



2015-2016 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mrs. Mary M. Thomas**

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

Official School Name: **Pharr Elementary School**

(As it should appear on an award)

Official School Name Mailing Address: **1500 North Road, Snellville, GA 30078**

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

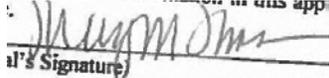
County: **Gwinnett** State School Code Number *: **0391**

Telephone: **770-985-0244** Fax: **770-736-4516**

Web site/URL: **http://pharres.weebly.com/** E-mail: **mary_m_thomas@gwinnett.k12.ga.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.


Principal's Signature

Date: **1/28/16**

(Principal's Signature)



Name of Superintendent: **Mr. J. Alvin Wilbanks**

District Name: **Gwinnett County Schools**

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

Alvin Wilbanks

(Superintendent's Signature)

Date: **1/28/16**

(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: **Georgia Department of Education**

Name of Nominating Authority: **Mr. Richard Woods**

(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.

Richard Woods

Date: **1/28/16**

(Nominating Authority's Signature)



Pharr Elementary School believes it is important to teach students how to become leaders in and out of the classroom. We employ best practices in operations management, ensuring that our school is safe, energy-efficient, and well maintained. We follow district policies for hazardous waste, chemical usage, integrated pest management, and ventilation systems.

Pharr is ENERGYSTAR certified with a current score of 91. Our energy efficient upgrades include automated energy management systems with occupancy sensors and lighting retrofits in all classrooms. Teachers practice energy conservation by following our school's "unplug and put away" protocol prior to leaving for extended breaks.

Pharr embraces the health and wellness of our students and staff. Nutrition staff members post monthly trivia questions for students to promote eating healthy and visit classrooms to offer additional learning opportunities. Pharr has a great character education program that teaches students about being kind, respectful, responsible, and courageous. It also teaches students about self-control, perseverance, tolerance and citizenship. Utilizing the Fitness Gram program, students are assessed annually for flexibility, strength, and endurance. 90% of our students are helping to improve air quality by riding the bus or walking to school. Our school participates in the No Idling program which is designed to reduce idling rates in our bus and car rider lines. Parents received magnets to put on the cars to let others know the importance of No Idling. Pharr also encourages students to walk to school by having Walk to School Days with the Safe Routes to School Program.

Our environmental stewardship extends beyond our building and into our outdoor learning areas. Over 40 % of Pharr's grounds are devoted to outdoor learning areas, which have been funded through our PTA, local grants, and Donorschoose.org. Our outdoor learning areas include a 1/5 mile walking trail, pollinator gardens, vegetable gardens, an African Keyhole garden, an ABC garden, and native plantings maintained by our students. One hundred percent of Pharr's landscaping is considered water-efficient and regionally appropriate. Pharr's garden had over 800 plants growing in it at the start of the school year. All plants began as seeds in the greenhouse. Students and teachers water, weed, and nurture the plants, waiting to harvest the crops. Rainwater is collected from the roof and stored in a 650 gallon tank. Solar panels turn on sprinklers to help water garden beds, and students help to water additional beds. Pharr donates over 90 % of the crops to the local Southeast Gwinnett Co-op. From June 2015 to September 2015, Pharr donated over 750 pounds of fresh fruits and vegetables from the school garden. Students at Pharr know they are helping to feed families in their community, including some families from Pharr. Students also learn different ways to grow crops using companion planting like the Native Americans did with the Three Sisters, Aquaponics, and Hydroponics.



Pharr recently received a Captain Planet grant, which will provide additional beds for the garden and more learning opportunities for teachers.

In partnership with nonprofit Gwinnett Clean & Beautiful (GCB) and the Clean Air Campaign, our school has a multi-disciplinary team whose focus is waste reduction& recycling, air quality, energy conservation, water conservation, and greenspace preservation. Students collect and recycle apple sauce containers, Little Bites containers, and Capri Sun juice containers in the cafeteria. Containers are sent to Terracycle, and Pharr receives money for the recycling. Students also compost all the pear and apple cores daily from the lunchroom, along with banana peels.

