



2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

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

and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: Charter Title I Magnet Choice

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

Official School Name: Bluejacket-Flint Elementary School
(As it should appear in the official records)

School
Mailing Address: 11615 W. 49th Terrace
(If address is P.O. Box, also include street address.)

Shawnee KS 66203
City State Zip

County Johnson State School Code Number* _____

Telephone (913) 993-2000 Fax (913) 993-2099

Web site/URL www.smsd.org E-mail kevinfrick@smsd.org

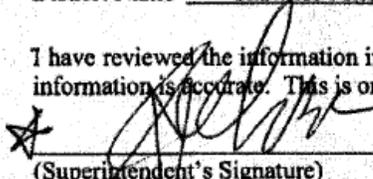
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

 Date 2-15-2013
(Principal's Signature)

Name of Superintendent* Dr. Gene Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Shawnee Mission School District Tel. (913) 993-6200

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

 Date 2-15-13
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

Bluejacket-Flint (BJF) Elementary School demonstrates exemplary integration of the three pillars of the Green Ribbon School program. Together, staff, students, parents and community members have reduced their environmental impact through projects that include significant reductions in energy use (51.9%), significant reductions in waste through composting and recycling both at the school and within the community, water quality and conservation efforts, which include the installation of a rain garden, use of native plants that do not require irrigation and additional water conservation efforts for a 2.9% reduction of water use within the school building. Key in making these changes in environmental impact have been the engagement of the whole schools staff, students, parents and community members, helping to promote actions outside of the school setting while engaging students in relevant and real-world STEM.

Alongside with minimizing our environmental impact, we recognize the importance of the health and well-being of our students and staff. BJF has achieved recognition through the HealthierUS Schools Challenge. Students and staff have adequate outdoor time and space for daily physical activity and programs to provide students with healthy snacks are part of the regular school program at BJF. Air quality within the school, including regular radon testing, helps to insure the health of our staff and students. We recognize the strong connection between student health and wellbeing to attendance and academic success and engage students in programs such as EPA Sunwise and the Kansas Green Schools Healthy School Investigation which puts students as researchers in exploring their school setting and minimizing the health risks within the school and school grounds. Additional health and wellness educational programs include health instruction to students and walk to school day help to engage parents in promoting healthier lifestyles for our students.

Finally, BJF is actively engaged in developing the environmental and sustainability literacy of our K-5 students. Students regularly engage in school environmental and health investigations through active participation in Kansas Green Schools investigations and participation on the BJF Green Team. The BJF PTA invested \$50,000 in development of an outdoor classroom, which serves as a vital part of the environmental and outdoor education in the school. The BJF Green Team leads a team of other teachers, parents & students in the planning, directing & facilitating service learning projects for GT students to log more than 150 collective service hours and improve the grounds, neighborhood and community with trash patrol, recycling drives and landscaping projects. Since 2008, students have engaged in waste audits and action planning, recycling and composting, planning and installing a rain garden and most recently, exploring green technologies. Specifically, students spent time at Kansas State to explore the current use of sensor technologies and the engineering involved in such technologies, while getting real world interaction with a woman STEM scientist using technologies to research in the rainforest.

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Additional environmental STEM lessons allow students apply and extend arithmetic and estimation with an enterprise business unit where they study markets and create their own business plans using recycled resources or inputs. With a cross-curricular focus to communications, students identify community needs and problems and plan a business as an entrepreneur. They complete the math to churn out a profit for both a goods and service business, often with a plant or animal focus. Then the profits are donated to Kiva, (www.kiva.org/) an international lending service with a multitude of environmental-invests for third-world projects. Students build vocabulary with environmental finance terms and take away many math skills. In reading units like 6th grade Ecology and 4th grade Nature: Friend and Foe, students interpret environmental terms, vocabulary words and phrases as they are used in a text, including determining technical, connotative and figurative meanings. They practice fluency in all text types with environmental and ecological stories. Our environment is universal, and all students can find connections to the primal needs of securing a ‘habitat.’ Content in these areas gives prior knowledge and methods of practicing skills in decoding words, enhancing vocabulary and expanding comprehension. Using communications skills, students help prepare reports for the Shawnee Garden Club (<http://shawneegarden.homestead.com/>) on a grant to assist with the composting projects. This gave a practical and real-life audience to share our PSAs (www.youtube.com/watch?v=XE7GgOL3vUU).

Blue-Jacket Flint Elementary School embodies the Three Pillars of a Green Ribbon School and continually seeks to engage staff, students, parents and community members in helping to make their schools, homes and communities more environmentally sustainable and healthier places to live, work and play. By making environmental and sustainability education an integral part of our school, we feel confident that our students will be environmentally literate citizens that as adults in our communities, make informed and responsible environmental decisions.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools’ high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority’s application based on the Framework and sample application or a committee’s written evaluation of a school in each Pillar and Element.

Nominating Authority’s Certifications

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

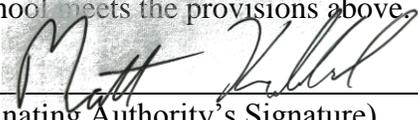
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2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability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

Name of Nominating Agency Kansas State Department of Education

Name of Nominating Authority Mr. Matt Krehbiel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.


Date 2-15-13
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

GRS Nomination: Blue-Jacket Flint Elementary School

Please tell us about your school:

1. Name of School: Blue-Jacket Flint Elementary School
2. School Type: (check all that apply) Elementary K-5 or 6

3. How would you describe your school? Suburban

4. School District Number: 512

5. School Address: 11615 W. 49th Terr.
Shawnee, KS 66203

Phone: 785-532-8628

6. Contact Person:

Name: Lucas shivers

Email Address: lshivers@hotmail.com

Phone Number: 7855328628

7. If the principal is not the contact person on this application please provide the following:

Principal's Name: Kevin Frick

Phone Number: 913-993-2000

Email: kevinfrick@smsd.org

8. Does your school serve 40% or more students from disadvantaged households? Yes

9. School Demographics--Approximately what percentage of your school's students qualify for:

School Demographics--Approximately what 51

percentage of your school's students qualify

for: Free Lunch:

Reduced Lunch: 51

10. Approximately what percentage of students in your school are limited English proficient?

Approximately what percentage of students in 17

your school are limited English proficient?

