



P I T T S B U R G H
**Green Workplace
Challenge**

2016-2017 K-12 Schools Master Playbook

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Pittsburgh Green Workplace Challenge
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INTRODUCTION

The Pittsburgh Green Workplace Challenge (GWC) is in its fourth term with the new 2016-2017 competition. The GWC gives businesses, non-profits, municipalities, colleges/universities, houses of worship and K-12 schools the opportunity to include sustainability-based activities in an approachable competition that provides tools, information, and guidance necessary to reduce costs, improve performance, and increase long-term environmental sustainability.

The GWC steps beyond national trendsetters in enabling participants to actively track and receive credit for their verified green actions in a secure environment. Because the GWC involves the verification of potentially sensitive information, **all data used in the competition remains confidential and secure**. Only broad characterizations of competition performance (in the form of competition “points”) and aggregated savings across all participants, are public.

Participants in the competition can track their current point totals using the GWC leader board, which is updated continuously for most actions and at least monthly for energy, water, waste, and transportation actions and displayed on the competition’s website.

The GWC is an initiative of Sustainable Pittsburgh, a nonprofit organization that affects decision-making for the Pittsburgh region to integrate the three pillars of true sustainability to Pittsburgh businesses and communities: economic prosperity, social equity, and environmental quality.

GWC FOR K-12 SCHOOLS

School district operations managers are welcome to participate in the year-long GWC competition on behalf of their district. However, we realize that a year-long competition can pose a challenge for teachers and students who would like to engage in the program. The school schedule can be very busy, especially for classroom teachers, principals and students. Because most schools close for summer vacation, the competition can be particularly difficult to manage during the summer months.

This year, Sustainable Pittsburgh has created a special adaptation of the Green Workplace Challenge designed specifically for K-12 schools. This brief 21-week challenge empowers teachers, principals and students to participate. Official dates of the competition are noted below.

Competition Start Date: October 1, 2016

Sign-up Deadline: October 31, 2016

End Date: February 28, 2017

To help guide you through the actions, each action is marked with an icon to indicate whether it is appropriate for: Classroom Engagement, Whole-School Engagement, School Management and/or Operations Management. School competitors may submit actions of any type to gain points in the competition.

Classroom Engagement & Education ■

The Classroom Engagement actions engage a single classroom of students in sustainability initiatives. Participants will find educational activities in this category. There are also actions designed to engage other classrooms and school leadership in sustainability initiatives. These actions are appropriate for individual teachers or groups of teachers within a school who wish to engage students in the Green Workplace Challenge.

Whole-School Engagement & Education ●

The Whole-School Engagement actions engage an entire school in sustainability initiatives. Participants will find a variety of activities, including some educational activities. In addition, this section contains actions to engage teachers, staff and community members in sustainable actions. These actions are appropriate for a school principal or group of teachers who wish to engage their entire school in the Green Workplace Challenge.

School Administration ▲

School Administration actions address school policies and administrative processes. Decision-makers will find actions related to the development and implementation of policies and procedures related to sustainability and health, or actions related to the revision of existing policies to remove barriers to positive change in the school and its community.

Operations Management ◆

The Operations Management actions focus on energy, water and waste reduction, as well as indoor air quality. This category is appropriate for school principals, teachers, or district leaders, in tandem with building managers, who wish to pursue these actions in the GWC. Actions in this category may result in cost savings related to energy and water use reduction, which can help fund other sustainability initiatives.

ACTIONS

The GWC for K-12 schools includes a robust menu of actions from which your classroom, school or administration may choose. In this section, the actions are organized into the following categories: Empathy, Inclusion and Social Equity; Employee & Student Engagement; Energy, Water, Materials Management, Transportation, Air Quality and Innovation.

Each action is listed with the points possible to assist you in developing your game plan. Refer to each section for a complete description. Whether you are a teacher in a classroom, an operations manager for a K-12 school district, or a school administrator, you will find actions specific to your needs and interests.

EMPATHY, INCLUSION AND SOCIAL EQUITY

The actions listed below are designed to help students, staff and faculty embrace diversity both within and outside the school. Here, you will find actions related to inclusive student activities, anti-bullying campaigns, and empathy-building activities.

K12-EQ1: Assess your school’s current inclusive practices, policies and curriculum and evaluate how these impact the learning environment at your school (1 to 2 points) ▲

Before you can add new inclusive practices, it is important to assess existing practices. Submit a description of how you designed and conducted your assessment and briefly describe your conclusions from the assessment

1. Submit a description of your assessment (1 point)
2. Provide a summary of your conclusions (1 point)

Useful Links:

[Inclusive Schools: Self-Assessment](#)

K12-EQ2: Hold workshops for teachers, students and parents to raise awareness of and compliance with your school’s anti-bullying policy. (1 to 7 points) ■ ▲

Ensure that your school is an inclusive and safe space for students of all backgrounds and identities. Pennsylvania state law requires schools to adopt anti-bullying policies, including a reporting and review procedure for breaches of the anti-bullying policy. Go “above-and-beyond” by hosting workshops for teachers, students and/or parents to educate everyone about bullying, how to report bullying incidents, and how incidents are addressed in your school.

1. Submit a copy of your written anti-bullying and anti-harassment policy. (1 point)
2. Submit documentation, such as an e-mail or calendar of events that includes a teacher professional development workshop designed to assist teachers in addressing and reporting bullying. (2 points)
3. Hold a workshop for students about bullying, and submit a copy of communications (e-mails, fliers, or letters) or lesson plan for the event. (2 points)
4. Hold a workshop for parents about bullying, and submit a copy of communications (e-mails, fliers, or letters) about the event. (2 points)

Useful Links:

[Pittsburgh Public Schools’ District-Wide Anti-Bullying Policy](#)

K12-EQ3: Work with students to develop a “School Constitution” or “Student’s Bill of Rights” (1 to 5 points) ■ ● ▲
Engage students in a school-wide activity that builds empathy and helps them take ownership of their shared responsibilities. Form a student-led coalition to develop a school constitution. Ask student leaders to get their constitution “ratified” with a school-wide vote.

1. Submit names of students participating in the school’s constitution coalition, and a copy of their meeting schedule. (1 point)
2. Submit a draft of the school constitution developed by the coalition (2 points)
3. Submit a copy of the final “ratified” constitution with a breakdown of the vote results (percent of votes for and against). (2 points)

Useful Links:

[Writing a School Constitution: Representative Democracy in Action](#)
[Democracy in Schools: A Conversation with Donnan Stoicovy](#)
[Park Forest Elementary School: Meaningful Student Involvement](#)

K12-EQ4: Write and implement a strategy for greater inclusivity in extra-curricular and co-curricular activities. (1 to 5 points) ▲

Develop strategies to help students from under-represented groups participate in more extra-curricular and co-curricular activities. Examples might include:

- Develop a fundraiser to reduce the costs associated with participation for students who qualify for free or reduced lunch. The funds can be used to help students pay for sports equipment, musical instruments, etc.
 - Where possible, schedule activities during regular school hours to increase participation among students with a longer travel time between school and home
 - Provide alternative transit solutions such as carpools, bus transportation, etc. for after-school programs
1. Submit a summary of the actions your school is taking to make activities accessible to all students. Earn one point for each action that exceeds requirements under the law, up to 5 points.

K12-EQ5: Make your school into a CSA (Community Sponsored Agriculture) pickup location (2 points) ▲
Increase access to healthy fruits and vegetables for students and local families by becoming a Community Sponsored Agriculture pickup location. CSAs often need convenient locations to deposit boxes of groceries each week. By volunteering your school, you are helping encourage sustainable consumption and saving your families the additional trip to another location for pickup.

1. Submit a copy of your CSA agreement (email or other paperwork) along with delivery details and/or a photo of one of the deliveries when they start coming.

Useful Links:

[How to Choose a CSA in Pittsburgh](#)
[Carnegie Library Resource: CSA’s, Farmers’ Markets and Pittsburgh-Area Farms](#)

K12-EQ6: Host a Farmer’s Market on school property (2 points) ▲

Help your students and local families to access fresh produce and other products by hosting a farmer’s market on school property. Work with Just Harvest to allow families receiving SNAP benefits to purchase items at your market.

1. Submit a copy of your Farmer’s Market vendor list and a picture of your market in action!

Useful Links:

[Just Harvest: Fresh Access](#)

[Carnegie Library Resource: CSA’s, Farmers’ Markets and Pittsburgh-Area Farms](#)

[How to organize and Run a Successful Farmer’s Market](#)

[Starting a Farmer’s Market the Right Way](#)

K12-EQ7: Adopt an inclusive policy that embraces students of all gender presentations and expressions. (2 points)▲

On June 22, 2016 the Board of Education for the Pittsburgh Public Schools voted unanimously to adopt an inclusive policy for transgender and gender expansive students. Pittsburgh Public Schools is one of several school districts in Southwestern Pennsylvania that have adopted, or are considering adopting, such a policy. In the meantime, individual schools within districts have adopted similar policies independently of their school district.

If such a policy does not currently exist, write and implement a policy in your district, school or classroom.

1. Submit a copy of your classroom, school or district policy embracing transgender and gender-expansive students.

Useful Links:

[Pittsburgh Public Schools Transgender Inclusive Policy](#)

[Pittsburgh Public Schools’ Announcement and Press Coverage](#)

[Model for PA Transgender-Inclusive School Policies](#)

[Title IX and Transgender Students](#)

[About Gender Identity](#)

K12-EQ8: Promote empathy in your school or classroom. (2 to 10 points)■ ●

The Start Empathy program, developed by Ashoka, provides several resources for educators who wish to promote empathy in schools. Ashoka is a nonprofit organization dedicated to leadership development and change making. Research suggests that empathy is a “building block” for effective communication, teamwork and leadership development among youth. Practicing empathy also creates an improved classroom learning environment. Encourage students to practice empathy using some of the classroom activities provided in the Start Empathy toolkit, or develop your own.

1. Submit a copy of your lesson plan or a summary of the classroom activity
2. Submit your notes, reflections and impressions of students’ responses to the activity.

2 points will be awarded for each completed empathy-building activity, up to 10 points.

Useful Links:

[Start Empathy](#)

[Start Empathy Toolkit for Promoting Empathy in Schools](#)

[Research: Empathy in Schools](#)

[Ashoka](#)

K12-EQ9: Access or lead professional development for educators to build empathy in classrooms, and encourage diversity and inclusion (1 to 20 points) ■ ● ▲

Creating an inclusive, diverse and empathetic school environment requires deep commitment among educators. Access or host professional development opportunities that contribute to the development of an inclusive learning environment.

1. Submit a summary of the professional development program or materials that were accessed, including intended learning outcomes
2. List the date completed, and the names of each educator from your school who accessed the material or attended the program

Receive 1 point for each educator who access professional development resources to encourage inclusion in your school, up to 20 points.

Useful Links:

[Inclusive Schools Network: Resources](#)

[Activating Empathy: A Roadmap to Changemaker Classrooms](#)

[GLSEN: Championing LGBT Issues in K-12 Schools – Educator Resources](#)

[Teaching Tolerance: Professional Development Resources](#)

[Teaching Tolerance: Webinars](#)

[Preparing for Cultural Diversity: Resources for Teachers](#)

[Teaching Diverse Learners: Resources for Working with English Language Learners](#)

K12-EQ10: Become part of the Ashoka Changemaker Schools Network. (1 to 21 points) ● ▲

Ashoka collaborates with schools all over the world who are leading the way in developing the next generation of changemakers and problem solvers. Changemaker Schools prioritize leadership, teamwork and empathy as student outcomes. These schools are transforming education in support of children as changemakers in driving positive change. As part of this network, your school will set the example for others across the globe who wish to embrace this approach to education.

1. Notify Sustainable Pittsburgh when your school is nominated as a Changemaker School. Provide a screenshot or e-mail confirmation of your nomination.
2. If your school is selected as a Changemaker School, submit a link that lists your school on the Start Empathy website, or provide a copy of correspondence indicating that your school has been added to the network.

Receive 1 point when your school is nominated as a Changemaker School

Receive 20 points if your school is accepted as a Changemaker School

Useful Links:

[About Changemaker Schools](#)

[Changemaker Schools Selection Criteria](#)

[Changemaker School Selection Process](#)

[Changemaker School Nomination Form](#)

EMPLOYEE & STUDENT ENGAGEMENT

K12-E1: Create an employee “Green Team” (2 to 4 points) ● ▲◆

Ask employees in your school to volunteer to be part of a “Green Team”. (You may choose a unique name for your team.) Ask the team to develop a team mission, set of goals, plan of action and a timeline / deadline for each action.

1. Submit a document containing the names of the green team members, and the team name, if you have one. (2 points)
2. Submit a document explaining your Green Team’s mission and goals, plan of action, and schedule / timeline of actions. (2 points)

K12-E2: Create a student-led “Green Team” (2 to 4 points) ■ ●

Ask students in your class or school to volunteer to be part of a “Green Team”. (Students can choose a unique name for their team.) Ask the team to develop a team mission, set of goals, plan of action and a timeline / deadline for each action.

1. Submit a document containing the names of the green team members, and the team name, if you have one. (2 points)
2. Submit a document explaining your Green Team’s mission and goals, plan of action, and schedule / timeline of actions. (2 points)

TIP: You can complete two actions at once! For example, create a student advisory group to your employee green team, and gain credit for forming a student green team *and* an employee green team.

K12-E3: Ask teachers, staff and students to take the “I am Sustainable Pittsburgh” pledge (1 to 10 points) ■ ● ▲

The “I am Sustainable Pittsburgh” pledge recognizes the actions that individuals throughout the Pittsburgh region are taking to be more sustainable. Individuals can demonstrate their commitment to a resilient, thriving and sustainable Pittsburgh by signing the pledge and selecting from a list of sustainable actions they already take and plan to take. The pledge is not binding and does not require documentation, but may help to build a culture of sustainability in your school.

1. Have your students, staff and teachers inform you when they have taken the pledge. Keep a list of these participants.
2. Submit your list of the participants that have taken the pledge. The GWC team will verify these names through our database of Sustainable Pittsburgh pledges.

Receive 1 point for every 10% of your school’s population (students and employees) who take the pledge.

Useful Links:

[I am Sustainable Pittsburgh](#)

K12-E4: Recruit another school to join the GWC (1 to 20 points) ■ ●◆

The more schools that participate in the GWC, the greater monetary and energy savings will be realized in the region. Simply spreading the word about the challenge and getting schools talking about sustainability will go a long way towards improving the vitality of the region.

1. Submit the name of the school you recruited and a primary contact including phone number and email.

K12-E5: Apply for sustainability focused grants (1 to 10 points) ▲ ◆

Locating funds to reduce the cost of renewable energy solutions and green construction/retrofitting is a recognized obstacle for many schools. In applying for local, state or federal incentives, your school may find the funding necessary to make the big changes to its sustainability efforts. Grants are another option that can help your school fund sustainability efforts. There are many grants available for different types of sustainability projects.

1. Submit a copy of the grant proposal and each application for other incentives.
2. Submit a signed document by school leadership confirming that your school has applied for a grant or other incentives.
3. If received, submit a copy of the grant acceptance/approval. Redact any sensitive information.

Receive 1 point for each grant applied to. Receive 1 point for each grant received.

Local Useful Links:

[The Sprout Fund](#)

State Useful Links:

[Keystone Energy Efficiency Alliance](#)
[DEP Search for Programs and Funding](#)
[PA Act 129 Information](#)

Federal Useful Links:

[Energy Star Federal Tax Credits for Consumer Energy Efficiency](#)
[US Dept. of Energy Tax Credits, Rebates, and Savings](#)

K12-E6: Publicize your green achievements (2 to 8 points) ■ ● ◆

Sharing achievements with the community helps to educate others about sustainable actions and shows that your school/student team is committed to sustainable goals, while promoting conversation on the topic of sustainability. Getting attention from the media surrounding your school's sustainability initiatives can be a boon for your community, as well. The GWC team has a toolkit available to guide your media campaign. Contact gwc@sustainablepittsburgh.org to get started.

