



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:

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

Official School Name: Wellwood International School

(As it should appear on an award)

Official School Name Mailing Address: 2901 Smith Avenue Baltimore, Maryland 21208

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

County: Baltimore County State School Code Number *: 030304

Telephone: 410-887-1212 Fax: 410-887-1213

Web site/URL: <http://wellwoodes.bcps.org> E-mail: joneill@bcps.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: January 4, 2020



Name of Superintendent: Mr. Daryl L. Williams, Ed.D.

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

District Name: Baltimore County Public Schools

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

A handwritten signature in blue ink, appearing to read "Daryl L. Williams", written over a horizontal line.

Date: January 22, 2020

(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 A. 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.

A handwritten signature in blue ink, appearing to read "Carol A. Williamson", written over a horizontal line.

Date: January 22, 2020

(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: Wellwood International School, Baltimore County Public Schools, Maryland

Wellwood International School's vision is "Empowering inquiring minds to change the world." Our school works to educate the school community that encompasses a wide range of socioeconomic backgrounds. Though we are a county school, we reside in an urban area of varying cultural backgrounds. Our school community has been working to make a change in the environment and bring awareness to others on the importance of going green. Wellwood began their Green School journey in 2013, with many students and faculty members working to make the school more environmentally friendly and promote environmental stewardship. In 2015, Wellwood was honored to receive Maryland Green School certification and then our first recertification in 2019.

Wellwood International continues to work hard to not only say we are making environmental changes, but also to prove that our students understand and value the importance of making these changes. Students at all grade levels have participated in projects to further their knowledge and understanding of the environment. Students at Wellwood understand that the actions we take today to help our environment, will not only benefit us, but generations to come as well. For example, our students know that picking-up trash around the school not only makes the school grounds look nicer, but also helps to protect native animals and prevent pollution in our water systems. Students are empowered to solve problems within our school and help further our green initiatives.

Environmental awareness is a part of our school culture. When students enter our lobby each morning, they are greeted by our Maryland Green School Flag and our horticulture tower garden. This tower garden, used by all students at Wellwood, teaches our children how to grow their own vegetables and then enjoy the fruits of their labor with a healthy salad. As an International Baccalaureate Candidate school, Wellwood has established its own unique transdisciplinary curriculum that emphasizes environmental literacy and citizen scientists in every grade level in our "Sharing the Planet" unit of inquiry. Teachers have worked together to create this new transdisciplinary curriculum that is unique to our school and separate from the BCPS standard curriculum. We promote educating Wellwood International School's vision is "Empowering inquiring minds to change the world." Our school works to educate the school community that encompasses a wide range of socioeconomic backgrounds. Though we are a county school, we reside in an urban area of varying cultural backgrounds. Our school community has been working to make a change in the environment and bring awareness to others on the importance of going green. Wellwood began their Green School journey in 2013, with many students and faculty members working to make the school more environmentally friendly and promote environmental stewardship. In 2015, Wellwood was honored to receive their Green School certification and then our first recertification in 2019.

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Wellwood is proud to be one of only two elementary schools in the Baltimore County Public School system to be piloting composting for the county. While students at Wellwood have used compostable lunch trays for several years, this year we have partnered with Veteran Composting, a local veteran-owned and operated composting service. Teachers and students have collaborated to help each other understand the importance of keeping our cafeteria food waste out of landfills and the benefits that composting has on our environment. Classroom "Recycling Captains" take a leadership role in our cafeteria, making sure their peers are disposing of waste efficiently and properly.

Our students are delighted to be a part of a green school, and this pride has a direct benefit to our schoolyard. Second and fourth grade students worked together with the local Pikesville Master Gardeners to install a native butterfly garden. Students in a carpentry class at a local high school created benches that were installed by Wellwood teachers, while students helped to spread mulch, in order to establish an outdoor classroom area. Each fall and spring, students take care of our "no mow zone" by collecting litter to keep the local ground hogs, rabbits, squirrels, and snakes that live there safe. Also featured in our "no mow zone" and butterfly garden are bluebird houses that were built and installed by a fifth-grade class. Now, fourth and fifth grade students work together to monitor and clean these boxes throughout the spring. Over the past five years, students have planted over 50 trees on school property and the adjacent parks and recreation field in a partnership with the local environmental conservation group, Bluewater Baltimore. Coming this school year, Wellwood's Green Club, made up of twenty-four third, fourth, and fifth grade students, will be installing their very first rain barrel, adjacent to the butterfly garden for easy access to water. Also, this spring, an insect hotel will be added to our school grounds so that teachers can take their classes outdoors to learn about and see the benefits that insects have in our community.

