



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

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

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



U.S. Department of Education Green Ribbon Schools 2013-2014

Charter Title I Magnet Private Independent

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

Official School Name Wellington Elementary
(As it should appear on an award)

School
Mailing Address 3280 Keithshire Way
(If address is P.O. Box, also include street address.)

Lexington KY 40503
City State Zip

County Fayette State School Code Number* 059

Telephone (859) 381-3000 Fax (859) 381-3222

Web site/URL wellington.fcps.net E-mail Brittany.phillips@fayette.kyschools.us

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

Julie Strange Date 1-24-14
(Principal's Signature)

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

District Name* Fayette County Tel. (859) 381-4000

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

Tom Shelton Date 1-24-14
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

Nominating Authority's Certifications

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

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

Name of Nominating Agency Kentucky Department of Education

Name of Nominating Authority Mr. Hiren Desai, Associate Commissioner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



Date

1/28/14

(Nominating Authority's Signature)

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

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

Public Burden Statement

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



Kentucky 2013-2014 Green Ribbon Schools Application

School Contact Information

School Name: Wellington Elementary

Street Address: 3280 Keithshire Way

City: Lexington State: KY Zip: 40503

Website: <http://www.wellington.fcps.net>

Facebook page: N/A

Principal Name: Julie Strange-Interim

Principal Email Address: Julie.Strange@fayette.kyschools.us

Phone Number: 859-381-3000 Ext. 30407

Lead Applicant Name (if different): Brittany Phillips

Lead Applicant Email: Brittany.phillips@fayette.kyschools.us

Phone Number: 859-381-3000 ext 30437 or 859-948-4000

School Demographic Information

Information Type	Detail
Level	Elementary (PK - 5 or 6)
School Type	Public
How would you describe your school?	Suburban
District Name	Fayette County
Is your school in one of the largest 50 districts in the nation?	No
Total Enrolled	718 (including our Early Start program)
Graduation rate	N/A
Attendance rate:	97.4%

Information Type	Detail
Does your school serve 40% or more students from disadvantaged households?	No
% receiving FRPL	35% (with Early Start)
% limited English proficient	11%

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

At Wellington Elementary (Wellington), we cut costs by implementing policies that reduce our environmental impact and improve the health and wellness of students and staff. We offer effective environmental, sustainability and health education by educating our students, families, and staff about connections between human and environmental systems, and how personal choices can improve human and ecosystem health at school and in our community.

Wellington is designed to be one of the most energy efficient and sustainable schools in Fayette County. The school features photovoltaic solar panels, a rainwater capture and reuse system, a thermal hot water system, permeable pavers, a rain garden, automatic lighting controls, native landscaping, and an outdoor classroom. In 2011, Wellington was named a Kentucky Green and Healthy School (KGHS). In 2012, we were awarded with the ENERGY STAR award. We also participate in the Kentucky National Energy Education Development (NEED) Project, Education leads to Understanding Sustainability, Energy and the Environment (E=USE²), Fayette County Sustainability, Farm to School, Safe Routes to School, and Waste Busters programs.

Wellington students and staff members collaborate to reduce our solid waste output and use of energy, water, and pesticides. We also try to improve air and water quality, biodiversity, and energy efficiency in and around our school. Wellington has a student and teacher-led sustainability team that monitors and holds our school accountable for its sustainability initiatives. We conduct an energy assessment annually, and implement a plan of action to reduce energy consumption where needed. Students worked with administration and staff to implement a nightly computer shutdown, and now monitor energy use and leave conservation reminders during monthly energy patrols. Wellington recycles in every classroom. Student energy teams educate their peers about how and what to recycle, collect recyclables, audit waste bins for recyclable items, and transfer all recyclables to our recycling dumpster. Wellington follows a school bus and automobile idle-reduction policy. Third grade students initiated and launched a school-wide idle-reduction campaign. We purchased chlorine-free paper, and 75% of our cleaning products are certified through Green Seal. Wellington raised staff, student, and community awareness about energy reduction and sustainability through our Sustainability / Energy Night, Captain Current Energy Day, and presentations at meetings.