1. Submit a copy of your press release, blog post, or other media coverage.

Receive 2 points for each submission, up to 4 times for a total of 8 points over the competition period.

Goals and Pledges

K12-E7: Write a school sustainability pledge and guidelines (1 to 2 points) ▲

Writing a school sustainability pledge is an important way to demonstrate your school's commitment to a sustainable future. Flesh out your pledge by creating sustainability guidelines to outline your school's commitment to sustainable practices, and the strategies your school will take to achieve those commitments. You can even engage students in the process of writing your school's pledge.

1. Submit a copy or screenshot of your sustainability pledge or mission. (1 point)
2. Submit a copy or screenshot of your sustainability guidelines- may be included in the same document as pledge/mission. (1 point)

Useful Links:

[The New School: Sustainability Pledge](#)

[Washington University in St. Louis: Sustainability Pledge](#)

K12-E8: Ask teachers, staff and students sign on to the school sustainability pledge (1 to 10 points) ● ▲
Once you have written a school sustainability pledge, mission or guidelines, have your employees and students sign on in support and acknowledgement of this school mission. Ask participants to pledge to uphold each part of the school's sustainability mission as individuals. This is a great opportunity to introduce new sustainable programming or to update your school's values.

1. Submit the number of teachers, staff and students who have signed on to the sustainability pledge.

Receive 1 point for every 10% of your school's population who take the pledge.

Useful Links:

[University of Rochester Go Green Pledge](#)

[Spelman College Sustainability Pledge](#)

[American University: Green Graduation Pledge](#)

Networking and Professional Development

K12-E9: Join a local or national sustainability networking group (1 to 5 points)

Join an organization that will provide ongoing support for your school's sustainability initiatives. There are several organizations, both locally and nationally, providing support for teachers, school administrators and students. A few of these are listed below.

1. Submit a receipt, membership confirmation or verification of workshop attendance.

Repeatable up to 5 times.

Useful Links:

Local

[Green and Healthy Schools Academy](#)

[Healthy Schools of Pennsylvania](#)

National

[Green Schools Alliance](#)

[Green Schools National Network](#)

K12-E10: Attend GWC Workshops (1 to 20 points)

Get more involved in the GWC and educated on sustainability solutions by attending GWC's public workshops. The workshops will cover topics that will be useful to achieve the different actions of the GWC. Note: the GWC team will offer at least one workshop tailored to K-12 school participants.

1. Submit a document including the title of the workshop, date, location, and the name of the person who attended the workshop (make sure you sign in at the workshop as well, and include school affiliation). Receive 1 point for each participant in a workshop, up to 20 points

Note: You may receive credit for this action for each workshop over the course of the competition.

Useful Links:

[GWC Schedule of Workshops](#)

K12-E11: Create your own workshop to educate teachers and/or staff on green programming and actions (1 to 30 points) ● ▲

Educational activities can engage employees more deeply in the GWC. When employees are knowledgeable of their impacts and the environmental implications of sustainable solutions, they are more likely to participate in sustainable programs and attempt to reduce their carbon footprint. A list of possible workshop topics based on actions in the GWC is listed below:

- Energy Efficiency at Home
- Saving Water at Home
- Alternative Transportation
- Composting, Recycling, and Waste Diversion

1. Submit a description of the workshop or activity, including the date, location and topics covered
2. Submit a copy of any presentations or handouts that were used, and tell us how many employees took part in the activities

Receive 1 point for every 10% of employees who attend.

You may receive credit for the action up to 3 times

K12-E12: Host a GWC event or workshop (4 to 8 points)

If you are interested in hosting a GWC participant workshop or event at your school, please contact the GWC team at gwc@sustainablepittsburgh.org. We are especially interested in working with new participants to host workshops. Requests will be handled on a first-come, first-serve basis, considering available workshop spaces and dates.

1. Tell us which GWC workshop you hosted (title, date)
2. The GWC team will verify you've hosted the event, and points are awarded after the event is complete.

Receive 4 points for each workshop you host, up to 2 workshops.

Useful Links:

[Past GWC Workshops](#)

Student Engagement

K12-E13: As a classroom activity, ask students to choose a set of actions to reduce carbon emissions, and calculate their total potential reduction. (5 points) ■

As part of the “Student Guide to Global Climate Change”, the EPA has developed a calculator to help students quantify their carbon reductions when they take action to be more sustainable. The calculator can be completed

online, or you can download a spreadsheet from the website with the calculations built-in. Ask students to use the calculator to decide which actions they plan to take, and calculate the resulting carbon reduction.

1. Have your students submit the total carbon reduction from their pledged actions. Submit a list of each student's potential reductions. (5 points)

Useful Links:

[A Student's Guide to Global Climate Change: Calculator](#)

K12-E14: Create your own classroom activity, lesson or school-wide event to educate students on green actions being taken at your school or in your district (1 to 30 points) ■ ●

Educational activities can engage students more deeply in the GWC. When students are knowledgeable of their impacts and the environmental implications of sustainable solutions, they are more likely to participate in sustainable programs and attempt to reduce their carbon footprint. A list of possible workshop topics based on actions in the GWC is listed below:

- Energy Efficiency at Home
- Saving Water at Home
- Alternative Transportation
- Composting, Recycling, and Waste Diversion

1. Submit a description of the workshop or activity, including the date, location and topics covered
2. Submit a copy of any presentations or handouts that were used, and tell us how many students took part in the activities

Receive 1 point for every 10% of your school's student body who attend

You may receive credit for the action up to 3 times

Useful Links:

[Grow Pittsburgh: Edible Schoolyard Lesson Plans](#)

[Green Education Foundation's Sustainability Lesson Clearinghouse](#)

[A Student's Guide to Global Climate Change](#)

K12-E15: Create a student-led Green E-Newsletter (1 point) ■ ●

Ask students to create a Green E-Newsletter, or to request a dedicated space for "Green News" in an existing school newsletter. By distributing information about the green actions taking place at the school, you raise awareness and engagement around sustainability initiatives.

1. Submit a screenshot of your most recent e-newsletter.

Useful Links:

[Charleston County Schools Green Newsletter](#)

[Creating Your Own Classroom Newsletter](#)

[How to Create a High School Newspaper](#)

[NY Times Green Blog](#)

[NPR](#)

[Sustainable Pittsburgh 3E Links](#)

K12-E16: Ask students to work with parents at home to calculate their total household carbon footprint (1+ points) ■ ●

The EPA's Household Carbon Footprint Calculator helps individuals and entire families estimate their greenhouse gas emissions. It then allows families to explore actions that can be taken to reduce their overall greenhouse gas emissions. Lastly, the calculator compares your current household emissions with the actions that can be taken to reduce emissions, and informs you of how much money and emissions you can save by taking the reduction actions outlined.

1. Have each student provide you with an electronic screen shot of the final page of the calculator, which provides a graph showing their current household emissions and proposed reduced emissions.
2. Submit a spreadsheet that contains an entry for each student (you can use disguised names to protect privacy), their "Current Household Emissions", their "Reduced Emissions", the total pounds of CO₂ saved per year if reduction actions are taken, and the total \$ amount saved per year if reduction actions are taken. Include totals at the bottom of the spreadsheet.

Receive 1 point for each student who completes the activity at home.

Note: Submit this information in one document (Excel format preferred).

Useful Links:

[EPA's Household Carbon Calculator](#)

K12-E17: Create an internal competition within your school (5 points) ■ ●

Initiating an internal competition in your school can result in broader student participation and increased energy savings. Internal competitions are an easy way to get students involved and keep them abreast to your school's current sustainability efforts. Your competition may be a school-wide competition, or a battle between two classrooms. You are encouraged to use any of the GWC actions as part of the competition, or develop a set of sustainable actions of your own!

1. Submit an explanation of the competition guidelines and information/data regarding standings.

K12-E18: Distribute residential sustainability materials to students (1 to 4 points) ■ ●

Sustainability can extend to your student's homes. Distribute information with helpful guides on energy and water savings, transportation options, waste reduction, composting and recycling. Give your students information about how these actions can improve their wellbeing, and help their parents save money.

1. Submit a copy of the educational materials distributed. Include what category the educational materials fall under: Energy, Water, Waste minimization/recycling/compost, alternative transportation.

1 point will be awarded for each category of educational materials distributed (up to 4 points total)

Useful Links:

[A Student's Guide to Global Climate Change](#)

[The Story of Stuff](#)

[WattChoices Act 129 Residential Solutions](#)

[WaterSense for Kids](#)

K12-E19: Take a sustainability field trip (1 to 3 points) ■ ●

Organizing a field trip to a green center or building can be an excellent way for students to learn about sustainability. Some ideas for field trips and tours include: Phipps Conservatory, the David L Lawrence Convention Center, a recycling center, the Frick Environmental Center, or any of the highly-rated LEED certified buildings in the region (given that you arrange a tour beforehand).

1. Submit a description of the field trip or tour, including the date, location and topics covered.
2. Tell us how many students participated in the tour or field trip

Receive 1 point for each completed field trip.

You may receive points for this action until you reach a total of 3 points over the competition period.

Useful Links:

[Phipps Conservatory](#)

[Frick Environmental Center](#)

[Pittsburgh Convention Center](#)

[Round Hill Park and Exhibit Farm](#)

[Falling Water](#)

[Laurel Caverns](#)

Community Outreach

K12-E20: Volunteer with a local organization (1 to 20 points) ■ ● ▲

Help students learn how volunteering can impact their communities. Encourage students to volunteer at an event or in a program run by a local organization. Their contributions, now and in the future, are important to the sustainability and resilience of our region. Students can participate in a volunteer activity on their own, or you can organize a class outing to a volunteer event. We have included some organizations below that have volunteer programs specifically for K-12 students.

1. For Groups: Submit a copy of your correspondence with the volunteer organization, or a signed document from a representative of that organization stating the organization's name, date, kind of volunteer work, and number of students present. Receive 10 points for organizing a classroom or school-wide volunteer program.
2. For Individual Students: Submit a copy of a signed document from a representative of the organization where volunteer service was performed. Include the organization's name, date(s) of volunteer service and type of volunteer work. Schools or classroom participants will receive one point for each student who volunteers independently, up to 10 points.

Please note: To earn credit for students who volunteer independently, the volunteer program or event must not be officially sponsored, promoted or sanctioned by the school or school district in any way.

Useful Links:

[Pittsburgh Cares: Youth Engaged in Service](#)

[Student Conservation Association – Community & Regional Crews](#)

[Carnegie Library of Pittsburgh Teen Volunteer Resources](#)

ENERGY

Energy Measurement

K12-EN1: Set up your account on Energy Star Portfolio Manager and share your data with Sustainable Pittsburgh (5 points) ♦

You must create an Energy Star Portfolio Manager account in order to track your utility data and costs for the GWC. Follow the steps below to set up your account. Be sure to share your account with Sustainable Pittsburgh so that the GWC team may monitor your utility uploads and award points for participation and reductions.

1. Sign up at <https://portfoliomanager.energystar.gov/pm/signup>
2. Add at least one property to your account
3. Answer questions about your property's size, occupancy, use, etc.
4. Connect to the Green Workplace Challenge:
 - a. On the Portfolio Manager landing page in the upper right hand corner, select "Contacts"
 - b. Under "My Contact" select "Add Contact"
 - c. Select "Find Contact in Portfolio Manager" and type "sustainablepittsburgh" (in the Username section you should see the name SCA Fellow)
 - d. Click "Connect"
 - e. Once you have received confirmation that Sustainable Pittsburgh has accepted your request, you can share your property with the GWC team.
 - f. Select the "Sharing" tab and select the properties that you would like to share.
 - g. Select "Sustainable Pittsburgh" as the company you want to share with.
 - h. Select "Continue"
 - i. Under "Select Permissions for Each Contact" you may select "Read Only" if you want us to only see you data, or select "Write Access" if you would like us to be able to go into your account to help you modify it.
 - j. Once complete, you will receive a notification that you have shared your property on the Portfolio Manager landing page.

Useful Links:

[Portfolio Manager Quick Start Guide](#)
[Sign up for Portfolio Manager](#)

K12-EN2: Enter your GWC 2016 energy baseline data (10 points) ♦

A baseline is a historic point of comparison used to track changes and improvements at your property over time. Portfolio Manager allows you to establish separate baseline for both your energy and water consumption. Portfolio Manager sets a default "baseline date" as the first year for which you property has 12 months of data. In order to track energy reductions in the GWC Competition 2016-2017, you must have energy data entered from June 2015 to May 2016. You do not have to change your Portfolio Manager baseline to this GWC standard, but may change this date if you wish on the Goals tab (under "Current and Baseline Targets").

1. Notify the GWC team when you have entered your GWC 2016 energy baseline data, from June 2015 to May 2016 in Portfolio Manager. The GWC Team will verify your baseline through Portfolio Manager.

K12-EN3: Enter your GWC 2016 natural gas baseline data (10 points) ♦

A baseline is a historic point of comparison used to track changes and improvements at your property over time. Portfolio Manager allows you to establish separate baseline for both your energy and water consumption. Portfolio Manager sets a default “baseline date” as the first year for which you property has 12 months of data. . In order to track energy reductions in the GWC Competition 2016, you must have energy data entered from June 2015 to May 2016. You do not have to change your Portfolio Manager baseline to this GWC standard, but may change this date if you wish on the Goals tab (under “Current and Baseline Targets”).

1. Notify the GWC team when you have entered your GWC 2016 natural gas baseline data, from June 2015 to May 2016 in Portfolio Manager. The GWC Team will verify your baseline through Portfolio Manager.

K12-EN4: Get your greenhouse gas emissions survey (5 points) ♦

As energy usage information is entered for each property, Portfolio Manager calculates the total emissions associated with the building. In order to quantify emissions, Portfolio Manager employs regional factors that reflect the fuels and technologies used to generate energy within each region. Entering consistent utility information should provide Portfolio Manager with enough data to generate a greenhouse gas emission figure for each of your properties. You can find this information in the Summary tab at the left hand bottom corner of the Portfolio Manager landing page, or in Goals in the “Metrics Comparison for Your Property & Your Target” table.

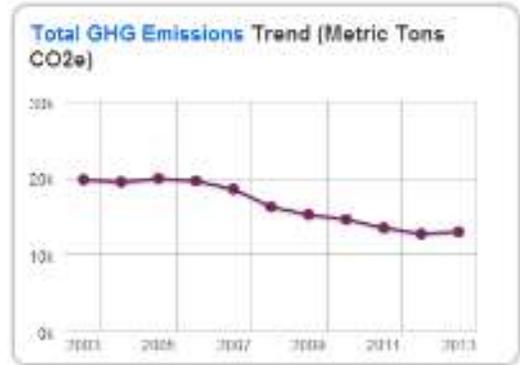
1. Submit a screenshot of your greenhouse gas emissions survey, as shown below.

Examples:

Metrics Comparison for Your Property & Your Target

Metric	Baseline (May 2013)	Current (May 2013)	Target*	Median Property*
ENERGY STAR score (1-100)	Not Available	Not Available	Not Available	50
Source EUI (kBtu/ft²)	203,651.4	203,651.4	195,505.3	148.1
Site EUI (kBtu/ft²)	168,959.1	168,959.1	162,200.7	122.8
Source Energy Use (kBtu)	256,600,701.7	256,600,701.7	246,336,673.6	186,606.0
Site Energy Use (kBtu)	212,888,515.9	212,888,515.9	204,372,975.3	154,728.0
Energy Cost (\$)	8,344.27	8,344.27	8,010.50	6.06
Total GHG Emissions (Metric Tons CO2e)	18,877.7	18,877.7	18,122.6	13.7

*To compute the metrics at the target and median levels of performance, we will use the fuel mix associated with your property's current energy use.