Percentage:

11. Graduation Rate (if appropriate): na

12. Attendance Rate: Above 95%

SUMMARY NARRATIVE:

“Ecological refers to an understanding of organisms and their ecosystems, and intelligence connotes the capacity to learn from experience and deal effectively with our environment. Ecological intelligence lets us apply what we learn about how human activity impinges on ecosystems so as to do less harm and once again live sustainable in our niche” (Goleman). The Bluejacket Flint (BJF) Elementary community encourages the growing global shift of seeing green lifestyles as a process, not a status. Students, staff and families think of ‘green’ as a verb, not an adjective, and that semantic shift helps us focus better on the three pillars of environmental and sustainable education, improve our collective wellness, and reduce environmental impacts. BJF found a new paradigm shift of ecological intelligence to address waste conservation and green strategies as a part of the BJF Green Team and lessons infused at all levels of curriculum for our 550 students grade K to 6. BJF launched multiple initiatives to reduce solid waste with school-wide recycling, conserving and reusing materials to save more than 150 tons from the landfill, educating students and families with large-scale project like installing a demonstration rain garden for the county, completing service learning projects such as composting and watershed protection as part of our annual extensive projects. Driven by student learning and data, we completed annual projects based on waste audits, local community current events, and grant funding and national trends: 2008-09 – School-wide Recycling; 2009-10 – Composting; 2010-11 – Rain Garden; 2011-12 – Green Technology; 2012-13 – Outdoor Service Learning Projects. By committing to an environment with rain gardens to filter parking lots and recess blacktop runoff, compost outside classroom windows, and interdisciplinary lessons to reach all students, BJF aids in a cultural shift as students are immersed in the benefits of a practical, user friendly approach to usher in environmental responsibility and foster ecological change like recycling more than 125 tons of paper, co-mingle and other materials since 2008. Our school community works with the larger business and residential area to enable students and families to sustain practical stewardship such as taking our projects home to distribute the benefits, while maintaining fiscal savings of 29% savings from the baseline year in the first year and current a 54% savings! Since 2008, our Green Team initiative includes four areas to transform schools to healthy, sustainable learning centers: 1) strive for a waste-free environment; 2) use resources sustainably; 3) create a green and healthy space; and 4) teach, learn, engage. These four areas highlight a few of the major success points for students in this green effort. As a drive to keep students the center of all decisions, our efforts are focused on student success and wellness both during their time at BJF and long-term into their personal futures. Finding ways to measure success goes beyond assessment scores, to projects like waste audits, service learning opportunities, meeting attendance rates, attitude surveys and respect towards environment. Green schools, like BJF, are friendlier and designed for student learning. We follow brain-based research of natural light from larger, strategically placed windows; improve health related issues of less asthma and allergies concerns; and support teacher retention due to a holistic approach to the job. The long-term goals help to shift students’ actions toward a more conservation, stewardship and earth-friendly conscience. The BJF Green Team serves as example-based leadership for others to step

up to the challenges of conservation, recycling and creatively understanding solutions. The Green Teams offers practical ways to make more with less. The teams are connected to more than 30 local, state and national partners, including 4-H Youth Development, Kansas Department of Health and Environment and Kansas Association for Conservation and Environmental Education's Kansas Green School network for curriculum support, professional development and collaboration opportunities. As the world goes green, schools will lead the way in supporting efforts to improve learning environments under the sustainable banner of stewardship. This ecological intelligence message on the energy-climate era will be delivered from a range of participants to a vast array of audiences via the students of Green Team. All audiences must be respected and treated with dignity for them to want to play a part in the process. The Green Team plan seeks to build common ground in the central debate, replacing the main focus with student achievement and success. Overall, Green Team fuses the goals together for centering on improving the experience of staff and students with stewardship and sustainability. Students are included on all parts of the plan as the central component. Students are ready to stand strong, united and focused on the vision of gaining access to a green, healthy, safe and successful school experience.

2. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes

Program(s) and level(s) achieved: EPA Wastewise Re-Trac program to analyze energy use and conservation Portfolio Manager with Energystar.gov Kansas 4-H Youth Development Program NOAA Climate Steward Education Program

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

Award(s) and year(s):- Recipient, Kansas Agriculture in the Classroom Foundation Teacher of the Year - State finalist, Presidential Award for Excellence in Mathematics and Science Teaching - Workshop Presenter, American Association for the Advancement of Science Conference in DC - Seminar Facilitator, Midwest Teacher Conference at KC Federal Reserve - Curriculum Writer, KU Center for Economic Education Council for Economic Education - Grant Winner, Children's Literature for Understanding Economics to integrate STEM instruction - Curriculum Reviewer, TeachEngineering Digital Library comprehensive lesson evaluation - Consultant, National Agriculture Center and Hall of Fame education program consultant - Presenter, Graduate Research Competition at KU - Seminar Fellow, Global Economy and Financial Literacy development series from KU - Recipient, Johnson County Commissioners Green Business Award for STEM focus - NGO Reporter, International Ministries correspondent covering earthquake relief in Haiti - Runner-Up, Disney Planet Challenge for engineering-based environmental projects - Recipient, Presidential Youth Environmental Award for STEM projects and math integration - Grant writer and recipient, Shawnee Mission Education Foundation Technology grant for sensor technology - Picture Perfect Science implementation team for

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district - Participant, Kansas City Environmental Education Network - Research and Development Forum Science experiment judge - International Global Hero Award, one of 25 people recognized internationally for using my personal story of perseverance with diabetes to inspire children to live healthy and fit lives - Fellow, Earthwatch Science Teacher - District professional development trainers, SMSD science and technology courses - Grant participant, Fostering Achievement in Middle School Mathematics and Science - Awardee, Power Up grant to teach health and wellness lessons in science and create a School Wellness Day All Awards are within the last five years from students and staff at BJF

Pillar 3

PILLAR THREE: III. Effective Environmental and Sustainability Education (35 points total)

- Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems (20 points);
- Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy (5 points); and
- Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community (10 points).

