



FLORIDA
GREEN SCHOOL NETWORK

U.S. Department of Education

Green Ribbon Schools

TECHNICAL REVIEW

Nominee	St. Paul Lutheran K-8 Private School, 4450 Harden Blvd., Lakeland, Florida, 33813, Polk County School District	
Evaluation Issues	Approvable	Special Notes
Florida Department of Environment Protection: Checked all records available regarding environmental violations for this school. Reviewer Name and Title: <i>Greg Ira, Director DEP-OE, Ana Gibbs, External Affairs Manager FL- Florida, Department of Environmental Protection/Southwest District</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	
U.S. Department of Labor: Occupational Safety & Health Administration (OSHA) Checked referred database for compliance with OSHA regulations at Federal and state levels. http://www.osha.gov/pls/imis/establishment.html Information received: <i>Duty Officer for OSHA Fort Lauderdale Office</i> Reviewer Name and Title: <i>Romina Sola, Coordinator Florida Green School Network</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	
Florida Department of Agriculture and Consumer Services: Checked compliance with regulations related to National School Lunch Program Reviewer Name and Title: <i>Lisa Church, Supervisor of Implementation, NSLP, SSO, SMP, Division of Food, Nutrition and Wellness, Florida Department of Agriculture and Consumer Services</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	<i>St Paul- had one finding in the 11-12 SY but has been corrected and the review closed.</i>
Florida Department of Education: Checked compliance with USDOE Individuals with Disabilities Education Act (IDEA) Reviewer Name and Title: <i>Patricia Howell, Program Director of Monitoring and Compliance, FDOE Bureau of Exceptional Education & Student Services</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	

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2012-2013 Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

Private School Certifications

The signatures of the school principal 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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. 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.

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

Official School Name St. Paul Lutheran School
(As it should appear in the official records)

School Mailing Address 4450 Harden Blvd.
(If address is P.O. Box, also include street address.)

Lakeland IL 33813
City State Zip



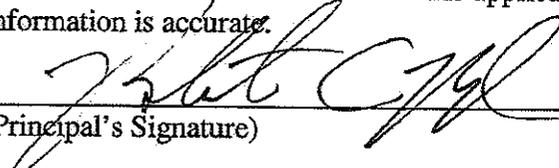
U.S. Department of Education Green Ribbon Schools 2013

County Polk County

Telephone (863) 644-7710 Fax ()

Web site/URL www.spkislakeland.org E-mail rboyd@stpaulslakeland.org

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 1/11/2013

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

Nominating Authority's Certifications

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

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

GreenRibbonSchools

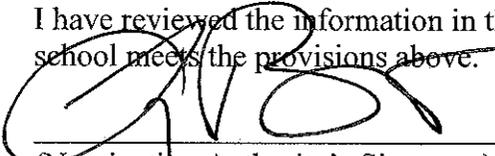


- 2. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Florida Department of Education

Name of Nominating Authority Dr. Tony Bennett
 (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.


 (Nominating Authority's Signature)

Date 1/31/13

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.

St. Paul Lutheran K-8 Summary Narrative

St. Paul Lutheran has used Project Learning Tree (PLT) throughout the curriculum for more than six years and is a designated Florida PLT school. After piloting the PLT Green School program our school became a PLT Green School in 2010. Our school was awarded the 2010-2011 Florida Green School Award for the National Wildlife Habitat Restoration Project.

In 2011, our Green Schools team established a goal to reduce energy consumption in our school facilities by 15%. This team, along with a middle school STEM class, investigated the current energy usage on campus and developed ways to conserve energy. Students requested and received matching funds from the St. Paul School Board to split the cost with a PLT Green Works grant to change lighting on campus to STARR energy saving bulbs. They tested classrooms for the amount of lumens projected and encouraged classrooms to switch to using only one bank of lights at a time. Fifth graders were "Electric Cops" and graphed data on a school wide bulletin board showing which classes were conserving energy such as shutting lights off when out of the classroom and keeping doors closed when the air conditioning was on. New energy efficient computers were installed in our computer lab. In addition, energy education is part of our school curriculum. The fifth graders learn about alternative energy sources and sixth grade completes a unit examining the advantages and disadvantages of different renewable and nonrenewable energy sources. Middle school students have competed in the Florida Solar Energy Whiz and Innovations competition. Now that one building has had the florescent light bulbs switched to STARR light bulbs, students plan on raising the money to provide STARR light bulbs for other buildings.