Our school incorporates environmental education Pre-K to 5 that is aligned to Common Core. On the science portion of the new Georgia Milestones Assessment, our first year baseline data indicates Pharr students outperformed state, regional, and district results. Pharr has a STEAM (Science, Technology, Engineering, Art and Math) special that all students attend weekly. Pharr students are immersed in project based learning and engaged in real-world, STEAM activities. Some examples of STEAM learning include: kindergarten students designed and built boats to help the “bear family” cross the river, first grade students showed how water drops can move all over the world, third grade students researched and developed ways to reduce storm water runoff and reduce pollution, fourth grade students created circuits, and fifth graders researched and built earthquake resistant buildings. Students, in all grade levels, create murals and art for the garden from recycled materials like bottle tops, records, CD’s, and water bottles. Students are able to show projects and artwork at STEAM night and Garden Night each year.

Pharr teachers and students pride themselves on environmental learning and giving back to the community. Our student leaders are getting a “world class” education through our STEAM program, in school and extracurricular activities, and by learning the importance of helping in their community.



School Contact Information

School Name: **Pharr Elementary School**

Street Address: **1500 North Road**

City: **Snellville** State: **GA** Zip: **30078**

Website: **http://pharres.weebly.com/** Facebook page: **https://www.facebook.com/pages/Pharr-Elementary/1386390075022920?fref=ts**

Principal Name: **Mary M. Thomas**

Principal Email Address: **mary_m_thomas@gwinnett.k12.ga.us** Phone Number: **770-985-0244**

Lead Applicant Name (if different): **Monica Jones**

Lead Applicant Email: **monica_jones@gwinnett.k12.ga.us** Phone Number: **770-985-0244**

| | | | |
|--|---|--|--|
| <p>Level</p> <p><input type="checkbox"/> Early Learning Center</p> <p><input checked="" type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input type="checkbox"/> K - 8</p> <p><input type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input type="checkbox"/> High (9 or 10 - 12)</p> | <p>School Type</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Private/Independent</p> <p><input type="checkbox"/> Charter</p> <p><input type="checkbox"/> Magnet</p> | <p>How would you describe your school?</p> <p><input type="checkbox"/> Urban</p> <p><input checked="" type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p> | <p>District Name</p> <p><u>Gwinnett County Schools</u></p> <p>Is your school in one of the largest 50 districts in the nation?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <p>Total Enrolled:</p> <p><u>693</u></p> |
| <p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>% receiving FRPL <u>44%</u></p> <p>% limited English proficient <u>15%</u></p> <p>Other measures _____</p> | | <p>Attendance rate: <u>97.3%</u></p> |

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

(●) Yes Program(s) and level(s) achieved: Programs / Levels Achieved

EPA Energy Star Portfolio, Gwinnett Clean & Beautiful- Green & Healthy Schools-Reaching Higher School – 2012-present, Georgia Department of Transportation- Clean Air School Anti-Idling Campaign, Safe Routes to School, Relay for Life Team (2000-Present), National Wildlife Habitat-2015, awaiting Monarchs Across Georgia- Pollinator Habitat Certification.

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

(●) Yes Award(s) and year(s)

EPA Energy Star Portfolio, Gwinnett Clean & Beautiful- Green & Healthy Schools-Reaching Higher School – 2012-present, Georgia Department of Transportation- Clean Air School Anti-Idling Campaign, Safe Routes to School, Exceptional Custodial System Award (2001-Present), A 5th grade student won writing competition for America Recycles Day (2015), Relay for Life Team (2000- Present)National Wildlife Habitat-2015, awaiting Monarchs Across Georgia-Pollinator Habitat Certification.