There are many pathways to achieving a 100% environmental and sustainability literacy rate. Please answer all of the questions below, and you may supplement this information by also describing alternative benchmarks of progress (see final question).

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. Environmental and sustainability concepts are integrated throughout the curriculum. Environmental and sustainability concepts are integrated into assessments. Students evidence high levels of proficiency in these assessments. Professional development in environmental and sustainability education are provided to all teachers.

Specific examples, highlighting innovative or unique practices and partnerships.

Together with families and the community, we launch multiple initiatives with revolutionary STEM concepts. STEM enables students to think critically, exercise inquiry, solve complex problems and advance society with projects like engineering new food and energy sources with Future City and NEED lessons, achieving new zero-waste healthy classrooms, seeing new parts of the world with Electronic Field Trips, service learning with many community partners, designing new exhibits for Science City through Battle of the Brains competitions and funding new businesses through international micro-finance loans with Kiva

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(<http://www.smsd.org/parents/news/news35552.htm>). Lessons are packed with STEM focused objectives with an enviro focus all supported by the Common Core standards. BJJ students find a complete paradigm shift of STEM strategies in their classroom like straw rockets and open inquiry-based instruction to put students first and share ownership of their learning (<http://www.smsd.org/parents/news/news35127.htm>). Students & the BJJ community were enriched by the cutting-edge environmentally intelligent STEM lessons and reported an advanced understanding on assessment and test scores that show a jump of more than 10% on classroom science assessments after our INSIGHT lessons throughout the year with the averages going from 75% to 88%. For professional development, we have several trainings on STEM materials at staff meetings, vertical teams, professional learning communities and in-service days for both school and district levels. Reaching nationally, teachers from BJJ also presented sample lessons entitled "Innovative STEM Lessons Linked to Common Core Standards" at the American Association for the Advancement of Science national meeting (<http://www.aaas.org/>) in March 2012 in Washington, DC. More importantly, they gained ideas from the posters, workshops & speakers to use in their classroom.

2. For schools serving grades 9-12:

For schools serving grades 9-12: Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career:	na
Percentage scoring a 3 or higher:	na

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

With STEM lessons aligned to Common Core and Environmental Education Standards, BJJ teachers push students to revise and polish their work to deliver the highest quality work possible aligned with developing the abilities necessary to participate and make informed decisions regarding environmental issues like NEED project (<http://www.need.org/>) in 6th grade to promote an energy conscious and educated society to design and deliver objective, multi-sided energy education programs. Teachers at all level K-6 facilitate opportunities for students to make connections into future career paths, all the while growing skills and concepts to change their worlds. These community-based STEM investigations give a learning experience that offer both minds-on and hands-on experiences through service-learning opportunities with clean up of neighborhoods, streams and parks in partnership with the Blue River Watershed Association (<http://www.brwa.net/>) where student are constantly learning, protecting and restoring the Blue River Watershed which drains much of the KC metro area. Students not only cover watershed concerns, like flooding and poor water quality, but also reach out to engage our community in addressing these issues. Also, students engineer recycled robots (<http://www.smsd.org/parents/news/news30953.htm>), design solar ovens, build biome models, tour Earthworks and more!

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4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

With STEM lessons aligned to Common Core and Environmental Education Standards, BJJ teachers push students to revise and polish their work to deliver the highest quality work possible aligned with developing the abilities necessary to participate and make informed decisions regarding environmental issues like NEED project (<http://www.need.org/>) in 6th grade to promote an energy conscious and educated society to design and deliver objective, multi-sided energy education programs. Teachers at all level K-6 facilitate opportunities for students to make connections into future career paths, all the while growing skills and concepts to change their worlds. These community-based STEM investigations give a learning experience that offer both minds-on and hands-on experiences through service-learning opportunities with clean up of neighborhoods, streams and parks in partnership with the Blue River Watershed Association (<http://www.brwa.net/>) where student are constantly learning, protecting and restoring the Blue River Watershed which drains much of the KC metro area. Students not only cover watershed concerns, like flooding and poor water quality, but also reach out to engage our community in addressing these issues. Also, students engineer recycled robots (<http://www.smsd.org/parents/news/news30953.htm>), design solar ovens, build biome models, tour Earthworks and more!

5. What percentage of students and staff walk, bike, bus, or carpool (2+ students in the car) to/from school? Describe how this information been collected and calculated:

Safety Patrol helps all our BJJ students follow pedestrian safety in the front circle drive by opening car doors and helping direct traffic and in the back of the school by making sure students are following bus safety before and after school. According to a Patrol survey, our schools' totals include: Walk – 8%, Bike – 12%, Bus – 40%; and Carpool – 40%. Trained in late spring of the fifth grade year, Safety Patrol members must be on the job without fail! They must also meet grade requirements to remain on patrol. Safety Patrol plays an important part in helping our traffic run smoothly at arrival and dismissal time. Using the five E model, we complete the following:

- Engineering – Our district and local governmental agencies create operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways.
- Education – Safety patrol reach into classrooms to teach children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- Enforcement – BJJ partners with local law enforcement improve compliance with traffic laws in the vicinity of schools, and we have a crossing guard stationed outside our school as community enforcement.
- Encouragement – Using events and activities like National Walk to School Day (www.walkbiketoschool.org/) each fall, we promote walking and bicycling. This big event is a huge part of our neighborhood (<http://www.smsd.org/schools/bluejacketflint/news41116.htm>).
- Evaluation – Student-

driven safety patrol also monitors and documents outcomes and trends through the collection of data.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