Useful Links:

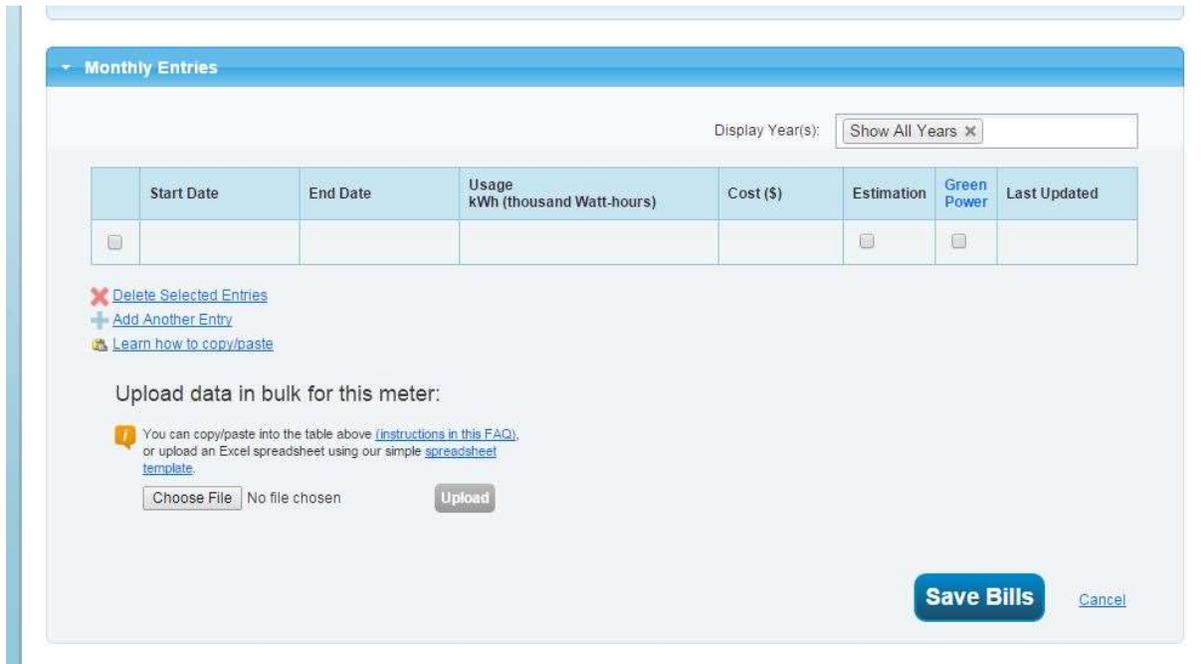
- [How Portfolio Manager Calculates Greenhouse Gas Emissions](#)
- [Portfolio Manager Technical Reference: Greenhouse Gas Emissions](#)

K12-EN5: Include utility costs in Portfolio Manager (5 points) ♦

When you reduce your energy use, you save money. Be sure to keep track of how much money your school or school district is saving by consistently updating your utility costs. These numbers are critical to demonstrating the ROI of your school or district’s sustainability initiatives.

Note: Utility cost data is kept confidential, and will not be used in the energy or points calculations for the GWC. Utility cost data is there purely for your records to keep track of utility savings.

1. Submit a screenshot of your utility costs and savings.



Useful Links:

[Adding Utility Data to Portfolio Manager](#)

K12-EN6: Reduce your school’s energy usage (10 to 1925 points) ♦

While being aware of your energy usage is the first step towards becoming a sustainable school, attaining reductions from the baseline is the most crucial step in realizing the benefits of energy savings.

1. Notify GWC when you would like to update your reduction percentage by submitting a screenshot of the reductions on your “My Portfolio” homepage in Energy Star Portfolio Manager.
2. GWC staff will round reductions to the nearest percent, and award points based on the following chart: (10-145 points)

Point Calculation		
%	Points From	To
1-5%	10	50
6%-10%	65	125
11% - 25%	145	20 points for each add %

Note: If your school has shared more than one facility with the challenge, the overall energy usage reduction of your entire building portfolio will be calculated by weighing energy reductions by the square footage of the facilities.

Note: Points for this action are not final until the end of the Green Workplace Challenge for K-12 Schools.

Useful Links:

- [Portfolio Manager Guidelines for Energy Management Overview](#)
- [Simple ways to save energy at work \(UPS\)](#)
- [Cheap ways to save energy at your office](#)
- [Energy Saving Tips for Schools](#)

K12-EN7: Earn Energy Star certification (5 to 10 points) ♦

Energy Star rates the “average” building at 50. By being more efficient you are challenging other schools around the country to be more sustainable while saving money. If you achieve an Energy Star rating of 75 or above, you qualify for Energy Star certification.

1. Submit a screenshot of your Energy Star rating of 75 or above.

Points will be awarded based on your rating, depicted in the following chart:

Points associated with Ratings	
EPA Energy Star Performance Rating	Points
75-78	5
79-82	6
83-86	7
87-90	8
91-94	9
Over 95	10

Useful Links:

- [ENERGY STAR certification](#)
- [How to apply for ENERGY STAR certification](#)
- [ENERGY STAR Score for K-12 Schools](#)
- [Free ENERGY STAR Verification for K-12 Schools](#)

K12-EN8: Participate in the Green Schools Alliance Green Cup Energy Challenge. (5 points) ■ ●

Engage students in energy reduction strategies by participating in the Green Cup Energy Challenge. Choose one month of the school year during which your students will engage others in strategies to reduce energy usage. Using the tools available on the Green Schools Alliance website, evaluate your school’s energy reduction.

1. Submit the results of your energy reduction efforts to Sustainable Pittsburgh

Useful Links:

- [Green Schools Alliance: Green Cup Energy Challenge](#)
- [Energy Data Worksheet](#)

Goals & Pledges

K12-EN9: Compare your facility’s performance rating to the industry average (10 points) ♦

Once you have entered your utility data, it is helpful to see how efficient your building functions compared to similar buildings. These comparisons can help you make an informed reduction target. Your facility’s ranking can be found in the “My Portfolio” tab to the right of your building name and address, or under “Goals” in the “Metrics Comparison for Your Property & Your Target” table.

1. Submit screenshot of your Portfolio Manager page displaying your ranking relative to the industry average benchmark.

Examples:



Metrics Comparison for Your Property & Your Target

Metric	Baseline (May 2013)	Current (May 2013)	Target*	Median Property*
ENERGY STAR score (1-100)	Not Available	Not Available	Not Available	50
Source EUI (kBtu/ft ²)	203,651.4	203,651.4	195,505.3	148.1
Site EUI (kBtu/ft ²)	168,959.1	168,959.1	162,200.7	122.8
Source Energy Use (kBtu)	256,600,701.7	256,600,701.7	246,336,673.6	186,606.0
Site Energy Use (kBtu)	212,888,515.9	212,888,515.9	204,372,975.3	154,728.0
Energy Cost (\$)	8,344.27	8,344.27	8,010.50	6.06
Total GHG Emissions (Metric Tons CO ₂ e)	18,877.7	18,877.7	18,122.6	13.7

*To compute the metrics at the target and median levels of performance, we will use the fuel mix associated with your property's current energy use.

Useful Links:

- [Portfolio Manager Fact Sheet](#)
- [Eligibility criteria for the 1-100 ENERGY STAR score](#)

K12-EN10: Pledge to reduce your school's (or district's) energy usage (25 points) ♦ ▲

By making a pledge to reduce your energy usage by a specific percentage, you have a measurable goal to strive towards. Be sure to have set your energy baseline, or be aware of your organization's energy usage in order to set a specific, measurable, attainable and relevant goal. Set a deadline that is commensurate with the degree of the goal you have set. Reaching your organization's goal will result in both monetary and environmental benefits. A reduction goal of just 3 to 4% can make a significant difference.

1. Submit a screenshot of the pledges your organization plans to make.
2. Submit your organization's target percentage reduction goal within facilities entered into Portfolio Manager. Set the reduction goal in relation to your baseline. This will make it simple to track your progress.

Note: The energy usage is adjusted in Portfolio Manager based on degree days. An unusually hot summer or cold winter could still result in significant energy reduction verses weather, even if overall energy usage is higher.

Note: Schools must submit reduction goals by November 30, 2016?

Useful Links:

- [Breathe Project – Make a pledge](#)
- [Set Goals with Energy Star](#)

K12-EN11: Write an energy strategy and improvement plan (5 points) ♦ ▲

Energy strategy and improvement plans help organizations map out their current energy usage and emission levels. The plan acts as a guideline to formulate energy reduction goals and strategies.

1. Submit a .pdf copy of your Energy Strategy and Improvement Plan with goals and strategies outlined.

Useful Links:

- [New York University’s Emissions Reduction Strategy](#)
- [EPA State and Local Climate and Energy Program](#)
- [University of Hawaii at Manoa – Strategic Energy Plan](#)
- [UC Berkley Strategic Energy Plan](#)

K12-EN12: Reach your energy reduction goal (25 points) ♦

If your organization’s calculated energy reductions meet or exceed your previously determined energy reduction target, the GWC team will verify that you have met your reduction target and grant an additional 25 points.

1. The GWC team will verify that you have met your reduction target through Portfolio Manager. These points will only be awarded for reductions that stand at the end of the GWC K-12 competition period.

Useful Links:

- [EPA Portfolio Manager Helps You Save](#)

Indoor Energy Use

K12-EN13: Update your lighting with more efficient bulbs (5 to 50 points) ♦

Updating your lighting to more efficient bulbs will save your school money on electric bills immediately upon installation. In addition to using far less energy, these new bulbs will last years longer than incandescent bulbs. Start saving now by replacing burnt out bulbs with updated Compact Fluorescents (CFLs) or Light Emitting Diodes (LEDs). Be sure to properly recycle old bulbs.

1. Calculate the total number of lighting fixtures capable of being replaced in your building.
 1. Submit a photo of the packaging with information about the bulbs replaced (type, wattage, lumens) and the new bulbs (type, wattage, lumens).
 2. Submit photos of the installed light replacements

Receive points according to the following chart. You will receive 5 points for each 20%of your total lighting upgraded from incandescent lighting to CFLs or CFLs to LEDs, or 10 points for each 20% of your total lighting upgraded from incandescent lighting to LEDs directly:

Starter bulb:	Incandescent		CFL
Replacement bulb:	CFL	LED	LED
20% total lighting	5 pts	10 pts	5 pts
40% total lighting	10 pts	20 pts	10 pts
60% total lighting	15 pts	30 pts	15 pts
80% total lighting	20 pts	40 pts	20 pts
100% total lighting	25 pts	50 pts	25 pts

Useful Links:

- [US Dept. of Energy – Lighting Choices to Save you Money](#)
- [US Dept. of Energy – Choosing Energy-Saving Lighting Products Saves You Money](#)
- [US Dept. of Energy – Energy Savers](#)
- [How to save '£240 a year' with LED lightbulbs](#)
- [Light Bulb Comparison](#)
- [Learn about LEDs](#)
- [Energy.gov Comparison](#)

K12-EN14: Install motion sensors or programmable light switches (5 to 25 points) ♦

Installing motion sensors or programmable lighting will help to ensure that energy is not wasted lighting empty rooms. Motion sensor lighting will turn off the lights in a specific area after a set time of inactivity. Installing motion sensors and programmable switches is often as simple as replacing existing switches.

1. Calculate the total number of traditional switches capable of being upgraded.
2. Submit the following via description or photos of packaging: manufacturer, lighting sensor spec sheets, building in which sensors/switches were installed.
3. Submit photos of the installed sensors/switches

Receive 5 points for every 20 percent of your traditional light switches that are replaced by sensors or programmable switches. (If an exact percentage cannot be calculated please provide a ballpark figure.)

Useful Links:

[US Dept. of Energy Lighting](#)

[Lighting Controls](#)

[US Dept. of Energy Lighting](#)

K12-EN15: Retrofit parking lot/garage lighting (5 to 25 points) ♦

Retrofitting or replacing parking lot and garage lighting with energy efficient fluorescent or LED lighting often boosts the feeling of security and safety for users while realizing significant savings in energy costs.

1. Calculate the total number of lighting fixtures capable of being upgraded.
2. Submit the following via description or photos of packaging: manufacturer, lighting pics, building in which lights were installed for both the old and new lights.
3. Submit photos of the installed lights.

Receive 5 points for every 20 percent of your total lighting that is replaced by CFLs. (If an exact percentage cannot be calculated please provide a ballpark figure.)

Useful Links:

[Wellesley College Parking Garage Lighting Retrofit Case Study](#)

[City of Sacramento Bi-level LED parking garage retrofits Case Study](#)

[San Mateo County - San Mateo County drives down electricity costs in parking garage Case Study](#)

K12-EN16: Write and implement a vampire power policy (1 point) ♦ ▲

Vampire power is energy consumed from the grid when appliances aren't in use, but are plugged in. By unplugging devices, you will save both energy and money. Suggested policy guidelines include: auto-shut off plans for computers and appliances, smart strips in lieu of standard power strips or plugs, unplugging appliances that are rarely used, unplugging appliances during times of non-use and educating students, staff and faculty on techniques to reduce vampire power.

1. Send a PDF of the vampire power policy. You may model yours based on the guidelines in the Useful Links.

Useful Links:

[Smart Electronics Initiative](#)
[Energy Star- Standby Power and Energy Vampires](#)
[Green Options – How to Reduce Vampire Power](#)
[Sierra Club – Vampires in your house](#)

K12-EN17: Office, library and other school computers shutdown at closing (1 point) ♦ ▲

Vampire power is energy consumed from the grid when appliances aren't in use. Setting computers to shut down at a preselected time is a great way to reduce energy. Automatic shutdowns contribute to energy savings, especially for schools with computer labs or multiple classroom computers.

1. Submit a screenshot of computer settings indicating a preset shutdown time.

Useful Links:

[Automatic Shutdown - Windows Vista](#)
[Energy Star - Activate Power Management Features](#)
[Dept. of Energy – Energy Efficient Computer Use](#)

K12-EN18: Use Smart Strips (1 point) ♦ ▲

A smart strip is a power strip with a feature that turns off idle electronics to diminish vampire load, or the energy that electronics draw when they are plugged in but not in use. Some smart strips will automatically turn on all outlets when you turn on a single item (for instance you turn on your computer tower and your monitor and task lighting automatically turn back on). Using smart strips will save energy and money for your office.

1. Submit a copy of the policy that dictates the purchase of smart strips and a timeframe for the replacement of old power strips, and a responsible recycling policy for old power strips (most Staples stores will take consumer drop-offs and are certified by the Basel Action Network).
2. Submit invoices and receipts for the purchase of smart strips.

Useful Links:

[How Stuff Work: Smart Strips](#)
[Recycle Power strips](#)
[Responsible Electronics Recycling](#)

Outdoor Energy Use

K12-EN19: Install a cool or green roof (1 to 10 points) ♦

Cool or green roofs cool themselves by reflecting radiant energy to surroundings rather than absorbing that energy, like a typical tar-covered black roof does, thereby conducting less energy into the building. The less hot your building gets, the less energy you will use to cool it. Additionally, green and cool roofs help to diminish urban heat island effect. A variety of roofs can count as “cool” and range from cool roof shingles and coverings, green roofs, and coating roofs in a cool roof coating (usually white, but available in a variety of colors).

1. Submit documentation detailing the specifics of the cool roof, the overall percentage of cool roof coverage.
2. Submit proof of purchase or installation.

1 point will be awarded for every 10% of total roof coverage that is cool or green.

Useful Links:

[Cool Roofs.org](#)
[Department of energy: Cool Roofs](#)
[Green Roof popping up in big cities](#)
[Green Roofs.org](#)

K12-EN20: Use landscaping for heat island reduction (1 to 5 points) ♦

Just as green roofs will reduce urban heat island effect, proper landscaping can have an impact on urban heat island effect as well as the temperature regulation of your building. Reducing dark surfaces and pavements by increasing plantings and installation of cool pavements with an SRI of 29 or greater reduces the retention and radiation of heat by pavements and awnings.

