



## 2014-2015 School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge.

The school has some configuration that includes grades Pre-K-12.

1. 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 education.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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 2014-2015

Charter  Title I  Magnet  Private  Independent

Name of Principal: Mr. Carl Brown

Official School Name: Manatee Elementary School

Official School Name Mailing Address: 3425 Viera Boulevard, Viera, Florida 32940

County: Brevard State School Code Number \*: 1161

Telephone: (321)433-0050 Fax: (321)433-9927

Web site/URL: [http://www.edline.net/pages/Manatee\\_Elementary](http://www.edline.net/pages/Manatee_Elementary) E-mail: Brown.Carl@Brevardschools.org

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

*Carl R. Brown*

Date: 01-08-15

(Principal's Signature)

Name of Superintendent: Dr. Brian T. Binggeli

District Name: Brevard Public Schools

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

*B T Binggeli*

Date: 01-12-15

(Superintendent's Signature)



## Nominating Authority's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Florida Department of Education

Name of Nominating Authority: Commissioner Pam Stewart

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

A handwritten signature in black ink that reads "Pam Stewart".

Date: 1-28-15

(Nominating Authority's Signature)

## SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

## SUBMISSION

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](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

## Manatee Elementary Summary

Manatee Elementary is committed to being a greener school every year. This commitment is demonstrated in efforts and projects throughout the school. In the area of reducing environmental impact and costs, Manatee Elementary was able to reduce its greenhouse gas emission by 2.9% and its electricity consumption by 0.32% per student in a year. At Manatee, we are proud of obtaining a better rating with the EPA ENERGY STAR program and will carry on with the mission of being even more efficient in the future.

The school also implemented a comprehensive recycling program that increased the recycle rate school-wide. We have also embraced alternative recycling programs such as Terracycle, to help reduce the amount of waste sent to the landfill. It is also important to note that for each brigade the school participates in, Terracycle counts and weighs the amount of waste and makes a donation to the school (\$0.01 per unit of waste). In an effort to increase recycling, the Manatee Green Committee has also created a collection box to accept waste from families. The goal is to have a drop-off area where the community can participate in our recycling efforts.

In the area of improving student and staff health, Manatee Elementary has fully embraced the guidelines set by Brevard Public Schools. Manatee has received a five star cafeteria award for 8 out of 11 years by offering a variety of balanced and healthy meals. The school also provides multiple opportunities to keep students, families and staff active and informed through programs such as Family Wellness Night, Sun Protection program (based on the EPA's SunWise and the American Cancer Society's programs), after-school clubs (like cross country), after-school programs (dance, jazz exercise, cheerleading, sports as part of School Age Child Care and Zumba for staff), Field Day, and a Walk-A-Thon to name a few. In 2012, the school joined other schools and embraced the Morning Mile, a program offered to grades K-6 every morning before school. The program consists of walking or running laps on campus while volunteers keep track of the miles. After every five miles, students receive a sneaker charm to add to their reward necklace. The reward motivates students to exercise and helps them be ready to learn when they get to their classroom. The Morning Mile has been implemented throughout the United States, Canada and Japan. The program has been very successful for Manatee Elementary School.

Looking for ways to improve its Integrated Pest Management program, Manatee invited the University of Florida (UF) to evaluate its current program. According to UF's report, school sanitation is very good, and overall the school earned a 95% on their checklist.

Another very successful program that helps to get the community involved is the annual softball tournament. Manatee's team consists of staff and faculty members. At the end of each school year, Manatee competes with other schools at our local stadium for some friendly competition.

In the area of providing effective environmental and sustainability education, the school integrates Science, Technology, Engineering, Mathematics and Environmental studies with field trips to provide students with hands-on experience. Some of the most anticipated field trips are SeaWorld Orlando and Brevard Zoo (3rd grade), Indian River Lagoon (4th grade), Camp La-No-Che (5th grade), and Kennedy Space Center (6th grade). At SeaWorld, students go behind the scenes and learn valuable information about the animals. Camp La-No-Che is a three-day, two-night camping trip where 5th grade students are exposed to a variety of activities including: swimming, archery, rifleman-ship, hiking, nature studies, campfires and leather stamping. Through this experience, students see nature in a multi-disciplinary way and practice various skills including team building, problem solving, and perseverance.