With a \$50,000 investment from our PTA in a new Outdoor Wildlife Learning Site in 2011, BJF students learned how their communities work with a better understanding of their place now and in the future, through their reasoning, observation, inquiry, and strategy skills. With OWLS, younger students practice the basics (<http://www.smsd.org/parents/news/news33225.htm>) while older grades research, write and present environmental-based projects (www.youtube.com/watch?v=0z0dA1hBPsk). Using STEM lessons, students understand ratio concepts and reasoning to solve problems. We use decimals, fractions and percents with climate factors, forecasts and environmental changes in primary grades. Students can read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. With shelves of books and stories taken outside, they also analyze events and ideas. Personal wellness is also stressed with the BJF Iron Kids club who worked out with a Chiefs player (<http://www.smsd.org/parents/news/news34345.htm>), and environmental impact of local food and a balanced diet is a huge focus as students see for themselves the effects of processed foods. The BJF Wellness Day is a key time to teach nutrition label relays, fitness breaks, stress relief stations and food science topics.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Centered on student-growth, BJF students frequently complete countless projects to feature environmental lessons as a key area of learning through daily STEM initiatives aligned to Common Core standards; INSIGHT GK12 National Science Foundation fellowships; Battle of the Brains exhibits for Science City; and guest STEM speakers from more than 30 organizations (<http://www.smsd.org/parents/news/news30662.htm>). Using the Civics Engagement Assessment Tool, students shared their avenues of connection to the broader community through paper drives netting thousands of pounds of recycled catalogues (<http://youtu.be/OckORgHJlaY>) and demonstration rain garden plots (<http://youtu.be/9T5VC-Sn1zc>). Students are given skills to make their own decisions & influence their families & communities: "I finally convinced my dad to build one for our family in our yard after I saw how it worked with GT," one student said. "It was so cool to dump stuff into the compost bin, & not the trash." Reaching globally, one teacher took two international trips to post-earthquake Haiti during the school year to bring students a whole new side to environmental development and directly show the need to support international projects. Our students were challenged to learn about ways to handle climate change, lack of mechanical supplies and depleted resources,

as well as the cholera outbreak.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

Since 2008, GT (<http://www.smsd.org/schools/bluejacketflint/club819.htm>) students have led the entire school in green efforts, sustainable practices & lessons for other students, staff & families through several projects. The GT works together with many others to advance for our school, district & community's awareness of environmental & wellbeing issues centered on the three pillars of environmental and sustainable education, improve our collective wellness and reducing environmental impacts (<http://www.smsd.org/parents/news/news32607.htm>). Collectively, our GT reduces waste to the tune of 125 tons at our school with conservation, recycling, composting & student awareness; shares new information on sustainability; executes projects based on school-wide initiatives; & works with families & community partners to equip students & the community with tools of understanding & action. Our outcomes include increased school attendance of our club members by 30% and higher performance in classroom STEM lessons due to the extensions from the after-school club from 78% to 85%. To achieve these outcomes, teachers have become students trying to sort through all of the propaganda & find the science of sustainability for schools. As lifelong-learners, our professional learning communities subscribed to magazines, read professional books, joined professional organizations like KC Environmental Education Network & Kansas Association for Conservation & Environmental Education & attended national conferences like American Association for the Advancement of Science & National Agriculture in the Classroom conferences to bring back new ideas like connections to a mobile dairy to learn about animal protein and farm-to-fork cycles (<http://www.smsd.org/parents/news/news33184.htm>). GT leads a team of other teachers, parents & students in the planning, directing & facilitating service learning projects for GT students to log more than 150 collective service hours and improve the grounds, neighborhood and community with trash patrol, recycling drives and landscaping projects. With support from more than a dozen sponsors who donate in-kind services & time for presentations from a speakers bureau for our events, our GT has covered a variety of topics ranging from educational speakers, recycling projects, hands-on activities & home connections in the following areas: 2008-09 – School-wide Recycling; 2009-10 – Composting; 2010-11 – Rain Garden; & 2011-13 – Green Technology. Driven by student learning and data, we completed annual projects based on waste audits, local community current events, and grant funding and national trends. * In 2008, BJF went from three dumpsters to one thanks to a co-mingle recycling bin brought to our school to recycle more than 125 tons of paper, cardboard, and metal. We have grown annually from our baseline year of 34 tons of recycled material. *In 2009, students undertook worm and outdoor composting of classroom and cafeteria waste, working with hundreds of red wigglers worms. *In 2010, the GT worked with a team of more than eight adults to design & plant a rain garden with the help of more than 50 students, families & community partners on a Saturday in May. We pulled in partners like faith-based groups from a neighborhood church, Keeping Kansas City Beautiful, Sowers of Sustainability, Girl & Boy Scouts, PTA, Student Council,

Shawnee Garden Club & other volunteer groups. Student benefited from seeing adults work alongside them to care for the environment & find practical ways to reduce runoff. Teachers don't often get to 'dig in the dirt' with their students in a project like the rain garden. * In 2011, we focused our learning on green technologies like solar panels, windmills, sensors & more. Two teachers were selected to be INSIGHT (Infusing System Design & Sensor Technology in Education) Fellows (<http://gk12.cis.ksu.edu/>) & worked with graduate students from K-State who came to the school once a month to help present the lessons. Thanks to the partnership between K-State, schools like BJF, & the National Science Foundation, students learned on a highly technical level about the current use of sensor technologies after a two-week workshop at K-State. Teachers directly heard about the engineering process, & students specifically cast a vision into their lives as a potential future career opportunity. *In 2012, green technology and service learning was the focus. One 6th grade class Skyped in the Dr. Meg Lowman, (<http://canopymeg.com/>) a rainforest scientist, to learn about her latest research. Her Q&A session was one of the best parts of the school year, according to the end-of-the-year survey. As a direct result of our personal learning at the conference, we took the initiative to find a method to enhance our connections to use Dr. Lowman as a resource to help students clarify & comprehend the research from a book and project on rain forest diversity (<http://youtu.be/WSXJPLQTmHc>). We also completed more service learning at Harvesters and with the Blue River Watershed Association. These ongoing environmental efforts translated into real results & economical savings where BJF saw a 29% savings from the baseline year, noted at a Board of Education meeting. Thanks to the efforts of students & their work to educate the entire school community, BJF saw the largest increase reduced energy cost in the whole district. GT also sought major investments in the greening of the school from the KDHE, KU, Shawnee Garden Club, Keeping Kansas City Beautiful, & the district Education Foundation. Teams of teachers and staff have written & executed more than \$45,000 in grants to supplement the curriculum with hands-on projects & inquiry lessons relating to green technology & projects for student learning through technology & STEM kits translating to high-level teaching strategies to solve real-world problems. Thanks to this grant money, students have solar cars to race for inquiry science lessons, windmills to build for demonstrations at Back-to-School Night for families where 6th grade had the highest attendance rates at 93% of families represented at the event. These tools help students learn better with hands-on, technology-infused instruments. Additionally, our BJF PTA invested more than \$50,000 in an outdoor learning area for a whole grade level to get outside for their lessons. To give parents an accurate reflection of student work & interaction, we seek to document our work to share with the community with websites, YouTube channels (www.youtube.com/user/bjfsixthgrade) & more for two-way communication. GT become affiliated with 4-H Youth Development, (<http://www.kansas4h.org/>) the first afterschool club in the county providing additional leadership & technical tools to incorporate for students. This partnership connects our club to a network of national curriculum resources & tools for hands-on learning & project-based initiatives. To make these large-scale projects possible, several community partners support our work including: Green Schools Network, PTA, Bridging The Gap, Mid-American Regional Council, local green business owners & recycling vendors. Our partners share professional