Through recycling, the school has decreased trash output by a whole dumpster. The school has compost bins and worm bins, along with a yard waste compost area. This school year we increased the amount of recycling while participating in the Keep America Beautiful Recycle Bowl Contest. Students collected 11,600 pounds of paper and other recyclables thus decreasing another dumpster used for waste. Our school has learning standards related to waste reduction and recycling in kindergarten through sixth grade. The entire school participates in weekly recycling collection. TerraCycle items, such as Capri Sun pouches, Lunchables, and chip bags are collected. The Green Team hosts the annual Monster Mash Candy Wrappers for Cash competition which collects thousands of Halloween candy wrappers through TerraCycle. Aluminum tabs are also collected and donated to Shriners Hospitals for Children annually.

Students helped design and build a turtle and rain garden as an action project which uses recycled water from down spouts. Rain barrels are used to irrigate gardens saving 165 gallons of water each week around campus. Erosion Soxx are also used for water gardening and reduce water run-off. Hydroponics gardens were added in 2008 and each grade level cares for a stacker. Water cycle and conservation is part of the second and third grade curriculum. Water Odyssey, a computer program created by Water Management District, is used in grades 3-5.

In addition, the campus has several gardens: vegetable, herb, fruit, flower, native plants, butterfly, and literature gardens. These gardens are used for instruction with students in kindergarten through fourth grade in math, science, and health. Students are daily given a variety of fruit and vegetables options in our new school wide lunch program which encourages healthier eating habits. Students participate in physical activity daily. They track the mileage they run in their PE classes, participate in afterschool sports teams, and activity is incorporated in their daily routine.

Students had observed a loss of birds and wildlife due to the removing of many trees for a road construction project next to the school. With the aid of SWFTMD native plants were planted to help encourage the return of birds and small wildlife by providing food, water, and shelter. This new area has also been certified by the National Wildlife Schoolyard Habitat program. Students in fourth grade and 4-H partnered with Cornell University to pilot a new curriculum to evaluate bird habitats. Methods learned from these lessons encouraged the school to plant more native plants providing shelter and food and new bird boxes were installed. This year, students are planning to raise money from our recycling efforts to stock our ponds to help encourage more wading birds to return to our campus. These areas on campus are used for community exercise paths. Many community activities also take place in our outdoor classrooms like PLT workshops and rain barrel classes. Interpretive/educational signs about watersheds and wildlife are posted around the outdoor areas of our campus.

St. Paul students are very serious about conservation both at school and sharing their enthusiasm out into the community. They continually work to become better stewards of the resources we have been given.



Energy Conservation Pillar 1



Environmental Literacy Pillar 3



Florida Green Ribbon Schools Application 2012-2013

Response ID: Data

2. Applicant Information

1. Principal Name:

Robert Boyd

2. Phone Number:

8636447710

3. Principal Email Address:

rboyd@stpaulakeland.org

4. City:

Lakeland

5. Street Address:

4450 Harden Blvd

6. Zip:

33813

8. Lead Applicant Name (if different):

Deb Wager

9. Website:

spislakeland.org

10. State:

Florida

11. School Name:

St. Paul Lutheran School

12. Lead Applicant Email:

dwagner@stpaulakeland.org

13. Phone Number:

8636447710

14. District name:

Polk

15. School Type:

Private/Independent

16. How would you describe your school?

Urban

17. Level:

K-8

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

No

19. Graduation Rate:

100%

20. Attendance Rate:

97%

21. Total Enrolled:

268

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

13%

3. General Green School Information

23. Summary Narrative: Provide an 800 word maximum narrative describing your school's efforts in the following areas: Reducing environmental impact and costs, improving student and staff health, and providing effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (16 Points)

