



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. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental 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 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: **Mr. Lester Diaz**

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

Official School Name: **Bryan Station Middle School**

(As it should appear on an award)

Official School Name Mailing Address: **1865 Wickland Drive / Lexington, KY 40505**

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

County: **Fayette** State School Code Number *: **165030**

Telephone: **859-381-3288** Fax: **859-381-3292**

Web site/URL: **www.bsms.fcps.net** E-mail: **lester.diaz@fayette.kyschools.us**

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

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



Date: 1-23-15

(Principal's Signature)

Name of Superintendent: **Ms. Marlene Helm**

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

District Name: **Fayette County**

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



Date: 1/23/15

(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: **Kentucky Department of Education**

Name of Nominating Authority: **Mr. Hiren Desai, Associate Commissioner**

(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: 1/29/15

(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 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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



Kentucky 2014-2015 Green Ribbon Schools Application

School Contact Information

School Name: Bryan Station Middle School
 Street Address: 1865 Wickland Drive
 City: Lexington State: KY Zip: 40505
 Website: www.bsms.fcps.net Facebook page: N/A
 Principal Name: Lester Diaz
 Principal Email Address: lester.diaz@fayette.kyschools.us
 Phone Number: 859-381-3288
 Lead Applicant Name (if different): Iris Isaacs
 Lead Applicant Email: iris.isaacs@fayette.kyschools.us
 Phone Number: 859-381-3288

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <u>Fayette County</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> Total Enrolled: <u>618</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>63.1%</u> % limited English proficient: <u>1.6%</u> Other measures _____		Graduation rate: <u>n/a</u> Attendance rate: <u>94.7%</u>

Summary Narrative: Provide an 800 word maximum narrative describing your school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

Bryan Station Middle School (BSMS) has made numerous efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. We have received the EPA Energy Star Award (2012, 2014) and a Gold level with Education leads to Understanding Sustainability, Energy and the Environment Program (E=USE2). This program teaches students the three pillars of sustainability, types of energy sources, and explores global climate change causes and implications. Bryan Station Middle is also a participant in Kentucky National Energy Education Development Project (NEED) and a candidate for Kentucky Green and Healthy Schools. Our school has also received district awards, Fayette County Public Schools (FCPS) Most Efficient (2011, 2012, 2013) and FCPS Super Saver. The FCPS Most Efficient Award recognizes schools with the lowest Energy Utilization Index (EUI), which means they utilized the least amount of energy per square foot of the building. The FCPS Super Saver Award recognizes schools that reduced energy consumption the most compared to themselves the prior year. In the last ten years, we have reduced our energy consumption by 40% and our water consumption by 29%. Bryan Station Middle School has worked hard to reduce our environmental impact.

Not only has the school already reduced electricity and water usage, but our staff and students have implemented several projects in the building to help reduce environmental impact and costs. Our Deaf and Hard of Hearing Program (DHH) and eighth-grade students collaborated to design an outdoor rain-garden and outdoor classroom. Our sixth- grade science program has also worked closely with FoodChain, an urban farm, to recreate an aquaponics program and this will continue to expand. The seventh- grade science program collaborates with the district to conduct energy audits, E=USE² as well as look at alternative ways to incorporate and encourage energy saving habits throughout the school building. The eighth- grade Spanish Immersion students complete recycling weekly and conduct recycling audits throughout the year. They are also working closely with Fayette Recycling to create public service announcements about recycling. The Green Club, an extracurricular club, is implementing a “no idling” initiative to reduce outdoor emissions and also improve air quality outside the school building, as well as inside.

