



## 2015-2016 School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### School and District's Certifications

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

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

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

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Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Mr. Ed Denney

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

Official School Name: Eastern Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 3407 Newtown Pike, Lexington, KY 40324

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

County: Scott County State School Code Number \*: 010

Telephone: 502-863-0275 Fax:

Web site/URL: E-mail: ed.denney@scott.kyschools.us

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

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

Signature on file

Date: 02/01/2016

(Principal's Signature)

Name of Superintendent: Mrs. Patricia Putty

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



District Name: Scott County

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

Signature on File \_\_\_\_\_ Date: 2/1/16  
(Superintendent's Signature)

**Nominating Authority's Certifications**

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

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

Name of Nominating Agency: Kentucky Department of Education

Name of Nominating Authority: Ms. Calleen T. Yett  
(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.

Signature on File \_\_\_\_\_ Date: 2/1/16  
(Nominating Authority's Signature)

**SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

**SUBMISSION**

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

OMB Control Number: 1860-0509  
Expiration Date: March 31, 2018

**Public Burden Statement**

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



## **Kentucky 2015-2016 Green Ribbon Schools Application**

Thank you for your interest in completing the Kentucky application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. In Kentucky, becoming a U.S. Department of Education Green Ribbon School nominee is a three-step process.

1. Submit a "letter of intent" to the Kentucky Department of Education (KDE) via email to [sherri.craig@education.ky.gov](mailto:sherri.craig@education.ky.gov) to indicate your school's desire to submit an application. All applicants must be in compliance with all applicable health, safety and environment statutory and regulatory requirements to be eligible for nomination to ED-GRS. Download the [Federal, State and Local Civil Rights, Health, Environment and Safety Statutory and Regulatory Requirements](#) to check for potential violations that could prevent your school from qualifying for this award.  
***Letter of Intent Submission Deadline – October 15, 2015***
2. Complete and email this form (the KY 2014-2015 Green Ribbon Schools Application) to [Sherri.Craig@education.ky.gov](mailto:Sherri.Craig@education.ky.gov), for evaluation as a nominee for ED-GRS. Submit appropriate permissions to use any photos submitted with the application, if applicable.  
***Application Submission Deadline – December 1, 2015***
3. Work with KDE to complete a nomination package, if selected as a nominee for ED-GRS. Nomination packages will be limited to 20 pages, including the required nomination form provided by the ED-GRS.  
***Nomination Package Submission Deadline – January 22, 2016***

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

- 1) Reduce environmental impact and costs.
- 2) Improve the health and wellness of students and staff.
- 3) Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [Green Strides Resources Page and Webinar Series](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of information for all schools, not only those who apply.



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The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. ***Applications are due by December 1, 2015.***

KDE will select nominees, work with the nominees to prepare the nomination package and submit the nomination packages to the U.S. Department of Education by February 1, 2016.

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, 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 one or more of grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as 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. 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.

### **School Contact Information**



## Kentucky 2015-2016 Green Ribbon Schools Application

School Name: Eastern Elementary

Street Address: 3407 Newtown Pike

City: Georgetown State: Kentucky Zip: 40324

Website: [http://www.scott.k12.ky.us/school\\_home.aspx?schoolID=16](http://www.scott.k12.ky.us/school_home.aspx?schoolID=16) Facebook page: N/A

Principal Name: Ed Denney

Principal Email Address: [ed.denney@scott.kyschools.us](mailto:ed.denney@scott.kyschools.us) Phone Number: 502-863-0275

Lead Applicant Name (if different): Samantha Elam

Lead Applicant Email: [samantha.elam@scott.kyschools.us](mailto:samantha.elam@scott.kyschools.us) Phone Number: 502-863-0275

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input checked="" type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name Scott County Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <hr/> Total Enrolled: 499
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL 43.96% % limited English proficient 3.74% Other measures N/A	Graduation rate: N/A Attendance rate: 97.47% first month 2015-15 95.97% 2014-2015 year	

### Application Scoring Rubric:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points



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Pillar 1: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
Pillar 2: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Health and Wellness Coordinated School Health Fitness and outdoor time Food and Nutrition	15 points
Pillar 3: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

*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.