1. Submit documentation detailing the installation plan.
2. Submit photographs of the installed landscaping or cool pavements, which may include:
 - a. Open grid paving (1 point)
 - b. Increased tree cover (1 point)
 - c. Install Solar Shade of SRI 29 or higher (1 point)
 - d. Hardscape with an SRI of 29 or greater (1 point)
 - e. Conversion of hardscape into landscape areas (1 point)

1 point will be awarded for each kind of installation that is verified.

Useful Links:

[Heat Island Reduction Activities](#)
[EPA: Basic information about Urban Heat Islands](#)
[Cooling Urban Heat Islands with Sustainable Landscapes](#)

K12-EN21: Install exterior lighting photo sensors (2 points) ♦

Many schools use exterior lighting to illuminate signs, architectural features, gardens or other school features after dark. Installing exterior lighting with photo-sensors, a feature that detects the presence of light, can greatly diminish your outdoor lighting energy costs, and can preserve the bulbs used in your lighting. Photo sensors turn on lights automatically when outdoor lighting becomes dim, and turn off lights when the sun rises.

1. Submit receipts or other proof of purchase of light sensing enabled fixtures.
2. Submit photos of the installed light fixtures.

Useful Links:

[Convert Lighting Fixture into Photo sensing lights](#)

K12-EN22: Install solar-powered exterior lights (5 points) ♦

Solar panels on outdoor lights convert sunlight during the daytime into energy that is stored for use at night. Solar powered lamps help reduce wiring, electricity and trenching costs. The LED also minimizes annual maintenance visits, and in less dense areas they can prevent copper theft.

1. Submit receipts, invoices or completed work orders from the lamp installation. Should include the installation company and dates of installation.
2. Submit photos of the installed light fixtures.

Useful Links:

[The Advantages of Solar Street Lights](#)
[On Semiconductor - Solar Powered LED Street Lighting](#)
[Solar Street Lights USA - Solar Light Installation](#)
[LED Magazine \(Outdoor\) - News & Articles](#)

K12-EN23: Provide shade near an outdoor central AC unit (1 point) ♦

Shading your air conditioning unit with a plant or through another method helps prevent unnecessary cooling of the unit and save up to 10% of your air conditioning costs.

1. Submit a photo of the plant or shading system for your outdoor A/C compressor unit.

Useful Links:

[Landscape for life](#)
[Effectiveness of Shading A/C Systems](#)

Energy Source and Awareness

K12-EN24: Conduct an Energy Audit (20 points) ♦

Energy audits help identify where energy is being wasted in your building as well as provide solutions to stop wastage, improve overall energy efficiency and lower your utility costs.

1. Submit a copy of your energy audit or a letter from the auditor confirming they have completed an audit for your school.

Useful Links:

[Basic Energy Audit](#)

K12-EN25: Have students conduct an energy audit at your school. Ask them to present the results to school leadership. (5 to 10 points) ■

Help students engage school or district leadership in sustainability initiatives. Ask students to conduct an audit of your school's current energy consumption. Ask students to make recommendations to reduce energy usage. Share the results and recommendations with your school's principal or district leaders. NOTE: Results of multiple audits (energy, waste, water) can be included in a single presentation to school or district leadership.

1. Provide documentation of your students' audit, including how the audit was conducted and its findings (5 points)
2. Describe when and how the findings were provided to school or district leader(s), including names / titles of leader(s), date(s) of submission, and leader(s) response(s), if any (5 points)

Useful Links:

[Countdown your Carbon: Conducting Audits](#)
[Green Schools Initiative: Hands-on Environmental Audits](#)
[Green Schools Initiative: Energy Audits for All Ages](#)
[Conduct a School Energy Audit: Grades 6-12](#)

K12-EN26: Implement suggestions from your energy audit (1+ points) ♦ ▲

To ensure your investment in your energy audit is put to good use, your school or district needs to implement the energy savings measures that were outlined in your audit.

1. Submit proof of implementation (in .pdf format if possible) of each individual action, which can include:
 - a. An invoice, statement, receipt or proof of purchase.
 - b. A statement of completion on official letterhead from the school or in-house staff executing the service or supplying the goods.
 - c. If the action taken required an inspection or permit, a copy of the inspection report or a copy of the permit can serve as proof of implementation.
 - d. Internal documentation demonstrating that an in-house team completed the action along with any necessary receipts of purchase.

1 point will be awarded for each suggested energy audit action that you implement.

Useful Links:

[Basic Energy Audit](#)

K12-EN27: Purchase electricity from a renewable energy source (4 to 44 points) ♦ ▲

Go to <http://www.papowerswitch.com/> to find available renewable energy providers and support the growth of clean energy with your utility bill dollars. All you need to do is switch providers with your delivery organization (e.g. Duquesne Light). Nothing will change in your day to day operations.

1. Purchase renewable power for your school(s) and/or other facilities.
2. Submit a copy of your next utility bill, after the switch takes place. The bill should include information regarding the energy mix and what percentage of your electricity comes from renewable sources.

% of Renewable of total Power Purchased	Points
Up to 10%	4
20%	8
30%	12
40%	16
50%	20
60%	24
70%	30
80%	36
90%	40
100%	44

Note: Be sure to update your Energy Star Portfolio Manager to reflect your purchase of renewable energy. This can be done by going to your Meters tab, and checking the “Green Power” box for the appropriate meter. This will impact your GHG emissions report.

Useful Links:

[NREL: Buying Green Energy](#)

[Penn Future Green Energy](#)

[Energy.gov Can I buy Green Power in my State?](#)

K12-EN28: Purchase electricity from a renewable Pennsylvania source (3 to 30 points) ♦ ▲

Purchasing renewable energy is an excellent move towards sustainable sourcing, but purchasing that renewable energy from local PA sources strengthens and encourages the growth of the renewable energy market right here in PA. As with most purchases, it is better to buy local!

1. Submit a copy of your utility bill. It should include information regarding the energy mix and what percentage of your electricity comes from renewable sources. Ensure that the PA source is highlighted in your submission.

3 points will be awarded for every 10% of green power purchased that originates in PA.

Note: Be sure to update your Energy Star Portfolio Manager to reflect your purchase of renewable energy. This can be done by going to your Meters tab, and checking the “Green Power” box for the appropriate meter. This will impact your GHG emissions report.

Useful Links:

[Greener Pittsburgh Solar Switch](#)

[PennFuture PA Green Energy](#)

[NRDC: Green Power in PA](#)

K12-EN29: Enroll in a demand response program (3 points) ♦

Demand response is an energy conservation program that pays electric consumers to reduce their electricity usage in response to high prices or emergencies on the electric grid. If you have the ability to reduce HVAC, lighting or other energy consumption for short periods of time you are a great candidate for the program.

1. Submit documentation from your energy provider showing that your demand response program application has been accepted.

Useful Links:

[Energy.gov Demand Response](#)

[Demand Response Case Studies](#)

[Act 129 Demand Response information](#)

K12-EN30: On-site renewable energy (4 to 44 points) ♦

Generating your own renewable energy through solar, wind, co-generation, hydropower or other sources is a great accomplishment for building owners or those who have control over capital improvements in your building’s budget. On-site energy generation may seem like a lofty goal, but it can be a consideration for long-term building improvement plans.

1. If you are generating any power onsite through solar, wind, co-generation, hydropower or other sources, you are eligible for this credit.

2. Submit the following for verification of the on-site system:
 - a. Photograph(s) of your on-site renewable energy installation.
 - b. Details or specifications about the system (type, manufacturer, system potential, actual power generation per year/month)
3. Submit verification of the percentage of monthly power which your on-site source generates for correct point value.

% of Renewable of total Power Purchased	Points
Up to 10%	4
20%	8
30%	12
40%	16
50%	20
60%	24
70%	30
80%	36
90%	40
100%	44

Note: Be sure to update your Energy Star Portfolio Manager to reflect your on-site renewable energy. This can be done by going to your Meters tab and creating a new meter for your on-site energy generation. Be sure to include your meter for energy from the grid, as well.

Useful Links:

[Solarize Allegheny County](#)

K12-EN31: Purchase CO2 offsets (3 to 30 points) ♦

Reducing CO2 emissions is always a priority; however, carbon outputs that cannot be eliminated can be offset by purchasing CO2 offsets. Funds from CO2 offset purchases are used to finance renewable energy, forestry and resource conservation production that reduce the impact or contribute to future reductions of greenhouse gas emissions.

1. Purchase CO2 offsets. Ensure that the offsets you are purchasing are real, additional (i.e. not simply upholding a mandatory county, state or national standard), verifiable, enforceable and permanent. Look for a Green-e Climate certification on the offset program you are purchasing.
2. Submit a scanned, photocopied of screenshot image of your offset certificate(s), as well as copies of your utility bills.

Receive 3 points for each 10% of CO2 you offset. For example, offsetting 10% of your usage earns your school 3 points; offsetting 20% of your usage earns 6 points, and so on.

Useful Links:

[Buying Carbon Offsets: What You Need to Know](#)

[Green-e Carbon Offset Certification](#)

[Carbon Offset Research and Education – What are Offsets?](#)

[Carbon Offset Research and Education – Offset Providers](#)

[Native Energy – Carbon Offsets](#)

[NREL Carbon Neutral Research Campuses](#)

K12-EN32: Install power generating exercise machines in gyms (2 points) ♦

Adopting power generating exercise machines in your school’s gym is a strong way to help promote an environmentally friendly image, increase the visibility of sustainable implementations and reduce electricity bills.

1. Submit a receipt or invoice for the purchase of the power generating exercise machines—be sure to include the number of machines purchased.
2. Submit a photo of the power generating machines in your gym.

Useful Links:

[Green Living Online - Power of Getting Fit](#)

[Cal Poly Rec Center - Harvesting Human Exercise Power](#)

[ReRev - How It Works](#)

WATER

Measurement

Note: Water usage is tracked through Energy Star Portfolio Manager. If you have not set up your Portfolio Manager account, please go the Energy section and complete the Portfolio Manager set up actions.

K12-WA1: Establish a water use baseline (10 points) ♦

A baseline is a historic point of comparison used to track changes and improvements at your property over time. Portfolio Manager allows you to establish a separate baseline for both your energy and water consumption. Portfolio Manager sets a default “baseline date” as the first year for which you property has 12 months of data. You can change this date on the Goals tab (under “Current and Baseline Targets”)

1. Notify the GWC team when you have entered a baseline in Portfolio Manager.
2. The GWC Team will verify your baseline through Portfolio Manager.

Useful Links:

[EPA Portfolio Manager Training Opportunities](#)
[Portfolio Manager Fact Sheet](#)
[Learn how Portfolio Manager Helps you Save](#)
[What is a Baseline and How Can I Change it?](#)

K12-WA2: Conduct a water audit (10 points) ♦

Water audits can help your school identify opportunities to improve your water use efficiency. A water audit will help you identify where you are using the most water at your facilities, and identify cost-effective ways to use less. Water audits can also help identify leaks, runs and drips that you might not be able to see or hear in day-to-day work.

1. Submit a copy of your work order or invoice for the water audit.

Useful Links:

[WaterSense for Educational Facilities](#)
[Natural Resources Defense Council: Water Audits](#)

K12-WA3: Have students conduct a water audit at your school. Ask them to present the results to school leadership. (5 to 10 points) ■

Help students engage school or district leadership in sustainability initiatives. Ask students to conduct an audit of your school’s current water consumption. Ask students to make recommendations to reduce water usage. Share the results and recommendations with your school’s principal or district leaders. NOTE: Results of multiple audits (energy, waste and water) can be included in a single presentation to school or district leadership.

1. Provide documentation of your students’ audit, including how the audit was conducted and its findings (5 points)
2. Describe when and how the findings were provided to school or district leader(s), including names / titles of leader(s), date(s) of submission, and leader(s) response(s), if any (5 points)

Useful Links:

- [Countdown your Carbon: Conducting Audits](#)
- [Green Schools Initiative: Hands-on Environmental Audits](#)
- [Green Schools Initiative: Energy Audits for All Ages](#)
- [Conduct a School Energy Audit: Grades 6-12](#)
- [Green Schools Initiative: Water Assessment Tools for All Ages](#)
- [National Wildlife Federation: School Water Audit](#)
- [School Water Audit](#)

K12-WA4: Reduce your school’s water usage (10 to 1925 points) ♦

Reducing your school’s water usage should be a priority if your school truly wants to commit to sustainable solutions. By using less water your school(s) can save money and reduce both energy and water usage.

1. Notify the GWC when you would like to update your reduction percentage by submitting a screenshot of the reductions on your “My Portfolio” homepage in Portfolio Manager
2. GWC staff will round reduction to the nearest percent, and award points based on the following chart:

Point Calculation		
%	Points From	To
1-5%	10	50
6%-10%	65	125
11% - 25%	145	20 points for each add %

Note: Reducing water usage can lower your water bill and carbon footprint, although water consumption reduction will not affect your building’s Energy Star rating.

Note: Water usage will be checked by GWC staff monthly, and the appropriate points will be awarded.

Note: Points for this action are not final until the end of the Green Workplace Challenge for K-12 Schools.

Useful Links:

- [EPA WaterSense](#)
- [EPA: Water Conservation Tips for Schools](#)

K12-WA5: Test your school’s water for lead (5 points) ♦

Schools across the country have been impacted by the presence of lead in drinking water. Lead exposure is especially hazardous to children, making schools an important part of community efforts to reduce lead in drinking water. Test your school’s water for lead by contacting Healthy Schools PA. They will help you conduct a free lead assessment in your school.

1. Submit proof that the test was conducted, such as a photo of your test kit and sample collection process. (Note: you do not have to submit the result of your lead test.) (5 points)

Useful Links:

- [Healthy Schools PA Offers Free Water Testing](#)

Goals & Pledges

K12-WA6: Pledge to reduce your school's water usage (25 points) ♦ ▲

By setting a specific target reduction goal, your school is more likely to reduce the amount of water used at its facility/facilities. Reaching your school's goal will result in both monetary and environmental benefits.

1. Submit a screenshot of the pledges your school plans to make.
2. Submit your school's target percentage reduction goal to meet with your portfolio of facilities entered into Portfolio Manager.
3. Set the reduction goal in relation to your baseline. This will make it simple to track your progress.

Note: A school must set its reduction goals by November 30, 2016

Useful Links:

[Set Goals with Energy Star](#)

K12-WA7: Adopt standard water conservation practices and write them into a policy (10 points) ▲

Adopting and implementing standard water conservation practices can help spur the behavioral changes necessary to reduce your school's water consumption. Creating a policy that details how water should be used will make it easier for your students, staff and faculty to take action and make the best choices to conserve water. Water conservation ideas are listed below. If followed, this policy and the practices outlined in it will reduce your water utility bills.

1. Submit a copy of your school's water conservation policy and practices. Some ideas for practices to include are:
 - a. Report leaks, drips and running toilets immediately (provide a contact person)
 - b. Publish your monthly water use in your school's news publication
 - c. "If it's yellow, leave it mellow" policy in bathrooms
 - d. Turn off the faucet while lathering when washing your hands
 - e. In art classes, clean brushes or supplies in a bucket or cup rather than under a running faucet
 - f. Collect excess water for watering plants or gardens
 - g. Cafeteria dishwashers should be completely full before being turned on
 - h. Capture rain water for use in gardens and indoor plants

Useful Links:

[Water Use it Wisely- 100 Ways to Conserve Water](#)
[Water Efficiency BMPs](#)

K12-WA8: Reach your water use reduction goal (25 points) ♦

If the reductions reported meet or exceed your previously determined water reduction target, please make a note in your submission. The GWC team will verify that you have met your reduction target, and grant an additional 25 points.

1. Alert the GWC team when you have met your target reduction.
2. The GWC team will verify that you have met your reduction target through Portfolio Manager.

Useful Links:

[EPA WaterSense](#)

[Water Use it Wisely- 100 Ways to Conserve Water](#)

[Water Efficiency BMPs](#)

Water Conservation

K12-WA9: Implement suggestions from your water audit (1+ points) ♦

To ensure your investment in your water audit is put to good use, your school needs to implement the water saving measures that were outlined in your audit.