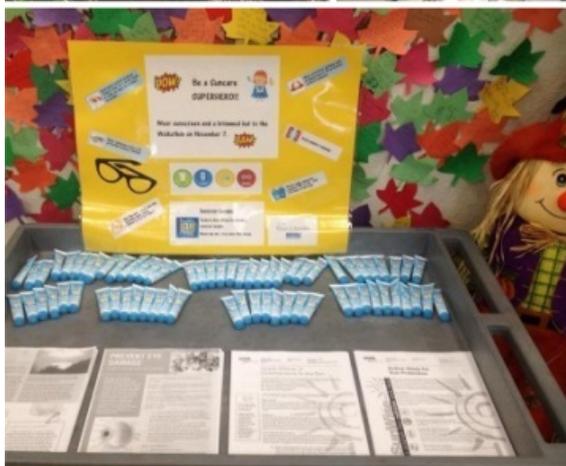
Lastly, Manatee Elementary has created an Environmental Club (E-Club) for students to further their knowledge about the environment and increase their participation in campus and community activities. Activities such as campus clean-up on Earth Day, beach clean-up, and helping maintain the school butterfly garden are some ways E- Club members help our community.

In every single area, Manatee Elementary is looking into ways to excel and become greener and more environmentally responsible in its practices. Every year the school has made efforts to improve and achieve the ultimate goal to become the best school it can be for its students, families, staff, community and the planet.



**U.S. Department of Education**  
***Green Ribbon Schools***  
**2014-15 TECHNICAL REVIEW**

Nominee	<b>Manatee Elementary School, 3425 Viera Boulevard, Melbourne, Florida 32940</b> <b>Brevard County School District</b>	
Evaluation Issues	Approvable	Special Notes
Florida Department of Environment Protection: Checked all records available regarding environmental violations for this school. Reviewer Name and Title: <b><i>Christine Daniel, Communications Manager, Central District, Florida Department of Environmental Protection</i></b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	DEP found no environmental violations for this property.
Florida Department of Health: Checked Radon Monitoring Records: Reviewer Name and Title: <b><i>Jorge Laguna, M.S. Environmental Manager, Radon Program Bureau of Epidemiology, Public Health Toxicology Section Division of Disease Control &amp; Health Protection</i></b>	Yes <input type="checkbox"/> No <input type="checkbox"/> (In Progress)	Will be conducted on Tuesday, January 27, 2015 and the collection of these devices will be by Friday, January 30th. Results of the tests will follow soon after the collection of the devices.
Florida Department of Agriculture and Consumer Services: Checked compliance with regulations related to National School Lunch Program Reviewer Name and Title: <b><i>Lisa Church, Supervisor of Implementation, NSLP, SSO, SMP, Division of Food, Nutrition and Wellness, Florida Department of Agriculture and Consumer Services</i></b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Florida Department of Education: Checked compliance with USDOE Individuals with Disabilities Education Act (IDEA) Reviewer Name and Title: <b><i>Patricia Howell, Program Director of Monitoring and Compliance, Bureau of Exceptional Education &amp; Student Services</i></b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
U.S. Department of Labor: Occupational Safety & Health Administration (OSHA) Checked referred database for compliance with OSHA regulations at Federal and state levels: <a href="http://www.osha.gov/pls/imis/establishment.html">http://www.osha.gov/pls/imis/establishment.html</a> Reviewer Name and Title: <b><i>Romina Sola, FL-DEP and Coordinator Florida Green School Network</i></b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	No OSHA violations found on database for this property.