Our environment, wellness of students and staff, and effective environment education are all engrained into our school’s curriculum and expectations on a daily basis. The staff here



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at Eastern Elementary exceed the expectations of teaching the students the proper means of living a healthy life. The teachers incorporate environmental studies into their curriculum throughout the year to improve students' understanding and knowledge of ways we can improve our environment through our community, school, and as individuals.

Eastern Elementary has earned numerous awards for our achievements in energy reduction as a school including EPA Energy Star six total times with five of those being in the last five consecutive years! These are the years awarded and our Portfolio Manager score is also included: 2009 (76), 2011 (82), 2012 (92), 2013 (91), 2014 (91) & 2015 (95). Our school has had a 21.8% reduction over June 2010–July 2015 in greenhouse gas emissions. The total non-transportation energy use has been reduced by 28.4% over June 2010–July 2014. The amount of water consumption has been reduced from a baseline average of 1080 in 2009-2010 to our current water use being 684 in 2015-2016. These numbers prove that Eastern Elementary has diminished energy use vastly over the last several years!

The school has had several updates to restore and save energy since it was built in 1955. While the structure of the school is older, the maintenance staff have done an outstanding job working toward saving energy. A water system was installed outside of the school that dispenses water to keep the moisture constant around the foundation of the building in order to reduce cracking. A geothermal heating and cooling system was installed in 1998 to help improve energy usage. LED lighting has been placed throughout the school to decrease energy use. The custodial staff have made great strides to reduce energy use.

It is a conscious effort among all Eastern staff to monitor energy use throughout each day. The staff turns off all computers and monitors before leaving each day, turns off lights and projectors when leaving the classrooms, and keeps light usage at a minimum when school is not in session. This has boosted our energy savings immensely. There is an Energy Team that patrols the hallways and remind staff of ways to save energy (i.e. "Don't forget to turn your lights off when you leave the room." Or "We turned off your projector for you!"). The Energy Team also checks each classroom to make sure all computers and monitors have been turned off prior to the end of the school day when they will not be used any longer. A Recycling Team was created 4+ years ago as a method for diminishing the amount of waste being disposed in our trash and the landfills. This program has made students much more aware of ways to recycle. The Recycling Team collects recycling materials on a weekly basis and disposes of it in our recycling dumpster located on site. This dumpster is also collected weekly by our school. These teams have allowed students to take part in leading our school in bettering our



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energy use, the environment, and teaching others environment knowledge that could improve our community.

Environmental education and health education is embedded into the curriculum schoolwide. Educators throughout the school invite guest speakers, attend field trips, and discuss concepts that teach the students about environmental education to better their understanding of ways they can decrease energy usage and increase taking care of our planet. The physical education teacher, Family Resource coordinator, and the school counselor sequence lessons together to teach a variety of health concepts to the students throughout the entire year. The school celebrates Red Ribbon Week to promote staying away from drugs, while the physical education teacher correlates lessons to teach the students how drugs could harm their bodies. The intermediate grades participate in Jump Rope for Heart to encourage students to live heart healthy and stay active. The school has also started a “Move It Thursday” event that happens, once a month, to inspire students to be active throughout their school day and outside of school. A healthy fact is given and explained to the students on this day as well. A Health Committee has been in place to create effective ways to engage the students in learning how to be healthy, how to live a healthy lifestyle, and make better choices that can be made concerning their health. The Health Committee has also created events to allow the community to gather and gain knowledge about healthy eating and living for the students at Eastern as well as their families and friends. Environmental and health education are highly promoted at Eastern Elementary as an important part of the curriculum and their lives!



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

(x) Yes ( ) No Program(s) and level(s) achieved: Energy Star Portfolio Manager 2009 (76), 2011 (82), 2012 (92), 2013 (91), 2014 (91) & 2015 (95)

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

(x) Yes ( ) No Award(s) and year(s) Energy Star Awards in the following years: 2009 (76), 2011 (82), 2012 (92), 2013 (91), 2014 (91) & 2015 (95)

### **Pillar 1: Reduced Environmental Impact and Costs**

#### Energy

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

(x) Yes ( ) No Percentage reduction: 21.8% over June 2010 – July 2015

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): 0.61

Final GHG emissions rate (MT eCO<sub>2</sub>/person): 0.55

Offsets: None how did you calculate the reduction? Energy Star Portfolio Manager

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

If yes, what is your score? 95 If score is above a 75, have you applied for and received ENERGY STAR certification? (x) Yes ( ) No Year: 2009, 2011, 2012, 2013, 2014 & 2015