Pillar I: Reduced Environmental Impact and Costs

Energy

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

(●) Yes Percentage reduction: -146.4 (-21.2%) Over (m/yy - m/yy): 07/09-06/15

Initial GHG emissions rate (MT eCO₂/person):691.1/875=.790

Final GHG emissions rate (MT eCO₂/person): 544.7/693=.786

Offsets: None How did you calculate the reduction? EPA ENERGY STAR PORTFOLIO Metrics Comparison Data

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (●) Yes

ENERGY STAR earned in 2009 with a score of 77. 2015 Pharr ES ENERGY STAR Score is 91, an increase of 18.2% in six years. The District, including Pharr ES, has earned the ENERGY STAR certification by using less energy and generating less greenhouse emissions than districts with similar buildings across the nation.

3. Has your school reduced its total non-transportation energy use from an initial baseline? (●) Yes

Current energy usage (kBtu/student/year): 4,845

Current energy usage (kBtu/sq. ft./year): 32.0 (Site EUI)

Percentage reduction: 18.8% over (m/yy - mm/yy): 07/09-06/15

How did you document this reduction? Utility manager report and ENERGY STAR PORTFOLIO

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

On-site renewable energy generation: 0 Type 0

Purchased renewable energy: 0 Type 0

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: No

5. In what year was your school originally constructed? 1990 and 1999 (new addition)

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



Water and Grounds

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

While our overall water consumption has been reduced, we are unable to prove any water reduction based on occupancy over the last year. One possible explanation for this anomaly is that in May of 2015, there was a water main break on the property. In addition, we also held a math institute and offered summer school for our cluster last year.

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?:100%

Types of plants used and location: Pharr ES is part of Gwinnett County Public Schools, and therefore follows all district guidelines for the installation of plants and shrubs that are regionally appropriate and water-efficient. Multiple outdoor learning areas have been created at Pharr that include flowers, shrubs, and trees to reduce storm water runoff, in addition to their aesthetic, cooling, and educational benefits. Vegetable plants and fruit trees also surround the outdoor learning areas.

9. Describe alternate water sources used for irrigation. Pharr collects water off the roof and stores it in a 650 gallon

tank. This water is used to water all the plants in the Giving Garden. A number of beds are able to be watered twice daily using solar panels placed in the garden. The panels are connected to the 650 gallon tank and a pump that turns on and waters the plants. Students use watering cans to water the additional plants in the garden.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. Any storm water runoff collected from the roof is stored in a 650 gallon water tank and the water is used for irrigation of plants and trees throughout the outdoor learning area. Outdoor learning areas have been created that include flowers, shrubs, and trees to reduce storm water runoff in addition to their aesthetic, cooling, and educational benefits.

11. Our school's drinking water comes from: (●) Municipal water source

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

Any storm water runoff collected from the roof is stored in a 650 gallon water tank and the water is used for irrigation of plants and trees throughout the outdoor learning area. Outdoor learning areas have been created that include flowers, shrubs, and trees to reduce storm water runoff in addition to their aesthetic, cooling, and educational benefits.

13. Describe the program you have in place to control lead in drinking water. We rely on the program currently monitored by Gwinnett County Department of Water Resources.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? Approximately 40 % of our grounds are devoted to outdoor learning areas, walking trails, butterfly and other pollinator gardens, a greenhouse, 22 beds for growing crops.

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): **Pharr’s waste is serviced by a compactor and 66.9 tons of waste was disposed for the past year. The compactor was emptied 12 times and has a maximum capacity of 35 cubic yards. It was emptied once per month whether full or not, so actual volume in cubic yards is unknown.**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **Pharr receives 1 recycling pick up a month which resulted in a total of 5,250 pounds of collected/recycled materials.**

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): Compostable materials are not collected in a dumpster. **We compost the apple and pear cores and banana peels daily in our outdoor compost area and the African Keyhole garden.**

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? 10 percent Certified Forest Content and 90% Certified Sourcing (Sustainable Forest Initiative)

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

| | | | | |
|-------------------|-------------------|--------|---------|--------|
| Flammable liquids | Corrosive liquids | Toxics | Mercury | Other: |
| 0 | 0 | 0 | 0 | 0 |