At Bryan Station Middle School, health and wellness remain a priority. All students are participating in a year-round wellness class. In this 45-minute class the students participate in wellness activities ranging from health-oriented lessons to active indoor/outdoor physical activities. Students participate in physical activity at least four days each week, with outdoor lessons planned with cooperating weather conditions. We also are involved in the Alliance for a Healthier Generation Program and currently are in the process of completing items on our action plan. Science lessons are integrated with the Next Generation Science Standards (NGSS) and students are often learning about environment sustainability. Bluegrass Greensource visits classrooms and also works closely with the science department to implement different lessons and activities that promote Science, Technology, Engineering, and Math education (STEM) and green technologies. Our school is also implementing interviews and audits in conjunction with Kentucky Green and Healthy Schools. There are several projects already started within the school building, and partnering with Kentucky Green and Healthy Schools will help BSMS implement projects with fidelity by measuring data. Implementing projects with fidelity means that these projects will be implemented with pre- and post-data with a well-documented plan to ensure that the project is meeting expectations.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? [State may wish to add other program names to this list]

(X) Yes () No Program(s) and level(s) achieved:

EPA ENERGY STAR – ENERGY STAR School

E=USE² Program – Gold Level

This program teaches students the three pillars of sustainability, types of energy sources, and explores global climate change causes and implications.

Kentucky NEED (National Energy Education Development) Project Participants

Kentucky Green and Healthy Schools Candidate School

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

(X) Yes () No Award(s) and year(s):

EPA ENERGY STAR – 2012, 2014

Fayette County Public Schools (FCPS) Most Efficient – 2011, 2012, 2013

This is awarded to schools that utilize the least amount of energy per square foot of the building.

Fayette County Public Schools (FCPS) Super Saver Award

This is awarded to schools that reduce energy consumption the most compared to the prior year.

Pillar 1: Reduced Environmental Impact and Costs

Energy

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

(X) Yes () No Percentage reduction: 40% Over (m/yy - m/yy): 07/2005 – 06/2014

Initial GHG emissions rate (MT eCO₂/person): 1.76 MT CO₂/student/year

Final GHG emissions rate (MT eCO₂/person): 1.07 MT CO₂/student/year

Offsets: none available

How did you calculate the reduction? The greenhouse gas emissions rate was calculated by inputting the energy data for BSMS into the Greenhouse Gas Equivalencies Calculator on the EPA website. The calculator converted annual kilowatt-hours into Metric Tons of CO₂, then divided by the number of students at the school. The utility bill data is kept track of using the SchoolDude Utility Direct platform.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (X) Yes () No

If yes, what is your score? 77 If score is above a 75, have you applied for and received ENERGY STAR certification? (X) Yes () No Year: 2012, 2014

3. Has your school reduced its total non-transportation energy use from an initial baseline? (X) Yes () No

Current energy usage (kBtu/student/year): 5312.3 kBtu/student/year

Current energy usage (kBTU/sq. ft./year): 40.85

Percentage reduction: 40% over (m/yy - mm/yy): 07/2005 – 06/2014

How did you document this reduction? *Utility bills for all schools are tracked using the SchoolDude Utility Direct online platform. Bryan Station Middle School is an "all-electric" building, therefore it has no sources of energy outside of electricity. Since 2005 there have been significant reductions at BSMS due to a few different factors.*

A 2009 school renovation reduced annual energy usage by approximately 20% in 2009-2010. Further decreases in energy usage were seen in 2012-2013 after a new principal came on board, who was able to bring a heightened awareness of energy & sustainability issues to his school and was effective at changing the habits of faculty and students.

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: 0% Type: N/A

Purchased renewable energy: 0% Type: N/A

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

5. In what year was your school originally constructed? 1976

What is the total building area of your school? 103,892 square feet

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes () No

For new building(s): Percentage building area that meets green building standards: N/A

Certification and year received: N/A Total constructed area: N/A

Water and Grounds

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

Average Baseline water use (gallons per occupant): 736 gallons/occupant/year

Current water use (gallons per occupant): 525 gallons/occupant/year

Percentage reduction in domestic water use: 29%

Percentage reduction in irrigation water use: 100% - no domestic water used for irrigation

Time period measured (mm/yyyy - mm/yyyy): 07/2005 – 06/2014

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: *All utility bills are monitored using the SchoolDude Utility Direct platform.*

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 100% - All of the plants and turfs designed into the landscape at BSMS were intended to be appropriate for the region and do not require added irrigation to grow and thrive. Types of plants used and location:

Forest Pansy Redbud, White Pine, Scarlet Oak, Sweetbay Magnolia, River Birch, Shore Juniper, & Spreading Yew. These plants are located on the campus to the left and back of the building.