Wellington partners with the University of Kentucky (UK) Colleges of Engineering and Education, Polar Bears International, Bluegrass Greensource, UK Arboretum, Newton’s Attic, Environmental Engineers, Race to the Future, Kentucky Home Performance, Kentucky Utilities, Whole Foods, Good Food Co-Op, and the Kentucky Division for Air Quality (DAQ).

Our district employs a Health and Wellness Coordinator and has a Coordinated School Health (CSH) Committee representing the eight components of coordinated school health. The CSH Committee mission is to promote and protect the health and safety of all students.

Wellington's asthma management program is consistent with the National Asthma Education and Prevention Program's (NAEPP) asthma friendly school guidelines, and a comprehensive indoor air quality management program is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools. Wellington has adopted an integrated pest management plan to reduce pesticide use. Our school prohibits smoking on campus and school buses.

Wellington's Wellness Policy encourages more than 120 minutes of Physical Education (PE)/ physical activity weekly. At least 50% of our students' annual PE takes place outdoors, and our outdoor classroom is used regularly. Kentucky health standards are taught in weekly Physical Health classes. Other outdoor activities include a Smart and Talented girls Achieving Responsibility and Success (STARS) running program for girls and outdoor recess.

Wellington participates in a Farm to School program to use local, fresh food. We also use the district's Connect the Dots program to help students make balanced choices about their school lunch meals. Each lunch item is color coded to correspond with the five components from USDA's MyPlate program.

Wellington partners with the Lexington-Fayette County Health Department, Alliance for a Healthier Generation, University of Kentucky and Department of Education (KDE). We offer truancy, social skill, friendship/self-esteem, anxiety, and divorce groups, peer mediation, and individual counseling to students and families.

Environmental and sustainability concepts are integrated throughout the curriculum and in classroom-based and school-wide assessments. The entire 76,000 square foot facility is used as a learning laboratory and teaching tool. Students lead tours that focus on Wellington's unique sustainability components.

Professional development opportunities are provided for teachers to help them incorporate environmental and sustainability education in the classroom. Environmental and sustainability topics are addressed throughout Kentucky Core Academic Standards. In the spring of 2013, 82.8% of our students scored "proficient" or "distinguished" on state science assessments.

Sustainability is a huge part of our school culture at Wellington Elementary. The students and faculty take great pride in learning and working in an environmentally sustainable school. Our school community is committed to ensuring that we do our part to protect our environment and teach our students and community about these concepts daily.

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:

KGHS – Recognized as a Kentucky Green and Healthy School – Second-to-highest level of program achievement.

KY National Energy Education Development (NEED)- Youth Awards for Energy Achievement

E=USE² Program- Gold Level

EPA ENERGY STAR- ENERGY STAR School

2. Has your school, staff or student body received any awards for facilities, health or environment?
Yes Award(s) and year(s):

Kentucky Green and Healthy Schools- 2011, 2012 and 2013

ENERGY STAR- 2012

NEED Youth Awards- 2012 and 2013

Fayette County Public Schools (FCPS) Super Saver- 2013

Waste Buster- 2012 and 2013

100% for Health Department Inspections- 2012, 2013

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? No

Percentage reduction: N/A Over (m/yy - m/yy): 7/2011-6/2013

Initial GHG emissions rate (MT eCO₂/person): 0.93 MT CO₂/student/year

Final GHG emissions rate (MT eCO₂/person): 0.96 MT/ CO₂/student/year

Offsets: none available

How did you calculate the reduction?

The greenhouse gas emissions rate was calculated by inputting our energy data into the EPA Greenhouse Gas Equivalencies Calculator. Wellington Elementary School first opened in the autumn of 2011, making this only the third year that it has been operational. Wellington's greenhouse gas emission rate remained relatively static from its first year of operation to its second. To demonstrate the efficiency of the building we compared its emissions with that of an elementary school similar in size, age and population within our district. To compare the two schools, Wellington is 75,995 square foot and has 718 students, while the similar elementary school is 73,122 square foot and 736 students, so they are very similar in size and population. This similar elementary school has a greenhouse gas emissions rate of 2.13 MT CO₂/student/year. Wellington Elementary has a GHG emissions rate that is 54.9% lower than the comparable elementary school.