How is this measured? **Amounts not quantified but would include paint, batteries, solvents, and medical waste from clinic. Environmental Services ensures that any hazardous waste is disposed of properly according to district policy.**

How is hazardous waste disposal tracked? **Environmental Services ensures that any hazardous waste is disposed of properly according to district policy.**

18. Which green cleaning custodial standard is used? Gwinnett County Public Schools (GCPS) does not subscribe to a single green cleaning custodial standard at this time. However, the district has implemented many custodial processes and procedures consistent with CIMMS certification guidelines. The limited value added by external certification of those existing processes and procedures does not appear to justify the cost of obtaining the third party certification.

What percentage of all products is certified? Approximately 37 % of custodial cleaning products are Green Seal Certified.

What specific third party certified green cleaning product standard does your school use? All custodial chemicals are specified by GCPS and purchased through the GCPS warehouse, which insures that all chemicals are keeping with district policies and procedures.

Pharr embraces the 5 R's: Reduce, Reuse, Recycle, Resource, and Responsibility! Through the district recycling programs and creative partnerships, our school is able to significantly reduce solid waste produced. Our students, led by our Peer Helpers and Garden Club, have educated our staff and students to demonstrate responsible environmental stewardship daily. Any chemicals brought into the school must be approved, either through the specific curriculum department for instructional materials such as science, art, etc. and other products through our Environmental Services department. Disposal requirements are considered in that process.

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) Walk 6%, Bus 84%, 10% Carpool

How is this data calculated? Student Information System based on current population of 693 students. Based on our records, 40 students walk to and from school, 70 students ride to and from school in a car, with 29 students carpooling daily. 583 students ride the bus to and from school.

20. Has your school implemented?

[•] designated carpool parking stalls. Pharr does not have parking stalls, but we have a designated carpool line.

[•] a well-publicized no idling policy that applies to all vehicles (including school buses). We are working on getting a no idling sign posted; however, last year we did educate parents in the carpool line with educational materials and magnets.

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

The car rider lane and the front doors, where bus riders enter, are both greater than 25 feet from the building.

[•] Safe Pedestrian Routes to school or Safe Routes to School Pharr has a large neighborhood that connects to the back of our school property, and many student walk to and from school each day. We participate in the Safe Routes to School program. With the help of our PTA, we have two Walk to School Days each year. Each event is advertised school-wide. Teachers, act as crossing guards before and after school, to ensure the safety of all walkers at Pharr.

21. Describe how your school transportation use is efficient and has reduced its environmental impact.

Teachers/staff are encouraged to carpool to school when possible. 90% of Pharr ES students now ride the bus or walk. 4% of the students who come to school through carpools have more than two students in a car. Increased awareness of the efficiency of riding the bus, walking, and carpooling has reduced our transportation environmental impact.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

Pharr participates in the Clean Air Campaign's "No Idling Program." This program encourages parent drivers to turn off their engines when dropping off or waiting for students, thus decreasing harmful emissions and creating a healthier school environment. Educational materials and magnets were handed to parents in every car in the carpool line last school year on two different days. Lessons are also taught from the Clean Air Campaign website to promote awareness of air quality and air pollution.

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.: In FY15, 67 ounces of liquid insecticide, 4 ounces of granular insecticide, and 23.5 grams of baits were used. District policy- P.EBBB for Integrated Pest Management with specific focus on identifying root causes of pest problems, and seeks to reduce or eliminate by non-chemical means on a case-by-case basis.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: In FY15, 67 ounces of liquid insecticide, 23.5 grams of baits and 4 ounces of granular insecticide were used. District policy- P.EBBB for Integrated Pest Management with specific focus on identifying root causes of pest problems, and seeks to reduce or eliminate by non-chemical means on a case-by-case basis.