Wellwood is honored and beyond grateful for the partnerships we have formed with countless organizations including: The Maryland Department of the Environment, Cromwell Valley Nature Center, CHAI, Home Depot, Bluewater Baltimore, Elemental Education, Shark H2O and our own PTA. Without the support of these organizations, we would not be able to reach our goals. As we looked towards the future, Wellwood is eager to continue to grow in their environmental efforts. In the past we have been recognized for:

2014 Baltimore County Education Foundation Grant for Butterfly Garden Installation

2015 Governor's Citation in Recognition of becoming a Maryland Green School
2015 Baltimore County Executive Citation in Recognition of becoming a Maryland Green School
2017-19 Baltimore County Education Foundation Grant for Elemental Education Environmental
Assembly Programs

Our goal is to earn our second recertification as a Maryland Green School in 2023. We will continue to immerse ourselves in projects that reduce our waste, increase our energy efficiency, and protect our local wildlife and habitats. In addition, we strive to become more globally aware of environmental issues taking place across the world, and to think about how our students can act to raise awareness or bring change to these places.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS

ELEMENT 1A: ENERGY and BUILDINGS

BCPS utilizes Energy Watchdog, an energy management database that tracks all energy bills associated with Wellwood's school building and provides annual GHG emissions data. Between July 2017 and June 2019, Wellwood International School reduced Greenhouse gas (GHG) emissions reduction by 7%, non-transportation energy use by 5%.

Wellwood has gone through building renovations since 2009 that include a roof replacement, a new chiller system, HVAC renovations, the Energy Performance Contract upgrades. Wellwood International was involved in an Energy Performance Contract where multiple energy efficient mechanisms were installed to improve the energy management and performance of the building, including: heating distribution system pipe and valve insulation, window film, water conservation measures, plug load controllers, transformer replacements, and enrolled in a Demand Response program. We were also involved in an Energy Performance Contract where 100% of the lighting fixtures throughout the building were upgraded to LED motion sensor lights.

ELEMENT 1B: WATER and GROUNDS

In 2016, second grade students conducted an informal water audit of the classroom and bathroom sinks to identify any dripping faucets and requested repairs. Students encourage water conservation by posting signs by bathroom and classroom sinks to remind students to turn the water off after using them. Due to the inaccuracy and unavailability of water consumption data, BCPS is not able to accurately monitor and track water consumption at Wellwood at this time.

Wellwood does not use any exterior irrigation systems, therefore our grounds are 100% water efficient. In addition, there are no landscaping elements that negatively impact our surrounding area/community. Our school grounds include a variety of spaces that contribute to the water efficiency on our grounds. We have an outdoor classroom, located near our no mow zone, which includes benches that sit under native trees. The outdoor classroom is completely permeable because it consists of one large mulch bed. Our no mow zone, comprised of native wildflower and plant species, is built on a slope in order to slow rain flow and prevent erosion. In addition to the no mow zone, Wellwood has also planted trees and native gardens to increase the amount reserved permeable space on school grounds. In spring of 2020, Wellwood will be installing a freestanding rain barrel next to the butterfly garden, which will provide 100% of the water used to water plants. These areas make up a little over 20,000 square feet of our schoolyard.

Despite there being no federal regulations for schools regarding drinking water, Wellwood has tested school drinking fountains for lead since 2016. Wellwood installed new drinking fountains in the winter of 2019. The school also provides reusable water bottle filling stations from water coolers. Wellwood International was involved in an Energy Performance Contract where water conservation measures were installed, including variable-flow technology on water fixtures and Flushometer Valves.