9. Describe alternate water sources used for irrigation. (50 words max or whatever word max you indicate to your applicants)

There is no irrigation system on campus; we do not water outdoor plants.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max) *Our school has modified areas of the campus, reducing the volume of runoff from impervious surfaces. The rain garden project redirects flow off impervious surfaces; more of it infiltrates into ground water instead of entering streams. Our classes are working with the engineer who designed our rain garden.*

11. Our school's drinking water comes from: (X) Municipal water source () Well on school property () Other: _____

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

A reduced pressure backflow preventer was installed at the domestic water entrance. This device allows a one-way flow of water and prevents the reverse flow of polluted water from entering into the potable water supply. A water storage tank is provided to flush toilets and urinals (non-potable water).

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

Lead-free plumbing components were utilized during the 2009 renovation.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max)

The percentage of school grounds devoted to ecologically beneficial uses is equal to approximately 25%. These areas include our campus rain garden, outdoor classroom and vegetable garden.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? 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): **4800 cubic yards** (8 cubic yards x 8 times 75 %)

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **3200 cubic yards** (8 cubic yards x 4 times x 100%)

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): N/A

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: **40** ($(3200 + 0) / (4800 + 3200 + 0) \times 100$)

Monthly waste generated per person = (A/number of students and staff): **7.14** (4800/672)

16. 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? *Post-consumer material, fiber from forests certified as responsibly managed: 0% Chlorine Free: 0%*

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
N/A	N/A	N/A	N/A	N/A

How is this measured? N/A

How is hazardous waste disposal tracked? See below for more information.

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

(100 word max) *We have classroom programs in place to collect recycling. Students are responsible for collecting the recycled materials from each classroom and disposing of them into the school-wide recycling bins. The students collect the materials on Friday of each week.*

For biohazard materials (i.e. lab dissections), classroom collection receptacles are provided, collected by district officials and properly disposed of in a medical waste incinerator. Our Risk Management department conducts an annual sweep of all classroom, office/student occupant spaces to eliminate any potential hazardous substances including cleaning solutions and air fresheners not listed on the approved School Supply List.

18. Which green cleaning custodial standard is used? GS-42 *Our school has a chemical management program that includes a chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean-up and disposal), and selecting third-party certified green cleaning products.*

What percentage of all products is certified? *75% of our products are certified. Our pest control program is green certified as well.*

What specific third party certified green cleaning product standard does your school use? *Green Seal (3rd party certified green cleaning standard)*

Alternative Transportation

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

72% of students walk, bike, bus, or carpool to/from school.

How is this data calculated? (50 word max)

This data was calculated by taking the total enrollment and subtracting how many single car riders there are. (618-174=444) That total is then divided by the total enrollment (444/618=72%)

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: (50 word max) *There are crosswalk guards on each crosswalk to the neighborhoods where students walk to and from school.*

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max). *In partnership with KY Division for Air Quality, our school initiated a No Idling campaign to improve the environmental impact of automobiles. Our district does not allow buses to idle in the bus lane while waiting for students to board. BSMS encourages carpooling, walking and riding bikes to school when possible.*

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

For the last two summers, our school participated in a demand conservation program, partnering with KY Utilities. We also participated in US Green Building Council's pilot Green Apple Day of Service in October 2012, and collaborated with community partners to plant trees, shrubs and native flowers. We also conduct waste audits, participating in Bluegrass Greensource. In partnership with them, a guest speaker visited our eighth-grade students to discuss "green" jobs. We have a rain garden, outdoor classroom, vegetable garden and aquaponics program. Our school joined the KY Green & Healthy Schools program and conducts audits and gathers data for projects.