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

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

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

Our school does not have any fuel burning combustion appliances

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

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



Our school prohibits smoking on campus and in public school buses. Our school follows district policy P.GAMA-Drug Free Workplace. Illicit drugs and the use of tobacco and alcohol are prohibited on school property or during any school-sponsored activities. Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Under an EPA grant, Pharr/district made an effort to collect, remove, and dispose of elemental mercury from our school including thermometers, barometers, & thermostats. Thermostats were changed as part of the Energy Management System. Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Results showed that our construction design effectively mitigated any radon that was present. Our campus is constructed on a concrete, nonporous slab that contains a vapor barrier and is placed over a compacted soil base which acts as an additional barrier. Our school also has forced ventilation HVAC system which exhausts air to the outside of the building and replenishes with fresh air. Our school does not have wooden playground equipment or other structures on our campus.

- 4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.** Pharr adheres to district policy P.EBM. Bringing chemical products into our school is prohibited. Curriculum related products used in science or fine arts require approval of curriculum office.
- 5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.** See previous explanation of policy P.EBM. Pharr also strives to make sure electric, not gas powered tools are used on smog-alert days. All rooms are vacuumed daily. Bathrooms/halls are cleaned and sanitized on a regular schedule.
- 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.** Pharr uses a work order tracking system for reporting moisture problems (leaks, condensation, and excess humidity.) Insulating techniques, along with EMS are used for HVAC and mechanical system to control condensation and humidity. If mold does occur, custodial staff follows district policy to clean and sanitize affected areas.
- 7. Our school has installed local exhaust systems for major airborne contaminant sources. (●)Yes**
- 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.** All buildings are ventilated to meet ASHRAE standards. Head custodian schedules PMs to maintain optimal performance of equipment. Pharr also conducts quarterly filter changes.
- 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.** All Pharr's buildings are ventilated to meet ASHRAE standards.

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. To maintain and promote superior air quality, the EMS continuously monitors humidity and CO2 levels. Preventive maintenance on HVAC equipment is tracked via a computerized maintenance management system. HVAC air filters are on a routine schedule for replacement.

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.

- [•] Our school participates in a Farm to School program to use local, fresh food.
- [•] Our school has an on-site food garden.
- [•] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- [•] Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- [•] At least 50% of our students' annual physical education takes place outdoors.
- [•] Food purchased by our school is certified as "environmentally preferable"

Percentage: **100%** Type: All food, Pharr adheres to federal nutrition guidelines for school meals, ensuring that meals offered are healthy, well-balanced and provide students the nutrition they need to grow and develop.
Nutrition- Our school participates in a Farm to School program to use local, fresh food. This provides healthy and nutritious food to our students while also providing local farmers with consistent and dependable outlets for their products. Our school has an on-site food garden. Students sample food from the garden, and classes uses some of the food to cook. This allows students the opportunity to use recipes, measure ingredients, and taste food from the garden. Most of the food from our garden is donated to the local food co-op in our community to help feed our own families. Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Students sample food from the garden, and classes uses some of the food to cook. This allows students the opportunity to use recipes, measure ingredients, and taste food from the garden. Most of the food from our garden is donated to the local food co-op in our community to help feed our own families.
Physical Activity- Students at Pharr participate in 25 minutes each day of supervised physical education. Students also enjoy the walk trail around the playground, where they can walk five laps to make a mile. Physical education classes are held outdoors when weather permits. Teacher directed physical activity is conducted on the playgrounds when possible. Students also enjoy the outdoor learning areas and gardens.
Two times a year, students are encouraged to walk or bike to school as part of our Safe Routes to School



program. We host a Fun Run and a 5K each year on a Saturday. Students, teachers, parents, and community members are encouraged to run. Ribbons are given out to age winners at each race. School Health- Pharr has a great character education program that teaches students about being kind, respectful, responsible, and courageous. It also teaches students about selfcontrol, perseverance, tolerance. Each week, teachers submit the name of a student who exemplifies the character quality. These students are called Junior Captains. Postcards are sent home to their parents, and they receive certificates and a special pencil. At the end of each month, Junior Captains for that month attend a special party. 4th and 5th grade students can be peer helpers. Peer helpers help to collect recycling, teach students about environmental topics, and work with students that need additional support. The guidance counselor also uses the garden for nature therapy. Feeling stones are located in the garden and can help students to express how they feel. Pharr's school nurse sends out daily emails about pollen counts to keep teachers aware of special needs of asthmatic students. Classrooms are marked as Nut Free Zones for students with nut allergies. Teachers are trained yearly on how to administrator Epi pen injections and signs to look for of allergic reactions.