# Florida Green Ribbon SCHOOL Application 2014-2015

## 2. Applicant Information

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**1. Principal Name:**

Carl Brown

**2. Phone Number:**

(321) 433-0050

**3. Principal Email Address:**

Brown.Carl@Brevardschools.org

**4. City:**

Viera

**5. Street Address:**

3425 Viera Blvd

**6. Zip:**

32940

**7. Facebook page:**

<https://www.facebook.com/ManateeGreenCommittee>

**8. Lead Applicant Name (if different):**

Marcia Booth

**9. Website:**

[http://www.edline.net/pages/Manatee\\_Elementary](http://www.edline.net/pages/Manatee_Elementary)

**10. State:**

Florida

**11. School Name:**

Manatee Elementary School

**12. Lead Applicant Email:**

Marcia@RecycleBrevard.org

**13. Phone Number:**

321-208-7928

**14. District name:**

Brevard County

**15. School Type:**

Public

**16. How would you describe your school?**

Urban

**17. Level:**

Elementary

18. Does your school serve 40 percent or more students from disadvantaged households?

No

19. Graduation Rate:

98

20. Attendance Rate:

97

21. Total Enrolled:

840

22. Percent of students receiving Free or Reduced Price Lunch:

13

### **3. General Green School Information**

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**23. Summary Narrative (Snapshot):** Provide an 800 word maximum narrative describing your school's efforts in the following areas: Reducing environmental impact and costs, improving student and staff health, and providing effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

(See final Summary attached)

**24. Is your school participating in a local, state or national school program, such as Florida Green School Awards, EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the pillars?**

Yes

**24a. Program(s) and Level(s) achieved:**

EPA ENERGY STAR – 2011 level 80; 2012 level 86.

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

Yes

**25a. Award(s) and year(s)**

Brevard Public Schools – Cafeteria Five-Star Quality & Performance Inspection; Manatee has received five stars for 8 years out of 11; Brevard Public Schools - Excellence in Physical Education Award (EPEA), 2013 and 2014; Keep Brevard Beautiful – School Environmental Award, 2012 and 2014; Brevard County Solid Waste Management Department and the League of Women Voters of the Space Coast – Honorable mention in the School Recycling Awards, 2013

#### **4. Pillar I: Reduced Environmental Impact and Costs**

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**26. Can your school demonstrate a reduction in greenhouse gas emissions?**

Yes

**26a. Percentage reduction:**

0.5%

**26b. Over (mm/yyyy - mm/yyyy):**

2013-2014

**26c. Initial GHG emissions rate (MT eCO<sub>2</sub>/person):**

605.7 (0.64 per person)

**26d. Final GHG emissions rate (MT eCO<sub>2</sub>/person):**

602.6 (0.65 per person)

**26e. Offsets:**

0

**26f. How did you calculate the reduction?**

EPA Energy Star Program - reduction reflected in the annual Energy Star rating calculation (EPA Energy Star Portfolio Manager).

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

Yes

**27a. Year(s) and Score(s) received:**

2011 (80); 2012 (86)

**28. Has your school reduced its total non-transportation energy use from an initial baseline?**

No

**28a. Current energy usage (kBtu/student/year):**

4582.99 kBtu/student/year

**28b. Current energy usage (kBtu/sq. ft./year):**

30.7 kBtu/sq. ft/year

**29. On-site renewable energy generation:**

0

**30. Type:**

N/A

**31. Purchased renewable energy:**

0

**32. Type:**

N/A

**33. Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program. List Program or N/A:**

N/A

**5. Pillar I: Reduced Environmental Impact and Costs**

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**34. What year was your school originally constructed?**

2003

**35. What is the total building area of your school?**

125,127 sq. ft.

**36. Has your school constructed or renovated building(s) in the past 10 years?**

Yes

**36a. Percentage building area that meets green building standards:**

0

**36b. Certification and level:**

N/A

**36c. Total constructed area:**

12,000 sq. ft.