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

Current energy usage (kBtu/student/year): 3352 kBtu/student/year

Current energy usage (kBtu/sq. ft./year): 32.7 kBtu/sq.ft./year

Percentage reduction: 28.4% over June 2010 – July 2014

How did you document this reduction? Energy Star Portfolio Manager

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

On-site renewable energy generation: None Type - Geothermal

Purchased renewable energy: None Type N/A



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

5. In what year was your school originally constructed? 1955

What is the total building area of your school? 49005 square feet

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

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

Certification and year received: N/A Total constructed area: 0

For renovated building(s): Percentage of the building area that meets green building standards:  
Certification and year: N/A Total renovated area: 10%

### 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): 1080 (2009-2010)

Current water use (gallons per occupant): 684 (2015-2016)

Percentage reduction in domestic water use: Not available since all water is on the same meter

Percentage reduction in irrigation water use: Not available since all water is on the same meter

Time period measured (mm/yyyy - mm/yyyy): 07/2006 – 08/2015

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)? School Dude Utility Direct

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

100% Types of plants used and location: Seven acres surrounding the school is Kentucky Native trees and plants and other vegetation.

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

We do not use alternate sources for irrigation. We have an irrigation system that is supplied by the same water meter that serves the school that keeps the clay around the building wet in order to keep the foundation from cracking due to the very large trees that are around the school.

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



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11. Our school's drinking water comes from: (x) Municipal water source ( ) Well on school property ( )  
Other: N/A

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

Kentucky American Water furnished all of the water that the school uses and they do quality checks daily to maintain the quality and protect it from potential contaminants.

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

Kentucky American monitors the lead in the drinking water along with other contaminants.

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

64% of the school grounds are devoted to grass, trees and open space.

### 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):  $8 \times 3 \times 4 \times 0.75 = 72$

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):  $8 \times 1 \times 4 \times .75 = 24$

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): None

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ :  $24/(24+72) = 25\%$

Monthly waste generated per person =  $(A/\text{number of students and staff})$ :  $72/538 = 0.13$

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?

100%

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



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

How is this measured? Hazardous waste is not allowed in the school.

How is hazardous waste disposal tracked? N/A

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

A recycling team has been in place for 4+ years. This program is school-wide and student-led with the purpose of reducing solid waste by filling the recycling dumpster on a daily/ weekly basis.

18. Which green cleaning custodial standard is used?

We do not use a green cleaning custodial standard but we have reduced the use of chemicals with the auto scrubber with the Ech2O option which transforms water into a power cleaner so chemicals are no longer used.

What percentage of all products is certified? N/A

What specific third party certified green cleaning product standard does your school use? N/A

### Alternative Transportation

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

Walk 0%; Bike 0%; Bus 68%; Carpool 32%, there are no safe access roads for bikers or pedestrians because the school is located in a rural area.

How is this data calculated? (50 word max)

For safety reasons, students are not permitted to walk or ride bikes to/from school. Approximately 68 % are transported by school bus. The remaining students are transported by car which is the remaining 32%. This was calculated using the Infinite Campus where student records are tracked.

20. Has your school implemented?

designated carpool parking stalls.

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



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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 N/A

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

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Since our school is in a rural location, Eastern Elementary relies heavily on bus transportation for the vast majority of our students. Efforts are made to promote bus usage over parent transportation by car. For students who are transported by car, carpooling is popular and encouraged. An efficient system of moving cars through the drop off /pickup line is implemented to reduce exhaust emissions.

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

Our recycling program is implemented to allow students to more knowledgeable on ways to reduce and efforts that can be made to reduce. Our recycling team reduces the amount of waste in the landfill. Cafeteria avoids using foam trays as much as possible. An effort is made to reduce paper use by sending things electronically instead.

### **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.:

Eastern as well as all of the schools have an Integrated Pest Management program where pesticides are not used when students are in the building.

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

We have not been required to use any pesticides are Eastern for the past year.

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.



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[x] Our school prohibits smoking on campus and in public school buses. No smoking is allowed in school buildings.

[x] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Mercury is not allowed in the school.

