



## 2024 Green Ribbon Schools Application

### School Contact Information:

School Name: Salisbury Academy  
District Name: (Independent school in Rowan County)  
School Address: 2210 Jake Alexander Blvd., North  
City: Salisbury  
State: North Carolina  
Zip: 28147

School Website: salisburyacademy.org  
Facebook Page: facebook.com/SalisburyAcad  
Principal Name: Beverly Fowler  
Principal Email: bfowler@salisburyacademy.org  
School Phone Number: 704-636-3002  
Lead Applicant Name: Lizzy Roy  
Lead Applicant Email: lroy@salisburyacademy.org  
Phone Number: 704-636-3002

### School Information:

School Type: Private (independent)  
Grades Served: 3K-12 (*Note: Salisbury Academy opened our Upper School this year in 23-24 for grades 9-11. Grade 12 is being added for 24-25*)  
District Type: Suburban  
Current Enrollment: 227  
Attendance Rate: 100%  
Graduation Rate: N/A

Does your school serve 40% or more students from disadvantaged households? No

% Receiving FRPL: 0%

% Limited English Proficient: 0%

Is your school in one of the largest 50 districts in the nation? No



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### Participation and Awards:

**1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?** Yes. Salisbury Academy is a recognized EnviroSmart School of Excellence.

**2. Has your school, staff or student body received any awards for facilities, health or environment?** Yes

<i>Year</i>	<i>Award Received</i>
2023-24	EnviroSmart School of Excellence (program name change)
2023	NC Green School of Excellence (renewal)
2017	NC Green School of Excellence
2016	NC Green School of Promise

### Summary Narrative

*Provide a 2 – 3 page summary narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. Remember this is where you will "tell your story" and initially engage the reviewers. So be broad and comprehensive, cover all three Pillars, and capture the essence of the work you are doing.*

### Opening Statement

Salisbury Academy's culture fosters discovery and stewardship, and these educational cornerstones tie beautifully into our approach to environmental education. Students are taken out into the world to connect with nature, whether in the beautiful outdoor space on our main campus or to off-site destinations such as gardens, farms, overnight camps, and other organizations in the community. Environmental and outdoor learning is woven into the curriculum across all grade levels 3K through 12, and our school community's exposure to sustainability is elevated by our environmental partners. Examples of environmental learning at Salisbury Academy include service outreach, creative environmental and STEAM classroom experiences, internships, the prioritization of wellness and conservation in daily school activities and routines, and environmental labs and guest speakers. Students are regularly exposed to new ideas and empowered to discover their own potential for positive environmental impact and change. As students progress and mature throughout their learning journeys at SA, the level of responsibility increases and translates to real-world outcomes and the grooming of the next generation of environmentalists. Students ultimately take ownership of all three Green Ribbon pillars and leave our school trained and outfitted for a sustainable future.



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### **Pillar 1: Reduce Environmental Impact and Cost**

Salisbury Academy has worked hard to reduce the impact of our facilities on the environment. We've reduced greenhouse emissions and offset carbon, conserved water and reduced single-use plastics, strategically reduced waste, and encouraged green transportation and a love of biking through a bike-friendly campus and community events.

Greenhouse gas emissions at Salisbury Academy have been reduced and/or offset through a main campus LED lighting upgrade that replaced 20 gym lights with LED Hi-Bay fixtures and installed 225 LED lay-ins for classrooms and office areas. Additionally, 6 occupancy sensors were installed for restrooms so that restroom lights are only on when the space is occupied. The LED upgrade removes 44 tons of carbon dioxide per year, equivalent to reducing greenhouse gas emissions from over 7 passenger cars every year. Salisbury Academy's classroom and hallway fixtures now burn at 39 watts (compared to 109 watts previously), and gym lights burn at 200 watts (compared to 455 watts previously).

Other successful carbon offset efforts at Salisbury Academy include the planting of over 60 trees in the new SA Outdoor Space at our main campus and the use of a repurposed, existing building for our Upper School for grades 9-12 that launched this school year (2023-24) as opposed to building a new construction. Additionally, as part of our current capital campaign that funds campus and programming expansion, Salisbury Academy has opted to purchase an adjacent property to us and remodel it as opposed to building new construction.