expertise & connections to lessons. Thanks to these efforts of my own learning & collaboration, the Kansas Foundation for Ag in the Classroom named a BJF employee as their Teacher of the Year (<http://www.smsd.org/parents/news/news38732.htm>). He was honored with letters from many policy makers & a standing ovation from the Kansas House of Representatives & attended the national conference where he brought back lessons & ideas to his classroom, like using new garden hoop houses for our small raised garden plots & organic lessons on soil science for students to understand their impact on the environment.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

Additional environmental STEM lessons allow students apply and extend arithmetic and estimation with an enterprise business unit where they study markets and create their own business plans using recycled resources or inputs. With a cross-curricular focus to communications, students identify community needs and problems and plan a business as an entrepreneur. They complete the math to churn out a profit for both a goods and service business, often with a plant or animal focus. Then the profits are donated to Kiva, (www.kiva.org/) an international lending service with a multitude of environmental-invests for third-world projects. Students build vocabulary with environmental finance terms and take away many math skills. In reading units like 6th grade Ecology and 4th grade Nature: Friend and Foe, students interpret environmental terms, vocabulary words and phrases as they are used in a text, including determining technical, connotative and figurative meanings. They practice fluency in all text types with environmental and ecological stories. Our environment is universal, and all students can find connections to the primal needs of securing a 'habitat.' Content in these areas gives prior knowledge and methods of practicing skills in decoding words, enhancing vocabulary and expanding comprehension. Using communications skills, students help prepare reports for the Shawnee Garden Club (<http://shawneegarden.homestead.com/>) on a grant to assist with the composting projects. This gave a practical and real-life audience to share our PSAs (www.youtube.com/watch?v=XE7GgOL3vUU).

Pillar Two: Net positive impact on student and staff health

Pillar 2: Improve the health and wellness of students and staff

- An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds; and
- High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

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1. What is the volume of your annual pesticide use (gal/student/year)? 0

2. Describe efforts to reduce annual pesticide use:

Pesticides are powerful tools for controlling pests that are avoided at BJF. Knowing that children are more sensitive than adults to pesticides, BJF uses integrated pest management (IPM) to reduce pesticide risk and exposure to children. Our IPM program uses common sense strategies to reduce sources of food, water and shelter for pests in your school buildings and grounds.

- Cracks and crevices in walls, floors and pavement are sealed
- Desks are emptied and thoroughly cleaned
- Food-contaminated dishes, utensils, surfaces are cleaned
- Garbage cans and dumpsters are cleaned regularly
- Litter is collected and disposed of properly

Our integrated pest management creates a safe learning environment. We follow the EPA's IPM practices to reduce children's exposure to pesticides.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school prohibits smoking on campus and in public school buses.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

Our school does not have any fuel burning combustion appliances

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Examples of actions taken for each item checked:

We follow our Board of Education policies - aligned with EPA and CDC - to be a completely smoke-free campus. We have annual testing for each of the additional areas. Additionally, students take part in Too Good for Drugs, a prevention program for BJF students to build on students' resiliency, social skills and solving everyday problems. The program is designed to provide education in social and emotional competencies and reduce risk factors. At BJF, Too Good focuses on developing personal and interpersonal skills to resist peer pressures, goal setting, decision-making, bonding with others, having respect for self and others, managing emotions, effective communication, and social interactions. The team organizes Red Ribbon Week in the fall, and they will also use technology and media tools to tell the story of being Too Good for Drugs. Data/Rationale used to determine objective: CTC Data, student surveys, student observation, parent contacts and meetings,

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.

We follow our Board of Education policies - aligned with EPA and CDC - to keep chemicals out of our building and stored mostly at our district warehouse. Small quantities of cleaning agents are locked in janitors closets and monitored closely by custodial staff.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

We follow our Board of Education policies - aligned with EPA and CDC - to keep air clean. Monitoring is completed annually by our district staff to prevent concerns. We meet ASHRAE Standard 62.1-2010 Ventilation for Acceptable Indoor Air Quality. We are also consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found.

Our maintenance staff annually completes mold inspections and immediately handles all situations to clean and prevent future concerns.

7. Our school has installed local exhaust systems for major airborne contaminant sources.

No

Describe:

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.

Thanks to windows in each classroom and a digitally controlled HVAC system. We meet ASHRAE Standard 62.1-2010 Ventilation for Acceptable Indoor Air Quality. We are also consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines.

10. Does your school take any other steps to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. NOTE: This might include the Kansas Green Schools Investigation: Healthy Schools.

Yes

Describe: Student completed the Kansas Green Schools Investigation: Healthy Schools and

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selections of their work will be included in the emailed packet!

Pillar Two: Improved Health and Wellness

Nutrition and Fitness

Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

1. Our school participates in the USDA's HeathierUS School Challenge.

Yes

Level and Year: <http://www4.smsd.org/deborahhodes/docs/Doc-137569.pdf>

2. Our school participates in a Farm to School program to use local, fresh food.

No

Comments: Hope to soon!

3. Our school has an on-site food garden.

No

Describe: Hope to soon!

4. Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community

No

Describe: Hope to soon!

5. Our students spent at least 120 minutes per week over the past year in school supervised physical education.

Yes

Other (please specify)

6. At least 50% of our students' annual physical education takes place outdoors.

Yes

Other (please specify)/Comments:

7. Health measures are integrated into assessments.

Yes

Comments:

8. At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

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Yes

Comments:

9. Food purchased by our school is certified as "environmentally preferable" (e.g. locally sourced, certified organic, Fair Trade, etc.)