[x] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) no schools. All appliances use electricity and not any other fuel source.

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

[x] Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Eastern along with the other schools in the district are checked every two years for radon. An issue was discovered in 2009 and mitigation was done to bring the levels down below 4 pCi/L. the most recent measurement for Eastern was done April 2015 and the reading was 0.95 pCi/L.

[x] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. Eastern does not have any wood playground equipment.

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

An automated scrubber was purchased for the school that transforms water into a power cleaner to clean the floors so chemicals are no longer used to clean the floors. The scrubber is a Tennant T3 with the Ech2O Option.

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

The custodial staff takes every measure to prevent or reduce asthma triggers. These measures include: daily cleaning, dusting, mopping, fresh air return running in classrooms and hallways, change HVAC filters as needed. All filters are changed every 90 days regardless.

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)

If any leaks are detected in the school, then the maintenance team is assigned to quickly stop the leak. A new roof was installed on Eastern within the past two years.

7. Our school has installed local exhaust systems for major airborne contaminant sources. ( )Yes (x)No



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It has not been necessary to have any local exhaust systems for any area except the bathrooms which have exhaust systems install in each bathroom.

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)

Each month the custodial crew checks the air filters and replaces them if needed and cleans the unit ventilators.

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)

A geothermal system was installed during a renovation that was competed in 1998. At that time fresh makeup outside air was provided for the entire school. If the makeup air units are working then there is plenty of fresh air for the classrooms. We use CO2 monitors to insure that they makeup units are working correctly and keeping the CO2 levels low.

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)

We have used the EPA IAQ Tools for Schools and have had on-site inspections from and EPA representative. That is one reason that we purchased the CO2 monitors to give us the ability to do the checks with our staff.

### Nutrition and Fitness

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

Our school participates in the USDA's HeathierUS School Challenge. Level and year: N/A

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

USDA program Fresh Fruits and Vegetables program (FFAVORS) using local farm foods and produce.

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. \_\_\_\_\_



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

Our students receive 120 minutes of physical education instruction weekly.

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

The physical education teacher promotes the importance of fresh air. Students are taken outside for class during the months August-October and April-June.

Health measures are integrated into assessments.

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

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

Percentage: \_\_\_\_\_ Type: \_\_\_\_\_

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

Physical Education classes receive outdoor education. The students are allotted 20 minutes each day for recess outdoors with the exception of freezing weather. The school promotes a Running club that practices twice a week outdoors and participates in running a 3K race. We also have an annual Field Day, which is an all-day outdoor event. Also, teachers will occasionally take classes outside for educational and recreational activities, but actual time is not documented.

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

The physical education teacher promotes the program Jump Rope for Heart which gives the students the opportunity to learn about their own individual health while also exercising to work towards better health. There is a health committee that was created to connect the promotion of healthy living in the cafeteria, physical education classroom, and the best way to promote and inform the entire school.

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? (x) Yes ( ) No

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

Health committee has been put into place to discuss and implement Coordinated School Health Program. This is the 2<sup>nd</sup> year that the Coordinated School Health Committee has been put into place. We meet and discuss the wellness policy to make sure all parts are implemented.



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

If yes, describe these partnerships:

Our students and faculty are involved in many health/fitness related activities that include community partnerships. Relay for Life is one activity that our school has had a participating team for several years, which has a nonprofit organization sponsorship in conjunction with that students have the opportunity to take part in the Running Club offered at school to prepare for the event. The Jump Rope for Heart program is a two week program that allows students to better their health through jump rope exercise. Our school has set up a partnership with ECS to have the opportunity of some of their students to come teach a dental health lesson to our primary students.

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

District Nurse

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

School-wide character education program where each class participates in a classroom guidance lesson two times a month. Some teachers also implement a Morning Meeting where kids start the day addressing and supporting mental health. Our school is in the process of developing a tiered intervention plan for students needing targeted assistance in mental health and behavior. Students are recognized for achievements and students participate in classroom and school wide behavior management systems for daily personal success.