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

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

Our school has adopted an integrated pest management plan to reduce and/or eliminate pesticides. Pest control policies, methods of application, and posting requirements are provided to parents and school employees. Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location. Our school prohibits children from entering a treated area for at least eight hours after the treatment, or longer if required by the pesticide label. Our integrated pest management program consists of good housekeeping techniques, reducing clutter, and preventative maintenance that controls entry. If further action is required we use baiting and trapping to remove a pest, which is provided by our contracted pest control company (Terminix). Terminix provides the routine inspections, pest identifications, and monitoring of traps. If any pest control service involves anything besides baiting and trapping, the school provides a letter home to parents and keeps a copy of what insecticides were used on file. Our priority is to conduct pesticide treatment when school is not in session. We have copies of all work orders generated by the school's requesting pest control services.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: *1.5 gallons/yr. We are currently utilizing the minimum necessary for effective treatment. Our goal is to stay at or below this amount in the future.*

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

Fayette County Public Schools is a Tobacco Free school district.

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)

[X] Our school does not have any fuel burning combustion appliances

[X] 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.

Bryan Station Middle School's radon was measured April 4, 1989 at 3.35 pCi/L during statewide school radon assessment. Fayette Co Public Schools has plans to measure radon at BSMS again by June 2015.

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

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

Stock concentrations are locked in a chemical stockroom, students only use diluted versions of chemicals. We follow all MSDS and FCPS guidelines on storage, usage, and disposal. Please see above for actions to minimize student/staff exposure to pesticides. Our kitchen's All Purpose Pots and Pans are Green Seal Certified, and the Envirowash carries the EPA's Design for the Environment Label. Both Green Seal, and the EPA's DFE Label are widely recognized as being generally safer/more user and environmentally friendly.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) *Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) asthma management school 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. (100 word max)

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture and water leakage. Our classrooms are routinely monitored for CO₂ and Relative Humidity (RH) levels. If the RH level is above 60% or a building occupant raises concern about RH, additional air mold assessments are conducted.

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

(X)Yes ()No

A ventilation system is installed to exhaust air in the bathrooms and custodial areas and a separate exhaust system is provided for the kiln room.

8. 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 word max) *The building management system monitors the ventilation system and filter status that will alert Fayette County Public Schools Maintenance when the unit is not functioning properly or if filters need to be cleaned and replaced.*

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. (100 word max) *All spaces were designed to meet ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality.) RH is routinely monitored and any room with RH levels above 60% is further investigated and mitigated.*

10. 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 and take corrective action. (200 word max) *Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools. For example, CO₂ levels are regularly monitored, carpet has been removed, common asthma triggers are monitored and mitigated, every classroom is audited annually*

for potential air quality hazards (perfumed candles, air fresheners, etc.), HVAC air filters are monitored, maintained and changed regularly.

Nutrition and Fitness

11. 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. (100 word max each or whatever you choose to make them!)

Our school participates in the USDA's HealthierUS School Challenge. Level and year: Working Towards Bronze

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

Our school is an active partner of our local chapter, Fayette County Farm To School (F2S). With F2S, our students learn about the environmental, economic and human health benefits of local food while conducting Local Food Taste Tests and meeting local producers. Just this week our cafeteria line will feature local apples and local broccoli.

76% of our student body regularly eats from the cafeteria line, therefore a majority of our students are regularly exposed to the nutritional, environmental and economic benefits of local food. Also, in January 2015 BSMS will partner with FCPS Child Nutrition to participate in KY Proud theme day to feature KY Proud local items: "Let's Celebrate the New Year KY Proud!"

Our school has an on-site food garden.