Yes

Percentage and Type:

10. Describe the type of outdoor education, exercise and recreation available.

Student, staff, neighbors, youth sports teams and the community use our well-maintained and safe grounds to: - walk/run path available for PE classes, classrooms and community use - large grassy field for cardio games, team games, and free play - used by recess, PE classes and community - recreational/backyard type games are painted on the blacktop to encourage physical activity during recess, used by PE classes and the community - two large equipment play areas for exploratory and physical play - shaded play area with lots of trees to provide for healthy environment and protection from UV rays during play. - daily recess and opportunities to exercise throughout the day via Fitness Jammin minute -Patio of table available outdoor lessons and picnics - Iron Kids Club news stories on Olathe Kids Marathon (<http://www.smsd.org/parents/news/news32592.htm>) - BJF was awarded the Healthier US Challenge Award from the National Agricultural Dept. - 3 teachers were awarded a SM Education Grant for 5th and 6th grade students to the explore the relationship between physical exercise, heart rates, math and science - more than 50 weekly deliveries of healthy food from harvesters backpack snack program - meals to homes program with Whole Foods and a screening dental program - new lunch program in cafeteria - as many vegetables and fruits as a student wishes to have - new milk program with less fat content - Water bottles available through our nurse to assist students to be hydrated throughout the day. - Walk to School day to promote healthy life style and safe paths to school and families walking together in our community - Kid's Marathon sponsored by PE dept and the PTA to encourage families to exercise together at home and to be involved in school. - Fun Days - Outdoor physical activities in which students (K-5) participate to challenge themselves to exercise for the fun of it - Olympic Festival - Outdoor physical activities in which students (6th graders) participate to challenge themselves to exercise and compete with students from other SM elementary schools emphasizing the spirit of the Olympic code and making new friends -National Jammin minute participated in the month long celebration to learn and participate in a jamming minute routine to attempt to set a world record for most people exercising at one time.

11. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

The excitement is growing in Shawnee Mission as each of the district's 33 elementary schools gets ready to celebrate having met the HealthierUS School Challenge and other fitness awards.

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Shawnee Mission is the first district in Johnson County to be honored for these efforts and has the largest number of schools being recognized with the distinction in Kansas. Such a prestigious honor achieved by so many students and staff members required a large-scale recognition. At 1:30 p.m. on Aug. 31 at Apache Elementary, 8910 Goddard, all 33 elementary schools will be honored for their exemplary work to create healthier school environments in a district-wide celebration. Representatives from the United States Department of Agriculture and the Kansas State Department of Education will be on hand to honor students and staff for their efforts to increase nutrition and physical activity. Board members, district administrators, principals, and student representatives from each school will also take part in the event at Apache. The districtwide celebration will occur virtually throughout the district as elementary schools will join in the celebration via live cable television broadcast and online streaming. “It is an honor for our schools to be recognized nationally for their efforts related to nutrition education and wellness,” said Dr. Gene Johnson, superintendent of schools. “We are proud of the work our food services staff members have been doing to incorporate changing nutritional guidelines and to encourage healthier food choices for our students. We will continue to look for opportunities to expand our efforts related to nutrition and physical activity.” The HealthierUS School challenge honors schools that have demonstrated that they have made progress in promoting nutrition and physical activity among students and staff. Shawnee Mission’s celebration will provide for photo and video opportunities as students are greeted by Power Panther, the USDA’s official mascot for the Eat Smart. Play Hard.™ campaign; awards will be presented by representatives from the USDA, school board members and other local dignitaries will join students in the audience in an exercise activity, and students will sing a special closing song about nutrition and wellness.

Pillar One

Pillar I. Reduced Environmental Impact and Costs

- Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- Improved water quality, efficiency, and conservation;
- Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
- Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

1. Energy: Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes

Percentage reduction Over (m/yy - m/yy):

2. Greenhouse Gas reduction calculations:

Initial GHG emissions rate (MT eCO₂/person): 4.46 (2,321MtCO₂e/522 students 2009=4.46)
Final GHG emissions rate (MT eCO₂/person): 2.56 (1202 MtCO₂e/468 students 2012=2.56)
Offsets: none
How did you calculate the reduction? portfoliomanager@energystar.gov

3. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

If yes, what year was the certification earned?

4. Non-transportation energy reduction: If you have reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: 51.9%
Measurement unit used (kBtu/Square foot or kBtu/student): 61.0 kBtu/square foot
Time period measured: from ____ to ____ 10,686 kBtu/student
What documents can you provide to document this reduction (such as ENERGY STAR Portfolio Manager reports) if requested? 2008 to 2012 portfoliomanager@energystar.gov

5. What percentage of your energy consumption is derived from:

Percentage and source of energy consumption from on-site renewable energy generation: KCP&L Usage

Percentage and source of energy consumption from purchased renewable energy: KCP&L Usage

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program (list programs the school participates with): none

6. BUILDINGS (new construction or renovation):

In what year was your school originally constructed? 1996
What is the total building area of your school? 81,989 square feet

7. Has your school constructed or renovated building(s) in the past ten years?

No

8. If you answered yes to #6

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For new building(s): Percentage building area that meets green building standards, Certification and level, and Total constructed area: na

For renovated building(s): Percentage of the building area that meets green building standards, Certification and level and Total renovated area: na

9. Other indicators of your progress towards reductions of greenhouse gas emissions and/or increased energy efficiency (describe in detail and include metrics if available including information from completion of the Kansas Green Schools Energy Investigation)

We connect relevant climate and energy principles to the current trends in technical education with common core standards to share the environmental impacts. We completed the KS Green Schools Energy Investigations and more with NEED. With data-enriched lessons, we push students to polish their work to deliver the highest quality with research at their fingertips from NOAA with Climate Steward Curriculum and lessons from the Kansas Green Schools Energy Investigation. We also invite presentations from energy companies like Black and Veech and Burns and MacDonald to capture their ideas and innovative methods to gather real-time input. We facilitate opportunities for students to make connections into the real world, all the while growing concepts to adapt and live in the changing world.