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

If yes, what is your score? 76

If score is above a 75, have you applied for and received ENERGY STAR certification? Yes Year: 2012

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

Current energy usage (kBtu/student/year): 4644.7 kBtu/student/year

Current energy usage (kBtu/sq. ft./year): 43.1 kBtu/sq. ft./year

Percentage reduction: N/A over (m/yy - mm/yy): 7/2011-6/2013

How did you document this reduction?

There are only two full years of data for Wellington Elementary school so it is tough to document a reduction in energy usage. The electricity usage in both the first and second year of operation remained relatively static. In the 2011-2012 school year, Wellington had an EUI of 42.8 kBTU/sq.ft./year, and in the 2012-2013 school year, Wellington had an EUI of 43.1 kBTU/sq.ft./year. The winter of 2012-2013 had significantly colder weather than did the winter of 2011-2012, so a slight increase was expected. With approximately 800 more heating degree days, Wellington did a fantastic job of keeping its EUI low. When compared to an elementary school similar in size, age and population within the district, Wellington uses 56.5% less energy per square foot.

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

On-site renewable energy generation: 1-3%

Type: Photovoltaic panels are used to generate a small amount of electricity, mostly used as a teaching tool for the students. The PV panels generate an average of 1,500 kWh each month that is being utilized for lighting.

Purchased renewable energy: 0% Type: N/A

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: KY NEED, KGHS

5. In what year was your school originally constructed? 2010

What is the total building area of your school? 75,995

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

For new building(s): Percentage building area that meets green building standards: 100%

Certification and year received: No Certification Total constructed area: 75,995 Sq. Ft.

For renovated building(s): Percentage of the building area that meets green building standards: N/A

Water and Grounds

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

Average Baseline water use (gallons per occupant): 1470.8 gallons

Current water use (gallons per occupant): 757.7 gallons

Percentage reduction in domestic water use: 48.5%

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

Time period measured (mm/yyyy - mm/yyyy): 7/2011-6/2013

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

As with other utilities mentioned, there have only been two full school years of data to analyze for Wellington Elementary. Data is entered into the SchoolDude platform from our utility bills. From the first year of

operation to the second year, Wellington decreased its water usage by nearly half! Compared to an elementary school similar in size, age, and population, Wellington uses 22.4% less water per occupant.

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 85%

Types of plants used and location:

Native plant materials have been used for the entrance landscaping and outdoor classroom areas which have adapted to KY's climate and require no irrigation. Plants include native trees such as Sweet Gum, Sugar Maple, and Redbud. Rain Garden plantings include butterfly milkweed, black-eyed Susans, goldenrod, wallflower, and coreopsis.

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

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

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

Pervious pavement is provided for over an acre of the site.

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

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

Wellington has a rainwater collection system. Also, a reduced pressure backflow preventer is installed that prevents the reverse flow of polluted water from entering into the potable water supply. And a water storage tank is provided to flush toilets and urinals (non-potable water).

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

Lead free plumbing components were utilized during construction.

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

25% The Nature Studies outdoor classroom; Wellington Park for outdoor learning

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): 138.6 Cubic Yards

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 154 cubic yards

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): There is not a way to calculate our exact amount of compost due to it being placed in the garbage dumpster because we do not have a large composting area at our school.

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 52.6

Monthly waste generated per person = (A/number of students and staff): .171

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

Post-consumer material, fiber from forests certified as responsibly managed: 0% Chlorine-Free: 100%

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

Type	Amount
Flammable liquids	Not Applicable
Corrosive liquids	Not Applicable
Toxics	Not Applicable
Mercury	Not Applicable
Other:	Not Applicable

How is this measured? Not Applicable

How is hazardous waste disposal tracked? Not Applicable

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

We have classroom programs in place that collect recycling. Students are responsible for collection of the recycled materials from each classroom and disposal into the school-wide recycling bin. The students collect the materials on Friday of each week, unless there is a need for more frequent collections throughout the building.

18. Which green cleaning custodial standard is used? GS-42

Our school has a chemical management program that includes; chemical purchasing policy(low or no-VOC products), storage and labeling, training and handling, hazard communication, spills(clean-up and disposal), and selecting third party certified green cleaning products.

