



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

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

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

### U.S. Department of Education Green Ribbon Schools 2015-2018

☒ Public ☐ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent ☐ Rural

Name of Principal: Dr. Kim Cohen

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

Official School Name: McKelvey Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 1751 McKelvey Road, Maryland Heights, MO 63043

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

County: St. Louis State School Code Number \*: 096095-4180096095

Telephone: (314) 415-6500 Fax: (314) 415-6512

Web site/URL: <https://www.parkwayschools.net/Comain/18> E-mail: [kcohen1@parkwayschools.net](mailto:kcohen1@parkwayschools.net)

*\*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.

Dr. Kim Cohen

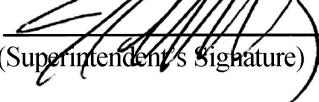
Date: 1-15-17

(Principal's Signature)

Name of Superintendent: Dr. Keith Marty  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Parkway School District

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

  
(Superintendent's Signature) Date: 1-19-2017

### 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: Missouri Department of Elementary and Secondary Education

Name of Nominating Authority: Mr. John Kitchens  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

  
(Nominating Authority's Signature) Date: January 27, 2017

### 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 [green.ribbon.schools@ed.gov](mailto: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.

## McKelvey Elementary, Maryland Heights Missouri



### School Contact Information

School Name: McKelvey Elementary	Street Address: 1751 McKelvey Road	
City: Maryland Heights	State: Missouri	Zip:63043
Website: https://mo01931486.schoolwires.net/Domain/18	Facebook: McKelvey Elementary	
Principal: Kim Cohen	District Parkway Schools	
Principal Email: kcohen1@parkwayschools.net	Principal Phone: 314-415-6501	
Lead Applicant and Position (if different): Erik Lueders - Director of Sustainability & Purchasing		
Lead Applicant Email: elueders@parkwayschools.net	Lead Applicant Phone: (314) 415-8278	

### School Characteristics

Level ( ) Early Learning Center (X) Elementary (PK - 5 or 6) ( ) K - 8 ( ) Middle (6 - 8 or 9) ( ) High (9 or 10 - 12)	School Type (X ) Public ( ) Private/Independent ( ) Charter ( ) Magnet	How would you describe your school? ( ) Urban (X ) Suburban ( ) Rural	Total Enrolled: 602 Graduation rate: N/A Attendance rate: 98.1%
Does your school serve 40% or more students from disadvantaged households? ( ) Yes (X ) No			
% receiving FRPL: 19.3%	% limited English proficient: 16.9%	Other measures: 64.1% minority (non-white)	

## Summary Statement

McKelvey Elementary takes a Whole-School Sustainability approach in reducing our environmental impact through our physical school operations, creating a school culture that continually builds on the three pillars, and integrates green concepts into our daily educational programming.

With regards to reducing our environmental impact, we continue to optimize our existing building's performance. As we replace aging equipment, we work to incorporate LEED concepts and the ASHRAE Advanced Energy Design during major building upgrades, and also actively pursue LEED Operations and Maintenance principles in how we run our daily activities. We've been recognized for several years by the EPA/DOE as an Energy Star Certified Building. We want to continue to improve even more, by participating in the district's engagement in the Department of Energy's Better Buildings Challenge.

Examples of school improvements include new HVAC equipment that is both energy efficient and monitors indoor air quality, providing more fresh air ventilation when CO2 levels are elevated. This demand control ventilation strategy is tied into the building energy management system used to optimize our HVAC equipment. We've upgraded our HVAC filters to a higher quality filter that traps more particulates, while allowing for greater efficiency of the equipment. This results in promoting health and wellness as well as environmental benefits, thus accomplishing the aims of Pillar I and II. Pillar III is also addressed when our students utilize energy data from our solar array for real world project based learning opportunities.

We strive to minimize waste as often as possible. As an example, our school infrastructure does not allow for reusable and washable plates and dishes. Therefore we worked tirelessly to identify a substitute for Styrofoam. We were one of the first schools in the state to utilize compostable plates and a commercial composting program, piloting the program with other North area schools (Parkway North High and associated feeder schools). Our success proved to the entire district the benefits of composting, resulting in a district wide composting effort. To further demonstrate this success, we created a video for all district schools to use for compost process instruction. Our combined success with the composting program has been recognized by the Missouri Recycling Association.

Within Pillar III, McKelvey Elementary works to instill the values of good global citizenship in students preparing them for life in a safe, energy efficient, and sustainable learning environment.

McKelvey curriculum, lessons, and professional development place a heavy emphasis on the education of the whole child. Staff monitors for a safe learning environment, proactively creates healthy policies and practices with student input, and provides health services, counseling, and lessons that involve environmental and sustainability concepts. We work to strengthen family education and relationships alongside creating and maintaining community partnerships to focus on unique practices.

This includes specific learning opportunities such as our fourth grade students learning with The Bunge Corporation. They work on ensuring food security for a growing population in a sustainable way. The company's core values; Integrity, Teamwork, Citizenship, Entrepreneurship, and Openness and Trust, mirror what we instill within our students.

