paneling to keep noise down, and other energy-efficient features. Landscaping outside classrooms includes trees that are native to Pennsylvania, as well as wildflowers and tall grasses to attract wildlife. Outdoor classrooms include an amphitheater, retention pond, and walking trails. Trails line the grounds of the facility and allow students and staff members, as well as community members to use the facility to its fullest potential. In particular, students and staff use the trails as a means to connect with the nearby Chatham University, Eden Hall campus to participate in field trips and other experiences that focus on sustainability efforts. The trails provide for a means for students to walk as opposed to needing to be transported via bus or other vehicle, while at the same time, providing for educational opportunities focusing on elements of nature. Trees are also planted inside the school.

Eden Hall Upper Elementary began to promote energy conservation and improve energy efficiency as part of the Healthy Schools PA Recognition Program in 2016. Eden Hall Upper Elementary School has reached the High Honor Roll level by educating staff and students on the importance of lowering energy consumption and participating in waste reduction and recycling programs throughout the building. Students and staff are encouraged and empowered to reduce energy consumption. As part of an initiative when the building was originally built, labels reminding students and staff to conserve natural resources and to turn off lights when exiting a room were placed near all of the light switches in the room. In addition, each room was designed with censored lighting that automatically turns off classroom lights after a period of inactivity. 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 an official recycling dumpster outside of the school. 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.

Water-filling stations have been installed on nearly every water fountain at Eden Hall Upper Elementary School. These water fountains are housed near the cafeteria and gymnasium and in all of the main hallways leading to instructional classrooms. Students are encouraged to bring refillable water containers to use with the filling stations to conserve water and reduce waste from plastic water bottles. In addition, a compost bin is used to collect apples from the cafeteria on a daily basis.

A group of students at Eden Hall Upper Elementary School has formally focused on sustainability efforts and as part of their learning and proactive stance, identified a need for a formal recycling program in the building for items such as cans and glass containers used by students on a daily

basis. As part of their educational program, the group of students met with various stakeholders in the building including teachers, students, staff members, custodial staff, and administration. After meeting with this group of individuals, the students focused on designing a plan with costs, materials, and a design for passing on this “legacy” to future students at Eden Hall Upper Elementary School. As a result, a formal recycling club was formed, something that had not been initiated in the building prior to this time.

As part of their efforts, students initiated a partnership with Rubbermaid and were able to successfully receive a donation of over thirty bins for classrooms in the building, as well as two larger bins that have been used for gathering and disposing of materials collected. Students collect the materials every 2 to 3 days as part of their recycling club which is held during the building’s “Explore” time at the end of each day. These items are then taken to the dumpster that is used solely for recycling purposes.

The group officially “relaunches” the program every year to the Eden Hall student body by creating public service announcements, commercials, and posters that are displayed throughout the building. Currently, the group is holding discussions to increase the exposure of the program to the cafeteria, which would help to collect bottles, cans, and cartons from students on a consistent basis. The students are researching materials necessary as well as various options for the flow in the cafeteria for allowing students to wash their containers prior to placing them in the recycling containers. As there are approximately 400 students in the cafeteria at any given time, the logistics for this project are relatively complex.

As part of our Grade 5 Sustainable School Initiative, a group of students ran a book drive asking students and staff to bring in any gently used books they no longer wanted. Students used these books and built 3 Eden Hall Upper Elementary Little Book Houses for the student body to borrow books with no cost or late fees. Students have been leading this initiative over the last 4 years with promotions and book drives continuously bringing the love of reading and sustainable practices to Eden Hall. As part of this initiative, students partnered with a local contractor to use repurposed materials to build wooden book houses. The book houses are placed throughout the building and help to promote the love of reading in our building. At the same time, this important initiative helps to teach the student body about recycling used books as opposed to just throwing them away.

Eden Hall Upper Elementary School uses an electronic overdue notice feature in its Library. Previously, notices were printed and handed out every two weeks, averaging approximately 200 pages per printing. With the implementation of the electronic method for alerting students and parents of overdue items, an average of 8 reams of paper are saved annually. Along with this, each day, Eden Hall features live in-person announcements which require prepared scripts for students. These scripts, previously used paper, now save an average of 40 pages per day as they are provided to students electronically. This new process helps to save an average of 15 reams of paper per school year.