Our food garden is located on the back side of the campus and is managed by our seventh- grade science teacher, with help from students participating in the Green Club. The garden currently includes three types of mint, strawberries and tomatoes. The Green Club is also looking to expand the garden to include more herbs and vegetables.

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

Our school garden supplies food for the staff to use on an as needed basis at this time.

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

Students participate in a 45 minute wellness class, five days each week.

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

When weather permits, our students' physical education takes place outdoors. This is an average of three out of five days each week.

Health measures are integrated into assessments.

Health measures are integrated into assessments according to the curriculum.

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

Food purchased by our school is certified as "environmentally preferable"

Percentage: N/A Type: N/A

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)

The outdoor physical education program at Bryan Station Middle School is tightly aligned to the Kentucky State Core Academic Standards. We collaborate with the high school on our outdoor program. Specific games and activities include- ultimate frisbee, soccer and flag football, track and field, handball, speedball and whiffle ball.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

Our curriculum has dramatically increased to incorporate physical activity on a daily basis, which in turn will improve the fitness level of each student at our school. Nutrition is highlighted and emphasized in our lesson plans to bring higher awareness to the importance of nutrition in our students' daily lives. Students are enrolled in a daily 45 minute wellness class that focuses on health and physical education.

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? () Yes (X) No

If yes, describe the health-related initiatives or approaches used by the school:

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes () No

If yes, describe these partnerships:

Our school partners with Wal-Mart to conduct vision screenings with students, as well as Dr. Jennifer Brooks for scoliosis screenings. We also will be implementing hearing screenings. Bryan Station Middle School also partners with the Division of Air Quality (KDAQ), FoodChain, and Kentucky Green and Healthy Schools (KHGS) within our classrooms.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes () No

We have a nurse's office located in our school office that has an area for students to lie down, a restroom, and various first aid supplies. A school nurse is on site two hours each day.

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

Our school makes many efforts to support student mental health and improve the school climate. In terms of school climate, our school participates in Spirit Days that encourage the students to support the athletic and school clubs on these days. We also highlight a different club or sport during lunchtime each week, so that students can be more informed and aware of the different types of activities they can become involved in. The Wildlife group meets with students afterschool and our PTSA hosts several dances throughout the year. We also have 4H Leadership that involves many students in activities as well as our Alpha League (for at-risk males) and Bearcats are Beautiful (for at-risk females). The Alpha League and Bearcats are Beautiful groups focus on community service, respect for self and others, and academic achievement. In regards to mental health, our school goes above and beyond to meet the needs of our students. We implement individual counseling within our building as well as provide intervention groups through the Department of Juvenile Justice. We have a gang prevention group (MADE) as well as academic supports in the sixth-eighth grades. Students also can receive up to 15 hours per week of one-on-one therapy on an as needed basis. Our school initiates community giving each year through recycling, penny drives for the Red Cross, Angel Tree, and a Backpack program.

Pillar 3: Effective Environmental and Sustainability Education

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. (200 word max)

Within the school, our science department requires all grades, sixth-eighth, to produce science projects. These projects are highly encouraged to incorporate an environmental or sustainability component. Also, our Deaf and Hard of Hearing Program within the school maintains the rain garden on-site. The sixth- grade science program is expanding aquaponics and has initiated that through the help of the company, FoodChain, which is an urban farm located in Lexington, KY. The Green Club, made up of sixth-eighth graders, maintains the vegetable garden as well as promote environmental and sustainability issues such as the “No Idling” program. The 8th grade Spanish Immersion students complete recycling for the building and maintain data related to recycling materials. The 8th grade also had a guest speaker come and speak to them about green jobs and how being “green” can help them in future endeavors.