During the 2019-2020 school year, Wellwood is working to install a rain barrel near our butterfly garden. This will be used to water and maintain our butterfly garden during the spring and summer months. Additional trees were planted on school grounds, in conjunction with the non-profit organization

Bluewater Baltimore, whose roots help to control sedimentation runoff. 3% of our school's grounds are devoted to ecological benefits. Our grounds include a no mow zone, outdoor classroom, butterfly garden, bluebird houses, and picnic benches. An insect hotel will be installed in spring of 2020. We have worked to restore native plant habitats on our school grounds through planting trees, wildflowers, and our butterfly garden.

ELEMENT 1C: WASTE and HAZARDOUS WASTE

We are proud of our current 34.064 % recycling rate. Wellwood uses Green Seal Certified green cleaning products. Staff are encouraged to reuse, upcycle or recycle materials for instructional purposes. Our maker space is an example of how materials that were once trash, can be recycled into instructional materials. Wellwood is one of two elementary schools in Baltimore County Public Schools that is composting. Wellwood has hosted multiple Waste Free Lunch Days in partnership with Maryland Department of the Environment. At this year's event, thanks to proper composting and recycling measures we were able to reduce our solid waste by over 50% on that particular school day. Every classroom and space within the building has recycling bins. All teachers teach school wide lessons about reducing waste. We also have started recycling programs for ink cartridges, sneakers, and plastic bags for our school and community members. At Wellwood, all students were given a reusable water bottle from the school nurse in order to decrease the usage of plastic water bottles.

- Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- Our 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.
- Our school has a Hazard Communication Plan.
- Our school has a Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer.
- Our school has a written policy regarding purchase, use and storage of chemicals. Our school has a written policy for the proper disposal of chemicals.
- Our school completes an annual Chemical Inventory.
- Our school manages fluorescent light bulbs as universal waste.
- Our school disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements.

52% of our students use bus transportation. These buses all run on ultra-low sulphur diesel fuel which helps lower emissions compared to the regular diesel the buses previously ran on. Wellwood has posted no idling signs which are posted in both the bus and carpool loops. Students that reside within a 1 mile of Wellwood do not receive bus transportation and are encouraged to walk to school. Wellwood International underwent significant installation of energy saving mechanisms that improve

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school's energy efficiency. From 100% LED lighting to occupancy sensors, the new lighting fixtures are the newest technology and further aid in reducing the energy usage of the building, solely focusing on lights. The plug load control mechanisms that were installed significantly reduce energy consumption in the building, as they can turn on/off via a fixed schedule, based on normal building occupancy. With these installed, BCPS Department of Facilities Management can reduce the energy load of Wellwood International on major load consumers, such as, laptop charging carts, vending machines, water coolers, air conditioning units, classroom projectors, copiers, printers, and much more. Furthermore, by enrolling in the regional Demand Response program, Wellwood International responds to any summer peak load days, by curtailing the energy usage in the building for a given period, reducing its load on the electric grid and significantly reducing its energy consumption. Prior to holiday breaks, all Wellwood staff members receive an energy reduction checklist as a reminder to conserve energy while the building is closed. This includes making sure that devices, smartboards, and lights are turned off. Our fifth-grade students also analyze the proficiency of our energy use in the building and work in teams to create informative posters to promote energy reduction.

PILLAR 2: IMPROVED HEALTH AND WELLNESS

Twice a year, our Tools for Schools committee walk the inside and outside of the building to ensure that we have a safe school environment. On this walk, the committee monitors specific areas and reports any concerns. This information ensures that our school is aware of potential problems and they are reported immediately. Environmental health and safety information is provided to students through direct instruction in the classroom. Our wider school committee is informed by newsletters and website publications.

There are several committees and bargaining units involved in the health and safety of Wellwood. Our school nurse serves as a Wellness Liaison. She covers information with classrooms like hand washing, coughing into elbows, etc. She also shares healthy habits through eating and exercising with the staff and works with families and their pediatricians. Our Social Emotional Learning committee focuses on supporting students' social emotional needs. Topics covered include Conscious Discipline, Restorative Practices and Zones of Regulations.