Finally, as part of an initiative to decrease overall print materials, Eden Hall Upper Elementary School teachers and staff members are currently using a number of online resources and materials in order to limit paper materials. One example is an online resource, Spelling City, which allows teachers to

provide spelling lists and homework electronically as opposed to printed materials. This is just one example of a resource currently used in the building to improve the reduction of paper and print materials. A new print service contract, beginning in late December of 2018 with ComDoc, will reduce printing through a "job release" feature that only prints requests after staff members swipe their ID cards. This eliminates accidental prints and will save paper.

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

The Pine-Richland School Board instituted a policy for all schools to establish an integrated pest management plan to reduce or eliminate pesticide use. Eden Hall Upper 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 student 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 Eden Hall Upper Elementary.

To ensure proper air quality both indoors and outdoors, Eden Hall Upper 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 Eden Hall Upper 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.

Eden Hall Upper Elementary 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 Eden Hall Upper Elementary, the school has adopted key guidelines set forth in the Healthy Schools PA Recognition Program. These guidelines include, but are not limited to the following: establishing a plan when outdoor air is potentially harmful to occupants; 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 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 Eden Hall Upper Elementary is free of mold, moisture and water leakage. All areas inside and outside of Eden Hall Upper Elementary are inspected, maintained, and cleaned throughout the year to protect student and staff health.

Eden Hall Upper Elementary has improved the physical and mental health of its students and staff in a number of different ways. The design of the building, nature trail, outdoor classroom, grass fields and play areas at Eden Hall Upper Elementary provide students with many outdoor experiences in our environment. In order to facilitate a premier focus on the health and wellness of students and

staff, a formal Wellness Committee has been formed at Eden Hall Upper Elementary School. Comprised of teachers, administrators, school counselors, parents, and community representatives, the committee was established in the spring of 2018. This committee identified four pillars as a focus: physical, mental health, nutrition, and school safety. Representatives were grouped into each of the categories to establish goals and action plans. The committee meets at least once every month to share updates and discuss action steps. The committee works closely with our Parent-Teacher Organization and organized a Family Dodgeball Night in October. The committee is also creating a movement concept to engage kids during transitions between classes. Other areas developed include a family “healthy pot-luck night”, mental health speakers and family game night, family walk and talk evening, and family game show night. In addition, the students at Eden Hall Upper Elementary have participated in events such as:

1. Daily recess - 30 minutes of physical activity (weather permitting) for students in grades four and five. Students in grade six participate in fifteen minutes of recess daily. During the recess period, students have access to a large playground spanning the length of the building with several features and grassy areas that encourage physical activity. This includes large equipment areas for gross motor climbing, swinging, and spinning activities; an outlined games area for activities such as 4-square; and grass and blacktop areas for basketball, football, kickball, and soccer to encourage teamwork.
2. In addition to daily recess, students participate in a formal Health/Physical Education class one day in a five-day rotation. This class session meets for 45 minutes and students are introduced to a number of concepts relating to health and physical education to empower students to develop habits of mind and body to support wellness throughout a lifetime. As part of a wellness initiative, twenty stationary bikes available for use by students and staff, were purchased and are used throughout the school, gym, and fitness room. The Health and Physical Education teachers at Eden Hall also sponsor a PE Club for students during the “Explore” period of the day to focus on Teamwork, Sportsmanship, and Fitness. Field days are held in the spring for each grade level in the building, and a Jump Rope for Heart initiative is held each winter focusing on Emergency Responses – Basic first Aid, Heimlich maneuver, CPR/AED
3. In response to a recommendation from the in-depth program review study, the Health and Physical Education Department sends out a monthly “Mind and Body Newsletter” to all teachers in the district. The newsletter focuses on concepts relating to health and wellness and includes topics such as:
  - Mindful Moments – Wellness info for the soul
  - Academics & Pennsylvania research-based data relating to health and wellness
  - Take 5 – Quick wellness teacher tips
  - Brain Break of the month
  - P.R. Wellness Warrior-A Wellness Warrior strives to live a remarkable lifestyle so they may be present with their family, excel in their career, flourish in their physical fitness, thrive while they play, and glow with confidence
  - P.R.I.D.E- quotes, inspiring stories, tips around personal growth, resilience, innovation, diversity, and engagement

Pine-Richland School District focuses on building protective factors and resources for our children, from an external and internal standpoint. 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. The guidance department along with other key stakeholders throughout the building focus on a number of initiatives focusing on student wellness including the following:

- The MTSS (Multi-Tiered System 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 and allows a fluid movement for students to receive academic intervention or enrichment beyond those available in the traditional classroom.
- Eden Hall's Student Assistance Program (SAP) consists of principals, counselors, some teachers, school psychologists, mental health/drug and alcohol liaisons, and other professionals. 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.
- Suicide Prevention and Intervention: Provides class lessons centered on building resiliency, finding trusting adults, and developing healthy coping skills.
- Classroom Guidance Lessons: These lessons, provided on a monthly basis by Eden Hall's Guidance Counselors, focus on tolerance and resiliency concepts, strategies, and activities.
- Girls on the Run: Eden Hall hosts Girls on the Run, an after-school program for girls with the mission of promoting and nurturing physical and emotional health through running.

Other programs offered at Eden Hall Upper Elementary focusing on the wellness of the student include:

- Kids of Steel: Eden Hall hosts Kids of Steel, a physical activity and nutrition program designed to motivate children to pursue quality nutrition and an active lifestyle by incorporating exercise and healthy eating habits into their daily routine.
- Brain Breaks: Promotion of movement in classrooms. Breaks include mindfulness and physical breaks to enhance focus, learning, and attention
- 4th Grade Flexible Seating Grant: Bouncy balls, bean bag chairs, stools, standing desks
- Mix-it Up @ Lunch: Students are encouraged to sit with different students from those they sit with on a traditional day, allowing them to develop rapport with other students and make new friends
- Children's Grief Awareness Day: Support and recognize children who are grieving
- Random Acts of Kindness: Week to recognize and encourage children to perform good deeds for each other

- Future Chef Contest: This program is designed as a contest to promote and encourage the use of healthy snacks
- Grade 4 Sustainability Awareness Campaigns: Teams work in an organized and active way towards a particular goal that will bring awareness to Eden Hall regarding sustainable living. Students learn through project-based learning by focusing on how to educate, encourage, and engage the Eden Hall student body to live a more sustainable life. Each campaign must focus on one of the following sustainable practices: water conservation, waste reduction, energy conservation, health and well-being
- Grade 4 Health and Wellness Independent Inquiry Projects: Students follow an inquiry process model to independently research a topic related to health and wellness. Topics have included: Body systems, diseases, yoga, hygiene, substance abuse, flexibility, fitness, allergies, concussions, among others. As part of the project, students present findings to their peers.

Eden Hall Upper Elementary School also fulfills several initiatives that are part of the Healthy Schools – PA school report card, including the following:

- Offering a daily salad bar
- Removing vending machines that can be used by students
- Using spot treatment and only treating obviously infected areas outside
- Identifying the least toxic, target-specific chemicals, preferable as baits and granules
- Exploring alternative pest management methods

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

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 addition, as a result of the curricular in-depth program review process, we are working through the alignment of our curriculum K-12 and infusing the Next Generation Science Standards into our learning goals and activities as well.

Students in 4th grade at Eden Hall Upper Elementary School take the Science Pennsylvania System of School Assessments (PSSA). Last school year, students at Eden Hall Upper Elementary School scored 94.3% advanced or proficient. This result is at the top 10% out of 1572 schools with a fourth grade in Pennsylvania. Teachers at Eden Hall Upper Elementary School voluntarily attend professional development on green school topics, such as attending the Healthy Schools Summit sponsored by Healthy Schools PA.

Eden Hall Upper Elementary School houses a "Think Tank" which is the building's own version of a Makerspace. This space allows students to explore their own creativity by using tools and materials, both physically and virtually, to build creative projects. Materials include, but are not limited to: k'nex, animation studio, sewing machines, i-pads, Lego creators, Little Bits, materials from Inspire Science, among other items. Specific lessons will be provided to teachers and students and throughout the year a focus on sustainability concepts will be incorporated into some of the lessons. This space is available for the approximately 1100 students at Eden Hall Upper Elementary School on a regular,

consistent basis throughout the school day. Students receive “leadership development” on the use of the space and serve as student leaders when their classes are working in the space in order to assist the teacher and other students. Professional development is regularly provided to teachers at Eden Hall Upper Elementary School to support students and growth of this space and to help teachers link their written curriculum to “Think Tank” learning experiences. Overall, the space is used to 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 Asset science kits that pose questions to students and allow them to explore answers through hypothesis, experimentation, discussion, data collection and analysis. The science program at Eden Hall Upper 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 Eden Hall Upper Elementary, which include the nature trail, outdoor classrooms, 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. The faculty and staff at Eden Hall Upper Elementary School regularly update and investigate new learning opportunities for professionals and students which helps to foster a mindset of growth and innovation.