Pillar One: Water and Grounds

Element 1B: Improved water quality, efficiency, and conservation

1. If you can demonstrate a reduction in your school's total water consumption from an initial baseline please provide:

Average Baseline water use (gallons per occupant): 2009 – 714388/522 students = 1368 gal.

Current water use (gallons per occupant): 2012 – 670,800/468 students = 1433 gal.

Percentage reduction in domestic water use: 4.9%

Percentage reduction in irrigation water use: na

Time period measured (mm/yyyy - mm/yyyy): 07/08 to 06/12

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)? portfolio manager@energystar.gov

2. Landscaping:

Landscaping: What percentage of your 75%

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landscaping is considered water-efficient and/or regionally appropriate?

Types of plants used and location:

Around building, in gardens and rain demo plot, we have the following: *Asclepias incarnata* - Pink or Swamp Milkweed *Aster umbellatus* - Flat-topped Aster *Elymus hystrix* - Bottlebrush Grass *Elymus virginicus* - Wild Rye *Eupatorium fistulosum* - Joe-Pye Weed *Liatris spicata* - Blazing Star *obelia siphilitica* - Great Blue Lobelia *Panicum virgatum* - Switchgrass *Rudbeckia laciniata* - Green-headed Coneflower *Solidago rugosa* - Rough-stemmed Goldenrod

3. Describe alternate water sources used for irrigation.

We do not irrigate, only rain!

4. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces.

Installed sustainable bioswale at southeast corner of site to capture and treat runoff from surface parking lot. Native landscaping planted at southwest corner of site to reduce amount of flow to storm water system.

5. Our school's drinking water comes from:

Municipal water source

Other:

6. Describe how the water source is protected from potential contaminants.

Water is provided by our municipal water utility, Water One of Johnson County, KS. We rely on them for water quality standards.

7. If drinking water is acquired from the school's own well, are your drinking water sources protected?

Water is provided by our municipal water utility, Water One of Johnson County, KS. We rely on them for water quality standards.

8. What percentage of your school grounds are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? Describe:

We know that child play is an important part of learning and there's no better place to do this than outdoors! We have several areas that make up nearly 50% of our grounds devoted to beneficial uses. A diverse schoolyard and playground setting offers many learning opportunities when children are outside for recess, lunch or even after school. Rather than an open and barren grounds with a few scattered landscape plants, BJK has natural landscape features will have a much different perception of a typical landscape, one that coincides with conservation of natural environments. Our projects provide habitat for local and migratory urban wildlife like the rain garden, butterfly garden and other sites around the school.

9. Other ways you are working to improve water quality, efficiency, and conservation (including action plans from Kansas Green Schools Water Investigation):

2011 Rain Garden Planning and Installation Every Drop Counts From a current pit called a 'retaining pond' in an unused corner of the school property, we envision a rain garden in a shallow basin to capture polluted storm water run-off with deep-rooted native plants. Inquiry

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lessons from our classrooms will measure and share the results from drawing down the water and cleansing it of pollutants naturally. Instead of water running into overburdened sewers during typical storms and flowing untreated into the streams of the watershed, water in our rain garden becomes a benefit to share with students that every drop counts. Rain gardens require very little maintenance and provide attractive habitat for urban wildlife, butterflies and birds. Annual cleanup and occasional weeding are all that's required, and this will be done by the existing after-school Green Team club. Our garden will be strategically located to intercept water that flows from the adjacent parking lot, several neighborhood streets, across paved surfaces on the play ground and more. Water will be captured as close as possible to where it falls. Soil, a life-supporting substance, acts as a superb filtering system to slow water and neutralize toxins. Rain gardens are scaled-down versions of wetland areas with native plant material and proper slope grading. Our garden features will include: a basin with gentle side slopes; soil that allows infiltration; and moisture-tolerant plants with deep roots to trap sediment. The basin temporarily traps the water, allowing the soil and plant material to work their cleansing magic. Soil will be porous enough to absorb water within 48 hours to prevent breeding ground for mosquitoes. Native plants work best in our rain garden because they are uniquely adapted to live through extremes of moisture and temperature. From this project, we hope to demonstrate for students and the community the vital importance of rain gardens to filter pollutants from storm water run-off, lessen localized flooding during heavy storms and enhance landscapes with native plants with measurable economic benefits. From this demonstration plot, we hope families will construct their own versions to reach the larger Kansas City goal of 10,000 gardens. Joining the professional partnership with Bridging the Gap, our project will receive landscape engineering services. Students will shadow these planning stages as well as provide their insight and leadership in designing the garden. The Green Team students will take the core leadership roles, along with many other partners. The simplicity of this project allows for all youth at BJF to take part in the learning goals. According to recent research, properly designed rain gardens can effectively trap and retain up to 99 percent of common pollutants in urban storm runoff, potentially improving water quality and promoting the conversion of some pollutants into less harmful compounds. We will use a blend of native plant species and cultivated plant materials, comprised of deeply rooted grasses, wildflowers and shrubs. Our rain gardens aesthetics will help increase rainfall infiltration into the soil and create an outdoor learning center for our school community. Green Team secured the partnership of several organizations to support us with the total cost of around \$7,000 for the entire project with plant material, engineering services, educational signage and one-time initial costs. Transforming a cockle briar weed pit into a vision of lush oasis, the rain garden project leaders have created a suburban 'green' school of sustainability with more than 650 students at Bluejacket Flint (BJF) Elementary School in Shawnee, Kan. The rain garden project supports the environment with sustainable practice and lessons for all students, staff and families to embrace green innovations through a run-off and waste water reduction project in the rain garden. "Every drop counts" is the theme for the new rain garden project that will divert nearly 70% of the pollution from our parking lot and play ground. Instead of being swept up in storm water, the natural filtration of the rain garden will create a hand-on learning

experience for students of all ages. Properly designed rain gardens effectively trap and retain up to 99% of common pollutants in suburban storm runoff. This will make a difference to the entire BJF school community to advance the schools' awareness of environmental issues with research-backed evidence.