The BCPS Department of Facilities Management, Office of Support Services manages all Environmental Health Issues, including but not limited to: Indoor Air Quality (IAQ), radon testing, and the BCPS Integrated Pest Management Program.

On a small scale, Wellwood's first grade students grow and maintain indoor plants in all of their classrooms. Our students know that by maintaining these plants, they are helping to improve the air quality in their very own rooms. On a larger scale, BCPS has developed the Indoor Air Quality Program (IAQP) in response to increasing concerns about the quality of the environment within our schools. The IAQP will ensure that the environment provided in our facilities will be conducive to learning and comfort while working. The IAQP is divided into five parts. The first section addresses the guidelines being used in the engineering and construction of new schools and in air handling system renovations to ensure that schools have good air quality. The second section addresses the actions that are being taken to ensure a quality indoor environment through the Comprehensive Maintenance Plan and Preventative Maintenance Plan. These actions include the proper maintenance of mechanical and electrical systems, which are vital to providing good air quality and preventing indoor air contamination, proper housekeeping and cleaning activities to prevent and control moisture from leaks, and the Integrated Pest Management Program. The third section addresses how these activities are being monitored and the effectiveness of these activities in providing good air quality. The monitoring is done through the implementation of the EPA IAQ Tools for Schools program, audits by the Office of Environmental Services, and through proactive measures taken by the Department of Facilities Management Environmental Action Team. The fourth section addresses how occupants with air quality concerns should report their concerns most effectively. The fifth section addresses how the Department of Facilities Management will address these concerns.

Wellwood International ES was tested for radon in 2009 and all ground level rooms tested below 4 pCi/L. There is no plan to retest for radon levels due to the low levels found in the previous testing. Wellwood is not located in a radon prone area.

Asthma Education is a part of our school wide program. Annually, our School Nurse provides staff education on signs and symptoms of an asthma attack, indications for inhaler use and administrative techniques. In addition, for kinesthetic and visual learners a display with sample rescue inhalers, daily inhalers and nebulizer equipment for staff education was created. Asthma education materials, programs,

tools, videos and links to the Asthma and Allergy Foundation website and the American Lung Association are on the school's share drive which can be accessed by staff any time.

Our school nurse creates a Classroom Care Plan with input from the student and family and it is tailored to the individual needs of the student. The plan includes Signs of an asthma attack for the student, Asthma Triggers for the student and what to do if asthma symptoms occur. Common asthma triggers discussed are pollen, chemicals, extreme weather changes, smoke, dust mites, stress and exercise. Triggers are identified and children/families are taught ways to reduce exposure to them to prevent asthma attacks. The plan is shared with all the student's teachers and appropriate classroom assistants.

Wellwood International follows the BCPS Hot Weather and Cold Weather Guidelines. All staff members have a copy of the Guidelines and AQI information. The new "Go Green Team" which includes the nurse, teacher, administrator, school custodian and student ambassador will evaluate the Air Quality*, Temperature, Humidity and Pollen Count each day as needed. The team will take all these factors into consideration when deciding if it is safe for students and children with asthma to go outside. Decisions will be made on both a morning and afternoon bases if necessary. Children with exercise induced asthma receive their inhaler on a regular basis prior to going outside in order to prevent an asthma flare-up. Students can come to the Health Suite (which is air conditioned) during PE/Recess to take a break and cool off as needed. Children have water bottles and access to water as needed. When at-risk children with asthma stay inside, there is a plan in place for them to enjoy a variety of indoor activities. Two years ago, our nurse requested and received several large AQI posters. The posters were laminated and hung throughout the school to raise awareness amongst students and staff about AQI.

Wellwood keeps all custodians up to date on professional development regarding safe handling procedures of chemicals. In the event of a spill, procedures are in place to respond to various spills. Material Safety Data book that contains explanations on each chemical or cleaner purchased within the school building and how to appropriately treat any spills or exposures. Copies of this book are stored in the main office, nurse's office, and Building Supervisor's office. There two eye washing stations located in each hallway of the building in case of chemical exposure.

New chemical dispensing machines were installed at Wellwood in the Fall of 2019 that ensure no chemical mixing occurs. The chemicals are dispensed using a two-part dilution system. In addition, all chemical bottles are labeled appropriately in accordance to OSHA regulations.