**36d. Percentage of the building area that meets green building standards:**

N/A

**36e. Certification and level:**

N/A

**36f. Total renovated area:**

N/A

**6. Pillar I: Reduced Environmental Impact and Costs**

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**37. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?**

Yes

**37a. What is the average baseline water use (gallons per occupant):**

845.8 gallons per occupant per year

**37b. Current water use (gallons per occupant):**

743.3 gallons per occupant per year

**37c. Percentage reduction in domestic water use:**

12.86%

**37d. Percentage reduction in irrigation water use:**

N/A

**37e. Time period measured (mm/yyyy - mm/yyyy):**

06/2013 – 06/2014

**37f. How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)?:**

School District report

**38. Does your school use a Florida-friendly landscape maintenance certified professional?**

No

**39. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? List the type of plants used and location:**

80% of the landscaping: Cabbage palm (parking lot) Southern Magnolia, red cedar, and slash pine trees (parking lot, playground, and outside campus) Southern Magnolia, red cedar, fire bush, false indigo, simpson's stopper, scorpion's tail, honeysuckle and other native butterfly plants (butterfly garden) Hibiscus, milkweed, passion vine and others (around campus). This percentage will increase as Manatee has received a grant (Seeds for Schools) from Florida Wildflower Foundation and will be planting native Florida wildflowers on campus.

**40. Describe alternate water sources used for irrigation. (50 words max)**

No irrigation on campus. Before plants are established, use treegators to keep plants watered and classes take turns using watering cans to water new plants.

**41. Describe any efforts used to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)**

Green Committee is considering the installation of rain barrels on campus to be used by students to water the gardens.

**42. Our school's drinking water comes from:**

Municipal water source

**43. Describe how the water source is protected from potential contaminants. (50 words max)**

Municipal water source used

**44. Describe the program you have in place to control lead in drinking water. (50 words max)**

Municipal water source used

**45. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 words max)**

Butterfly garden created to attract butterflies and birds. Native plants and trees around campus used when studying native plants (Environmental Club). Native Florida wildflower garden will be planted by 3rd graders.

## **7. Pillar I: Reduced Environmental Impact and Costs**

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**46. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting?**

60%

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

53,240 cubic yards (compactor)

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

268,336 cubic yards

**49. 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):**

0

**50. Recycling Rate = ((B + C) ÷ (A + B + C) x 100):**

83.4%

**51. Monthly waste generated per person = (A/number of students and staff):**

56.7

**52. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?**

5%

**53. Corrosive liquids**

N/A

**54. Flammable liquids**

Gas for maintenance equipment only.

**55. Mercury**

N/A

**56. Other Toxics**

Only materials approved by the Brevard Public Schools Environmental Health & Safety department are allowed on site. Bio hazardous waste from clinic – collection service.

**57. How is this Measured?**

Bio hazardous waste from clinic – bag

**58. How is hazardous waste disposal tracked?**

Brevard Public Schools Environmental Health & Safety department

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

Teachers use recycled/reusable materials in the classroom and ask students to collect certain materials to be reused in projects. Double-sided copies are used by staff whenever possible. Cardstock paper scraps are saved to be reused. School participates in various Terracycle brigades (e.g. drink pouches, snack bags, glue bottles/sticks, scotch tapes, wipe bags) and collection is done in cafeteria as well as classrooms. School participates in printer cartridge recycling program.

**60. Which green cleaning custodial-standard is used?**

N/A

**61. What percentage of all products is certified?**

N/A

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

N/A

## **8. Pillar I: Reduced Environmental Impact and Costs**

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**63. What percentage of your students walk, bike, bus or carpool (2 + student in the car) to/from school? (Indicate if your school does not use school buses.)**

Walk (37%); bike (10%); bus (18%); carpool (15%)

**64. How is this data calculated? (50 words max)**

School keeps record of dismissal plan. Any dismissal changes need to be made in writing. For car riders, each family receives a dashboard sign that indicates grade and family name of children being picked up.

**65. Our school has implemented: Please select one or more options**

A well-publicized no idling policy that applies to all vehicles (including school buses).  
Safe pedestrian routes to school or safe routes to school.