1. Submit proof of implementation (in .pdf format if possible) of each individual action, which can include:
 - a. An invoice, statement, receipt or proof of purchase.
 - b. A statement of completion on official letterhead from the school or in-house staff executing the service or supplying the goods.
 - c. If the action taken required an inspection or permit, a copy of the inspection report or a copy of the permit can serve as proof of implementation.
 - d. Internal documentation demonstrating that an in-house team completed the action along with any necessary receipts of purchase.

1 point will be awarded for each suggested water audit action that you implement.

K12-WA10: Repair leaks, drips and running toilets ASAP (1+ points) ♦

A running toilet can waste more than 50 gallons of water each day, and a dripping faucet can waste up to 1000 gallons a week. Identifying and quickly repairing these issues can save thousands of gallons of freshwater waste every year.

1. Submit an invoice, receipt or completed work order for the repairs. Alternately, if you repair the plumbing yourself, submit a before and after photo or video.
2. For full points, submit the date the plumbing issue was identified.

Receive 1 point for each instance a plumbing issue is identified and repaired.

Useful Links:

[Water Leak Facts](#)

[Saving Water Factsheet](#)

K12-WA11: Install aerators on faucets (5 points) ♦

Aerators are devices used to break water flow into fine droplets by entraining air. Faucet aerators can reduce water use by as much as 3 gallons per minute.

1. Count the total number of faucets without aerators in your facility.
2. Submit a receipt for proof of purchase of aerators. Be sure to include the number of aerators purchased.
3. For full points, aerators must be installed on all faucets in the facility.

Useful Links:

[US EPA WaterSense – Bathroom Sink Faucets and Accessories](#)
[How to Install a Faucet Aerator](#)

K12-WA12: Install water displacement devices in toilets (1 point) ♦

Plastic containers, like a milk jug filled with pebbles or water can be placed in the toilet tank to reduce the amount of water used per flush. Be sure to install the devices properly to not interfere with the flushing mechanisms or the flow of water. This method can reduce water consumption of each flush by at least 1 gallon. Toilet dams are another option that hold back reservoir water when the toilet is flushed; this method can save 1-2 gallons per flush.

1. Submit a picture of toilet displacement devices.

Useful Links:

[Convert any toilet into a low flow device](#)
[Alliance for Water Efficiency](#)
[Toilet Tummy](#)

K12-WA13: Install low-flow showerheads (3 points) ♦

Showering accounts for 17-30% of water use at a household, and this number can be larger in buildings with a gym. With the use of low flow shower heads, your school can save thousands of gallons of water per year, and decrease water usage by up to 40%.

1. Count the total number of showerheads in your facility.
2. Submit the receipt for your purchase of low flow showerheads. Be sure to include the number of showerheads purchased.
3. For full points, low-flow showerheads must be installed in all showers in the facility.

Useful Links:

[How Much Money Does a Low-Flow Showerhead Save?](#)
[EPA - WaterSense Showerhead Products](#)
[Brothers' Plumbing - Benefits of Low Flow Showerheads](#)

K12-WA14: Establish a tray-free environment in cafeterias (3 points) ♦ ▲

Getting rid of food trays reduces water, energy and detergent use and associated costs, as well as reduces food waste by 25-30% in some cases.

1. Submit a photo of your tray-free cafeteria.
2. Submit a copy of the policy regarding your tray-free cafeteria.

Useful Links:

[University of Michigan Case Study](#)

K12-WA15: Plant low water need plantings (1 point) ♦

Grass and other common landscape features can require frequent watering. Try finding some native low-water-need plants, instead. Sedum and many ground covers are hardy and require little to no extra watering once they

are established. This is referred to as Xeriscaping. These ground covers will also save in maintenance costs. They rarely need to be replanted, will come back year after year and can tolerate being walked on and other disturbances. Choose native plants that are especially hardy.

1. Submit a photo of your planted landscaping and an approximate percentage of turf coverage.
2. Submit a list of plants (common name) used.

Useful Links:

[Xeriscaping](#)

[EPA WaterSense Water-Smart Landscape Design](#)

[Plant Native: Find Native Plants](#)

K12-WA16: Schedule any watering or irrigation to start after 6 pm or before 7 am (1 point) ♦ ▲
Program sprinklers and other watering systems to start in the evening or early morning to limit evaporation of water. This will save money as well as preserve water.

1. Submit a copy or screenshot of the policy, and a photograph of your sprinkler settings.

Useful Links:

[Landscaping Tips](#)

[Watering Your Lawn at Night](#)

K12-WA17: Use drip irrigation (1 point) ♦

Install drip irrigation lines to prevent water losses from sprinklers. Drip irrigation systems deliver water just where you want it. Most drip irrigation systems consist of simple materials such as tubes and hoses with strategically placed holes that deliver water to the root systems of your plantings. This saves money and water, and can minimize runoff.

1. Submit proof of installation such as invoices, receipts or work orders.
2. Submit photographs of the drip irrigation system in use on your property.

Useful Links:

[Tips for Sustainable Gardening](#)

[Sustainable Practices at Phipps](#)

Storm Water Management and Education

K12-WA18: Participate in an ALCOSAN Professional Development Workshop for Educators (1+ points)
The Science and Environmental Education Advisory Collaborative (SEEAC) is a professional learning community of formal and informal educators from across the ALCOSAN service area. The group meets quarterly to network, share best practices, learn about ALCOSAN's proposed educational programs and activities, and provide input to inform the work of the Scholastic Outreach Department to best meet the needs of students. There are a variety of speakers and activities for the participants to engage with and members of SEEAC are eligible to take advantage of free professional development workshops designed and approved for ACT 48 hours, which are provided by the Allegheny Intermediate Unit 3. Educators have an opportunity to earn up to 13 ACT 48 credits by participating in ALCOSAN's STEM Workshop series.

Submit a copy of ACT 48 certificate of completion.

1. Receive 1 point for each ACT 48 workshop completed per employee

Useful Links:

[ALCOSAN's Teacher Professional Development Program](#)

K12-WA19: Create storm water management landscaping (1 to 4 points) ♦

Storm water collection in your landscaping can have a variety of benefits including offering extra water for landscape plantings, reducing the load of the local sewer system, reducing run-off, and reducing the change of sewer system overflow. Storm water management via landscaping can entail a wide variety of design elements including: storm water ponds, constructed wetlands, bioretention structures like bioswales or rain gardens, and open channels.

1. Submit a copy of landscaping plan with the storm water landscaping highlighted, OR
2. Submit a photo of your existing landscaping, with storm water management features highlighted.

1 point will be awarded for each storm water management landscape feature, up to four points

Useful Links:

[Center for Neighborhood Technology: The Value of Green Infrastructure](#)

[Landscaping Guidance for Stormwater](#)

[Harvesting Rainwater for Landscape Use](#)

[Low impact design: What is a rain garden?](#)

[Phipps: Plant a rain garden](#)

[What is a bioswale?](#)

[What is Green Infrastructure?](#)

K12-WA20: Use rain barrels (1 point) ♦

Install rain barrels on your property to collect storm water, diverting storm water contribution to sewer overflow. Using this water in landscaping is a great way to conserve water use while minimizing storm water impacts.

1. Submit a photo of your installed rain barrels.

Useful Links:

[Rain Barrels from Pennsylvania Resource Council](#)

[Cranberry Township's Rain Barrel Project at Haine School](#)

[Commercial Rain Barrel Specifications](#)

[StormWorks Rain Barrels](#)

[Water Recycling](#)

K12-WA21: Use porous paving to reduce storm water impacts (10 points) ♦

The commonly used asphalt and concrete surfaces that cover the majority of urban landscapes prevent storm water and runoff from being naturally filtered through vegetation and soil, and instead direct unfiltered water carrying pollutants and contaminants directly into our waterways. Using alternative pervious or porous concrete or asphalt can mitigate the impact of storm water runoff.

1. Submit a photo of your porous or pervious paving.

Useful Links:

[The Benefits of Permeable Paving](#)

K12-WA22: Create “no-mow” zones (2 points) ♦ ▲

No-mow zones create a unique opportunity for schools to increase a diverse array of plant life, save money on fuel for lawn mowers, save water, increase natural storm water mitigation, and decrease overall greenhouse gas emission. No-mow zones also often add to the character and texture of your school’s landscape.

1. Submit a photo of your no-mow zone, OR
2. Submit a landscaping plan with the no-mow zones highlighted.

Useful Links:

[City of Durham - No Mow Zones](#)

[ESF - Establishes No Mow Zones for Sustainability](#)

MATERIALS MANAGEMENT

Measurement

K12-MM1: Conduct a preliminary waste audit to set your baseline (10 points) ♦

In order to track your waste, a waste audit will be required to determine your baseline waste production, diversion rate and recycling rates. Waste audits can be conducted by your own school, provided substantial documentation. Conducting your own waste audit will take at least half a day, depending on the size of your school, and will require coordination with your custodial staff and the operations managers in your school. However, self-conducted waste audits present an excellent educational opportunity for students. There are extremely useful guides available online (see Useful Links) to aid you in organizing your waste audit. Should you be unable to conduct your own audit, there are professional waste audit providers available locally and regionally (see Useful Links) which can be contracted to conduct your waste audit at low cost.

1. Submit the results of your preliminary waste audit, which must include the following. All measurements should be reported in pounds unless otherwise specified:
 - a. Total Material Solid Waste Generated (includes recycling and compost)
 - b. Total Material Solid Waste Recycled
 - c. Total Material Solid Waste Composted
 - d. Diversion Rate $((\text{MSW Recycled} + \text{MSW Composted}) / \text{MSW Generated}) = \text{Diversion Rate } (\%)$
2. If a professional audit is conducted: Submit an invoice from your third party waste audit.
3. If you conduct your own audit: Submit a description of your audit, the start and end dates, and photos of your auditing process.

Useful Links:

[PRC Waste Audits](#)

[Waste Audit Toolkit](#)

[EPA Sample Waste Audit](#)

[Simple Waste Audit Calculator \(estimates and metric\)](#)

[Waste Audit Manual](#)

[NRDC Green Advisor Waste Audits](#)

K12-MM2: Have students conduct a waste audit at your school. Ask them to present the results to school leadership. (5 to 10 points) ■

Help students engage school or district leadership in sustainability initiatives. Ask students to conduct an audit of your school's current consumption and waste disposal habits. Ask students to make recommendations to reduce waste in your school. Share the results and recommendations with your school's principal or district leaders.

NOTE: Results of multiple (waste, energy, water) audits can be included in a single presentation to school or district leadership.

1. Provide documentation of your students' audit, including how the audit was conducted and its findings (5 points)
2. Describe when and how the findings were provided to school or district leader(s), including names / titles of leader(s), date(s) of submission, and leader(s) response(s), if any (5 points)

Useful Links:

[Countdown your Carbon: Conducting Audits](#)

[Green Schools Initiative: Hands-on Environmental Audits](#)

[National Wildlife Federation: School Sustainable Food Audit](#)

[National Wildlife Federation: School Waste Audit](#)

[Resourceful Schools: Classroom Waste Audit](#)

K12-MM3: Conduct additional waste audit after your baseline (10 to 110 points) ◆ ■

In order to track actual reductions, additional waste audits will be required. Waste audits can be conducted by your own school, provided substantial documentation. There are several professional waste audit providers available locally and regionally which can be contracted to conduct your waste audit. The more frequently you conduct your audits, the more you'll learn about your school's waste reduction efforts.

1. Submit the results of your preliminary waste audit, which must include the following. All measurements should be reported in pounds unless otherwise specified:
 - a. Total Material Solid Waste Generated (includes recycling and compost)
 - b. Total Material Solid Waste Recycled
 - c. Total Material Solid Waste Composted
 - d. Diversion Rate $((\text{MSW Recycled} + \text{MSW Composted}) / \text{MSW Generated}) = \text{Diversion Rate } (\%)$
2. If a professional audit is conducted: Submit an invoice from your third party waste audit.
3. If you conduct your own audit: Submit a description of your audit, the start and end dates, and photos of your auditing process.
4. If a professional audit is conducted: Submit an invoice from your third party waste audit.
5. If you conduct your own audit: Submit a description of your audit, the start and end dates, the findings of your audit, and photos of your auditing process

Note: 10 points will be awarded for each waste audit, a maximum of 3 times for a total of 30 points in the challenge period.

Note: For full points, and to calculate total reductions against the baseline, the final waste audit must be completed during the final month of the competition (February, 2017)

Useful Links:

[How to Conduct a Waste Audit](#)

[Smarter Business: Greening Advisor, Waste Audits](#)

[Zero Waste Services](#)

K12-MM4: Ask students to evaluate recycling compliance in your school, and to start a campaign to increase compliance. (5 points) ■ ●

Students often throw recyclables in the trash, and trash in the recycling bin. The Green Schools Alliance created the "Green Cup Challenge" to incentivize schools to increase recycling compliance in schools. Participate in the Green Cup Recycling Challenge by asking students to quickly evaluate recycling compliance in your school. Ask them to launch a campaign to increase compliance with the recycling program, and measure their results after 4 weeks.

1. Submit the results of your four weekly bin surveys to Sustainable Pittsburgh

Useful Links:

[Green Schools Alliance: Green Cup Recycling Challenge](#)
[Bin Survey Worksheets](#)

K12-MM5: Reduce your school’s waste production (2 to 385 points) ♦

Reducing your waste production and increasing your rate of waste to landfill diversion is a great accomplishment.

1. Submit the results of your initial waste audit, and at least one subsequent audit.
2. Points will be awarded for improvements in reduction of total landfill waste as a percentage relative to the baseline report. GWC staff will round reduction to the nearest percent, and award points based on the following chart:

Point Calculation		
%	Points From	To
1-5%	2	10
6%-10%	13	25
11% -100%	29	385(4 points for each additional %)

Useful Links:

[Reducing Waste at School](#)
[8 Steps to a Trash-Free School](#)
[Zero Waste: A Realistic Sustainability Program for Schools](#)
[USDA: Creative Solutions to Reducing School Food Waste](#)
[Smarter Lunchrooms Movement](#)
[Food Bus – School Cafeteria Food Recovery Program](#)

K12-MM6 Increase your school’s waste diversion (2 to 385 points) ♦

Increasing your waste diversion rate is a great accomplishment. Points for this action are awarded based on current waste production (from your most recent audit) relative to your baseline. *This is different from the energy and water portions of the competition and is designed to serve as an incentive to maintain a focus on improving and increasing participation.*

1. Submit a PDF version or screen shot of your waste audit including the current waste production and waste diversion rate. The GWC staff can help you understand the real life savings you have achieved with diverting waste.

Points will be awarded for increases in waste diversion rate as a percentage relative to the baseline report. GWC staff will round reduction to the nearest percent, and award points based on the following chart:

Point Calculation		
%	Points From	To
1-5%	2	10
6%-10%	13	25
11% -100%	29	385 (4 points per additional %)

Goals & Pledges

K12-MM7: Pledge to reduce your school's waste production (25 points) ♦ ▲

By making a pledge to reduce your school's waste to a specific reduction goal, your school shows that it is mindful of its waste impacts. If your school reaches its goal, it will reap both monetary and environmental benefits. You can use a waste audit to figure out what level of waste diversion is feasible for your school, or you can set a target based on your own observations.

1. Submit a document that states your school's target percentage reduction goal through increased diversion of landfill waste.

Useful Links:

[Reducing Waste at School](#)

[8 Steps to a Trash-Free School](#)

[Zero Waste: A Realistic Sustainability Program for Schools](#)

[USDA: Creative Solutions to Reducing School Food Waste](#)

[Smarter Lunchrooms Movement](#)

[Food Bus – School Cafeteria Food Recovery Program](#)

K12-MM8: Write a waste reduction plan and procedure (1 point) ♦ ▲

Your waste audit should reveal opportunities to reduce your waste production, reuse items before adding them to waste stream, or to recycle items to divert them from the waste stream. Take these suggestions into consideration as you write your plan and procedure for how to minimize your waste production and increase your diversion and recycling rates. Your plan and procedure may include many of the actions outlined in this section of the guidebook.