Wellwood ensures that all chemicals are used exclusively by trained building service workers and never by staff or students. This ensures appropriate and safe use.

The Integrated Pest Management (IPM) program employed by the Baltimore County Public Schools is a proactive approach to insect, rodent and weed control in/on school facilities and grounds. The IPM program includes routine inspections or surveys of all school facilities to identify conditions conducive to pest invasion, to ensure early detection of pest presence, and to monitor infestation levels. As a first step in pest control, the IPM approach employs several preventive strategies and alternatives to pesticide application, including employee education, source reduction, inspection and identification of potential problem areas, clutter elimination and improved sanitation. Each approach is monitored and evaluated, and modifications are made, if necessary. Pesticides are used only as a last resort. By using traps, visual inspections, monitoring devices and interviews with the staff, the location, size of the infestation, and the conditions that promote a pest concern are identified. The IPM Representatives and Grounds Foreman are responsible for maintaining and recording all data on pest numbers and observations in the

required logbook for all schools. IPM practices such as trapping, screening and caulking are effective long-term pest control methods. Non-chemical methods also include good sanitation and housekeeping practices that reduce clutter and pest harborage. In order to provide pest control without pesticides or by substantially reducing pesticide usage, we make the facility and grounds less attractive to pests. Reducing the opportunity for pests to access water, food and harborage areas is a practice that makes the program successful. Monitoring data and observations are periodically summarized and reviewed to evaluate BCPS's IPM program for its effectiveness. BCPS's IPM practices and procedures are continually reviewed and modified based on past experience and results. Safety Data Sheets (SDS) and product labels for each pesticide and bait station used on school property are maintained at each school by the contact person.

ELEMENT 2B: NUTRITION and FITNESS

Our school's wellness policy is governed by our school board. We follow the policies, outlined by Baltimore County Public Schools, within our curriculum and building practices. Throughout the school year, our school has different events to promote wellness, such as anti-bullying week and field day. These events include our families and greater community.

Our county policy follows ten critical inter-related components of wellness. These components are integrated with the advice of the Baltimore County Health Council regarding school health, nutrition and wellness matters.

1. Health Education: help students develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices that protect and promote health and avoid or reduce health risks.
2. Physical Education: The physical education program is conducted in accordance with state regulations and aligned with national and state standards. It provides a balanced instructional program offering a variety of activities to develop each student's optimum physical, mental, emotional and social development.
3. Health Services: Provide nursing and emergency care for illness or injury, provide treatment at school for medical conditions affecting student health, preventing and controlling communicable disease, facilitating access and/or referral to primary care health services, and fostering appropriate use of primary care health services; and providing health promotion for the students, staff and school community.
4. Nutrition Environment and Service: Support healthy eating by promoting healthy foods and beverages through cafeteria marketing and encouraging participation in the school meal programs that follow the US Dept. of Ag's child nutrition guidelines.
5. Counseling, Psychologist, and Social Services: Provide services to support the mental, behavioral, and social-emotional health of students. The school system provides a continuum of prevention and intervention programs and student support services. We have a student support services team that integrates school counseling, pupil services, school social work and psychological services in order to provide prevention and intervention services and supports through a multi-tiered system of support.
6. Social Emotional Climate: Positive social and emotional climates promote health, growth and development by providing a safe and supporting learning environment.
7. Physical Environment: The department of Physical Facilities designs, constructs and

maintains facilities to ensure a safe and healthy physical environment conducive to learning and working.

8. Employee Wellness: Employees will be encouraged to maintain optimal health and wellbeing to serve as role models for students and families and to ensure maximum effectiveness in the performance of their jobs.
9. Community Involvement: The school system partners with the Baltimore County Health Council regarding school health, nutrition and wellness matters in connection with the development and revision of the school system's wellness policies.
10. Family Engagement: Parent and community stakeholder input is requested in all aspects of the BCPS Wellness policy.