12. Describe the type of outdoor education, exercise and recreation available. Physical education classes are held outdoors when weather permits. Teacher directed physical activity is conducted on the playgrounds when possible. Students also enjoy the outdoor learning areas and gardens. Two times a year, students are encouraged to walk or bike to school as part of our Safe Routes to School program. We host a Fun Run and a 5K each year on a Saturday. Students, teachers, parents, and community members are encouraged to run. Ribbons are given out to age winners at each race.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. Our physical education department also measures student's physical fitness levels via the Fitnessgram program. Students participate and raise money for Jump Rope to Heart every February. Pharr also hosts a Fun Run during the school day to raise money for varies programs at school. Our students are able to walk/run/dance around a track for 30 minutes wearing a special shirt where their laps are tallied. Students, who earn at least 10 PBIS (Positive Behavior Intervention Support) stamps each semester, earn an additional 30 minutes of play time in the gym or on the playground.

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

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

Pharr's school nurse sends out daily emails about pollen counts to keep teachers aware of special needs of asthmatic students. Classrooms are marked as Nut Free Zones for students with nut allergies.



Teachers are trained yearly on how to administrator Epi pen injections, use asthma inhalers, and first aid for seizures. They are also trained on signs indicating high or low blood sugar readings in diabetic students and signs indicating food and insect allergic reactions.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (●) Yes

If yes, describe these partnerships:

Pharr partners with the nonprofit Gwinnett Clean & Beautiful to support student health via the Green and Healthy School Program initiatives. Our students participate in the Ram Run, a fundraiser that encourages students to stay active and promotes healthy eating habits. We also partner with the Clean Air Campaign to educate our students and staff about SMOG Alert days and limiting outdoor physical activity when we are under smog advisories. Pharr also partners with the American Heart Association for Jump Rope for Heart. Students collect pledges from their families and jump rope to raise money.

16. Does your school have a school nurse and/or a school-based health center? (●) Yes

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

Pharr has a great character education program that teaches students about being kind, respectful, responsible, and courageous. It also teaches students about self-control, perseverance, and tolerance. Each week, teachers submit the name of a student who exemplifies the character quality being highlighted. These students are called Junior Captains. Postcards are sent home to their parents, and they receive certificates and a special pencil. At the end of each month, Junior Captains attend a special party. Forth and fifth grade students can be peer helpers. Peer helpers help to collect recycling, teach students about environmental topics, and work with students that need additional support. Each classroom also has two student ambassadors, who help new students acclimate to our school. The guidance counselor also uses the garden for nature therapy. Feeling stones are located in the garden and can help students to express how they feel.

Pillar III: Provide Environmental & Sustainable Education, Incorporate STEM, Civic Skills, Green

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. Pharr ES participates in the Green & Healthy Schools program, a unique partnership between nonprofit Gwinnett Clean & Beautiful and our district, Gwinnett County Public Schools (GCPS.) We have a comprehensive program that incorporates environmental education at each grade level and is aligned to the Common Core. Pharr's rigorous curriculum allows for inquiry based learning and also includes the use of models, investigation, and data analysis.



[●] Environmental and sustainability concepts are integrated throughout the curriculum. Environmental topics are imbedded in Gwinnett's' Academic Knowledge & Skills. Environmental lessons and projects reflect a cross curricular approach in environmental education. Students read, write, speak, and utilize technology in learning about the environment.

[●] Environmental and sustainability concepts are integrated into assessments. Environmental topics are imbedded in Gwinnett's' Academic Knowledge & Skills. Environmental lessons and projects reflect a cross curricular approach in environmental education. Students read, write, speak, and utilize technology in learning about the environment.