**65a. Describe activities in your safe routes program:**

Crossing guards coverage to assist pedestrians and bicycles crossing; staff and 5th and 6th grade student patrol to assist with arrival and dismissal of students; pedestrian and bicycle safety education programs coordinated by teachers.

**66. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 words max)**

Field trips use school buses instead of multiple cars. School organizes a "Walk to School Day" and a "Bike to School

Day” to motivate families to walk and bike ride to school throughout the year.

**67. Describe any other efforts toward reducing environmental impact. Focus on innovative or unique practices and partnerships. (100 words max)**

Created a Green Committee to involve more staff/parents/students and get more projects developed school wide. Some projects developed: collection of aluminum cans during school functions/events (fundraising); collection of used bins (replaced by the county) for in-classroom collections – Green Apple Day of Service project; increased participation in Terracycle brigades; "Be Smart from the Start" teaches where waste should go; celebration of "Half Way to Earth Day;" class recycling ambassadors; plan for outdoor classroom/sustainable garden. Environmental Club organizes campus clean-up for students/parents/staff; weeding on campus, guest speakers (native plants, butterfly life-cycle, water pollution), maintenance of trees/gardens, participation in recycling contest, etc.

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

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**68. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:**

Custodians are not allowed to apply pesticides - unknown.

**69. How do you solve pest problems at your school?**

Custodians respond to calls, inspect the area affected and utilize log provided by Brevard Public Schools (BPS) to document steps taken to resolve issue. Urgent issues (infestations) are immediately brought to the attention of the supervisor and BPS takes appropriate actions to eliminate the issue. BPS performs monthly inspections and reviews cases logged to follow up on initial steps taken by custodians.

**70. How do you decide when to use pesticides?**

Manatee Elementary has a pro-active pest management program that focuses on keeping pest populations in check and minimizing the unnecessary exposure of children and staff to pesticides. In November 2014, school earned a 95% on UF Entomology and Nematology Dept. checklist.

**71. Do you have an Integrated Pest Management contact at your school?**

Yes

**71a. If yes, please provide the name and job title of the contact person.**

Anthony Troisi, IPM Coordinator, attended Pest Management University's General Household Pest Management Foundations and Masters courses. He has an excellent working knowledge of IPM.

**72. Which of the following practices does your school employ to minimize exposure to hazardous contaminants?**

Our school enforces a policy that prohibits all tobacco use by students, staff and visitors on all school-owned property and at school-sponsored events.

Our school enforces a policy that prohibits smoking by students, staff and visitors on all school-owned property and at school-sponsored events.

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

**73. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 words max)**

School is only allowed to have certain materials (listed and approved by Brevard Public Schools) on campus. All materials are kept locked, labeled, and away from students and non-authorized staff members. Containers are properly disposed of, in accordance with district guidelines and state and federal guidelines and laws.

**74. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 words max)**

Closed air conditioning system; monthly inspection of filters.

**75. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleans up mold or removes moldy materials when it is found. (100 words max)**

Rooms have humidity meters to measure the humidity in the room. Anomalies, such as mold, are cleaned up and inspected by custodians immediately. Custodians then report issue to Brevard Public Schools (BPS) Custodial Services to investigate root of problem. Air conditioners are routinely inspected by BPS. Custodians are responsible for monitoring air filters. BPS maintenance personnel are responsible for changing filters as needed.

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

No

**77. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 words max)**

A Magnehelic gauge is used to measure the pressure across air filters – a rise on the pressure indicates time to change filter. Custodians check and report to Brevard Public Schools (BPS) when filters need to be changed. BPS replaces filters as needed.

**78. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, that are consistent with state or local codes, or national ventilation standards. (100 words max)**

Ventilation system designed and built according to ASHRAE Standard 62. Air conditioning units pull air from outside. Brevard Public Schools (BPS) Environmental Health and Safety take measures in case problems are reported.