Our K-5 students work with the Junior Achievement program through JA in a Day. Junior Achievement is focused on preparing young people to succeed in a global economy through educational and motivational hands on and relevant learning. During this program, learning is focused on students discussing their ability to follow their passions through honesty, integrity, and excellence. Additionally, second grade students delve into a deeper understanding of soil and compost and therefore develop a greater understanding of our school composting initiative. We strive to create a culture that promotes responsibility and respect within our school, community, and environment. This has been proudly demonstrated by being recognized as a National School of Character. Using themes of character and environmental stewardship are not items that are done as side projects, but are rather integrated throughout our everyday curriculum.

## Cross Cutting Questions

- 1. Team** - Has your school assembled a team of teachers, administrators, staff, students and interested members of the community, to help the school accomplish green goals? **( x ) Yes ( ) No**

McKelvey Elementary has an active "Green Team" that is comprised of staff and students. The club meets weekly to lead our recycling efforts, encourage green living and to identify and research problems and to implement and measure solutions. For example, research includes recycling, composting, clean air, energy conservation, wind power, solar power and solar panels. This student-led initiative has created many low-cost and easy to implement changes that will result in energy and water savings, cleaner air and healthier learning environments. Assisting our faculty sponsor Cindy McClanahan are students; Gabe Cook, Joey Fant, Salla Mothana, Navaha Roberson, Charlotte Richard, Tiana Yi, James Bishop, Greyson Duncan, Joshua Gollapudi, Omarian Liggins, Austin Reith, Imman Tahir, Deago Vandever, Megan Williams.

District Operations staff, such as the Sustainability and Purchasing Director - Erik Lueders, Manager of Engineering - Scott Bennett, Custodial Supervisor - Maggie Wells, Director of Facilities - Mike Mertens, Director of Nutrition Services - Marlene Pfeiffer, Director of Health Services - Robin Wallin, STEM Coordinator - Liz Morrison, Coordinator of PE and Outdoor Education - Ron Ramspott, and Employee Wellness Leader, are involved at various phases of the student led projects. The school's Assistant Principal and Building Manager - Jessica Karll, Principal - Kim Cohen, and Custodian - Darren Tyler, are brought in regularly to assist with the implementation of various initiatives.

- 2. Benchmarking** - 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? **( x ) Yes ( ) No**

McKelvey Elementary has been benchmarking energy use utilizing Energy Star Portfolio Manager and has achieved an Energy Star score of 89. This time 10 years ago, the school was rated at a 59. At McKelvey there is tremendous leadership and cooperation as it relates to energy efficiency. Recent HVAC upgrades meet at a minimum of ASHRAE's 50% Advanced Energy Design Guidelines.

- 3. Awards** - Has your school, staff or student body received any awards or grants for facilities, health, or education related to environmental sustainability? **( x ) Yes ( ) No**

- Energy Star Certification - EPA/DOE - 2016, 2015, 2014, 2013
- School District Scholarship Program (\$20,000) - USGBC Center for Green Schools - 2015
- National School of Character - The Character Education Partnership - 2014
- Outstanding Small Organics Diversion Program Award (District Wide) - Missouri Recycling Association 2013
- Growing Green Award (District Wide) - USGBC MO Gateway Chapter - 2013
- Energy Star Leader Award 20% Reduction (District Wide) - EPA/DOE - 2013
- Energy Star Leader Award 10% Reduction (District Wide) - EPA/DOE - 2012
- School Recycling Award (District Wide) - American Forest & Paper Association - 2010
- Growing Green Award (District Wide) - USGBC MO Gateway Chapter - 2009

Since 1995, Parkway School District has received 13 grants totaling \$353,000 from St. Louis County and St. Louis Jefferson Solid Waste Management District for recycling, waste minimization, and composting. These funds have allowed McKelvey Elementary to be among the leaders in the state with regards to recycling and composting. McKelvey Elementary was among the first schools in the entire St. Louis area to pilot commercial composting in 2012.

McKelvey has also received over \$6,300 in incentive funds from Ameren Missouri to make the school more energy efficient using LED lighting, HVAC upgrades, PC power management, and vending misers. Another \$50,000 was awarded for the installation of a 25 kW solar PV array.

Additionally, McKelvey Elementary was part of a larger district wide initiative to retrofit all exterior lighting to efficient LED fixtures. This was funded from the State of Missouri Department of Economic Development's Energy Loan Program. The overall loan awarded to Parkway School District and thus including McKelvey Elementary was approximately \$700,000.

McKelvey has been named both a National School of Character and a National Blue Ribbon School within the past five years.

McKelvey has earned the Parkway Fitness Award for having minimum of 50% of our 5th graders achieve all fitness related goals.

McKelvey has been recognized by the American Heart Association as a top performer in the Jump Rope for Heart fundraiser.

McKelvey won an award for zero contamination composting from our composting vendor.

**4. Goals** - List one to three goals your school is planning on attempting over the next year.

1. Through the Green Team, we will once again perform an energy audit and implement changes to reduce our school's carbon footprint.
2. Our building beautification group will expand our produce garden with the goal of giving the increased harvest to needy families.
3. McKelvey Elementary is working to implement the district wide measurable objective "Each school, department and program will successfully integrate environmentally, socially, and fiscally sustainable best practices into their area of focus." This includes participation in the Department of Energy's Better Buildings Challenge - working to reduce energy consumption by 20% within 10 years.