[●] Students evidence high levels of proficiency in these assessments. On the science portion of the new Georgia Milestones Assessment, first year baseline data indicates Pharr students outperformed state, regional, and district results.

[●] Professional development in environmental and sustainability education are provided to all teachers. Pharr teachers receive year-round staff development delivered by our teachers on a variety of environmentally-based STEAM lessons. Teachers collaborate on teaching and learning and seek innovative ideas and practices in science. A teacher also serves on the Green & Healthy School's Committee and attends environmental education trainings twice a year. A teacher on each grade level was trained by Captain Planet and brought back new materials to use with students on their grade levels. The information gleaned at these trainings is then shared with our staff. Pharr has 2 Master Gardeners who help teach and support environmental education with students and teachers.

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

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

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? This is the second year that Pharr has a STEAM special. All students are able to spend 45 minutes each week with the STEAM teacher. Pharr hosts a STEAM Night and a Garden Night to showcase some of the wonderful projects that students are doing, and to give family members a chance to participate in STEAM experiments. This year, families made paper airplanes and measured whose flew the furthest. Others built boats out of aluminum foil to hold the most unifix cubes, and learned who could make the tallest towers with noodles and a marshmallow. At Garden Night, parents learn new ways to grow plants and have the opportunity to purchase plants to take home and start their own garden.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? Pharr's STEAM specialist provides in-depth exposure and inquiry experiences for every student. Career pathways are embedded into the curriculum and taught via science, math, technology, art, music, health, classroom, and school-wide events such as STEAM Night, Science & Engineering Fair, Garden Night, and STEAM Day. Pharr's guidance counselor also works with all grade levels on career pathways. Students showcase some of the things they have learned at each grade level at Garden Night.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. Pharr's Giving Garden provides fresh crops for the local Southeast Gwinnett Co-op. Pharr's garden had over 800 plants growing in it at the start of the school year. All plants began as seeds in the greenhouse, and were then planted in garden beds throughout the garden. Students and teachers water, weed, and nurture the plants, waiting to harvest the crops. Then, Pharr donates over 90 % of the crops to the local Southeast Gwinnett Co-op. Pharr donated over 750 pounds of fresh fruits and vegetables from the school garden between June 2015 to September 2015. Students at Pharr know they are helping to feed families in their community, and even a number of families from Pharr. Pharr also donates seedling to local churches in the area to go in their giving gardens. During Garden Night, students encourage their parents to start their own garden at home.

6. Describe students' meaningful outdoor learning experiences at every grade level. Kindergarten students visit the garden to observe plants and animals. They also visit the literacy area of the garden to locate letters and spell words. They also do most of the planting with seeds in the greenhouse. First grade students learn about George Washington Carver and his contributions to plants. In the fall, they help harvest sweet potatoes. In the spring, they help sprout new sweet potatoes and plant them for next year's first graders. Second graders grow fungi and help harvest groups. They measure and graph the crops they harvest. Third graders plant cabbage and other leafy vegetables in the garden. 4th and 5th graders research crops that group best together and the best time to plant each crop. They also help a lot with weeding the garden. Special education students have built many of the garden beds. They help with filling the beds with soil and watering the garden. All students are able to sample some of the fruits and vegetables from our garden when they are placed in the cafeteria for trial.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. All grade levels participate in project-based learning throughout the year. Students create art for the garden using recycled materials such as: records, Cd's, bottle tops, pallets, and water bottles. Student-initiated projects include: composting fruits from the cafeteria daily, recycling Capri Sun, Little Bites, and applesauce containers. Students are able to showcase their learning at STEAM Night and Garden Night. Pharr's garden had over 800 plants growing in it at the start of the school year. All plants began as seeds in the greenhouse, and then planted in garden beds throughout the garden. Students and teachers water, weed, and nurture the plants,



waiting to harvest the crops. Pharr donates over 90 % of the crops to the local Southeast Gwinnett Co-op. Pharr donated over 750 pounds of fresh fruits and vegetables from the school garden between June 2015 to September 2015. Students at Pharr know they are helping to feed families in their community, and even a number of families from Pharr. Students also learn different ways to grow crops using companion planting like the Native Americans did with the Three Sisters, Aquaponics, and Hydroponics. Pharr recently received a Captain Planet grant, which will provide additional beds for the garden and more learning opportunities for teachers.