St. Paul Lutheran has used PLT throughout the curriculum for more than six years and is a designated Florida PLT school. After piloting PLT Green School program our school became a PLT GreenSchool in 2010. Our school was awarded 2010-2011 Florida Green School Awards for the Habitat Restoration Project. Three areas of our concentration are Energy, Water and School Habitat investigations. Energy Investigations The Green Schools team established a goal to reduce energy consumption for the school facility by 15%. This team along with and a middle school STEM class took the lead for the school year 2011-2012 in furthering conservation efforts in Energy. They held a campaign to get the school to share the cost with a PLT Green works grant to change lighting to the STARR energy saving bulbs. They tested classrooms for the amount of light that 2 banks of lights gave and encouraged classrooms to switch to only one bank of lights at a time. The fifth grade were "Electric Cops" and worked on finding classes that were shutting off lights when they left the room and keeping doors closed when the air condition was on. New energy efficient computers were and installed in our computer lab. In addition, energy education is now part of the curriculum. The fifth grade learns about alternative energy. The sixth grade completes a unit examining the advantages and disadvantages of different renewable and nonrenewable energy sources. Middle school students have competed in the Florida Solar Energy Whiz and Innovations competition. Now that one building had the florescent light bulbs switched to STARR light bulbs as part of our Energy Conservation Green Works grant students plan to raise the money to provide the STARR light bulbs for other buildings. Waste & Recyding Investigation Through recyding, the school decreased trash output by a whole dumpster. The school has compost bins and worm bins, along with a yard waste compost area. This school year 2012-2013 we increased the amount recycled while participating in Keep America Beautiful Recycle Bowl Contest collecting 11, 600 pounds and thus decreasing another dumpster used for waste. The school has learning standards related to waste reduction and recycling, which are taught in second and fourth grades. First graders learn about recycling and kindergarteners have an afternoon of center activities on the topic. The entire school cooperates with weekly recycling efforts. Students are also measuring Terracyde which includes Capri Sun juice pouches and lunchables. The Green Team hosts yearly a Monster Mash Candy Wrappers for Cash competition for Halloween Candy wrappers. Aluminum tabs are also collected for the Shriners yearly. Water Investigation Students helped design and build a turtle and rain garden as an action project which uses recycled water from down spouts as the activity School Site and Water investigation findings. Rain barrels are used to irrigate gardens saving 165 gallons water each week around campus. Erosion Soxx are used for water gardening to reduce water run-off. Water cycle and conservation is part of the 2nd and 3rd grade curriculum. Water Odyssey a computer program created by Water Management districts is used with grades 3,4, and 5. School Site Investigation In addition, the campus has several gardens: vegetable, herb, fruit, flower, native plants, and literature gardens. The gardens are used for instructions with students, kindergarten through 4th grade for math, science and health lessons. The importance of fruits and vegetables are shared throughout the grades. Students work in the gardens weekly using water conservation methods with help from Master Gardeners and Lakeland Garden Club. Students had observed a loss of birds and wildlife due to the removing of many trees for a road project next to the school. With the aid of SWFTMD native plants were planted to help encourage the return of birds and small wildlife by providing food, water, and shelter. This new area has also been certified by the National Wildlife Schoolyard Habitat program. Students in Fourth Grade and 4-H partnered with Cornell University to pilot a new curriculum to evaluate bird

habitats. Methods learned from these lessons encouraged the school to plant native plants for the birds' shelter and food along with new bird boxes. All students are also involved in gardening, composting, and experiments in natural areas. Many activities are completed in our outdoor classrooms like PLT workshops and rain barrel classes. Interpretive/educational signs about watersheds have been posted on campus. Students have planned for this year to add water habitat investigations by raising money from recycling efforts to stock our ponds to help to encourage more wading birds to return to our campus. St. Paul students are very serious about conservation both at school and spreading their enthusiasm into the community. They continually work to become better stewards of the resources we have been given.

24. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars? (4 Points)

Yes

25. Program(s) and Level(s) achieved:

Keep America Clean Recycle Bowl
PLT Green School

26. Has your school, staff or student body received any awards for facilities, health or environment? (0 Points)

Yes

27. Award(s) and year(s)

2010-2011 Florida Green School Awards for the Habitat Restoration Project
2010 PLT Green School
2008 National Wildlife Schoolyard Habitat

4. Pillar I: Reduced Environmental Impact and Costs

28. Can your school demonstrate a reduction in Greenhouse Gas emissions? (2 Points)

No

29. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? (2 Points)

No

30. Has your school reduced its total non-transportation energy use from an initial baseline? (2 Points)

Yes

31. Current energy usage (kBTU/student/year):

403 KBTU in Middle School Building

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

50 KBTU in middle school building

33. Percentage reduction:

24 %

34. over (mm/yyyy - mm/yyyy):