Regarding water conservation and aspects of it, Salisbury Academy installed a water bottle refilling station to reduce single-use plastics and encourage healthy hydration. Upper School students created an infographic campaign specific to our local watershed, the Yadkin-Pee Dee, to engage the community in reducing water waste and water pollution. Visits to the local water and wastewater treatment facilities and landfill, presentations by civil engineers, and a conversation with the local land trust all helped students build their background knowledge about threats to the Yadkin-Pee Dee watershed.

Waste reduction is a key priority at SA. All students sign a Zero Waste Recycling Pledge each year, and recycling and repurposing are central to our school's culture and classroom practices. For example, students regularly use recycled materials for project creation such as in eighth grade students' net zero home design models. Students also participate in Expo marker and glue stick recycling programs. A change in our student lunch catering services was made from plastic utensils and Styrofoam plates/bowls to stainless steel utensils and biodegradable plates and bowls. In the Upper School, students studied systems thinking as they organized a year-long project to significantly reduce the amount of solid waste generated on campus (See Pillar 1, Deep-Dive 2).

### **Pillar 1 Deep-Dives**

#### **Deep-Dive 1: Encouraging Sustainable Travel and Biking to School**

Salisbury Academy's school community is comprised of families who live as close as several blocks to the school to those who live as far as 30 miles away. Carpooling to and from school is standard practice for school families, and carpooling is also used to transport athletic teams to sporting events. While biking to school is not an option for the majority of our families, the school has encouraged those who are able to do so to travel to school sustainably



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and for our entire school community to utilize sustainable transportation whenever possible, wherever they are headed.

To set this example and make commuting by bike convenient for SA families, a bike rack was installed in 2023, and the family handbook was updated with safety language for biking to school. The inaugural Bike to School Day took place in 2023 with several families participating. Additionally, in partnership with The Pedal Factory, Salisbury Academy has offered multiple family bike outings both in trail and city settings as well as middle school exploratory classes in which students have opportunities to refurbish bikes and change bike tires as well as go on adventures by bike around town.

### **Deep-Dive 2: Systems Thinking in the SA Upper School Creates System to Reduce Landfill Waste**

The Community Immersion Through Systems Thinking class is a newly developed elective course available to 10th and 11th grade students at Salisbury Academy's Upper School. In this course, student leaders work to define the relationships within and between institutions in Salisbury, NC to gain an understanding of the interdependencies between stakeholders across the community. Students within the class engage with local leaders from across the spectrum of systems that define our community, including for-profit industries, nonprofit organizations, and government officials. Students are immersed in these systems through multiple facility tours and interactive learning sessions with organizational leaders where they utilize inquiry and listening skills to build a repertoire of perspectives on the community system.

Throughout the year-long course, students define, plan, and execute a portfolio of environmentally sustainable projects with a goal of reducing the environmental footprint within their school and local community. Through a partnership with Value-Driven Strategic Consulting, a strategy consulting firm, students learn and utilize strategic management tools to create, communicate, and implement their own projects that share a common alignment to the goal of reducing landfill waste. Their toolset includes strategy development, customer & stakeholder analysis, survey design & execution, data-driven analytics, and a significant focus on time and project management skills. The course leverages methodologies from Lean Six Sigma, Management Consulting, Data Science, and Marketing and Customer Experience that are traditionally not taught until the collegiate or graduate school level.

In this year's Systems Thinking class, students gathered detailed metrics to which they applied a formula for reducing landfill waste at their Upper School campus. Student have estimated the potential benefits of implementing their solutions to reducing landfill waste. *Based on their current portfolio, the System Thinking class projects saving an estimated 23 tons of landfill waste over a 10-year horizon!* In the process of data collection and analysis, factors considered and studied included volunteer support and environmental motivation among various stakeholder groups, waste by type and weight, engagement plans for mobilizing different audiences, and phases for their waste reduction plan. A compost bin, recycling containers, partnership with the local municipality for the recycling collection, a move to biodegradable lunch trays and bamboo serving wear in the Upper School, and a community engagement campaign were all projects developed and led by upper school students in this effort.

After determining that paper towels were the main contributor to overall waste at the Upper School, students in the Systems Thinking class are currently seeking a grant from a local foundation to pay for hand dryers for all bathrooms and sinks. They've networked in the community to find a professional to install the dryers for free and, in January 2024, pitched their grant in person to the foundation board. Already, the experience has exposed



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students to opportunities and paths for creatively funding sustainability projects and is rippling into the students' own household environmental practices. Students share that they plan to go even bigger in their next grant-seeking endeavors and are considering seeking grants for solar panels to achieve carbon neutrality as their next project.