1. Submit a copy of your waste reduction plan, including what actionable steps you will take, and prospective dates to complete those projects by.

Useful Links:

[Reducing Waste at School](#)

[8 Steps to a Trash-Free School](#)

[Zero Waste: A Realistic Sustainability Program for Schools](#)

[USDA: Creative Solutions to Reducing School Food Waste](#)

[Smarter Lunchrooms Movement](#)

[Food Bus – School Cafeteria Food Recovery Program](#)

K12-MM9: Create a Zero Waste goal and action plan (2 points) ♦ ▲

Setting a long-term school goal of achieving zero waste is a big demonstration of your school's commitment to a sustainable future. Your zero waste pledge should include a deadline, typically 10-15 years ahead, as well as priority projects and actionable steps to achieve your goal. Be sure to research examples of zero waste plans in similar schools as you make your plan.

1. Submit a copy of your Zero Waste goal and action plan.

Useful Links:

[Zero Waste: A Realistic Sustainability Program for Schools](#)
[8 Steps to a Trash-Free School](#)
[6 Resources for Becoming a Zero Waste School](#)
[Green Schools National Network: Zero Waste for Schools](#)

Purchasing

K12-MM10: Write and implement an Environmentally Friendly Purchasing Policy (1+ points) ♦ ▲

Environmentally Friendly Purchasing Policies (EPPs) encourage organizations to buy products and supplies that have minimal environmentally harmful effects during their lifecycle, from production and transportation to use and disposal. Buying products that are recycled, reused or responsibly sourced reduces your school's overall carbon footprint. This may include a policy to purchase only Energy Star-rated appliances, recycled products, or products with minimal packaging.

1. Submit a copy of the EPP including specifics on what items can/cannot be purchased and parameters for those products, as well as the strategies your school plans to employ to attain the goals outlined in the policy. Some ideas include:
 - a. A buy-recycled policy for all supplies and materials (1 point)
 - b. A policy to purchase gently used office or classroom furniture (1 point)
 - c. A policy to buy Energy Star rated equipment (1 point)
 - d. A policy to buy and use only vegetable and/or soy-based inks in printer cartridges (1 point)
 - e. A policy to buy and use only reusable, refilled ink cartridges (1 point)
 - f. Whatever innovative policies or programs your team can think of!

The more comprehensive your EPP is, the more points you will earn.

Useful Links:

[Green Schools Buying Guide](#)
[Green Schools: Adopt a Green Purchasing Policy](#)
[Buy Green Schools for District Officials, Teachers and Students](#)
[School Planning and Management: Sustainable Purchasing For Schools](#)
[EPA: Sustainable Marketplace for Green Products and Services](#)
[Greenhealth: Environmentally Friendly Purchasing](#)
[Rutgers Green Purchasing Policy](#)
[Arizona State University Green Purchasing Policy](#)
[California Environmentally Preferable Purchasing Tools and Resources](#)
[CalRecycle Buy Recycled Programs: Green Procurement Policies](#)
[Carroll County Government Waste Reduction, Recycling and Buy Recycled Policy](#)
[Frostburg State University Energy Star Purchasing Policy](#)
[Vegetable or soy-based ink cartridges](#)
[EPA Non-paper office products](#)

K12-MM11: Make responsible paper choices (1+ points) ▲

Printing on recycled paper and enforcing policies to minimize printing and paper use will significantly reduce the waste your school produces. Though paper can be recycled relatively easily, it is better save the energy and water

used in paper recycling by minimizing paper use overall. Your school paper use policy can include a variety of strategies to minimize paper use.

1. Submit a copy of your paper use policy, with specifics on paper purchases, as well as the strategies your school plans to employ to attain your goals for paper waste reduction. Some ideas include:
 - a. A policy to purchase and print materials on at least 30% post-consumer recycled paper (1 point)
 - b. Changing printer and copier setting to automatically choose 2-sided printing (1 point)
 - c. Using print management software to reduce unnecessary printing (1 point)
 - d. Creating an internal competition to keep track of the amount of paper printed (1 point)
 - e. Whatever innovative policies or programs you can think up!
2. For any policies or programs that can be acted upon immediately (i.e. computer software or setting, purchases of software or paper), please provide copies or screenshots of appropriate receipts or pages.

Useful Links:

[How to Change settings to reduce printer paper waste poster](#)
[College of New Jersey - Study on Benefits of Print Management Software](#)
[Papercut - Print Management Software](#)

K12-MM12: Write and implement a policy to encourage electronic transactions or communication, where appropriate (1+ points) ▲

Save paper and minimize printing by using electronic communications when appropriate. Your policy can include a variety of strategies and specifications.

1. Submit a copy of your policy, with specifics on what documents should or should not be provided electronically, as well as the strategies your school plans to employ to attain your goals for paper waste reduction. Some ideas include:
 - a. Encourage teachers to use the white board, chalk board, document cameras and / or overhead projectors more often than handouts (1 point)
 - b. Use half-sheets of paper for printed handouts, when possible (1 point)
 - c. Re-use one-sided printed paper as scrap paper, or to make notebooks (1 point)
 - d. Encourage online learning in classrooms (1 point)
 - e. Encourage assignments to be submitted electronically, and graded on computer (1 point)
 - f. Encourage teachers to provide assignments in an electronic format (1 point)
 - g. Convert administrative communications for staff and faculty to electronic format (1 point)
 - h. Create online forms that can be completed electronically (1 point)
 - i. Offer parents and community members the option of receiving school communications electronically (1 point)
 - j. Switch student publications or the school newspaper to an online format. (1 point)
 - k. For school-related business, switch to online bill pay for utilities and banking (1 point)
 - l. Whatever innovative policies or programs your sustainability team can think up!

Useful Links:

[Northeast Recycling Council: Reducing Paper Use in Schools](#)

[Stop Waste in School: Reduce Paper Consumption at School](#)

[Washington Post: Washington Area Public Schools Take Steps to Use less Paper](#)

[31 Ways to Reduce Paper Usage](#)

K12-MM13: Minimize wasteful giveaways (1+ points) ▲

Many sustainable options exist for gifts, mementos and school ‘swag’, including sustainably sourced, recycled items that can be labeled with your logo. Better yet, gift cards or experiences (i.e. parties, special events) can be given in lieu of physical gifts. These items are often more valued by the recipient and can be customized to their individual preferences.

1. Submit a copy of your policy on the purchase of alternative and sustainably sourced gifts and ‘swag’, or to give experiences rather than physical gifts
2. Include (if school size dictates) an agreement with a vendor that will supply these items.

Useful Links:

[EcoImprints](#)

[Ethical Swag](#)

[Fairware](#)

[Planet Earth Promotions](#)

[Eco Promotional Products](#)

[Uncommon Goods: Giveaways from Recycled Material](#)

K12-MM14: Ban bottled water (1 point) ▲

Americans consume 29 billion water bottles a year, 80% of which ends up in landfills. Of the 13% that make it to recycling plants, each bottle requires the same amount of energy to be recycled as it takes to power a 60-watt light bulb for six hours. You can be part of the solution when you ban bottled water in your school. Instead, encourage students, faculty and staff to bring re-usable containers to school and fill them up at water fountains.

1. Submit a copy of your policy banning bottled water.

Useful Links:

[Water Bottle Pollution](#)

[National Parks Bottled Water Ban](#)

[Bottled Water Facts](#)

[9 Ways to Reduce Plastic Bottle Use](#)

K12-MM15: Consolidate supply orders into as few shipments as possible (1 point) ▲

Minimizing supply deliveries saves on shipping and minimizes the amount of energy used to deliver your supplies.

1. Submit a copy of your supply purchasing policy that states that supplies will be ordered via a centralized process that consolidates supply shipments into as few shipments as possible

K12-MM16: Participate in “green” shipping programs offered by suppliers (1 point) ▲

Minimizing supply deliveries isn’t always possible. Many supply companies are taking some new approaches to “green” their supply deliveries, such as making local deliveries in person, rather than through the mail. Others use paper bags for deliveries, instead of cardboard boxes.

1. Submit a copy of a contract or receipt from your supplier indicating your participation in such a delivery program.

Useful Links:

[Office Depot Green Office Program](#)

Waste

K12-MM17: Implement suggestions from third party waste audit (1+ points) ◆

Most professional waste audits come with a list of suggested actions to increase your diversion rate and decrease overall waste production. Taking action on these suggestions is critical to reaching your waste reduction goals.

1. Submit the list of suggested actions from your third party waste audit.
2. Submit the appropriate documentation (photo, receipt, work order, written policy) to show that you have taken action on a specific suggestion. Be sure to include which suggestion you are acting upon.

Receive 1 point for each suggested action that you implement.

Useful Links:

[PRC Waste Audits](#)

K12-MM18: Utilize Zero Waste Services at your next event (4+ points) ◆ ▲

Is your school planning an event during the GWC competition, such as a school play, sporting event, talent show, school dance or open house? If so, you can create a sustainable, low waste event with a high diversion rate through Zero Waste Pittsburgh. ZWP will work with you to create a plan that will minimize wastefulness from your event. Zero Waste’s presence at events can also be educational for students, parents, teachers and other attendees. Any school can benefit from these services. In some cases, going Zero Waste can save your school money from reduced waste hauling fees.

1. Submit receipt of Zero Waste Services at your event.
2. Submit a photo of Zero Waste Services being used at your event.

Receive 4 points per Zero Waste event held during the competition period.

Useful Links:

[Zero Waste Services](#)

K12-MM19: Add water bottle filling stations (1+ points) ◆

Encourage the use of reusable water bottles by installing water bottle filling stations. Existing water fountains can be retrofitted with a filling station, or new fountains can be installed. Installing these stations should eliminate the need for disposable water bottles. Some filling stations are activated by motion sensors, which also reduces the transfer of germs.

1. Submit a photo of your receipt from the purchase of the water filling station.
2. Submit a photo of your installed filling station.

This action is repeatable. 1 point will be awarded for each filling station installed.

Useful Links:

[ezH2O Water Bottle Filling Station: Holton High School Case Study](#)
[Water Bottle Filling Stations in National Parks](#)
[Duke Saves 400,000 Water Bottles with Filling Stations](#)

K12-MM20: Remove classroom trashcans/wastebaskets or replace with liner-less baskets (3 points) ♦ ▲
Banning individual trashcans and encouraging students to use one centralized trashcan often results in students generating less waste. For some schools, it may be more feasible to replace individual trashcans with liner-less baskets to prevent waste from individual trash bags.

1. Submit photos, memos or other information from the process of minimizing waste from individual trash cans.

Useful Links:

[California Sustainability Alliance – Specific Strategies for Greening your Workplace](#)
[Miami University – Miami aims toward zero waste: Introduces single-stream recycling pilot program](#)

K12-MM21: Replace restroom paper towels with electric hand dryers (2 points) ♦
Restroom paper towels account for 20-40% of waste (by volume) in most public restrooms. Electric hand dryers not only eliminate the need for paper towels, but they are more sanitary and require less clean-up.

1. Submit photos of your installed hand dryers.

Useful Links:

[The Use and Abuse of Paper Towels](#)
[USDA Excel Hand dryer Case Study](#)

K12-MM22: Participate in a clothing and shoe recycling or donation program. (2 points) ■ ● ♦ ▲
Create a place in your school to collect clothing and shoes for recycling or donation. Partner with a program that creates opportunities and connections locally or around the world.

1. Submit photos of your shoe or clothing collection site.
2. Submit photos or a receipt from your drop-off at the shoe or clothing recycling or donation center.

Useful Links:

[Planet Aid: School Programs](#)
[Goodwill SWPA](#)
[Fleet Feet Pittsburgh Shoe Donation](#)
[Dress for Success Pittsburgh](#)

K12-MM23: Make a donation to the Pittsburgh Center for Creative Reuse (1 to 10 points) ■ ● ◆

Donating used materials to a creative workshop promotes resource conservation and creativity. Pittsburgh's Center for Creative Reuse accepts donations of materials for use in their creative reuse workshops and hands-on activities. The Center for Creative Reuse also provides these donations as resources for community members.

1. Submit a scanned or photocopied image of the proof of donation receipt for craft materials. Be sure to include the name of the place of donation (e.g. Pittsburgh Center for Creative Reuse, etc.) and the date of the donation.

Receive 1 point for each donation, up to 10 total points.

Useful Links:

[Pittsburgh Center for Creative Reuse - Material Donation](#)

K12-MM24: Purchase classroom arts and craft supplies from Pittsburgh Center for Creative Reuse, *or* find a creative reuse for something that would otherwise be thrown away. (1 to 10 points) ■ ● ◆ ▲

Pittsburgh Center for Creative Reuse has a variety of supplies that can be used for creative classroom projects. Alternatively, you might find a creative way to reuse/repurpose old classroom supplies, furniture or office items. Your project can be a hands-on project for the whole school, one classroom, or a project of your own.

1. Submit a receipt from your purchase from Pittsburgh Center for Creative Reuse
OR...
2. Submit a photo of your completed creative project that reuses something that would have been discarded

Receive 1 point for each purchase or creative reuse project, up to 10 total points

Useful Links:

[Pittsburgh Center for Creative Reuse - Shop](#)

[Pittsburgh Center for Creative Reuse – Idea Center](#)

K12-MM25: Donate cooking oil (1 to 10 points) ◆

Cooking oil can be recycled and re-used to become a cleaner-burning alternative fuel. By donating cooking oil to a local alternative fuel producer, you help keep fuel investments in our region while aiding in the reduction of air and water pollution. The best candidates for collections are non-hydrogenated vegetable oils, which are free of contaminants such as water, large pieces of food, detergents and animal fats.

1. Submit the verification of your donation to a local alternative fuel producer. Be sure to indicate your school's name, point of contact, and the date of the donation.

Receive 1 point for each donation, up to 10 total points.

Useful Links:

[Fossil Free Fuel](#)

[Buffalo Biodiesel](#)

[Filta](#)

Recycling

K12-MM26: Write and implement a school e-waste policy (5 points) ♦ ▲

Electronic waste contains valuable and toxic materials. By recycling your electronics, you will help minimize the need to mine for virgin materials to create more electronics. Be sure to recycle your electronics with a vetted and certified electronics recycler (the Basel Action Network provides a search tool for certified electronics recyclers), to ensure that your e-waste is not contributing to toxic e-waste build up and child labor overseas.

1. Submit a receipt from your e-waste drop off.
2. Submit a photo of your e-waste collection site.

Useful Links:

[Basel Action Network](#)

K12-MM27: Recycle plastic bags, films and small plastics (2 points) ♦ ▲

Plastic grocery bags and other film-like plastics are not normally recycled curbside, as these materials clog the system at recycling processing centers. However many grocery stores, such as Giant Eagle, have their own plastic bag recycling. Start a simple collection site at your school and drop them off at a participating Giant Eagle store, where they will be properly recycled and not gum up the system!

1. Submit a receipt from your recycling drop-off, or a photo of the drop-off if the recycling center does not have that capacity.
2. Submit a photo of your collection site.

Useful Links:

[IheartPGH Recycling Guide](#)

[Giant Eagle Recycling](#)

K12-MM28: Join a Terracycle Brigade (5 points) ♦ ▲

Terracycle offers a program that makes it easy to recycle formerly hard-to-recycle items. By partnering with mission-driven organizations, Terracycle offers free collection of single kinds of hard-to-recycle items such as chip bags, Solo cups, pens, Tupperware and Ziploc bags. If you notice that your school produces a lot of one kind of waste, join the appropriate Brigade on the Terracycle website, and get started collecting! When your collection box is full, use the free shipping label to send your collection to the nearest recycler, listed within the Brigade info.

1. Submit a screenshot of your Terracycle Brigade sign up and confirmation email.
2. Submit a photo of your collection box.

Receive 5 points for each Terracycle brigade you join and participate in.

Useful Links:

[Terracycle Brigades](#)

K12-MM29: Install BigBelly or similar solar trash/recycling compactors or stations (3 points) ♦

Trash and recycling compactors can encourage proper recycling and minimize energy used in trash and recycling collection. Installing an attractive trash/recycling station can go a long way towards encouraging proper waste and recycling behavior.