Our nutrition standards are the foundation of federal school nutrition programs and reflect the current Dietary Guidelines for Americans. Our hot meals meet the USDA meal pattern requirements for nutrition and meal choices. Fresh fruit and/or vegetables are provided to our students at breakfast and lunch. All grains are 100% whole grain-rich. We follow the Smart Snacks guidance throughout our school and district. All students can access drinking water during their lunch periods from a water cooler, where students are encouraged to refill reusable water bottles. New this year, Wellwood now has a sharing table in the cafeteria. Students with unopened food that was purchased from our school cafeteria can share these items with other students who may need an additional snack.

In addition to these nutrition components in our school cafeteria, all grade levels participate in a health curriculum which covers nutrition, growth and development. Students are also encouraged to reflect on where our food comes from and how it grows in conjunction with the use of our hydroponic tower garden. This garden has provided students and community members with a variety of lettuce and herbs, which they have grown and harvested themselves. Outside partners, such as the Maryland Agricultural Center and the UMD Extension program, have attended our Annual Earth Day Celebration to educate students on where their food comes from. The environmentally-focused group Elemental Education held school-wide assemblies on the ecological footprint of our food. These lessons included having each student grow their own microgreens and everyone was invited to participate in a Family Taste Testing event.

Our students participate in 50 minutes of physical education class and 150 minutes of outside recess time (30 minutes/school day). In Physical Education, students learn about fitness in order to promote physical activity. They learn about different exercises that can be used throughout their life such as running, cardio, and a variety of team sports. Students participate in yearly fitness challenges such as the pacer running test. Our school has also partnered with the American Heart Association for our annual Pumpkin Fun Run, in order to promote healthy lifestyles through exercise. Physical education lessons take place both indoors and outdoors.

Each year, our fifth-grade students participate in a BioBlitz Outdoor Education program. A BioBlitz is when citizen-scientists go into an area park to identify as many organisms as they can using experts in the field and field guides. The BioBlitz includes a field study at a local Baltimore County area park for every fifth-grade student, in which they end up hiking 1 1/2-2 miles. On this field study, the fifth graders identify whether biodiversity exists at the park and back at their schoolyard.

In addition, each classroom within our school provides students with movement breaks throughout the day which include dancing, exercises, and yoga. Students are also given opportunities for flexible seating which include movement stools, standing, and desk pedals. After school hours, staff members are

encouraged to stay physically fit through a weekly Zumba class provided by BCPS School Wellness within our school building. Our after-school care program has also held weekly yoga classes that are open to staff members, as well.

Our school nurse received a grant in 2017 to provide every student with their own reusable water bottle. Wellwood also received a grant in 2019 from Hot Spot which will allow students to participate in mindfulness assemblies. For the past two year, we have installed multiple sensory pathways to allow students who need a kinesthetic break a space to move and reflect.

The American Heart Association supports our annual Pumpkin Fun Run. They provide volunteers, resources, prizes and more for our students. The students learned about heart health through informational signs and during P.E. class. Every spring, students are encouraged to participate in the Marathon Kids program. Each student receives a log and tracks their runs outside until they run a full marathon. Participating students receive a t-shirt. Brick Bodies supports our staff's Zumba program. Through BCPS's Wellness program, teachers participated in weekly Zumba classes. The instructors come to the school to provide the classes. Wellwood also partnered with Open Door to provide yoga for students and staff. Students and staff participated in yoga classes together after school once a week. In previous school years, Wellwood has held a Health Fair in the evening for students and families to attend. This health fair featured local community health and physical fitness partners.

Our students participate in The Zones of Regulation and Conscious Discipline, which are school-wide self-regulation curriculums. This school-wide initiative was created and presented by staff and the SEL committee. To further support social and emotional well-being, Wellwood has worked to partner with multiple mental health organization. This allows our students and families to receive counseling during the school day and at home. Our health curriculum covers mental and emotional health, as well. In addition, students participate in student mentoring to encourage peer relationships and leadership skills. Each student has a mentor or mentee which is also in addition to our after-school mentoring club.