**79. Describe other steps your school takes 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. (200 words max)**

Inspection is conducted on a regular basis by custodians and Brevard Public Schools (BPS) personnel.

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

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**80. Does your school implement the coordinated school health model?**

Yes

**80a. Describe highlights in each of the component areas: (300 words max) Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment (physical building and culture and climate); Health Promotion for Staff; Parent and Community Involvement Related to Wellness**

Health Education: teachers are engaged in the promotion of healthy habits (e.g. healthy snacks) and behaviors (e.g. Help Me Be Good book collection); pedestrian and bicycle safety programs; participation in National Family Partnership Red Ribbon Week; sun protection program (based on EPA SunWise and American Cancer Society Slap! Slap! Slap! And Wrap! programs);

Physical Education: outdoor PE year round; skill-based games and team building activities; recess; Morning Mile (K-6) before school; various clubs and afterschool programs (cross country, dance, jazz exercise, cheerleading, sports club); Field Day for all grades (multiple activities on grassed area).

Health Services: Vision and Hearing tests; onsite clinic; BMI measuring. Nutrition Services: balanced meals designed by Brevard Public Schools (BPS) Food and Nutrition Services; allergies and special needs accommodated by cafeteria manager; participation in Family Wellness Night with information, samples, and activities.

Counseling, Psychological, and Social Services: on-site school counselors; provide screening and accommodations for special needs of students; Thanksgiving Dinner (families adopt less fortunate families).

Healthy and Safe School Environment: custodians keep site clean and safe in accordance with district guidelines; new, well-lit and well-maintained building; chairs and tables in the lobby for parents to have lunch with students; students work decorate hallways; Manatee Elementary themed sand sculpture in lobby as demonstration of school pride. Health Promotion for Staff: Teacher Appreciation Week; complimentary Zumba after school hours; end-of-the-year softball game against other schools.

Family/Community Involvement: Family Wellness Night; Toy Drive; Food Drives; Coat Drives; Book Drive (Go Pink Day – books collected for Nemours Children's Hospital); Manatee Gives Back programs to collect and help less fortunate families, schools, children, and animals; Pop Tab collection for Ronald McDonalds House; participation in District Parent Leadership Team; Hoe Down (Fall) and Carnival (Spring) with games, dances, and activities for the whole family; Walk-a-thon.

**81. Does your school have a healthy school team?**

Yes

**81a. If so, describe the team membership (e.g. administrator, parent, teacher, student, food service professional, school nurse, counselor), meeting frequency, goals and successes. (200 word max)**

Parents, teachers, and K-6 students are part of the Morning Mile team. The team meets every morning (weather permitting) for 15 minutes before school. Students walk, jog, run on campus grassy area; parents accompany students and/or assist teachers in organizing and recording laps. The goal is to keep children active and get them ready to learn. For every five miles achieved, students get colorful sneaker charms to attach to their reward necklaces.

**82. Which practices does your school employ to promote nutrition, physical activity?**

Our school promotes physical activity opportunities above and beyond physical education (e.g. running clubs, archery, golfing)

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

Health measures are integrated into assessments.

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

**83. Provide specific examples of actions taken for each checked practice. If involved in USDA or Alliance programs indicate level and years. Focus on innovative or unique practices and partnerships. (300 words max)**

Skill-based games and team building activities; Morning Mile (K-6) before school; various clubs and after school programs (cross country, dance, jazz exercise, cheerleading, sports club); Field Day for all grades (multiple activities on grassed area) like hula hoop, obstacle courses, baton passing, races, goal kicks, etc. Walk-a-thon, when parents donate any amount per lap for their children to walk around campus (delimited area) on the walk-a-thon date; students participate in sun protection program to learn how to protect themselves during outdoor activities (using a mix of EPA SunWise and American Cancer Association Slip, slap, slop, wrap programs).

**84. Food purchased by our school is certified as "environmentally preferable."**

No

**85. Describe the type of outdoor education, exercise and recreation available. (100 words max)**

Supplemental PE, bike safety education, playground equipment, basketball courts, soccer nets, skill games, and team building activities.