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Our seventh grade participates in our district-wide sustainability program titled E=USE² (Education leads to Understanding Sustainability, Energy and the Environment). In this program, students are taught the three pillars of sustainability (economy, environment, social), renewable vs nonrenewable energy sources, global climate change causes and implications. The students are also involved in many projects (No Idling, Plug Load studies, Light Level surveys) including monthly energy audits of our building. Students provide quantitative and qualitative feedback to faculty and staff members. Environmental and sustainability concepts are also integrated throughout the curriculum for science and health classrooms. The new NGSS and core content contain standards align with environment and energy usage. In the seventh grade, standard (07-LSI-6) within a natural system, the transfer of energy drives the motion and cycling of matter. This standard can be used in several units and can be included in sustainability and environmental awareness.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

Our seventh grade takes an in-depth look at humans’ impact on our environment and how these impacts affect populations of other species (all kingdoms of life). These environmental and sustainability topics are addressed throughout the science core content for assessments, the program of studies and recently adopted Next Generation Science Standards. All students participating in STEM activities take pre- and post-assessments to measure their prior knowledge of renewable energy sources and modern environmental issues. A STEM-based project uses Lego robotics to build simple machines that would complete tasks that are otherwise completed using fossil fuels. The green club uses outdoor classrooms and gardens as an avenue to introduce community environmental problems and alternatives. Pre- and post-assessments and activities are conducted in the spring semesters.

Students evidence high levels of proficiency in these assessments. (100 word max)

Students that do not exhibit high levels of proficiency are often re-taught standards and re-assessed. Assessments for the classroom and STEM activities include objective, subjective and performance-based questions.

Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Several of our teachers have attended the E=USE² Teacher Trainings provided by our district. Additionally, all staff have been educated on the sustainability benefits of our campus rain garden via a PD provided by our district sustainability coordinator. Some other PD opportunities in which our staff has taken part in, include NEED, Bluegrass Greensource, and KY Division for Air Quality. Additionally, one of the areas that the school is currently working on is teacher leadership in the KY Green & Healthy Schools Program. Teachers at BSMS have plenty of available professional development options through online courses and workshops during monthly faculty meetings. Safe Schools and Bluegrass Greensource are some commonly visited applications for our staff. STEM lessons and teacher training is provided through our technology department and is available for all teachers in the building. The E=Use2 program, a three-lesson program that focuses on sustainability and energy usage can be requested by teachers and repeated annually. This program allows students to collect data about the energy used in the building and analyze the data to find solutions or energy conservation techniques that can be applied by the host school.

2. For schools serving grades 9-12, provide: N/A

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: _____ Percentage scoring a 3 or higher: _____

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)

At BSMS, all students participate in STEM lessons during Technology Education electives each year. The STEM formatted lessons occurs in an elective course that is taken in at least one semester per year in sixth, seventh and eighth grade. Students develop a complete understanding of the term technology, which helps their development in engineering design processes. Students use critical thinking skills to mimic the roles of real engineers. During these lessons, students apply mathematical and scientific concepts to solve problems that face the world today.

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

Students are exposed to environmental sustainability and green technologies in STEM based electives and in science classrooms. In STEM labs, students research various careers and technologies to find solutions to real world environmental problems. Select seventh-grade students are introduced to green technologies and career pathways through several E=USE2 classes. These classes focus on sustainability within the community as well as the world wide issues. Eighth-grade students were also visited by Bluegrass Greensource, where they learned about job opportunities serving "green" needs.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Bryan Station Middle has several components of communal productivity built into its daily policies and procedures. The Green Club is an opportunity for any students to work as a team to improve the aesthetic view, energy consumption, and community environmental awareness around BSMS. The Green Club uses a variety of recycling and gardening projects that align with standards in the common curriculum. BSMS has also promoted volunteer visitors to come and speak to students about the health of the environment and attainable goals that can be reached by students and staff. Fayette County Recycling conducted an informational visit about what can be recycled and it was displayed school wide via the morning news system. The eighth-grade students who execute the weekly recycling program are also working on recycling public service announcements in collaboration with Fayette County Recycling.