### **Pillar 2: Improve the Health and Wellness of Students and Staff**

Environmental health at Salisbury Academy is supported through the careful and safe stewardship of our facilities as well as intentional development of students as whole beings and the incorporation of outdoor time into our students' daily routines.

The nutrition, fitness, and wellness of Salisbury Academy's students are supported holistically. Students are nurtured in their physical development through play-based, outdoor learning in our younger grades, school-wide routines that incorporate movement, PE class for grades K-12, an active athletics program, after-school enrichment programs, middle school exploratory classes that uplift active lifestyles, the daily enjoyment of our main campus outdoor space for grades 3K-8 and downtown area and parks for grades 9-12, and a comprehensive and engaging wellness class for Upper School students. Classes are taken outside whenever possible for meals and class time, and students enjoy multiple outdoor recesses per day.

Healthy eating is encouraged in the balanced meals in our school catering menu, by students observing how fresh food is grown in our school garden, and through an emphasis on healthy hydration. Students bring refillable water bottles each day and are encouraged to refill them regularly.

Mental wellbeing is supported through Social Emotional Learning classes, support from school counselors, guest speakers for students and the larger community on important mental health topics, and trainings such as "Stop, Go, Tell" safety training for students led by outside professionals.

In the Upper School wellness class, students explore a variety of strategies for maintaining personal wellness. These include yoga, fitness and weight training, personal finances and insurance, diet, and sleep. These topics lead students to on-site visits to yoga studios, gyms, and other businesses and also bring in community experts to share their expertise on the topics.

Staff are encouraged to maintain healthy work-life balances and also model the importance of eating well and being active. You can regularly see staff walking the trails of the main campus outdoor space during recess and break times. Staff also keep each other accountable through step challenges and a variety of group activities such as Walking Wednesdays.

Community partners in this effort: Happy Roots gardening non-profit, The Terrie Hess Child Advocacy Center, The Pedal Factory, Planet Fitness, SoFul Yoga, Heart of Salisbury, St. John's Lutheran Church, Central Carolina Insurance, the Rowan County Health Department.



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### **Environmental Health in our Facilities**

Environmental health at Salisbury Academy is supported by facilities systems that support health and well-being of students/staff as well as choices and products that are eco-friendly and reduce our school's footprint. Regarding cleaning and soap products: Salisbury Academy has used the Brulin line of eco-friendly cleaning products for over five years. These products have no ammonia or chlorine, and the disinfectant is neutral. Additionally, a bottle refilling system is used for all cleaning products to cut down on plastic usage. Salisbury Academy's soap is chemical-free and environmentally friendly, a hypoallergenic and non-antibacterial soap. Paper towels at Salisbury Academy are made with 100% recycled fibers. Containers from these eco-friendly products are recycled, if they are not able to be refilled and reused.

Some other aspects of our environmental health: On our 9-acre main campus, Salisbury Academy does not have any lawn irrigation with the exception of the soccer field. An eco-friendly pesticide is used twice yearly to treat pests within the school facilities. First and foremost, in pest reduction staff and students work together to eliminate and discourage pests before pesticides are needed. Students are taught to properly dispose of food, and students and staff proactively look to declutter areas around the campus to ensure that there are no food sources and places for pests to hide. Landscaping around campus buildings reduces needed treatment as well, with landscaping trimmed back so that it is not touching the building. No chemicals are applied to the school garden. Instead, marigolds and chives are used to surround the garden plants as a natural deterrent. Wooden structures on our early ed. playground have been crafted with untreated wood. Through all of these efforts, students are learning to be mindful of how many pesticides and chemicals they use over the course of their lifetimes and understand healthy ways to avoid using non-environmentally friendly products.

Salisbury Academy's HVAC system uses MERV-13 filters to promote air quality, and the HVAC system is controlled to help us manage energy use. HVAC units come equipped with an economizer that pulls in outside air, so that students and staff are not breathing the same air all day. Additionally supporting air quality, classrooms have air purifiers in them to remove allergens, air particles, and mold. The school tests for mold to ensure that this is not an issue, and Salisbury Academy's buildings and grounds team works diligently to control and immediately address any issues with water or moisture on campus. Further promoting healthy air indoors, many of the classrooms have indoor plants. Windows and doors are opened throughout the school week to provide natural ventilation, and children enjoy fresh air throughout the day through multiple recesses per day, outdoor lunch when the weather permits, and regular classes outside in one of several available outdoor classrooms on campus. Additionally, Salisbury Academy has partnered with an area college to utilize their ecological preserve for hikes and studying the environment.