**86. Describe any other efforts to improve nutrition and fitness. Highlight innovative or unique practices and partnerships. (100 words max)**

The Cafeteria Manager is ServSafe certified; Five-Star Inspection recognition for 20 healthy, balanced meals – including whole-wheat, salads, vegetables, and fruits; Family Wellness Night offering information, samples, and activities to learn more about the importance of a good nutrition. Partnership with families: Morning Mile (K-6) before school; various clubs and after-school programs (cross country, dance, jazz exercise, cheerleading, sports club); Family Wellness Night; Walk-a-thon; 5K run fundraiser. Partnership with teachers: Field Day for all grades (multiple activities on grassed area) like hula hoop, obstacle courses, baton passing, races, goal kicks, etc.

**11. Pillar 3: Effective Environmental and Sustainability Education**

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**87. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated across the content areas, curricula and assessments (mathematics, science, health, English language arts, physical education and/or social studies) (300 words max)**

All subject area standards address environmental impact of human actions and the study of the environment itself. To further ensure deeper understanding of those concepts, teachers supplement studies with community events, field trips, extra activities, art shows, writing incentives (Writing Wall of Fame; Book Oscars), etc.

Grades K-2: role play; books (in each classroom and school library) about environment, pollution, environmentalists, sustainability, etc.; study on leaders, inventors, activists; book reports on pioneers, environmental impact; graphing experiment observations (e.g. plant in the classroom; butterfly life-cycle); Dr. Seuss's birthday celebration explores different themes (e.g. Lorax); guest speakers (e.g. Live Blue on water pollution and the Indian River Lagoon; Brevard County Solid Waste Management Department on recycling) Grades 3-6: Science Fairs; graphing experiment observations (e.g. tasting test when studying digestive system); guest speakers (e.g. Keep Brevard Beautiful for 4th/5th grades; NASA Education Program); seining in the Indian River Lagoon; 6th grade to Kennedy Space Center; Camp La-No-Che outdoor education camping trip; Sea World Orlando field trip; Brevard Zoo field trip.

After each field trip, discussions, activities, and special projects consolidate what had been covered in the classroom and experienced out of the school. For example, after listening to Live Blue speaker, K-2 participated in activity "Who polluted the Lagoon?" showing that multiple parties contribute to water pollution and a discussion of how to prevent/correct that ensued. Students then wrote about how to implement their suggestions.

**88. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated into professional development for faculty and staff. (300 words max)**

Teachers are encouraged to participate in conferences, programs, workshops, trainings on different kinds of subjects including Sustainability, Environment, and Natural Resources. This past year, one teacher participated in the Green Strides tour to see what other schools were doing that could be implemented at Manatee. As part of the Keep Brevard Beautiful School Environmental Award, every month teachers are requested to report how they integrated environmental concepts into their program. The school created a Green Committee and teachers are part of it to assist in bringing more green projects into the curriculum. One of the projects of the committee is to design and build an outdoor classroom/sustainable garden on campus to be used by all grades.

**89. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematical (STEM) thinking skills and content knowledge? (200 words max)**

All classrooms have computers and students have access to them to perform various tasks. For example, in 2nd grade students take Reading Count quizzes on the computer; in 6th grade, students do research projects, create documents and reports. Science Fairs and projects drive STEM into the curriculum. Students work on projects to solve real problems and respond to different needs. Students are challenged to put concepts learned in various subjects into practice. Some projects involve building a solution using only certain available resources. For example, a 6th grade project involved creating a truss for the space station where students had to use limited resources and were constrained by weight limit; a Science lab project included composting and the study of the critters that helped with composting. Manatee Elementary offers a variety of opportunities and clubs for students to further engage into STEM: Odyssey of the Mind teams; Chess, LEGO, Art, Environmental, Scrabble clubs.