Green Apple Day of Service was another opportunity for students and parents to be exposed to the potential for cleaning up the school and the community. The US Green Building Council works with faculty, students and the community to transform our schools into sustainable places.

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

The Deaf and Hard of Hearing (DHH) students and eighth graders have been involved in the construction of the rain garden/outdoor classroom that is located on campus. These students played a pivotal part in the design and planning process. Students also voted on which types of local plants should be incorporated in the garden to promote more local insect life to visit this area. The rain garden is available for all teachers to use at their discretion. All grade levels take advantage of utilizing the outdoor classroom.

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

Bryan Station Middle is home to two unique outdoor classroom areas, an on-site vegetable garden as well as a beginning rain garden. These areas are open to any teacher in the school for any content area. Science classes, health, and the Green Club are common participants using these outdoor classrooms. There is a vegetable garden containing three separate beds with a multitude of annual plants. The vegetables and herbs that are planted are available for anyone involved in the school community to pick. Having a community-involved garden helps spread environmental awareness. The second classroom, a rain garden amphitheater, incorporates sustainability and green conservation using a water renewal system. This garden can be used for any subject area due to its collection of beautiful local plants and its welcoming shape. The rain garden was partially built and designed by eighth- grade students currently at BSMS.

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. (Maximum 200 words)

We partner with US Green Building Council, Recycling Fayette County, Bluegrass Greensource, KY Division of Air Quality, KY Green and Healthy Schools, and the Alliance for a Healthier Generation. The school participates in the Green Apple Day of Service, which is sponsored by the US Green Building Council. Recycling Fayette County also visits the students who conduct the recycling; they will be producing PSAs to encourage recycling in the community. Bluegrass Greensource also visits our science classroom regularly to conduct lessons, collaborating with the BSMS science department. BSMS has completed all modules for the Alliance for a Healthier Generation and is currently completing items on our action plan. Our school also recently joined Kentucky Green & Healthy Schools. Students are currently conducting interviews in different areas of the school to assess the implementation of several projects to improve the school. This partnership, in particular, will help Bryan Station Middle implement areas of improvement so that our staff and students can continue to improve and grow.

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)

There is a school-wide recycling policy that says students are responsible for the collection of recycled items. Every classroom and communal area in the school has blue recycling bins where recyclable items can be accumulated. These bins are collected once a week by a group of students who take them from the classrooms to the recycling bins located outside the school. These bins are usually strategically located near the trash cans as an attempt to get people to make a positive disposal decision. These

students will also be writing, filming and producing public service announcements for Fayette Recycling. The Green Club uses outdoor classrooms and gardens as an avenue to introduce community environmental problems and alternatives. Pre- and post-assessments and activities are conducted in the spring semesters. The sixth-grade has implemented an aquaponics program and is looking to expand it in the future.

The E=USE² program, a three-lesson program that focuses on sustainability and energy usage, can be requested by teachers and repeated annually. This program allows students to collect data about the energy used in the building and analyze the data to find solutions or energy conservation techniques that can be applied by the host school.

10. Submit photos or video content (with appropriate permissions), if desired.



Figure 1: The Bryan Station Middle School Rain Garden is pictured above. We are currently in the process of expanding and adding to it.



Figure 2: The Bryan Station Middle School Rain Garden is pictured above. We are currently in the process of expanding and adding to it.



Figure 3: The Bryan Station Middle School Rain Garden is pictured above. We are currently in the process of expanding and adding to it.



Figure 4: There are stickers on all of the light switches in the building to remind faculty and staff to conserve energy. Our E=Use2 students do energy audits throughout the year.



Figure 5: Our on-site food garden that offers three types of mint, strawberries and tomatoes. The Green Club is formulating a plan to expand the garden.



Figure 6: There are recycling containers in all rooms in the building. Recycling is collected by students once a week.



Figure 7: The aquaponics program is managed by the sixth-grade science teacher and classrooms.



Figure 8: The aquaponics program is managed by the sixth-grade science teacher and classrooms.