10/2011-10/2012

35. How did you document this reduction?

electric bill

36. On-site renewable energy generation:

0

37. Type:

solar panel runs weather station

38. Purchased renewable energy:

0

39. Type:

Lakeland Electric Company

40. Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

no/ unknown

5. Pillar I: Reduced Environmental Impact and Costs

41. What year was your school originally constructed?

1995

42. What is the total building area of your school?

51300 feet

43. Has your school constructed or renovated building(s) in the past ten years? (2 Points)

Yes

44. Percentage building area that meets green building standards:

100 % new gymnasium

45. Certification and level:

unknown

46. Total constructed area:

26,400 sq ft

47. Percentage of the building area that meets green building standards:

100%

48. Certification and level:

unknown

49. Total renovated area:

14,400 sq. ft middle school building

6. Pillar I: Reduced Environmental Impact and Costs

50. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? (2 Points)

Yes

51. What is the Average Baseline water use (gallons per occupant):

3.5 gal. per day not including church members on weekend

52. Current water use (gallons per occupant):

3 gal per day not including church members on weekend

53. Percentage reduction in domestic water use:

10%

54. Percentage reduction in irrigation water use:

50%

55. Time period measured (mm/yyyy - mm/yyyy):

09/ 2011-09/2012

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

utility bill, replanting xeriscape irrigation

57. Does your school use a Florida friendly landscape maintenance certified professional? (2 Points)

Yes

58. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? List the type of plants used and location: (2 Points)

100%

Along buildings camelia, fire spike, powder puff, fire bush, beach daisy, crepe myrtle, passion vine, marigolds, honeysuckle, jasmine

59. Describe alternate water sources used for irrigation. (50 words max) (2 Points)

Four 55 gallon rain barrels installed to irrigate gardens saving 165 gallons water each week around campus. Erosion Soxx are used for water gardening. They reduce water run-off and creating gardens that do not need water. Native plants placed around campus chosen by Florida Master Gardeners. Class gardens use hydroponics.

60. Describe any efforts used to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max) (2 Points)

Newly renovated parking lot is grassy area. Erosion Soxx placed where water runs out of the gutters. Plants and mulch were placed in areas near buildings where there's standing water.

61. Our school's drinking water comes from: (0 Points)

Municipal water source

62. Describe how the water source is protected from potential contaminants. (50 words max) (2 Points)

There are back flow preventers on outside faucets.

63. Describe the program you have in place to control lead in drinking water. (50 words max) (2 Points)

City water provides all of our drinking water.

64. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 words max) (2 Points)

35% of campus is designated National Wildlife Schoolyard Habitat. With Cornell University bird habitats were created. Lakeland Garden Club helped with butterfly gardens. Florida Master Gardeners helped develop wildflower habitats and Southwest Water Management District aquatic habitats. As a Project Learning Tree School these areas are outdoor observation areas.

7. Pillar I: Reduced Environmental Impact and Costs

65. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting? (2 Points)

33%

66. A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x

percentage full when emptied or collected):

48 cubic yard

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

16 cubic yard

68. 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):

less than 1 vermicompost and compost

69. Recycling Rate = $((B + C) \div (A + B + C) \times 100)$:

.0025

70. Monthly waste generated per person = $(A/\text{number of students and staff})$:

0.12 for school not including church members

71. 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? (2 Points)

100% is certified sustainable forestry

72. Corrosive liquids

none

73. Flammable liquids

only in gas blowers

74. Mercury

none

76. Toxics

Health Department approved materials

77. How is this Measured?

N/A

78. How is hazardous waste disposal tracked?

flourescent bulbs are sent to company to dispose of properly. Other hazaardous material are taken to local land fill for proper removal.

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

Classrooms are using only one bank of lights to decrease the amount of light bulbs used. Vermi-composting and composting are encouraged. Teachers are using less paper work and more work on smart boards. Recycling competitions are throughout the year to encourage recyding. Many Terracycle items are collected are in the cafeteria. The use of thermoses are encouraged instead of water bottles.

80. Which green cleaning custodial-standard is used?

We have an outside company that does the custodial needs. They refill cleaning bottles and reuse dry plastic trash liners.