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

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

Alternative Transportation

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

Daycare – .3%

ESP after school program – 15%

Bus – 25%

Walk –15%

Car (each individual student, we do not have a way of calculating carpooling) – 22%

How is this data calculated? (50 word max)

To calculate this data we took the number of students who did each of these categories and then divided it by the total number of students in our building. Example: car riders (155 students/ 718 total students=22%)

20. Has your school implemented?

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

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

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: (50 word max)

Walkers are escorted by staff to the sidewalks in front of the building where the crossing guard then guides them across the street to the residential area. Also, kindergarten students are required to have a parent meet them at the door before they begin walking home.

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

(50 word max)

Our school has started a no idling campaign which has improved the environmental impact that our cars and buses have on the environment. Wellington also encourages carpooling, walking and riding bikes to school when possible to reduce the negative environmental impact of transportation.

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

Other efforts our school takes towards reducing environment impact are partnering with

UK College of Engineering – The College of Engineering at UK has brought solar cars, bridge prototypes, and traffic technology to show students how engineers use technology to enhance lives of everyday people. Students get a chance to meet college students in the Engineering field and ask them questions about their schooling and possible careers they plan to partake in. This brings the real world into the classroom for our students.

UK College of Education – Student teachers provide lessons and activities aligned with science content. They perform these lessons and activities with the students in the STEM Lab, which fulfills some of their required time for graduation while gaining hands on teaching experience. Also, students get to participate in educational activities alongside college students.;

Polar Bears International – We partner with the polar bear international for our students to learn about how they are affecting the lives of polar bears. The presenter gives a hands-on approach to learning about how sustainability is important for us to practice in our daily lives and gives the students and families ways in which they can help save the polar bears environment. *School presentation and Sustainability night presenter.

Bluegrass Greensource – Bluegrass Greensource and the STEM Lab teacher work collaboratively to provide students with in class experiences in green technology, renewable resources, and sustainability. Greensource representatives come to the classroom and perform hands-on activities for students to engage them in above mentioned concepts.

UK Arboretum – Representatives from the arboretum to teach students about plants, trees, and other agricultural concepts. Students learn about native plants in Kentucky and how they are being affected by the greenhouse gases. The representatives also bring samples of flora and fauna that are native to Kentucky and discuss elements of basic needs, adaptations, and seasonal impacts. They also provide the STEM Lab with seeds, soil, and other materials to enhance agricultural education.

Newton’s Attic – partners with us to show innovative and unique robotic practices that enhance the global economy and the market.

Environmental Engineers - Representatives that are current environmental engineers bring displays of projects that they are currently working on to help the environment. For example, an environmental engineer currently working on prevention of oil spills brought materials and hands-on activities for the students to design objects that will help in case of an oil spill.

Race to the Future - Representatives brought race car prototypes that students were able to race, alter, and design. Students answered questions about speed, velocity, gravity, friction, and aerodynamics related to the race cards. Students also are asked questions regarding these race cars and are allowed to make changes in design to help them run faster.

Kentucky Home Performance and Kentucky Utilities –We partner with these businesses during our sustainability night. Families are able to go to this table to learn about how sustainability is important in our homes and how we can incorporate ways to save energy within our homes.

KY NEED – We partner with NEED in many different ways. The NEED representative is present at our sustainability night and educates our families and students on the use of the various light bulbs available and their usage of energy and cost. Also, our NEED representative does several different classroom presentations for our students to learn about energy and energy conservation, an example is Energy Flow activity which allows the students to see where energy comes from and then transferred into our homes. We also use the NEED curriculum/kits within many of our classrooms for various units in our science standards. Each year our student energy team develops a portfolio to demonstrate our student-led energy conservation/teaching throughout the year and we present that for the NEED Youth Awards.

Whole Foods, Good Food Co-Op, Farm to School - We partner with these businesses during our sustainability night. Families are able to go to this table to learn about how sustainability is important for our local foods. Also, they are able to teach our students and families about how to make healthier food choices in their daily lives.

KGHS – We partner with KGHS through the use of implementing various sustainability projects throughout our school. We have completed the energy inventory and implemented a computer shutdown schedule to help conserve the energy wastage that we saw occurring in our school through the use of this program.