Further promoting a healthy community and a reduced footprint, Salisbury Academy uses a sensor-activated bottle refilling station as opposed to push-button water fountains, and trash can liners are reused wherever possible, as opposed to being changed every day. Recycling bins are utilized in every room and office in the school, and students sign a Zero Waste Recycling Pledge and educate one another on the importance of repurposing and recycling in classroom collaborations. We estimate that 25-50% of the school's total waste goes into recycling each day. Through these efforts and regular class projects created with repurposed materials, students are learning to repurpose whenever possible and to recycle what cannot be repurposed.





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### **Pillar 2 Deep-Dives**

#### **Deep-Dive 1: Social Emotional Learning at Salisbury Academy: Supporting the well-being of students**

Social Emotional Learning (SEL) is a core component to Salisbury Academy's programming. SEL curriculum is based on the Collaborative for Academic, Social, and Emotional Learning's (CASEL) five key skills: Self-awareness, self-management, social awareness relationship skills, and responsible decision making. These five skills provide students with a solid foundation and enhance their ability to strive and thrive in life. While academic success is a key priority at Salisbury Academy, our development of students involves their entire being, or their progress as a whole child: their social, emotional, physical, and spiritual growth.

Students in grades 3K-12 learn how to manage themselves, understand the perspectives of others, and learn how to make sound decisions. Director of Admission and SEL Teacher Mrs. Allison Doby meets with middle school grades weekly, and 3K-4 and 9-12 grade teachers integrate SEL strategies into the classroom experience to improve the well-being of students. Additionally, Upper School students delve into SEL topics regularly in their wellness class.

As an example from kindergarten SEL, students recently focused on the importance of feelings and how it's important to feel, even if the feelings are not happy ones. The class read a book about a pumpkin who lost his feelings. Students then created hand puppets expressing a range of different feelings and put their puppets into a pumpkin bucket to give the pumpkin his feelings back. In other recent topics, the kindergarten class has learned about calming techniques such as yoga and has delved deeply into our monthly school virtues. For example, for their monthly virtue of perseverance, students read *The Little Engine That Could* and then created their own train that could overcome an obstacle.

Example focuses from lower and middle school SEL classes include having a growth versus fixed mindset. Middle school students reviewed the importance of having a growth mindset by looking at famous failures, creating a growth/fixed mindset board game, and through their own reflection. Salisbury Academy fosters a growth mindset, through which students are encouraged to embrace challenges and persist through obstacles. By cultivating a positive attitude towards learning, we aim to help each child reach their full potential. In a recent middle school SEL activity, students applied a growth mindset to their goal setting for the new year in 2024 and crafted goals – divided into phases of now, one week from now, one month from now, and one year from now – and steps for achieving them.

#### **Deep-Dive 2: Guest Speakers and Community Partners Bring Expertise to Guidance and Wellness at SA**

Salisbury Academy prioritizes wellness through community education and, in the past year, has brought in speakers for parents and community guests on creating a culture of kindness ("Raising Kind Kids"), supporting children who struggle with anxiety, screen safety for families, and, in November 2023, sessions led by Dr. Michael G. Thompson on the impact of the loss of play in childhood and helping pressured children find success in school and life.

In addition to this recent speaker's two sessions for adults, he led Salisbury Academy's middle school students in a conversation about navigating the social dynamics of the middle school years and some of the challenges that



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this chapter of life may bring about. The speaker facilitated a healthy dialogue about topics that are front and center of middle school minds: what it means to have friends and be a friend, what it means to be popular, and how parents and kids relate to one another about kids' social lives. The speaker asked questions and validated the students' responses, allowing them to help shape the discussion and share their insights.

Guest speakers are a key element to Salisbury Academy's support of community wellness, both for school students and families as well as the greater community. Speaking specifically for our student support, experts who come regularly to Salisbury Academy for student support and education include the Terrie Hess House for trainings on child abuse prevention and the Rowan County Health Department for sex education for grades 5-8. Additionally, weekly chapel gatherings for grades JK-12 host guest speakers each week with messages on living virtuously and with kindness, positive motivation, and finding inspiration in the world around us.