Wellwood feels strongly that students need time outdoors to promote mental health, fitness, and social skills. While BCPS requires students to have 20 minutes of recess a day, all Wellwood students are required to have at least 30 minutes. Mental health breaks are also encouraged through the use of multiple sensory pathways located throughout our building. Students jump from log to log and follow letters of the alphabet to encourage their minds and bodies to relax. Our hydroponic tower garden, which is managed by a rotating cycle of classrooms, is another way we encourage our students to connect with the natural world. They gain a deeper understanding of what it is like to grow their food from a seed and harvest it. Wellwood students have multiple opportunities for high quality outdoor experiences. From learning in our outdoor classroom to walking through and analyzing parts of our local community, Wellwood has a deep connection to its direct environment. Students also travel to nature centers, farms, and parks throughout the year for engaging off-site field trips that allow them to experience all aspects of outdoor education. Special annual events at Wellwood also take place outdoors. Each year we hold a Reading on the Lawn celebration, a Pumpkin Run around our school grounds, field day, outdoor class day, and our Earth Day celebration. All of these experiences and events promote the mental and physical health of our students while getting them outdoors.

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Wellwood has worked to instill environmental and sustainability practices within our students. The Maryland State Department of Education (MSDE) passed an environmental education regulation in 2010 that specifically impacts students at Wellwood. It asks for a K–12 comprehensive environmental education curriculum to be implemented in every school. At Wellwood, environmental education begins in kindergarten and continues through fifth grade with content integration into our transdisciplinary curriculum focused on science, health, social studies, and language arts.

The Wellwood International staff has participated in a variety of professional development in the past two years. In fall of 2017, 20% of our staff attended an after-school event where they were able to collect a variety of resources that could be used for environmentally focused lessons. In 2017 and 2019, our school chairs attended BCPS's annual Green School Summit. Resources and ideas were gained from local schools and organizations for projects that could be completed school wide. In May 2018, 98% of the staff participate in a professional development on Food & Sustainability using hydroponics, provided by the local educational group Elemental Education. In spring 2019, 100% of our staff participated in a professional development about the effects of waste on the environment, also provided by Elemental Education. In August of 2019 100% of our staff participated in a professional development about composting in order to understand the process and the new school wide composting program. Teachers who are dedicated to our school's mission of environmental literacy have worked over the past five years to apply for multiple grants in order to fund environmental projects and learning experiences for our students and staff.

Over the past 3 years, Wellwood teachers have worked to create a unique transdisciplinary curriculum that integrates the content areas of language arts, science, and social studies for our school. By studying all the common core state standards closely, teachers were able to directly align their instruction with standards related to the environment and sustainability. When developing their own curriculum and lesson plans, teachers incorporated relevant and real-world experiences through experiments, guest speakers and field trips in order to emphasize the importance of our relationship with the environment. In addition, each classroom teacher teaches school-wide lessons involving recycling, composting, waste, and more.

Each grade has multiple environmentally focused projects throughout the year. For example, Kindergarten builds bug hotels in order to learn about what bugs are and how they survive; as well as, our impact on their survival. First grade designed bucket seats from repurposed five-gallon buckets that were donated by Home Depot. They wrote how-to texts to explain to other students that the buckets could be taken outside to enjoy learning outdoors. Second grade studied pollinators while on a field trip to a local farm. When they returned, they continued their learning through independent research on pollinators and designing informational bookmarks to distribute around the school. Third grade emphasizes the importance of recycling by designing small race cars using recycled and repurposed materials. They also discuss the importance sustainable car choices by speaking directly to a field rep from Tesla. Fourth grade oversees our school's recycling team. Responsible fourth grade students go throughout the building during dismissal and collect all the recycling from the blue bins. Fifth grade students study our school building's energy use and ways to improve our energy use. They create an energy saving tip poster to display around the school.

ELEMENT 3B: STEM CONTENT, KNOWLEDGE and THINKING SKILLS

Classrooms use the Engineering Design Process throughout their curriculum on STEM related projects. Each year we participate in America Recycles Day by participating in Caine's Arcade. Students use the engineering design process to design arcade games from recycled materials they find in the school. Also, each year we hold an annual environmentally focused STEM or STEAM night. Students present their STEM fair projects and participate in presentations and hands-on activities to learn about environmental and sustainability issues. Students get to inform their families about what they have learned about at home. Topics have included food waste, growing microgreens, and alternative energy. Wellwood also has a dedicated Makerspace. We use different makerspace challenges and activities to expand our students thinking about environmental issues utilizing the recycled materials in the makerspace. Through our transdisciplinary curriculum, we are able to encompass STEM and thinking skills through our inquiry-based activities.