1. Submit a copy of your receipt for the purchase of your trash/recycling stations or solar compactors.
2. Submit a photo of your trash and recycling station or compactor.

Useful Links:

[BigBelly collection options](#)

K12-MM30: Donate a vehicle (1 to 10 points) ♦

Donating a vehicle that you plan to get rid of or replace is a smart way to ensure that the vehicle completes its lifecycle. Donating a car presents an opportunity for the car's parts to be donated or reused. Likewise, car donations are often tax deductible.

1. Submit either your donation slip from the organization your car was donated to or upload a copy of the tax receipt for your donation.

Receive 1 point for each donated vehicle, up to 10 points.

Useful Links:

[Global Links - Car Donation](#)

[Goodwill - Donate-A-Car](#)

[Center for Car Donations- Pittsburgh](#)

Compost

K12-MM31: Participate in a compost hauling program (5 points) ♦ ▲

One of the biggest hurdles to large-scale composting is where to bring your compost once you've collected it. Thankfully, there are locally available compost hauling services, networks and programs. You can participate in these programs in several ways- as simply as paying for a hauling service, or as personal as setting up a compost drop-off with a community garden, restaurant or farm.

1. Submit a copy of your contract with the compost hauler, indicating the size of the compost container and frequency of pickups, as well as the length of the contract. (confidential information redacted)

Useful Links:

[AgRecycling Food Scrap Program](#)

[Shadyside Worms Compost Exchange](#)

[Shadyside Nursery](#)

K12-MM32: Create an outdoor space for compost on-site in your schoolyard. (5 points) ■ ● ♦ ▲

If you have a patch of dirt, you can compost on your own site! There are many local organizations that can help you set up your own schoolyard compost pile or bin, and teach you how to manage your compost. If you don't have landscaping or a garden to use your compost in, offer your compost for community members to take and use in their own gardens.

1. Submit a photo of your on-site compost pile or bin.
2. Submit a written description of your compost management plan.

Useful Links:

[PRC Backyard Composting](#)
[Grow Pittsburgh Composting](#)
[Composting at the Community Garden](#)

K12-MM33: Collect organic materials for compost (2 points) ◆ ▲

Food waste is a large contribution to overall waste. Provide a compost bin for food scraps in common areas to create an opportunity for students to reduce overall waste.

1. Submit a photo of your composting bin.

Note: Points will only be awarded if your school is part of a compost hauling program or has its own on-site composting.

Useful Links:

[Cafeteria Composting in Schools](#)
[EcoCycle: School Compost Programs](#)
[Life Lab: School-Wide Compost Systems](#)

K12-MM34: Use your on-site compost to manage landscaping or in school garden (5 points) ■ ● ◆ ▲

Complete the compost cycle by using compost made on-site to fertilize your landscaping and gardens.

1. Submit a photo of your compost bin and/or pile. (does not need to be done if compost bin or pile has already been documented for the GWC)
2. Submit a photo of your compost being used in your landscaping or garden.

Useful Links:

[5 ways to use compost effectively](#)
[Using compost as a soil amendment](#)

TRANSPORTATION

Measurement

K12-T1: Hold a “Getting Started” orientation with CommuteInfo (5 points) ▲

How can you help school employees find a more sustainable mode of transportation? Start by learning how far they travel. CommuteInfo is a regional program created to help commuters and their employers make the most cost and energy-efficient commuting choices. Contact CommuteInfo at CommuteInfo@spcregion.org or by calling 1-888-819-6110 to organize a “Getting Started” meeting. CommuteInfo staff will come to your school to meet with you. Prior to your meeting, have your Human Resources department (or the appropriate employee at your school) send a list of the zip codes where school employees live. (You don’t need complete addresses.) CommuteInfo will use this information to produce a commuter map. The map will highlight the zip codes most common among school employees. CommuteInfo staff will work with you to tailor a plan to reduce your school or school district’s commuter impact.

Note: You may wish to assess your students’ commutes, as well. This can be particularly impactful if a large number of students do not use school-sponsored transportation.

1. Submit a copy or screenshot of meeting notes provided by CommuteInfo.
2. Submit a photo of your commute map as evidence of submitting your employee zip codes to CommuteInfo.

Useful Links:

[CommuteInfo](#)

K12-T2: Campaign your employees to register with CommuteInfo (1 to 10 points) ▲

In order to keep learn about your full employee transportation modes, you will need employee participation. CommuteInfo serves as the transportation database for the GWC. CommuteInfo can also match school employees with rideshares and provide a menu of alternative commute options. Registration is easy, and will create opportunities for your school to receive points for sustainable commutes in the GWC. For actions to promote the use of CommuteInfo and alternative commutes, go to the “Alternative Commute Promotion and Programs” sub category.

1. Your final report will be submitted automatically by CommuteInfo.

Note: In addition to providing access to a region-wide network of vanpools, carpools and transit options, CommuteInfo is the sole transportation tracker utilized by the GWC. Points for existing sustainable commuters will be awarded through CommuteInfo reporting only. Have your employees register at CommuteInfo.org.

Receive 1 point for every 10% of your school’s employees who register with CommuteInfo

Useful Links:

[CommuteInfo](#)

[CommuteInfo – Request your Commute Options Report Today](#)

K12-T3: Claim points for alternative commuters (1 to 10 points) ▲

Many of your employees may already be commuting in sustainable ways, such as public transit, carpooling, van pooling, walking or biking. Others might switch to a more sustainable mode of transit when they learn about the

options available through CommuteInfo. Make sure their sustainable choices are documented and rewarded in the Green Workplace Challenge by encouraging all employees to register with CommuteInfo and input mode of sustainable transit. Remind employees that if they change their mode of transportation to something more sustainable, such as a vanpool, to update their mode in CommuteInfo. At the end of the K-12 GWC, your school will receive points for employees who use or switch to sustainable modes of transportation.

1. Your final report will be submitted automatically by CommuteInfo.

Receive 1 point for every 10% of school employees who are currently using more sustainable transit

Note: This action will be tabulated once, at the end of the competition. Be sure to document as many sustainable commutes as possible by encouraging employees you notice commuting via transit, bike, rideshare or walking to register with CommuteInfo for the GWC.

Useful Links:

[CommuteInfo](#)

[CommuteInfo – Request your Commute Options Report Today](#)

Alternative Commute Promotion and Programs

K12-T4: Request a personalized commute map for your school (1 point) ▲

CommuteInfo can create a personalized map of your employee's commutes to and from work based on zip code. Contact your HR department for your organization's zip code information, and send it to CommuteInfo. CommuteInfo will create your school's personalized commuting map. This map can be very useful to demonstrate alternative commuting opportunities to your employees. Post it in your break room, teachers' lounge or distribute it electronically along with a push to register with CommuteInfo, or use it in a CommuteInfo workshop or green team meeting as a tool to focus your commuter program on your organization's real commuting patterns.

1. Submit a copy or screenshot of your email communicating with CommuteInfo to create your commute map.

K12-T5: Gather short alternative commute testimonials from your employees (2 points) ▲

Employee testimonials regarding the feasibility and benefits of alternative commutes can be highly influential for employees that are considering commute alternatives, particularly when that testimonial comes from a friend or peer. Ask your alternative commuting employees to write up or record a short description of their alternative commute and the benefits they receive from it, and compile these testimonials for use in workshops, newsletters, or to post near your rideshare board.

1. Submit a copy of your compiled employee testimonials. Must include at least 2 testimonials.

K12-T6: Create your own internal rideshare board (1 point) ◆ ▲

Your employees may find it easier to communicate where and when they are traveling by creating an internal rideshare board. A physical bulletin board can be a simple and fun solution. If your school employees prefer digital communication, there are many online systems that can aid in the creation of your own digital rideshare board. Your rideshare "board" can also be as simple as creating a thread on the school intranet.

1. Submit a photo or screenshot of your active rideshare board.

Useful Links:

[How to create your own Ridesharing](#)

K12-T7: Post no-idling signs to raise awareness of the no-idling policy for schools (1 to 2 points) ♦ ▲
Idling vehicles waste fuel and negatively impact air quality through emissions. Pennsylvania has both state and local anti-idling laws regarding on-road diesel vehicles. Allegheny County has specific idling regulations for non-road diesel vehicles. Installing signage to remind bus drivers of your no-idling policy will help to encourage following the policy.

1. Submit a copy of your organization’s no-idling policy (1 point)
2. Install no-idling signage in high idling areas (front curb, loading docks, etc.) (1 point)

Useful Links:

[NRDC – Sample No-Idling Policy](#)

[PA DEP Diesel Idling and Act 124 Information](#)

[Fulton County, GA– No-Idling Policy](#)

[GASP Pennsylvania’s Diesel-Powered Motor Vehicle Idling Act](#)

[IdleFreePA](#)

K12-T8: Advocate alternative commutes and CommuteInfo with neighboring employers (1 point) ♦ ▲
If your school is limited in its rideshare options, help to expand the network of car and van pools by talking to neighboring organizations about CommuteInfo. Build community support for a van pool or carpool in your area.

1. Submit meeting notes or other communications documenting your contact with neighboring employers.

Alternative Commute Incentives

K12-T9: Create a program to incentivize alternative commutes (10 points) ♦ ▲
Help school employees commute more sustainably by making it easier to make the sustainable choice. Your school can implement a program to help reduce the cost of alternative transit for anyone that commutes by public transportation. Create an “alternative commute” fund in which school employees pay a small fee for a perk, like a casual dress day, and those funds are then used to subsidize transit passes, bike maintenance costs, etc.

1. Submit a copy of the policy illustrating the details of the incentives and benefits programs your organization will offer and adopt.
2. If you are forming a transportation agreement, include documentation pertaining to that agreement.

Useful Links:

[Commuter Services of Pennsylvania – Employee Services](#)

[Community Transportation Association – Employee Transportation Benefits](#)

[Clif Bar & Company Cool Commute Incentives](#)

[Alaska Biological Research \(ABR\) Center Commuter Monetary Incentives](#)

K12-T10: Utilize the Commuter Choice pre-tax benefit (1 point) ♦ ▲
Reduce your payroll taxes and encourage your employees to get to work sustainably. Section 132(f) of the Federal tax code allows employers to offer pre-tax purchases of up to \$255 per month per employee in 2016 for qualified

transit, train or vanpooling benefits. You can also exclude up to \$20 per month from an employee's wages for bicycle commuting, which can go towards bike purchases, improvements, storage and repair. The employee may only receive the \$20 wage exemption if he or she receives no other transit benefits that month.

1. Submit a copy of your policy to employ the Commuter Choice pre-tax benefit.
2. Submit a list of employees (titles only - names can be redacted) who are participating in the program.

Useful Links:

[National Center for Transit Research – Commuter Tax Benefits](#)

[UC Berkley Pre-Tax Commute Benefit Services for Faculty & Staff through Wageworks](#)

[TransitChek](#)

[University of Pittsburgh Pre-Tax Deduction](#)

K12-T11: Create a parking pass program that incentivizes alternative commutes (2 points) ♦ ▲

Creating incentives for alternative transportation helps to reduce your school's carbon footprint, and reduces the number of low-occupant vehicles used to access your school while also reducing space issues for parking. Some organizations and universities offer a parking pass with a limited number of days of parking to encourage the use of alternative transportation. Other programs include carpool preferential parking passes, which offer preferred parking spaces to car or vanpools. Be sure to encourage your carpoolers to register their commute with CommuteInfo.

1. Submit a copy of the parking program that incentivizes alternative transportation use. If you choose to create a carpool preferred parking program, please tell us how many school employees participate in the program.

Useful Links:

[Emory University - Alternative Transportation Proposal](#)

[Evergreen University - Parking PASSPORT Program](#)

[University of Texas - Carpooling Program](#)

Vehicle Fleet and Infrastructure Updates

K12-T12: Create a fuel efficient fleet (1 to 21 points) ♦ ▲

Fuel-efficient school buses reduce greenhouse gas emissions, air pollutants and costs spent on fuel. Updating your vehicle fleet by purchasing hybrid or electric vehicles, retrofitting older diesel vehicles, and requiring your school or district to purchase fuel-efficient vehicles when necessary will reduce overall emissions and fuel costs.

1. Submit a copy of your fuel-efficient vehicle purchase policy (1 point)
2. Submit a photo of the purchased fuel-efficient vehicle in front of your building, and report the vehicle's make, model, MPG, date of purchase, and registration (2 points, repeatable up to four times for a total of 8 points)
3. Submit a receipt of purchase for diesel retrofit, a description of the retrofit used, and a photo of the installed retrofit (3 points, repeatable up to four times for a total of 12 points)

Useful Links:

[EPA- PA Diesel Retrofit Information](#)

[EPA – Clean School Bus Information](#)

[EPA – Clean Diesel National Grants](#)

[National School Transportation Association: Green Fleet Certification](#)

[GASP: Cleaning Up School Buses](#)

K12-T13: Conduct a Green Vehicle Fleet Assessment (3+ points) ♦ ▲

Sustainable Pittsburgh’s Green Vehicle Fleet Assessment is an easy and important step your school can take towards reducing your carbon footprint. The assessment can help your school identify ways in which it can move towards greener practices like using more sustainable fuels or vehicles, choosing the right vehicle for the job/trip, retrofitting older diesel vehicles, and creating driver education programs.

1. Submit a copy of your completed Green Vehicle Fleet Assessment.

Note: Contact GWC if your assessment contains sensitive information.

Useful Links:

[Sustainable Pittsburgh Green Vehicle Fleet Assessment](#)

[City of Cambridge Green Fleet Policy](#)

[EPA Green Vehicles](#)

[Garfield Vehicle Fleets in the Clean Energy Economy: Reducing Costs and Diversifying Fuel Sources](#)

[Ontario: A Green Fleet Is a Cost-Efficient Fleet](#)

K12-T14: Install electric car charging stations in parking lots (3 points) ♦

Electric cars have enormous potential to reduce transportation emissions, particularly if the electricity they are charged with is produced by a renewable source. Make it easier for your employees and visitors to commute in their electric cars by providing charging stations free of charge.

1. Submit your work order or invoice for the installation of the electric car charging station(s).
2. Submit a photo of your electric car charging station(s).

Receive 3 points for each charging station installed.

Useful Links:

[Harvard Electric Charging Stations](#)

[Pittsburgh Parking Authority Installs Charging Stations](#)

[True Cost of Charging Stations](#)

Bicycle Advocacy and Actions

K12-T15: Partner with community entities to upgrade bike infrastructure (1 point) ▲

Work with local community groups, nonprofits, neighborhood or business associations to improve the walkability and bike-ability of your school’s neighborhood, and to make your neighborhood safer for students and staff to walk and bike to school. These partnerships can be varied and take many different forms, from a combined effort to pool funds for a bike rack, to working with a local bike advocacy group and municipality to establish bike lanes.

1. Submit documentation of your collaboration in the form of email screenshots, meeting minutes, or the agreements created or proposed with these groups.

Useful Links:

[Bus Rapid Transit](#)

[Bike PGH](#)

[City of Pittsburgh Bike Racks](#)

K12-T16: Create bike, scooter and pedestrian-friendly infrastructure (1 to 15 points) ♦ ▲

Biking and/or walking to school presents certain challenges for students and employees, particularly in regards to storing equipment and clothing and making themselves presentable for the school day. Install bike racks, and/or allow employees and students to access lockers and shower facilities before school to accommodate these needs.

1. Submit photographic and invoice evidence for the following:

- i. Bike racks (1 point)
- ii. Bike parking in your facility (1 point)
- iii. Parking for scooters (1 point)
- iv. Changing facility access (1 point)
- v. Shower access (1 point)
- vi. Any additional accommodations you come up with

Receive 1 point for each bike-friendly accommodation up to 10 points.

If you create bicycle friendly infrastructure, you may be on your way to being a certified Bike Friendly Business. Work with BikePGH to obtain certification and receive an additional 5 points.