81. What percentage of all products is certified?

unknown

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

unknown

8. Pillar I: Reduced Environmental Impact and Costs

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

Our school is a private school . We do not use the bus but for field trips. We do encourage and help set up car pooling both to school and for sports activities.

84. How is this data calculated? (50 words max) (4 Points)

N/A

85. Our school has implemented: (Please select one or more options) (4 Points)

Vehicle loading/unloading areas that are at least 25 feet from buildings, air intakes, doors, and windows.
Safe Pedestrian Routes to school or Safe Routes to school.

86. Describe activities in your safe routes program: (50 words max)

We had a committee that studied our grounds including a policeman to choose the safest traffic pattern for our students.

87. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 words max) (4 Points)

Students are encouraged to car pool for all away games. Class trips are on the school bus not individual cars with parents driving.

88. Describe any other efforts toward reducing environmental impact. Focus on innovative or unique practices and partnerships. (100 words max) (4 Points)

At St. Paul we are working on having student "energy cops" that help to reward classes that are making wise energy choices. On a bulletin board we shows class progression in various areas of reducing environmental impact. We are using one bank of lights in each classroom since a Middle School investigation showed that one bank produced adequate lighting for eye safety. We just finished the Recycle Bowl with Keep America Beautiful where our school recycled over 15,000 pounds of paper, plastic, aluminum cans and cardboard, and we have purchased energy efficient computers to change out the old ones.

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

89. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: (10 Points)

Unknown this is done by a third party at the church.

90. How do you solve pest problems at your school? (4 Points)

Our biggest problem is ants and the lawn company cares for them when school is not in session.

91. How do you decide when to use pesticides? (4 Points)

Pesticide is only used when a problem occurs.

92. Do you have an Integrated Pest Management contact at your school? (2 Points)

No

93. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (20 Points)

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

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

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

school.

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

Our school 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.

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

Chemicals are locked in room away from the school. Cleaning materials are kept away from the school. Materials that need to be removed are taken to the county land fill.

95. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 words max) (4 Points)

Our school uses air conditioning living in Florida that helps when counts are high and dangerous for people with asthma. Students do not go outside when it is at a dangerous level.

96. 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 words max) (4 Points)

Air Conditioners are regularly checked and monitored for leaks. Filters are changed on a regular bases. There is a custodian that clean up any mold as soon as it is observed.

97. Our school has installed local exhaust systems for major airborne contaminant sources. (2 Points)

No

98. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 words max) (8 Points)

We only have a hood for extra ventilation in the science lab area. The health department checks it regularly.

99. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, that are consistent with state or local codes, or national ventilation standards. (100 words max) (8 Points)

Our school is checked regularly by the Polk County Health Department. All air conditioners are routinely check. When it is possible the windows covered with screens are open in each classroom.

100. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues. (200 words max) (8 Points)

Classrooms that have students with special needs due to asthma have electrical air purifiers in them to help remove impurities.

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

101. Which practices does your school employ to promote nutrition, physical activity and overall school health? (20 Points)

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.

Health measures are integrated into assessments.

102. Provide specific examples of actions taken for each checked practice. If involved in USDA programs indicate level and years. Focus on innovative or unique practices and partnerships. (100 words max)

For 6 years we were part of the USDA program.

103. Food purchased by our school is certified as "environmentally preferable"(6 Points)

No

106. Describe the type of outdoor education, exercise and recreation available. (100 words max) (4 Points)

St. Paul has a variety of opportunities for exercise opportunities. We have various team sports like soccer, softball, basketball, and volleyball for both boys and girls. There is track for elementary students and cross country for middle school. We have a running club for students that includes students from K- 8th grade and they attend area races together. P.E. classes include life exercise classes like aerobics, racquetball, swimming, bowling, and archery. There are areas families can garden together or bird watch. We have walking for exercise times for teachers and staff.

107. Describe any other efforts to improve nutrition and fitness. Highlight innovative or unique practices and partnerships. (100 words max) (6 Points)

Part of school certification is given when schools evaluate health curriculum throughout the school and lunchroom nutrition. We have added more health into our current science curriculum throughout all of the grades. Middle School students have a semester of health too. Salad bar was added to encourage students to eat more vegetables. Lessons from Ag in the Class are taught promoting growing and eating organic foods.