KY DAQ –Wellington partners with KY DAQ to educate our students and families on the importance of air quality. The third grade students listened to a presenter talk about the meaning of air quality and why it was important for them to change their daily lives to make our air quality better. From this presentation, our students started a no idling campaign. Also, a representative was present at our sustainability fair to educate others of our student body and families.

Through these partnerships, Wellington is made aware of the positive and negative impacts of their daily choices in regards to energy and environment. Also these partnerships allow students to take on initiatives and projects to help promote better decision making by our families and communities when involving the environment.

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

Environmental Health

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

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

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

1.5 Gallons/ year- We already utilize the bare minimum necessary. Our goal is for our pesticide use to not increase in future years.

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.

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

Per district policy, if our students and staff are exposed to chemicals, the following are the precautions that would occur at our school: Stock concentrations are locked in a chemical stockroom; students only use diluted versions of chemicals. We follow all MSDS and FCPS guidelines on storage, usage, and disposal. Please see above for actions to minimize student/staff exposure to pesticides.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) asthma friendly school guidelines.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

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

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

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

The building management system monitors the ventilation system and filter status that will alert the FCPS maintenance department when the unit is not functioning properly or if filters need to be cleaned or replaced.

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

All spaces were designed to meet ASHRAE Standard 62.1- 2010(Ventilation for acceptable indoor air quality). Furthermore, CO2 monitors are installed throughout the building to deliver outside air based on CO2 measurements taken from the space. The indoor relative humidity is maintained between 40- 60%.

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

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

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

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

Wellington's wellness policy states that all students should have 20 minutes of planned moderate to vigorous exercise daily throughout the instructional part of the day. Also, our policy states that students

must have 55 minutes a week for Physical Education class. Lastly, our policy states that each student must have 20 minutes of moderate to vigorous exercise each day for their recess but this activity must be supervised by an adult.

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

[X] Health measures are integrated into assessments.

All students are taught the Kentucky health standards in their Physical Health classes weekly as well as their guidance classes which they get bi-weekly. The students are assessed in their physical health classes through written assessments. In guidance, the students are assessed through flashbacks and exit slips.

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

We have an outdoor classroom that is utilized on a regular basis. In PE, students perform content area activities such as Juvenile Diabetes walk, Jump Rope for Heart, kickball, and running/walking outside on our campus. Other activities that take place outdoors are our annual all day Fun Day/Field day, STARS running program for girls, and daily recess on our outdoor equipment.

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

Wellington chooses to participate in the FCPS Connect the Dots program to help students make informed balanced choices about their school lunch meals. Each day, meals are prepared that contain the five components from USDA's MyPlate program. In our cafeteria, each food offered for lunch is color coded to correspond with MyPlate so that our students can make wise choices from the food groups. Colorful posters are displayed in our cafeteria to explain the food groups, the nutrients they provide and correct portion sizes.

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:

Our district employs a Health and Wellness Coordinator and has a Coordinated School Health Committee representing the eight components of coordinated school health. The committee vision is that all Fayette County students will reach their full personal, health, and academic potential and the mission is to promote and protect the Health and Safety of all students. Also, we refer to impact and coordinate on a regular basis with mental health agencies.

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:

We partner with the

- University of Kentucky and Department of Education which provides a list serve for various safety and health groups and issues. Also, they have provided nursing resources to help support our students and staff,
- Alliance for a Healthier Generation which provides assistance with the development and implementation of action plans and support for aligning our schools nutrition to help students and staff make healthier food choices,

- Lexington-Fayette County Health Department which provides the school nurse for our school. They provide services for the students at our school that have chronic health conditions. Also, they help by providing other medical agencies to address health issues such as vision and hearing,
- Local police and fire departments that help our students learn their importance in our community and their roles.

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.):

Wellington offers truancy groups, social skills groups, peer mediation, friendship/self-esteem groups, anxiety groups, divorce groups, and individual counseling guidance to those students and families in need.

Pillar 3: Effective Environmental and Sustainability Education

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

[X] Our school has an environmental or sustainability literacy requirement. (200 word max)

The design of Wellington Elementary school requires that environment and sustainability initiatives be a topic of study for all students in order to provide opportunities for all students to gain a basic understanding of how the building is designed and what makes it sustainable. Features such as the permeable pavers, solar panels on the roof of the building, a Japanese garden, a rain garden, low flowing faucets, use of the natural sunlight during the day (most classes' do not use electrical lighting due to the abundance of natural sunlight in each room), the outdoor classroom, and the solar tubes that provide natural daylight in the hallways, all provide these teaching and learning opportunities. Being a part of the Wellington community with all of its sustainability features is an educational experience within itself.