Wellwood's Green Club hosts several speakers throughout the year that expose students to environmentally related jobs. All of Wellwood's students are exposed to career pathways related to the environment and agriculture from speakers at our annual Earth Day event. Previous speakers include naturalists, wildlife conservationists, Hazmat team members, 4-H members, local farmers, and the Maryland Department of the Environment.

ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

Our students have engaged in several community projects related to sustainability and the environment. Our 3rd graders, after studying the effects humans have on sea turtles, sponsored a group of sea turtles in a sanctuary in Key West. In 2018, several of our students wrote to the Maryland Secretary of the Environment about concerns over sediment pollution in our local streams and its impact on stream life. Students have also spread the message of the importance of reducing our plastics use and recycling by decorating paper bags, which were then used to pack groceries at our local grocery store, Shoppers. Wellwood students participate in community engagement through several annual drives. Students collected gently used clothing and human goods to donate to our local Savers, emphasizing the importance of donating items instead of throwing them away. They also collect plastic bags and packaging materials that are then sent to the TRex decking company to be recycled. New in 2019, students are working with Veteran's Composting, a company that exclusively employs veterans of our armed forces, to collect food scraps from our cafeteria. This organization composts our scraps off site and the profits go towards helping local vets. Students have made a direct impact on our local environment by planting trees by our local Parks and Rec fields and by making seed bombs to grow native wildflowers at home.

Each year all grade levels participate in environmentally focused grade level projects involving their curriculum and outdoor experiences. These projects range from trash collection projects to restoring our habitats through tree planting. All students are given the opportunity to take their learning outdoors in order to improve their environmental awareness and positively impact the world. For example, Kindergarten students move outside to study a local butterfly species and how they can improve the habitat in order to increase the population. First grade students participated in a school yard clean-up and understood the impact that pollution can have on our local ecosystem and waterways. Second grade studies the effects of slow and fast earth changes on our local geography, including erosion. During this unit of study, students explore the school yard in order to identify areas of erosion and

weathering and discuss solutions to remediate any problem areas. Fourth grade students study the use of multiple forms of energy and how it is transferred. This is done through observing and experimenting with energy found in our natural world. For example, students use solar tubes to understand how heat can transfer from one object (the sun) to another.

Students have meaningful outdoor learning experiences at every grade level. Fifth grades' BioBlitz project takes them to a local park where they study and gather data on local organizations and write about the biodiversity that exists. After conducting a study, our third graders realized the impact that sediment was having on the Chesapeake Bay and they took action by writing to the Maryland Department of the Environment about their concerns. When first grade students learn about the sun, they go outdoors at different times throughout the day to observe and record the changes in their shadows.

For the past four years, Wellwood's Green Team has met once a month to engage in learning related to global and community environmental issues, as well as learn from a variety of guest speakers. The group also travels to Sandy Point Park each spring to meet with other students at the annual Maryland Green School Youth Summit. Wellwood has also hosted a community Earth Day event for the past six years. This event, which takes place exclusively outdoors and organized by teachers, brings in up to 10 local environmentally related groups to educate our students and parents on a variety of topics, such as agriculture, animal husbandry, gardening, plant identification, recycling, oyster fishing, pollution prevention, and composting. The local Girl Scout leaders came to Wellwood to host the "Sci-Fly" program. This program educated 1st grade girls on unique animals, weather, the water cycle, and recycling. Wellwood's students are also encouraged to conduct their own independent research projects when they feel passionately about an environmental subject. Recently, students have shared reports on our televised announcements about the harm plastic straws have on our environment and the human impact on sea turtle habitats.

Wellwood International School is proud of the progress we have made towards environmental sustainability and look forward to continuing our work to promote the skills and knowledge necessary for our students to be good environmental stewards throughout their lives.