11. Pillar 3: Effective Environmental and Sustainability Education

108. Which practices does your school employ to help ensure effective environmental and sustainability education? (Check all that apply) (14 Points)

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

109. Our school has an environmental or sustainability literacy requirement. (200 words max)

St. Paul has worked very hard to increase books, stories, and poetry that portray various parts of the environment in our school library. Several grants have helped us to purchase these books. We have adopted CORE literature choices to implement in our reading classes. Project Learning Tree and Project WILD have many book choices to add to their lessons we teach from these curriculums. Writing in journals and stories and poetry are encouraged as students as they study different areas of our school yard wildlife habitat. Books are made to share with other classes and schools about protecting endangered habitats. Books like The Missing Gator of Gumbo Limbo, Flush, and Land Remember are some novels that are studied each year. The importance of protecting our natural resources is studied and letters to political figures and the editor are written explaining students viewpoints in protecting natural resources. PLT workshops are given to teachers to showcase books and poetry that share the importance of preserving and educating about wildlife habitats.

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

We are a PLT School which means we agree to integrate environmental concepts throughout different areas of our curriculum. Every class from math to music integrates PLT lessons throughout the year. PLT encourages creative thinkers so all subject matter is able to promote creative environmental conscience students. Students work in groups to learn leadership skills applying environmental concepts. All students from those educationally challenged to the gifted feel an important part of various group environmental activities. Our students have measured, drawn, and researched new habitats to restore near our campus that were damaged due to a building project. They have used technology to create flyers, brochures, school area field guides and editorials to our local paper. They have written plays and shared this information with the whole school body and church families as well as local nursing homes. Leadership is encouraged when students go to teach younger grades about energy conservation or helping younger students plant the right plant needed for a specific butterfly. We have a "Creation Week" where we highlight environmental sustainable lessons from preschool through 8th grade and encourage with the help of the community to improve an area of our campus to make it more sustainable.

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

Each area that is studied in PLT has an assessment component. Science topics in our curriculum test on environmental issues. Students who start their families recycling or start gardens for butterflies and organic vegetables show they understand not only

environmental concepts but the importance of them. Our students are encouraged each year to do home energy assessments. They are then to write up their own home improvement plans just the students do for our school.

112. Evidence in high levels of proficiency in these assessments. (100 words max)

Due to the variety of hands on environmental activities throughout the year fourth grade students scored in the 90 percentile in Science on the Iowa Basic for the school year 2010-2011. Students at our school score high in all areas of the testing throughout the grades.

113. Professional development in environmental and sustainability education is provided to all teachers. (200 words max)

As a PLT School our staff is all trained in the Project Learning Tree curriculum. Each year we host and are trained in new environmental skills. We are a PLT Green School so teachers are trained throughout the year in "Green" concepts to add to their curriculum. Different committees evaluate the health of the school and share ways we can improve. St. Paul Church and School Property Board continually check the school / church campus for safety and ways to conserve energy.

114. Does your school serve grades 9-12? (14 Points. High school only)

No

115. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematical (STEM) thinking skills and content knowledge? (200 words max) (14 Points)

St. Paul Lutheran School integrates core environment, sustainability, STEM, green technologies and civics into our curriculum. Students created a STEM activity combining their knowledge on trees and plants by making a tree showing all the parts of a plant with moveable branches. Students had observed a loss of birds and wildlife due to the removal of many trees for a road project next to the school. With the aid of SWFTMD native plants were planted to help encourage the return of birds and small wildlife by providing food, water, and shelter. This new area has also been certified by the National Wildlife Schoolyard Habitat program. Mosaic, a local phosphate mining company, has also partnered in several reclamation land projects on campus. Last year, as part of a PLT Energy Grant students tracked energy use on campus and developed ways to decrease the amount of energy used in the Middle School building. Local high school Eagle Scouts partnered with our 4H club and built an outdoor recreation area. We always strive to give our students leadership opportunities within the community in new and exciting ways.

116. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 words max) (14 Points)

Students are introduced to a variety of careers as we study environmental issues with the help of community leaders. PLT encourages critical thinking skills as they help to train the future workers. Teaching thinking skills will help since many jobs of the future are not even known at this time. A lot of computer skills like research, excel, and word publications are used to help with environmental projects. Since we only have classes through eighth grade our job is to plant the seeds needed for future careers.

117. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 words max) (14 Points)

Students are involved in the community in a variety of ways. Fourth graders partnered with our local Salvation Army in creating a butterfly and vegetable garden area this past October. Energy Starr light bulbs were handed out at a community church event last spring. Project Learning Tree activities were completed by each grade level and students shared their findings with other schools. St. Paul staff also led an environmental education workshop for over 40 area preschool teachers. Cornell University worked with students and our 4H club to pilot a new bird habitat curriculum. Students at St. Paul created a box and book describing a variety of Florida habitats. This book was presented at the United Nations for Year of the Forest. During this process students also wrote letters to political figures expressing their views about the environment around them.

118. Describe students' meaningful outdoor learning experiences at every grade level. (200 words max) (14 Points)

All students are involved in gardening, composting, and experiments in natural areas of our campus. Many activities are completed in our outdoor classroom. Students at St. Paul are part of a Project Learning Tree School where all students are engaged in at least 5 activities yearly from this curriculum. These lessons provide students with the awareness, appreciation, understanding skills, and commitment in environmental issues. The students study diversity of habitats, interrelationships in ecological and technical systems, and observe and record patterns of change in the environment around them. Each grade level

has a garden where they learn about plants and apply it to their health lessons as well as practicing math. Many teachers are trained in Ag in the Class in which they use additional lessons to encourage critical creative skills. An annual "Creation Week" is held where each grade level PK-8th grade participates in multiple environmental education hands on activities specific to their grade level curriculum. Members of many civic groups and corporations volunteer and lead these events.

119. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 words max) (14 Points)

Through PLT lessons many subject areas can be enhanced. Rich literature is used in which students read about habitats, plants, animals, and relationships between them. The students then go outdoors and observe and compare these areas and use critical thinking skills to apply the knowledge they gained. Science comes alive when you use the outdoors as the actual classroom. Health is taught by growing the food in an organic method and learning at the same time how to conserve these resources so future generations will have them. Life skills like protection from the sun and the need for clean fresh air are learned firsthand. Math story problems help you to plan and care for gardens. Writing is also enhanced from outdoor lessons from observation journaling to writing poetry. As stated above, students at St. Paul have had multiple opportunities to interact with their local and state communities, as well as have an opportunity to share what they have learned at a national level.

120. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (200 words max) (14 Points)

Students at St. Paul have shared their knowledge in health, recycling, and sustainable education. Students in the seventh grade participated in a PLT Green School Webinar concerning water conservation. The students created the slides and led discussions on how they have conserved water at our school. Foods harvested in our hydroponic garden have been donated to our food pantry on campus which provides food for families in need. For the past six years St. Paul Lutheran School has greatly increased the percentage of waste recycled. Recycling bins are placed in every room of the school campus and students empty and sort these bins on a weekly basis. Regular recycling competitions encourage students to recycle at home as well as at school. Soda tabs are given to support the Shriners Hospital for Children mission. Shoes were collected for children in Haiti. Thousands of candy wrappers were recycled via Teracycle to help fund gardening projects this past Halloween. Our semi-annual rummage sales also encourage sustainable practices by sharing items with community members while collecting monetary donations for other area charities. Regular partnerships with area schools, local civic groups, and corporations enhance students' environmental education across the campus.

121. 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.(200 words max) (14 Points)

- St. Paul Lutheran School integrates core environment, sustainability, STEM, green technologies and civics into our curriculum. Students created a STEM activity combining their knowledge on trees and plants by making a tree showing all the parts of a plant with moveable branches. Students had observed a loss of birds and wildlife due to the removal of many trees for a road project next to the school. With the aid of SWFTMD native plants were planted to help encourage the return of birds and small wildlife by providing food, water, and shelter. This new area has also been certified by the National Wildlife Schoolyard Habitat program. Mosaic, a local phosphate mining company, has also partnered in several reclamation land projects on campus. Last year, as part of a PLT Energy Grant students tracked energy use on campus and developed ways to decrease the amount of energy used in the Middle School building. Local high school Eagle Scouts partnered with our 4H club and built an outdoor recreation area. We always strive to give our students leadership opportunities within the community in new and exciting ways.