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

STEM classes for kindergarten through fifth grade include as a portion of its curriculum that covers the subject of environment and sustainability concepts. Students have built solar cars, solar ovens, wind turbines, wind mills, sail cars, and wind powered water lifts to understand the use of renewable energy sources. Students built these structures and demonstrated them to a variety of audiences. Their presentations included the engineering design process and its place in the grand scheme of environmental and sustainability design. Students also investigated ways to make designs better for the next generation using robotics and technology software created by the MIT program.

Additionally, third grade students participated in our district-wide sustainability program titled E=USE². In this program, the students are taught about environmental conservation and sustainability topics. The students are involved in many projects such as; computer shutdown schedule, no idling campaign, plug load studies, and energy monitoring during energy audits to help promote energy usage reduction throughout our school building and community.

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

All students in STEM classes take pre and post assessments of their knowledge base regarding renewable energy sources and other sustainability and environmental concepts. One project example included students

creating usable items out of non-recyclable materials. Another project is the use of Lego robotics to build simple machines that would complete tasks that are otherwise completed using fossil fuels. After these two projects were completed, the students took a post assessment inventory of the negative and positive outcomes from using fossil fuels and renewable sources.

Also, Wellington's fourth grade students explored beneficial and harmful changes to our environment and the impact these changes have on the population of organisms (both plants and animals) in these environments. These environmental and sustainability topics are addressed throughout the science Core Content for Assessments and the Kentucky Program of Studies. Assessments in the classroom and STEM lab include objective, subjective, and performance-based questions. On the state testing in the spring of 2013, 82.8% of fourth grade students scored proficient or distinguished and our fourth grade students had no novice scores.

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

Assessments in the classroom and STEM lab include objective, subjective, and performance-based questions. On the state testing in the spring of 2013, 82.8% of fourth grade students scored proficient or distinguished and our fourth grade students had no novice scores.

[X] Professional development in environmental and sustainability education is provided to all teachers. (200 word max)

Several of our teachers have attended the garden collation and E=USE² meetings provided by our district. Wellington also serves as the host for these meetings. These Professional Development (PD) opportunities occur once a semester and these meetings have been going on for several years now. All staff are educated on the sustainability features of our building via a PD provided by our school's sustainability coordinator. Staff members have also participated in trainings offered by KY NEED, Bluegrass Greensource, and KY DAQ.

2. For schools serving grades 9-12, provide: 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? (200 word max)

At Wellington, all students in kindergarten through fifth grade participate in a STEM class once a week for 55 minutes. Students develop a deep and rich understanding of the term technology, which helps to develop their ability to use the engineering design process. Students take on the role of engineers and apply the engineering design process to define and solve problems by inventing and improving products, processes, and systems. By learning about the work of practicing engineers, students get an "insiders" view of how engineers apply mathematical skills and scientific knowledge to solve problems and meet human needs and desires. In class, students learn and understand how STEM is related to the human society and how human society determines which new technologies will be developed. Students apply fundamental concepts about energy to a wide variety of problems. Wellington also hosts a STEM day twice a year where community partners come to share exhibits. Some of these partners include: UK College of Engineering, UK College of Education, Polar Bears International, Bluegrass Greensource, UK Arboretum, Newton's Attic, Environmental Engineers and Race to the Future.

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

Students in STEM lab study and research the various careers that take part in the engineering design process and how those technologies influence society. Students study careers; such as, environmental engineering, computer programming, graphic design, architecture, and farming. Our STEM and career day also helps provide insight into career fields related to sustainability and the environment.

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

Third grade students learned about the importance of air quality through the presentation provided by the Kentucky DAQ. From this presentation the third grade students launched a school wide no idling campaign. They created awareness posters that were posted in the car lane loop, and students promoted no idling in the car lane by acting as visual reminders for all cars to stop idling. Data was collected pre and post campaign to determine impact on our school community. Another part of this campaign was to teach students and families facts about air quality and the negative effects of idling in hopes that they would spread the word about the importance of no idling for our environment.