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

Guest speakers (e.g. from NASA, a local native plant nursery, or the county) come to the school to present career options to students and talk about their own experiences in their field. Field trips, like to the Nature Center to learn seining techniques, also open up careers and areas of work that might interest the students. Camp La-No-Che offers swimming in a pool (with life guards), archery (with certified instructor), riflmanship (B.B. guns with certified instructor), hiking, nature studies, campfires, leather stamping and other outdoor activities where students can experience nature in a multi-disciplinary way and practice various skills, including team building, problem solving, and perseverance.

**91. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 words max)**

Manatee Elementary students are involved in many different community engagements that integrate environmental and sustainability topics. Through the Environmental Club, for example, students and families are invited to participate in clean-ups (campus and beach); through the student council, they help the community by collecting coats for the needy. Students also learn through hands-on experience like the seining in the Indian River Lagoon (IRL) estuary. The IRL is home to 2,100 different plant species and 2,200 animal species - over 4,300 species all together including more than 400 different species of fish and 310 species of birds. A lot of those species are threatened and that adds the community component to the field trip. Manatee Elementary also created a butterfly garden for students to learn about native butterfly plants as well as to study butterfly life cycle. Students and their families also participate in food drives, toy drives, book drives (for hospitals, or other less-fortunate schools), and in the collection of recyclables (like pop tabs for the Ronald McDonalds House), and Terracycle items. Families are invited to participate in community projects like Box City (simulated homeless camp) to benefit homeless families through the Family Promise of Brevard.

**92. Describe students' meaningful outdoor learning experiences at every grade level. (200 words max)**

At Manatee, all grades are involved in hands-on learning and the outdoors. When the school planted 22 native trees on campus in 2012, the "Adopt a Tree at Manatee" campaign was kicked off. Classes from various grades adopted a tree and were in charge of watering them until they were established. Students created plaques, made out of recyclable materials, and marked their trees. Natural discussions on native trees, watering needs, habitats for different animals arose from that.

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

In the outdoors, students can learn a lot and test their concepts. In 1st grade, teachers take students outside to trace their shadows so they can see and understand the concept of light/shade, exercise team work (work in pairs to draw each other's shadow), and appreciate the outdoor environment. Another very effective way to put into practice the concepts learned in the classroom is through field trips. In a field trip to the Indian River Lagoon students can learn a lot about water bodies, and wild life. During such a field trip they can also see the effects of pollution and understand the importance of living a sustainable life. Manatee Elementary Green Community has the goal of expanding those experiences for more on campus outdoor learning in creating an outdoor classroom that can take all subjects outside – including subjects like music, when they can explore different sounds, unusual ways of making sounds, or simply learn what is involved and how to put on an outdoor concert.

**94. Describe your partnerships to help your school and other schools achieve in the 3 pillars. Include both the scope and impact of these partnerships. (200 words max)**

Manatee Elementary has a very strong partnership with Brevard Public Schools and work closely together to get the facilities up to par, maintain a healthy environment, and offer the best and safest facility for the students and their families. Local agencies, like Brevard County Solid Waste Management Department, Brevard County Parks & Recreation, play an important role in educating and helping students understand our environment, the impact our actions may have on it, and the importance of preserving it for future generations. Organizations like NASA, Leonard and Marjorie Williams Family Scout Reservation (Camp La-No-Che), Naturewise Plants, League of Women Voters of the Space Coast, Keep Brevard Beautiful, and Fitzness International, with their programs and contests, are integral partners in Manatee's success in achieving the goals set for the three pillars.

**95. Question for schools serving grades 9-12: Percentage of last year's eligible graduates who completed the AP Environmental Science or dual credit environmental science course during their high school career:**

N/A

**96. 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 innovative or unique practices and partnerships. (200 words max)**

Manatee PTO purchased tablet computers to be used throughout the school in activities such as Art integrating technology with the subject. Fourth grade students use a student response system that provides instant feedback to teachers and removes student anxiety from the equation. All grades can participate in Manatee's Math Superstars voluntary math enrichment program to challenge their math and thinking skills.