The Science program at Eden Hall Upper Elementary incorporates a hands-on, minds-on approach to learning. In 4th grade, curricular components focus on the natural elements of land and water. The students will learn about the water cycle, deposition, erosion, forces of water on land and soil components. Through hands-on labs, the students will design a community that can withstand nature’s natural events. In 5th grade, students participate in hands-on opportunities to understand how human interactions and other environmental factors affect an ecosystem and how all parts of an ecosystem are interconnected and interdependent. The 6th grade curriculum provides students with several opportunities to focus on STEM/STEAM initiatives and real-world application. Unit 1 focuses on the rock cycle. Students identify and describe types of rocks and how they are formed. Students learn how the Earth’s surface is constantly changing. Fossils provide students with opportunities to view historical features. They learn how fossils are formed and categorize the fossils based upon a variety of characteristics. Weathering and erosion are the key concepts in unit 2. Students learn about the naturally occurring process of weathering and identify and discuss various types of weathering. The process of soil development through transfer and deposit is studied through lab experiences and textbook/online resources. Unit 3 provides students with hands-on opportunities to understand weather and climate. Weather systems such as tornado development and other natural events are explored. Students learn the relationship between Earth surfaces (land vs. water) and weather. Students take on the role of a meteorologist as they learn about weather maps and systems. Newly adopted resources provide our 6th grade students with opportunities to work through virtual simulations in order to test their hypotheses and then adjust their thinking. All of the content identified above provides students with opportunities to be engaged in STEM-related projects and ultimately allow for environmental and sustainability discussions and experiences. Eden Hall Upper Elementary’s nature trail is located on the school’s property and is used by students and the community for several science-related activities as well as other field trips and curricular activities. Science classes routinely use the trail and outdoor classroom to focus on elements of the Science curriculum relating to the earth, rocks, water, and other pertinent content. Teachers, administrators and the Eden Hall Upper Elementary School Parent Teacher Organization (PTO) regularly provide volunteer opportunities to families in newsletters and information via electronic blasts. Numerous activities that support environmental sustainability and learning occur before, during, and after school and regularly rely on volunteers from families and the community. Some examples of these after-school activities facilitated by parents and community partners include a “Detective Science” program

that focuses on deductive reasoning to solve science and other problems, coding, and other programs related to the STEM environment. The staff at Eden Hall Upper Elementary School incorporates STEAM (Science, Technology, Engineering, Arts, Mathematics) in both curricular and extracurricular activities including a focus on exploring careers and after-school science and engineering-based activities including LAB Ratz, and Lego-building projects which have been offered as after-school opportunities by the Eden Hall Parent-Teacher organization. The library at Eden Hall Upper 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.

Eden Hall Upper Elementary School provides a number of experiences for students in the STEM area related to environmental and sustainability learning. The experiences allow students across the building to engage in opportunities to learn about the environment and its importance, along with a concern for sustainability efforts. Opportunities that are provided through curricular or extracurricular experiences include:

### **PA Trout in the Classroom - 5th Grade Science**

This opportunity is an interdisciplinary program introducing coldwater conservation education by raising brook trout, a native coldwater species, from eggs to fingerlings. All students in 5th grade participate in this Science lesson and activities on a yearly basis. As part of the experience, students learn how and actually raise brook trout by observing and monitoring a coldwater ecosystem in classroom aquariums. By the end of the unit, students are able to recognize brook trout as an "indicator species" for healthy coldwater streams and can describe conditions needed for brook trout survival both in classroom aquariums and in nature. Overall, the program itself helps to foster awareness of coldwater conservation in students and encourages participation in coldwater resource projects and recreation programs.

### **Chatham University Partnership - 4-6 Gifted Learners**

This is an ongoing partnership started in 2015 to launch sustainable learning and application for students in their homes, schools, and community. Throughout this engagement, teachers and students work with Chatham's school for Sustainability to explore and participate in a variety of activities that broaden their awareness of the connections between food, energy, nature, science, mathematics, and more. Educators discover how to take those same principles of sustainability into their classrooms and create fun and educational lessons that have broad applicability. This experience includes the use of Skype mentors, workshops, and a lending library. This provides students experiences with problem-based learning through the lens of sustainability with a real-world application. Students work with Chatham to develop an understanding of the sustainable pillars.