Pillar One: Waste Reduction

1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: (Complete all the calculations below to receive points)

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 30

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 30

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 1

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 51-54%

Monthly waste generated per person = $(A/\text{number of students and staff})$: less than 10%

2. What percentage of your school's total office/classroom paper content by cost is postconsumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted) more than 75% - students bring in what is not.

3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF): more than 85% - students bring in what is not

4. List the types and amounts of hazardous waste generated at your school:
- Flammable Liquids (list type and amounts): 0
 - Corrosive Liquids (list type and amounts): 0
 - Toxics (list type and amounts): 0
 - Mercury (list type and amounts): 0
 - Other (list type and amounts): 0

5. Describe how the amount above is calculated, how hazardous waste is monitored and how disposal is tracked:

The school district avoids the use of these hazards in our schools. We utilize regular inspections and warehouse storage for our district. Therefore, the volume of would be negligible or zero (0).

6. Describe other measures taken to reduce solid waste and eliminate hazardous waste.

We follow our Board of Education policies - aligned with EPA and CDC - to become a zero-waste school in the future!

7. Which green cleaning custodial standard is used?

Mostly Green Seal

8. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

more than 85% - students bring in what is not

9. What specific third party certified green cleaning product standard does your school use?

Green Seal

10. Other indicators that you are reducing waste and eliminating hazardous waste (including action plans from Kansas Green Schools Waste and Recycling Investigation):

We complete annual projects - all with the foundation of our all-school recycling program. Here's one story specifically relating to reducing waste: Green Team teaches students they can make a difference Story in the Shawnee Dispatch - By Kristin Babcock As the trash fell to the floor, some students held their noses, others shouted "Blech!" Then members of the Green Team at Bluejacket Flint Elementary, 11615 W. 49th Terrace, Shawnee, began to dig through three bags of the school's garbage, two from the cafeteria, one from a classroom. "It's very, very disgusting," fourth-grader Mark James said. "There's moldy Cheezits, rotten apples, and that was just in the classroom pile. It is really gross." Conducting a trash audit, Mark and the other students donned gloves and sifted through about 40 pounds of discarded food, cardboard cartons, plastic bottles and paper. "We could recycle a lot more," Mark said. "We throw away so much." Students discovered that 28 percent of the trash, including paper, should have been recycled. Another 15 percent, including plastics and cardboard, could have been recycled if the school had the means. "We have even more than that throughout the Kansas Green Ribbon Schools Nomination: Blue-Jacket Flint Elementary School

school,” sixth-grader Dalis McCall said. About 20 percent of the trash, including food, could have been composted. “There was a salad container with everything in there because nobody ate it,” sixth-grader Jillian Jacobson said. “I learned to eat all my food because it adds up at the dump and shouldn’t be.” The Bluejacket Flint Green Team formed in November to enhance student learning about current environmental issues, said one of the sponsors, Lucas Shivers. “We want to be able to equip students to face challenges of current issues, and one we see is reducing our waste and finding innovative ways to recycle and conserve,” Shivers said. “We want to get the message across in our classrooms and schoolwide.” Students can share what they learn with family members, Shivers said. The team sponsors hope to equip students with reusable shopping bags this school year. Fourth- through sixth-graders apply to join the team by writing why they think it is important to help the environment and what could be done at Bluejacket Flint to help. “I think more things could be recycled, like more plastic and milk cartons; every kid pretty much has one or two of those that they throw away,” sixth-grader Jacqueline Valenzuela said. At the team’s first meeting, students created posters with green tips that were posted around the school. “We’re trying to get the message across that there are things each student can do that makes a big difference,” Shivers said. The green team recently received a \$4,180 grant from the Kansas Department of Health and Environment Green Schools Program. The grant will be used to bring environmental speakers to the school, to take field trips to recycling centers and landfills, and to purchase recycling bins for each classroom. “It’s been incredibly positive,” Shivers said. “The support from families and students has been more than we could have asked for in terms of enthusiasm. “They have a commitment to trying to make Bluejacket Flint a green school and their homes a little more green. They have a commitment to take care of their environment as good stewards.”

Pillar One: Alternative Transportation

1. What percentage of students and staff walk, bike, bus, or carpool (2+ students in the car) to/from school? Describe how this information been collected and calculated:

Safety Patrol helps all our BJJ students follow pedestrian safety in the front circle drive by opening car doors and helping direct traffic and in the back of the school by making sure students are following bus safety before and after school. According to a Patrol survey, our schools’ totals include: Walk – 8%, Bike – 12%, Bus – 40%; and Carpool – 40%. Trained in late spring of the fifth grade year, Safety Patrol members must be on the job without fail! They must also meet grade requirements to remain on patrol. Safety Patrol plays an important part in helping our traffic run smoothly at arrival and dismissal time. Using the five E model, we complete the following:

- Engineering – Our district and local governmental agencies create operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways.
- Education – Safety patrol reach into classrooms to teach children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity

of schools. • Enforcement – BJJ partners with local law enforcement improve compliance with traffic laws in the vicinity of schools, and we have a crossing guard stationed outside our school as community enforcement. • Encouragement – Using events and activities like National Walk to School Day (www.walkbiketoschool.org/) each fall, we promote walking and bicycling. This big event is a huge part of our neighborhood (<http://www.smsd.org/schools/bluejacketflint/news41116.htm>). • Evaluation – Student-driven safety patrol also monitors and documents outcomes and trends through the collection of data.

2. Has your school implemented:

- Designated carpool parking stalls.** Yes
- A well-publicized no idling policy that applies to all vehicles (including school buses).** Yes
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.** Yes
- Safe Pedestrian Routes to school or Safe Routes to School** Yes

Describe activities in your safe routes program:

Using events and activities like National Walk to School Day (www.walkbiketoschool.org/) each fall, we promote walking and bicycling. This big event is a huge part of our neighborhood (<http://www.smsd.org/schools/bluejacketflint/news41116.htm>).

3. Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

This is a contracted service for our district.

4. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships, including investigations and action planning from Kansas Green Schools Investigations.

As a residential school centered in a neighborhood, we promote walking and biking to school. We complete investigations and action planning from Kansas Green Schools Investigations and it is included in our emailed packet



600
Native deep-root plants
installed in the demo rain
garden with 50 volunteers