Useful Links:

[BikePGH Bike Racks](#)

[City of Pittsburgh Bike Racks](#)

[YMCA of Greater Pittsburgh](#)

[National Geographic Offers Employees Showers and Lockers](#)

[First High School to be Awarded “Bike-Friendly Business”](#)

K12-T17: Implement an employee bicycle sharing program or purchase bicycles for school employees to check out and use. (5 points) ♦ ▲

Bicycle sharing programs are becoming more and more popular internationally as they prove to be cost effective alternatives to fossil fuel based transportation. They are especially useful in urban areas. Some employers have purchased bicycles for employees to use when running errands, going to lunch or going to meetings.

1. Submit an invoice or receipt as proof of purchase of school employee bicycles OR
2. Submit pictures of the bikes that are going to be part of the bicycle-sharing program OR
3. Submit receipts from employees to show their use of existing bike-sharing programs.

Useful Links:

[Employer Bike Sharing Toolkit](#)

[Longmont Bike Sharing Program](#)

[New York Bicycle Sharing Options](#)

AIR QUALITY

Indoor

K12-AQ1: Test for radon (5 points) ♦

Radon is an odorless and colorless gas that is present in many Western Pennsylvania buildings. Radon is considered a carcinogen and the second highest cause of lung cancer. Exposure to radon in schools can have a significant negative impact on your students. Conduct a radon test to ensure your school is safe.

1. Submit an invoice or other record to document that your school has had a radon test conducted in the last 2 years.
2. Submit the results of your radon test.

Useful Links:

[EPA Radon in Schools](#)

[Radon Fact Sheet](#)

[EPA Radon Guide](#)

K12-AQ2: Monitor indoor particulate matter in your school (5 points) ♦

Particulate matter (PM) is a complex mixture of small hazardous particles in the air, including acids (nitrate or sulfate), soil or dust, organic chemicals and metals (US EPA). When inhaled, certain fine particles smaller than 10 micrometers can enter and remain in the lungs, causing major respiratory health issues. By monitoring your facility's PM, you can learn if your school has healthy levels of PM, and what daily activities spike airborne PM. Assessing this data can reveal opportunities to intervene and improve your facility's air quality, leading to better health for your students, educators and staff.

The Speck Monitor, a project of Carnegie Mellon University, is an easy-to-use plug-in monitor and app that will automatically upload daily PM data to your account, and create simple chart read-outs to demonstrate PM fluctuations. Speck Monitors are available for rent for free at Carnegie libraries. Be sure to download the SpeckSensor app for iOS and Android to check your Speck monitor readout anywhere. Monitor your space daily for a full week in order to understand the daily patterns of air quality in your school.

1. Submit a photo of the particulate matter monitor in your school.
2. Submit a screenshot of your particulate matter monitor readouts from at least 7 days of monitoring.

NOTE: New this year, GWC has partnered with ROCIS to provide GWC competitors the opportunity to participate in month-long cohorts to monitor indoor air quality for free. After you join a ROCIS cohort and attend a briefing, you will be given a kit containing 2 Speck Monitors, a radon monitor, a carbon monoxide monitor, a carbon dioxide monitor, and 3 Dylos PM monitors. Dylos PM monitors require some additional setup and data analysis in order to interpret the monitor's output, but provides detailed readings of minute-by-minute fine and large particulate matter. Contact GWC at gwc@sustainablepittsburgh.org if you are interested in signing up for a cohort. Competitors who monitor their air quality through a ROCIS cohort will receive 5 additional points on top of the 20 available monitoring points.

Useful Links:

[Speck at Carnegie Libraries](#)

[ROCIS: What I Learned \(GTECH Strategies\)](#)

K12-AQ3: Complete a classroom Speck project, and share it on the Speck website (5 points) ■ ●

Indoor air quality monitoring can provide a great educational opportunity for students in a classroom. Document and complete a project for students from the Speck website. Share your project with Speck for additional points! Speck is currently offering \$150 in Speck store credit to anyone who shares a well-documented project. (See “Useful Links” below for complete details.)

1. Submit a copy of your lesson plan, or summary of your classroom project
2. If you shared the project with Speck, provide the links, files and/or other supporting materials you shared with Speck.

Useful Links:

[Speck Curricula](#)

K21-AQ4: Conduct an asbestos inspection (5 points) ◆

Asbestos, a naturally occurring mineral, is an excellent insulator but has devastating effects on human health. Asbestos use was discontinued in the late 1970s, but continued to be used in insulation, flooring, roofing, wallboard, pipes, joint compounds, adhesives and fireproofing through the 80s, and is still present in many older buildings. An asbestos inspection will assess the presence of asbestos and the risk it may pose to the building’s occupants. This will help you make informed decisions about future renovation and the upkeep of your building, as well as alert you to any potential dangers to your students.

1. Submit an invoice or other record to document that your school has had a professional asbestos inspection conducted in the last 2 years. Submit the results of your test.

Useful Links:

[EPA: Asbestos in Schools](#)

K12-AQ5: Conduct a lead test (5 points) ◆

Lead was once present in many building materials including paint, sealants and flooring, and presents a health risk to building residents, particularly children. Conducting a lead test will alert you to the presence of this toxin.

1. Submit an invoice or other record to document that your school has had a professional or DIY lead test conducted in the last 2 years. Submit the results of your test.

Useful Links:

[EPA Renovation, Repair and Painting](#)

[EPA Lead Paint Resources](#)

K12-AQ6: Act on recommendations from IAQ, radon, asbestos and lead testing (1 point) ◆ ▲

If any of your indoor air quality tests reveal necessary actions to improve the immediate health of your building and protect your students, take that action and receive points.

1. Submit an invoice, work order or receipt for work done along with the suggested action from your air quality testing highlighted (1 point for each action) OR
2. If the suggestion does not necessitate professional work, please include a before and after photo of the action taken along with the suggested action from your testing highlighted (1 point).

Useful Links:

[EPA: Creating Healthy Indoor Air Quality in Schools](#)

K12-AQ7: Implement a low-VOC purchase policy for all building products (1 to 6 points) ♦ ▲

Volatile organic compounds (VOCs) are gases emitted from solid materials containing a variety of chemical compounds. VOCs can be found in paints and lacquers, paint strippers, sealants, stains, adhesives, cleaning supplies, pesticides, building materials and furnishing, office equipment, correction fluids and carbonless copy paper, graphics and craft materials, permanent markers, and photographic solutions. Many low VOC products are labeled as such. Writing a policy to purchase only low-VOC labeled products can help improve your building occupants' health and safety.

1. Submit a copy of your low or no-VOC purchase policy. (3 points)
2. Submit a photo of at least one low-VOC product you have used or purchased within the K-12 Green Workplace Challenge time frame. Receive 1 point for each item, up to 3 points.

Useful Links:

[National Institutes of Health: Indoor and Outdoor Monitoring of Volatile Organic Compounds in School Buildings](#)

[EPA: Intro to IAQ and VOC](#)

[CDC: Indoor Environmental Quality](#)

K12-AQ8: Implement a policy against the purchase and use of materials with Red List components (3 points) ♦ ▲

The Red List was compiled by the International Living Future Institute for their Living Building Challenge, and includes common chemicals and compounds used in building materials that may contribute to global warming, increase cancer risk, bioaccumulate in ecosystems, or are otherwise detrimental to environmental and human health. Be on the forefront of sustainable and healthy schools and write a policy against the purchase or use of materials containing items on the Red List.

1. Submit a copy of your policy against the purchase or use of items and building supplies containing the following Red List components:
 - a. Asbestos, cadmium, chlorinated polyethylene, chlorofluorocarbons, chloroprene, formaldehyde, halogenated flame retardant, hydrochlorofluorocarbons, lead, mercury, petrochemical fertilizers, phthalates, polyvinyl chloride, wood treatments containing creosote, arsenic or pentachlorophenol.

Useful Links:

[ILFI Red List](#)

K12-AQ9: Clean air ducts and vents (3 points) ♦

When having your air ducts and vents cleaned be sure to include the supply/return air ducts, grills, heat exchangers, heating/cooling coils, condensate drain pans, fan motors and housing, and the air handling housing. If these parts are not regularly cleaned, the entire HVAC system can become contaminated with dust, pollen, debris, or moisture that can result in mold growth. By cleaning the system you not only improve the quality of the air in your school, but you also improve the efficiency of your HVAC system, saving energy and money.

1. Submit an invoice or receipt as proof of duct and vent cleaning. If your HVAC maintenance is conducted by in-house staff, request and submit a copy of the maintenance log.

Useful Links:

[EPA: What is air duct cleaning?](#)

K12-AQ10: Maintain your HVAC systems (3 points) ♦

Maintaining HVAC equipment helps prevent problems that could arise in the future. These problems can result in increased costs and a shorter life cycle for the system. By having a maintenance check-up, problems can be addressed before any real damage is done.

1. Submit an invoice or receipt as proof of the maintenance check-up. If your HVAC maintenance is conducted by in-house staff, request and submit a copy of the maintenance log.

Useful Links:

[EPA Energy Star: Maintenance Check-up](#)

K12-AQ11: Change HVAC filters every six months (1 to 2 points) ♦

Your HVAC system components have filters that collect dust, allergens and pollutants so that you and your building's occupants can enjoy cleaner air. These filters need to be changed every 3 to 6 months, depending on the type of system and manufacturer of the filters. Some are disposable and others can be hosed off, dried, and reinstalled. Extend the life of your HVAC system and make sure it is functioning as cleanly as possible by cleaning or replacing your filters according to manufacturer recommendations.

1. Submit an invoice or receipt as proof of your filter change or cleaning. If your HVAC maintenance is conducted by in-house staff, request and submit a copy of the maintenance log.

Useful Links:

[Maintaining your Air Conditioner](#)
[CDC Building Ventilation](#)

K12-AQ12: Check blocked vents in school and move furniture to unblock them (1 point) ♦ ▲

Most air quality issues can be fixed quite cheaply and easily, some for free! One of the biggest culprits in air quality in schools is improper circulation due to blocked air vents. Some vents take in stale air, while other are the conduit through which fresh conditioned air enters the area. In addition to being an IAQ issue, a blocked air vent makes the HVAC system less efficient and can lead to increased costs.

1. Submit before and after photos of blocked and unblocked vents.

Useful Links:

[Energy Myths Debunked](#)
[100 ways to save energy](#)

Outdoor

K12-AQ13: Join the Breathe Project Coalition (3 points) ▲

Reductions in energy use have a direct effect on improving our region’s air quality. Join the leading organizations committed to improving air quality in the Pittsburgh region by becoming a part of the Breathe Project Coalition. Go to <http://breatheproject.org/> and select “Join as a Group” to sign your school up as a supporter of the Breathe Campaign.

1. Submit a screenshot of your verification email from the Breathe Project Coalition.

Useful Links:

[Breathe Project](#)

K12-AQ14: Write a policy to take action on air quality action days (5 to 6 points) ▲

Air Quality Action days are called when the AQI is unusually high (over 151 or a red-flag zone). On these days it can be particularly powerful to encourage use of less polluting transportation for employees as well as students and reschedule polluting activities such as lawn care and maintenance. This can be accomplished via a written policy to take these actions on forecasted Air Quality Action Days. By sending out reminders of this policy to students, teachers and staff prior to forecasted Air Quality Action Days, you can help encourage the proper use of these policies.

1. Submit a document detailing your Air Quality Action Day policies. (5 points)
2. Submit a copy of your announcement sent out on days prior to forecast Air Quality Action Days. Be sure to include the date of the email sent, and the date of the forecasted Action Day (1 point, repeatable on each forecasted Air Quality Action Day).

Useful Links:

[AirNow](#)

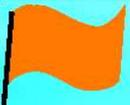
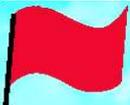
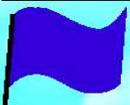
[AirNow: Pittsburgh](#)

[How You Can Help Keep the Air Cleaner](#)

K12-AQ15: Implement the Air Quality Flagging program at your schools (3 points) ■ ●

Group Against Smog and Pollution (GASP) implements the US EPA’s School Flag program at schools throughout Southwestern PA. GASP will provide colored flags representative of the air quality values in the EPA’s AQI, or you can participate by creating your own flags. Schools can participate in the program by obtaining and displaying the corresponding AQI flag at their school. Please contact GASP at info@gasp-pgh.org to learn more about implementing the AQI Flag Program at your school.

1. To make your own flags, base the colors on the following chart:

 Good 0-50	Clean air, have fun! No limitations. 
 Moderate 51-100	The air is okay, but not the best for everyone. If you need to, just play easy. Sensitive people should consider reducing prolonged or heavy exertion outdoors.
 Unhealthy <i>for Sensitive Groups</i> 101-150	Don't stay outside too long or play too hard. Active children and adults, and people with lung disease, such as asthma, should avoid prolonged or heavy exertion outdoors.
 Unhealthy 151-200	It's best to stay indoors, but if you have to be outside, just relax and take it easy. Active children and adults, and people with lung disease, such as asthma, should avoid heavy exertion outdoors. Everyone else, especially children, should avoid prolonged or heavy exertion outdoors.
 Very Unhealthy 201-300	Time to stay indoors. Active children and adults, and people with lung disease, such as asthma, should avoid all exertion outdoors. Everyone else, especially children, should avoid prolonged or heavy exertion outdoors.

2. Submit photos of your school displaying flags representative of the AQI (with timestamp) on three separate days.

Useful Links:

[AirNow Air Quality Flag Program](#)
[GASP EPA Flag Program](#)

K12-AQ16: Sign up for action day forecasts (1 to 11 points) ■ ● ◆

The EPA's Air Quality Index provides a daily indicator of the health of our air based on the presence of five major pollutants: ground-level ozone, particulate matter, carbon monoxide, nitrogen dioxide and sulfur dioxide. The higher the AQI value, the more pollution in the air and the greater the public health risk. Stay aware of our region's air quality by signing up for Air Quality Action Day Forecasts. For greater points, encourage your students to register to receive Air Quality Action Day Forecasts.

1. Submit a screenshot confirming your registration to receive Air Quality Action Day Forecasts (1 point)
2. Submit a document indicating the number of students who have registered to receive Air Quality Action Day Forecasts.

Receive 1 point for every 10% of the school population that registers.

Useful Links:

[AirNow](#)
[Air Quality Index](#)
[Pittsburgh Climate Initiative](#)

INNOVATION

K12-IN1: Innovate your own action (1+ points) ■ ● ◆ ▲

Has your school implemented a sustainable policy, program, or taken a sustainable action not covered in the GWC? Submit your action description to the GWC team for points, and the GWC team may create a new action for any participant to take. By submitting a new and innovative action, your school can help our region stay at the forefront of sustainability while gaining points and recognition for your organization.

1. Submit a description of your action, along with any photo, receipts, documents, policies or proof necessary to validate the completion of your action.

Innovation points will be awarded on the same scale and structure used to determine the points for existing actions in the GWC. That structure most heavily rewards measurable reductions in emissions-producing activities including energy use, water use, waste production and transportation, followed by actions that directly impact your ability to measure those impacts, then those that increase the scale of sustainability initiatives (typically engagement or outreach activities), actions that lead to reductions in emissions (though direct measurement may not be tracked), and lastly actions which are positive, but do not affect emissions directly. All points are similarly awarded based on the scale of investment of both time and capital.

APPENDIX

RESOURCES

Organization	Description	Web
PA Healthy Schools	Green & healthy learning environments	http://healthyschoolspa.org/healthy-schools-recognition-program
The Water Project	Water-related lesson plans	https://thewaterproject.org/resources/
ALCOSAN	Scholastic Outreach Programs	http://www.alcosan.org/ScholasticOutreach/tabid/74/Default.aspx
GASP	Air Flagging Program	http://gasp-pgh.org/projects/epa-flags/
GBA	Green & Healthy Schools Academy	https://www.go-gba.org/initiatives/green-healthy-schools-academy/
Green Ribbon Schools	Environmental impacts, health of schools	http://www2.ed.gov/programs/green-ribbon-schools/index.html