### **Grade 6 Sustainable Architectural Design Challenge**

For this experience, teachers and students partner with the Pittsburgh Historic and Landmarks Foundation (PHLF), along with a team of architects for students to repurpose an unused space on the Chatham campus for a community purpose. PHLF and Chatham keep all student blueprints and narratives and try to implement their sustainable ideas into the actual repurposing that is completed for the specific building on campus. Students' work actually becomes part of the campus. Sample work from students at Eden Hall Upper Elementary School is featured on Chatham's website. As part of this experience, students are able to live the following experiences:

- Become familiar with sustainability frameworks, mindsets, and definitions
- Leave with concrete tools and activities to help students use "systems thinking"

- Dive into topics in sustainability in action during a campus tour. Topics include aquaponics, green buildings, renewable energy, food systems, water systems, waste management and more.
- Explore the basics of PBL, including examples of units implemented in real classrooms, tied to sustainability.
- Participate in a collaborative brainstorming session on how to use real projects in your community and connections to campus features to ignite student passion.

As partners with the Pittsburgh Historic and Landmarks Foundation, students attend an introductory session in the fall at the Chatham Campus, organized by the Pittsburgh History & Landmarks Foundation. They are given a design task and then tour an area of the campus that relates to their design challenge. Students return to school and, over the next several months, they work with group members and consult with real architects to build a model and prepare written and oral reports. In April, students present their models and written and oral reports to a jury of architects, city planners, and educators. Certificates of participation and excellence are awarded.

### **Engineering Expo (Grades 5 & 6 Gifted Learners – Approximately 100 students)**

Students work utilizing the Engineering Design Process on grade-level specific projects and are required to incorporate sustainable principles into their designs. Individual grade levels work on the following activities:

- 6th-Grade - STEM Design Challenge - utilizing K'Nex pieces, teams of students were given the challenge to create a tower at least 1 meter tall, that could hold weight. In their designs and presentations, students had to include ways their buildings were sustainable and what sustainable features were incorporated into their design and why they chose those features.
- 5th Grade - Bridges - teams of students designed and built bridges, keeping in mind sustainable principles and ideas as they designed

Students are further able to demonstrate their skills by participating in the STEM Design Challenge. This activity, including students in all three grade levels at Eden Hall Upper Elementary School allows students to prepare for a competition sponsored by the Allegheny Intermediate Unit, Fisher Scientific, and Duquesne University to create a machine utilizing K'Nex pieces that will move three objects at least six inches across a table. Students must consider how environmentally friendly their machine is when they present their project.

### **EcoChallenge (Grade 6 Gifted Learners)**

A team of 6th-grade students attended the EcoChallenge supported by the Allegheny Intermediate Unit and Phipps Conservatory as an extended learning opportunity. Students designed sustainable communities, completed a scavenger hunt in search of sustainable and environmental features, and learned about life cycles and the environment.

### **Grade 6 Science Weather Station**

The unpredictable weather of Western Pennsylvania is providing the perfect, real-time laboratory so to speak for Eden Hall Upper Elementary students, who are tracking the weather. Sixth graders are using iPads to graph wind speed, temperature, humidity and more. Several teachers in the building received a grant to purchase iPads that work with a weather station that sits right behind Eden Hall Upper Elementary School. The weather station named "Weathy" by students and teachers can track wind direction, wind speed, precipitation and atmospheric pressure. The data is sent to an online site and students can download and analyze the information. Eventually, the information will be shared with Underground Weather, one of many online weather data collection sites. Students are also using

Google apps and other apps such as iMovie, We Video and Adobe Spark to record, edit and publish their findings. According to a Science teacher at Eden Hall Upper Elementary School, the goal of the project is to use technology as a way to provide a more dynamic approach to teaching science to sixth graders. Every sixth-grade student will have the opportunity to communicate lab results and scientific concepts that they have learned through multiple applications. Students will have the opportunity to video record science labs as they are performed. This will allow them to more accurately obtain data, and create a video communication of their findings to be published for future classes and the community to explore.

**Photos:**

Attached