Additional resources for school families are shared in teacher emails and in the weekly school newsletter, the Jag Weekly. Topics covered include everything from encouraging outdoor play, to how to succeed at read-aloud time with your child, to managing anxiety and helpful tips for parents of high school students preparing for college.

### **Pillar 3: Provide Effective Environmental and Sustainability Education**

Interdisciplinary learning is supported across Salisbury Academy's academic curriculum, and we've found that environmental education is an especially powerful topic to employ this approach with. Our curriculum is designed to connect learning both across content *and* to the real-world. This is particularly true in the area of environment and sustainability. In this way, students don't just learn facts, but use those facts to have an impact. For example, in our Upper School, sophomores utilize the learning from their environmental science and civics classes alongside the skills developed in their English rhetoric course to create a community engagement campaign to reduce solid municipal waste. Students give public speeches, create infographics and video advertisements, and strategically plan projects to engage the community in their effort.

In our younger grades, students blend art, science, language arts, and social studies with outdoor learning. Salisbury Academy's 3K program is built around outdoor learning, with class themes following the seasons of the year. Through sustained periods of imaginative outdoor and indoor play with natural materials, 3K students utilize their senses and a wide swath of opportunities, materials, and experiences in nature to fuel their curiosity and imaginations. Early education students also take regular hikes in Catawba College's Ecological Preserve and incorporate STEAM topics into their discussions and activities on the hikes.

In middle school science classes, students make environmental connections to every topic of study with a particular emphasis on exploring human impact. For example, in seventh grade when students are studying forms of energy, students learn about renewable and non-renewable forms of energy and discuss how they can choose resources that provide energy with less impact on the environment. As another example, in sixth grade's unit on rocks and minerals, they explore the coal industry and its environmental impacts, such as how coal mining affects area water supplies, as well as its economic impact on the workforce. This topic allows students to explore both the pro- and anti-coal-mining stances and demonstrates why it can be a struggle to balance and economic and environmental interests. Additional human impact topics in middle school science include deforestation, pollution, overharvesting of ocean species, and the effects of agricultural runoff on the environment.





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Other interdisciplinary learning in Salisbury Academy's environmental education comes through after-school environmental clubs, the Upper School Envirothon team, garden work in the school garden, and middle school exploratory classes such as the class led by the Rowan Soil and Water Conservation District. Exploratory classes have included topics such as soil, where students explored soil types and soil health, and tree identification.

Additionally, Salisbury Academy has an ongoing internship program that is now in its fifth year in which a Catawba College student majoring in environment and sustainability interns at Salisbury Academy as the Sustainability Coordinator Intern. College students serving as interns lead classroom presentations and discussions on environmental topics, speak at the school's annual Green Chapel Assembly, write environmental articles for the school's weekly newsletter, and lead after-school green clubs. Salisbury Academy students look up to the college-age mentors and find tremendous inspiration from this internship program. The interns, in turn, build their resumes with a portfolio of real-life environmental leadership as they prepare to graduate college and enter the workforce in a sustainability field. As an upcoming field trip to be led by this year's sustainability intern, the intern will lead Salisbury Academy's JK class in a trail hike and lesson on pollinators.

### **Assessing Environmental Proficiency**

The nature of assessment at Salisbury Academy is primary authentic assessment. Through projects that impact the community around us, students show their mastery of content, life skills, and thinking skills. Educators use these projects as the assessment of student achievement, aligning student work with our graduate profile rubrics and course standards. Project examples include the study of white oak acorns and the ongoing waste reduction projects and community engagement campaigns in the SA Upper School as well as many smaller project-based activities that allow assessment and real-world impact to become one in all grades, especially the older grades.

Although not all projects go exactly as planned, our students are highly successful in demonstrating their knowledge on project-based assessments related to environmental and sustainability concepts. In Upper School biology, for example, 100% of the students in the course demonstrated mastery of the analyzing flow of energy and cycling of matter through ecosystems, relating the significance of each to maintaining the health and sustainability of an ecosystem by designing self-sustaining vivariums for the class. Our school structure allows students to refine their project work if needed and to continue student learning if the demonstrated level is ever less than mastery.

All SA Upper School students take an environmental science course that is modeled after the PBL AP Environmental Science curriculum. However, our school does not offer AP courses. Our vast dual-enrollment opportunities, however, allow juniors and seniors to take courses at Catawba College including those at the college's prestigious Center for the Environment. Through these courses, sustainability and the environment are a context for learning science, technology, engineering, and math skills and content.