Also, each year students at Wellington share their knowledge with a large number of visitors; consisting of, all ages, educational levels, and interest levels by providing tours throughout the school year. Student-led tours focus on Wellington's unique sustainability components. Through this, our students gained valuable experience and were able to share their knowledge with people within our community and state.

For Wellington Students to become more environmentally conscious we have exposed them to air quality programs. In 2012-2013, the Kentucky (DAQ) representative came to discuss with them the importance of air quality. From there our students decided that they would like to start informing our student body and families about no idling. They created signs to hold in the car lane to educate our families, we posted posters throughout the school, and we collected pre and post data to see the positive effect of the campaign. Also, we are a non-smoking campus and we have a no-idling policy for school buses and cars.

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

At Wellington, we have several outdoor learning areas that are used for outdoor learning experiences. For example, we have a Japanese garden where students are to become one with nature. It is expected to be a quiet area in which students can relax and enjoy. The Japanese language teacher has incorporated lessons to go along with the garden; K-2 grades complete lessons that deal with exploring the garden and nature with your five senses, 3-5 learn about creating poetry about nature and the environment. Another area in which outdoor learning experiences take place is our outdoor classroom. The outdoor classroom is used when classes are discussing the environment and sustainability. Many times they will use this area to explore and talk about the impacts people can have on the environment. Lastly, our large campus allows for the students to explore the native plants that are used for landscaping, learn about our sustainability features outside, and they also work to collect trash around our campus to help to keep it and the environment clean. In 2014, we plan to complete our rain garden which will include lessons for students.

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

In the fall, all grade levels are taught life science dealing with living, nonliving things, plants, animals, and their basic needs, food chains, food webs, structures and functions of plants and animals, population, environmental factors, habitats, ecosystems, animal adaptations. In teaching these lessons, teachers take students outside for nature walks on the walking trail near our school premises. Also, classrooms coordinate throughout the year to help take care of the school grounds by picking up and disposing of litter in either trash or recycling. Also, annually all four fourth grade classrooms attend a 4-H environmental camp where students stay overnight and take part in environmental education activities.

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

Bluegrass Greensource educators visited Wellington to teach students the importance of recycling, composting, and waste management, which are all crucial components in sustainability. We also teamed with

Fayette County E=USE² program to learn about sustainability and conduct sustainability activities throughout our school and community. Each spring our school hosts an annual school-wide Sustainability Fair to promote energy- saving activities for our families. In attendance there are several local businesses and non-profit agencies including Polar Bear International, Bluegrass Greensource, Kentucky Home Performance, Kentucky Utilities, KY NEED, Whole Foods, Good Food Co-Op, Farm to School, and the Kentucky DAQ. Parents were offered materials to take home to perform energy and water audits. In the spring 2013, we partnered with Louisville Science Center for their production of Captain Current. The students took part in a school - wide assembly and 10 rotations that taught the students about energy, energy efficiency, sources of energy, how energy is generated and transmitted, and how they can become better ambassadors of energy conservation.

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

The STEM lab also uses resources from KNEX Education, LEGO Education, ENGINO Education, Bluegrass Greensource and many more to share various curriculums through the engineering design process. For example, Newton’s Attic partners with us to show innovated and unique robotic practices that enhance the global and economy market. Students also participated in lessons on composting, waste reduction, renewable energy resources, and green house effects.

Also, each classroom is responsible for completing monthly sustainability lessons. These lessons teach the students about the unique features of our school and the importance of sustainability for our environment. The third grade students often shared their knowledge with the lower primary grades which allowed for student based learning dealing with our environment.

Lastly, once a month we have an energy saving day throughout the building, the lights are off in the hallways and throughout common areas. Also on this day, the cafeteria participates by not using the ovens and other equipment to provide lunch. They provided sack lunches for the students as well as having the lights off in the cafeteria.

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

Permission forms provided. Additional photos available upon request.

In these photos (Figures 1, 2, 3), students are creating posters to post around our school and district to promote sustainability.



Figure 1 – Students creating posters to post around our school and district



Figure 2 – Students creating posters to post around our school and district



Figure 3 – Poster promoting recycling created by students