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. Pharr participates in the Green & Healthy Schools Program, which is a joint venture of Gwinnett County Public Schools & the nonprofit agency, Gwinnett Clean & Beautiful. This program requires planning, executing, and documenting progress in seven “earth friendly” pathways. • Waste Reduction • Education & Stewardship • Water Conservation & Watershed Protection • Air Quality • Energy Conservation • Beautification and Greenspace Preservation • Community Impact GCB continuously collaborates with GCPs teachers to provide engaging hands-on experiences, resources, and events to build awareness of environmental issues facing our region. Pharr is a Captain Planet school and utilizes their materials to provide additional support for environmental education on all grade levels. Our school has started participating in the Clean Air Campaign’s “No Idling” program. Through educational efforts and outreach to parent drivers, we are able to reduce our Idling Rate in the carpool line.

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.

Pharr ES’s environmental stewardship extends beyond the building and into our extensive outdoor learning areas which have been funded through local grants and Donors Choose. Over 40 % of Pharr’s grounds are devoted to outdoor learning areas, which include a 1/5 mile walking trail, pollinator gardens, vegetable gardens, an African Keyhole garden, an ABC garden, therapy stones, and native plantings maintained by our students. One hundred percent of Pharr’s landscaping is considered water-efficient and regionally appropriate. Pharr’s garden had over 800 plants growing in it at the start of the school year. All plants began as seeds in the greenhouse, and then planted in garden beds throughout the garden. Students and teachers water, weed, and nurture the plants, waiting to harvest the crops. Pharr donates over 90 % of the crops to the local Southeast Gwinnett Co-op. Pharr donated over 750 pounds of fresh fruits and vegetables from the school garden between June 2015 to September 2015. Students at Pharr know they are helping to feed families in their community, and even a number of families from Pharr. Students also learn different ways to grow crops, as well as the reasoning and history behind each style. Pharr has a companion planting area, which uses a Native American technique known as the three sisters. Pharr also uses Aquaponics and Hydroponic

techniques inside the STEAM classroom. Pharr recently received a Captain Planet grant, which will provide additional beds for the garden and more learning opportunities for teachers.

In partnership with nonprofit Gwinnett Clean & Beautiful (GCB) and the Clean Air Campaign, our school has a multidisciplinary team whose focus is waste reduction& recycling, air quality, energy conservation, water conservation, and greenspace preservation. Annually, over 5,000 lbs. of materials is recycled and diverted from our community's landfills. Our students have started recycling programs collecting apple sauce containers, Little Bites containers, and Capri Sun juice containers. Containers are sent to Terracycle, and Pharr receives money for the recycling. Students also compost, in the African Keyhole Garden, all the pear and apple cores daily from the lunchroom, along with banana peels. STEAM Night in October and Garden Night in May, help educate the community. Family Members are able to see firsthand, all the wonderful activities going on at Pharr. Most activities are led by student leaders, who are able to explain their learning to others. Fourth and fifth grade students participate in Science Fair, and the top five projects advance to county level competitions. Pharr held their first annual STEAM Day in May of 2015. Students on all grade levels were challenged with different projects throughout the day.



This is our African Keyhole Garden. Students compost banana peels and apple cores from the lunchroom daily in the center. This type of gardening requires little watering.

Students sing songs about Earth and gardening during Garden Night in May.



Here, students harvested sweet potatoes from the garden.

International Garden



In Art, students use recycled materials to make decorations for the garden. They love seeing their artwork in the garden, and it really adds color and makes the garden a beautiful place.