Community partners: Rowan Soil and Water Conservation District, Catawba College, EviroSmart Schools.



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### Pillar 3 Deep-Dives

#### **Middle School Green Team Takes the Lead, Inspires One Green Thing Initiative at SA and Secures Grant for Campus Wildlife Habitats**

Inspired by author and climate leader Heather White, representatives from the Middle School Green Team presented to the SA community on the school's 2023-24 school-wide sustainability focus: One Green Thing. If we each choose one green thing to focus on, the path to sustainability becomes more clear and much less overwhelming. After speaking to the school community, the green team distributed slips of paper to grades K-8 for each class to write their "one green thing" on, a focus for their class to reduce their footprint and contribute to making the environment healthier over the course of the year. The goals for each class are hung in the hallway as inspiration, and the green team will monitor and record the progress of each class in the months ahead.

Other areas of focus for the green team have included hands-on environmental education with younger grades, such as the study of the life cycle of plants with kindergarten students. Several green team members educated their younger peers on what plants need to thrive and assisted them in the planting of seedlings. The green team also educated the second grade on water pollution and how it affects organisms in the environment and led a discussion about ways to maintain a healthy environment.

Additionally, green team students applied for a grant from Keep NC Beautiful, applying for funds to improve Salisbury Academy's on-campus ecosystems to attract and support wildlife. To the students' delight, they were successful and received a \$1,000 grant for their project. Through this process, students are learning how to advocate for environmental projects, what it means to write a grant, and the deep satisfaction that comes from commitment to sustainability and being a part of meaningful change. Now that the grant is secured, students plan to use the grant to put up bird houses and feeders, plant native flowers/trees/shrubs, and add seating for bird observation. To complement the grant for beautifying on-campus ecosystems, one green team member-built bird houses with his family, to be installed as part of the ecosystem improvements.

#### **US White Oak Study Connects Upper School Students with Researchers Across the Country**

Salisbury Academy's connected curriculum allows the threading together of many continuous ideas introduced throughout a student's Salisbury Academy experience in a context of environment and sustainability. As an exciting example of this in the Upper School, students have worked with Catawba College to collect genetic material from local white oaks by designing and installing acorn traps in our local preserve at Spencer Woods. The acorns collected are being used for progeny testing. White Oaks sequester large amounts of carbon, and this makes them particularly of interest for research in ways to minimize global warming.

As the larger network that the research is tied into, Catawba College's Center for the Environment is working with the University of Kentucky, North Carolina State University, and the Piedmont Research Station to carry out the progeny tests to promote sustainability of white oak throughout the geographic range of the white oak species. The sites from the Catawba studies will be part of a large network of progeny tests and make up the *first* site in NC represented in the network. Superior tree seedlings will be used for reforestation and/or enhancement plantings in national forests and in private woodlands.



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Extending the experience, white oak saplings will be planted this year by others in our student body as a way to increase the young white oak populations for future carbon sequestration. Additionally, Upper School science students used the acorns for their own scientific research on variables that affect germination rates. Their findings are to be presented at a spring community-wide exhibition. Superior white oak trees mitigate the impacts of climate change. Our students have a goal to conserve and restore white oak in forests to achieve a variety of ecological, conservation, and economic goals at regional and national levels.

### **Closing**

Thank you for your time and for journeying with Salisbury Academy as we reflect upon and continue to increase our standards for our school's environmental impact, health and wellness, and environment and sustainability education. We believe that our greatest strength as an EnviroSmart School of Excellence is the way in which we groom the next generation of environmentalists to love the earth and feel empowered to act in making a meaningful, measurable difference while inspiring others. The success we've experienced to date in the three pillars is much in thanks to our community partners and to programs such as Green Ribbon Schools for providing strategic guidance on sustainability for schools and a roadmap for continuous improvement as a dedicated green school.



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### 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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

### U.S. Department of Education Green Ribbon Schools

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Name of Principal: Mrs. Beverly Fowler  
(Specify: Ms., Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Salisbury Academy  
(As it should appear on an award)

*\*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.

*Beverly B. Fowler*

Mrs. Beverly B. Fowler Date: 1-26-24  
(Principal's Signature)

Name of Superintendent: n/a  
(Specify: Ms., Mrs., Dr., Mr., etc.) (As it should appear in official records)