### **Pillar 3: Effective Environmental and Sustainability Education**

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

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

Our intermediate grades have partnered with Bluegrass Pride/ Green source to enrich the teacher's knowledge of renewable energy, non-renewable energy, and electricity. They also present and guest speak while instructing activities with the students that incorporate lessons on these three topics. School-wide there are books being read and lessons being taught that connect with environmental education. There are several informational reading assignments on environmental texts which also have assessments as well. There are several lessons on



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environmental issues and how we, individually, as a school, and/or as a community can help correct or eliminate these issues.

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

Eastern has implemented a spiral curriculum that allows each grade level to teach environmental concepts within the science curriculum while also connecting it with other subject areas. The science curriculum includes electricity, energy use, and renewable and non-renewable energy. There are several lessons on environmental issues and how we, individually, as a school, and/or as a community can help correct or eliminate these issues.

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

For each lesson and concept taught there are numerous assessments that are included within the lesson as formative assessments or following the lesson as summative assessments. The formative assessments used school-wide include: group work, partner work, presentations, class discussions, question and answering, and workbook pages or worksheets. The summative assessments include: class presentations, tests, quizzes.

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

Students perform at high levels of proficiency on these assessments because the students are connected to how they can contribute and help “their” world become a better place for their future. The students are interested in the cause and effect of what damages or helps our environment.

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

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

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

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

Students are taught sustainability and environmental education through learning about renewable and non-renewable resources, energy use, and electricity to allow them an understanding of ways they are wasting or being efficient. We focus on all sources, but great attention is given to renewable sources such as wind, water, and sun. They brainstorm and discuss changes that can be made individually, as a school, and/or as a community to improve our environment. Students are taught about ecosystems and use the natural ecosystem we have on our property to discuss and learn.



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

We have a Career Day that allows the students an opportunity to budget, spend wisely, and manage their income based on the career that was chosen for them. The guidance counselor also incorporates numerous lessons on career pathways.

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

Science Club is for 5<sup>th</sup> grade students to explore and learn through hands-on activities and experiments that allow the students to take the curriculum deeper. These students have made bird houses and have hung them outside in our outdoor learning classrooms (an area for teachers to take their class that is away from noise and allows them to learn while being in tune with nature). The different grade levels have all taken the initiative to allow their class an opportunity to see the bird houses, discuss how they were made, and the effects/ purpose of the bird houses. It is amazing to watch the students' interest spark when they know other students from their own school have created such masterpieces!

This year, 4th grade students will be working on litter abatement lessons and activities that will benefit the community. One project includes painting a storm drain for the community. This project is led by Bluegrass Greensource, which our school partners with to teach about sustainability.

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

There is an outdoor classroom that allows each class from each grade level an opportunity to go outdoors, within nature to learn. The different grade levels explore outside often to discover different leaves, learn and discuss about plant life, explore ecosystems, learn about weather, investigate and experiment with the different types of energy sources, and be one with nature's habitat. It is easier to study and understand what you are studying when you are in that habitat when you explore. It is a much richer way of learning to explore with your hands and have first-hand experiences versus reading about it or seeing pictures in books. The students retain the information taught to them outdoors much better.

2<sup>nd</sup> grade- life cycles, weather

3<sup>rd</sup> grade- discusses life stages of plants, weather

4<sup>th</sup> grade- ecosystems, life cycles, energy sources, plant life, weather

5<sup>th</sup> grade- ecosystems, weather, habitats

- Science club

3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grades- Running Club

All grades- Field day: an outdoor event filled with relay races, team building games, sports, etc.



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

Teachers use outdoor learning as writing practice to connect science learning with reading curriculum. It is also used to explore the science curriculum and standards in a hands-on approach that will develop the students understanding by sparking their interest and having them involved. PE classes meet outdoors 50% of the school year (depending on weather) to practice and learn all outdoor sports.

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

We partner with Bluegrass Greensource. A representative teaches lessons highlighting sustainability. This group has also provided professional development for teachers and funds for science field trips.

We also partner with Mr. Rogers with the Kentucky Division of Fish and Wildlife Management to teach the student Conservation once a month to our 4<sup>th</sup> grade students.

We partner with 4H, here in Scott County, to allow the students hands-on demonstrations and experiments taught from a guest with experience and knowledge in the areas being taught. The students participate in the experiments that enrich the curriculum being taught in the regular classroom in Science.

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)

We partner with Bluegrass Greensource. A representative teaches lessons highlighting sustainability. This group has also provided professional development for teachers and funds for science field trips.

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