## Pillar I: Reduced Environmental Impact and Costs

### ENERGY

**1. Energy STAR** - Do you track resource use in ENERGY STAR Portfolio Manager? **( x ) Yes ( ) No**

If yes, what is your score? 89	If score is above a 75, have you applied for and received ENERGY STAR certification? ( x ) Yes ( ) No Year: 2016, 2015, 2014, 2013
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**2. Energy** - Has your school reduced its total non-transportation energy use from an initial baseline? **( x ) Yes ( ) No**

Baseline Year: 2012	Energy (kBtu / student): 5,291
Ending Year: 2016	Energy (kBtu / student): 4,253
Reduced kBtu: Baseline Energy – Ending Energy = 1,038 kBtu / student	
%Reduction: Reduced Energy / Baseline Energy = 20 % kBtu / student	
Percentage Reduction per Year: % Energy / (Ending Year – Baseline Year) = 5 % kBtu / student / year	
McKelvey Elementary is a part of Energy Star's Portfolio Manager and actively tracks energy usage each month by inputting utility bill data into the software. In addition to Portfolio Manager, the school utilizes EnergyCAP which is a robust utility analysis software that is able to provide a higher level of insight into the school's energy usage, reduction, normalizing usage against weather, identifying the school's base load, among other important metrics. A summary report is generated and shared on a quarterly basis to help maintain awareness of the school's energy conservation efforts.	



**3. Greenhouse Gases** - Can your school demonstrate a reduction in greenhouse gas (GHG) emissions?

( x ) Yes ( ) No

Baseline Year: 2012	GHG Emissions (MT CO <sub>2</sub> e / student): 0.94
Ending Year: 2016	GHG Emissions (MT CO <sub>2</sub> e / student): 0.73
Reduced GHG: Baseline GHG – Ending GHG = 0.21 MT CO <sub>2</sub> e / student	
% Reduction: Reduced GHG / Baseline GHG = 22.3 % MT CO <sub>2</sub> e / student	
% Reduction per Year: % GHG / (Ending Year – Baseline Year) = 5.5 % MT CO <sub>2</sub> e / student / year	
McKelvey Elementary is a part of Energy Star's Portfolio Manager and actively tracks energy usage each month by inputting utility bill data into the software. In addition to Portfolio Manager, the school utilizes EnergyCAP which is a robust utility analysis software that is able to provide a higher level of insight into the school's energy usage, reduction, normalizing usage against weather, identifying a the school's base load, among other important metrics. McKelvey Elementary's emissions were estimated by using Energy Star's Portfolio Manager. Portfolio Manager is able to identify the amount of emissions for each building.	
What, if any, offsets were used? No offsets were purchased as this is not yet an appealing use of tax resources to our community. We instead invest directly into upgrading our facilities to be more energy efficient.	

**4. Renewable Energy** – Does your school use a renewable fuel source?

( x ) Yes ( ) No

On-site renewable energy generation: 4.47 %	Type: Solar PV
Purchased renewable energy: 0 %	Type:
McKelvey Elementary has a 25 kW Solar PV array on the roof. There is a monitor in the front lobby of the school that actively displays the energy production levels throughout each day. The monitor also has graphics illustrating the solar energy process for an educational opportunity for students, staff, and community members. In addition to the monitor, data generated about the solar array's production is available on the school's website for all community members.	

**5. Building** - Has your school constructed or renovated building space in the past ten years?

( x ) Yes ( ) No

#### Renovation

Renovation Year: 2015	Total Area of renovation: 33,000
Certification Year:	% Area that meets a green building standard: 100%
Certification Standard: While not a certification standard, we used the ASHRAE 50% Advanced Energy Design Guidelines for the renovation of the school's space. Installing high efficiency HVAC units, demand control ventilation, VAV boxes, and LED lighting using IESNA lighting level guidelines.	

## WATER AND GROUNDS

**6. Water Use** - Can you demonstrate a reduction in your school's total water consumption?

( x ) Yes ( ) No

Baseline Year: 2002	Water Use (gal / student / year): 1126
Ending Year: 2016	Water Use (gal / student / year): 904
Reduced Water Use: Baseline Water Use – Ending Water Use = 222 gal / student / year	
% Reduction: Reduced Water Use / Baseline Water Use = 20 % gal / student	
% Reduction per Year: % Water Use / (Ending Year – Baseline Year) = 1.42 % gal / student / year	
% Reduction Domestic Water Use: 20	% Reduction Irrigation Water Use: NA - no irrigation
McKelvey Elementary is part of Parkway School District's portfolio within the Energy Star Portfolio Manager. Water bills are entered into this software as bills are received.	

**7. Landscaping** – Does your school have water efficient or regionally appropriate landscaping (WERAL)?

( ☒ ) Yes ( ☐ ) No

Total Area: 223,817 Sq. Ft.	WERAL Area: 38,150 Sq. Ft.	% WERAL:
Water Efficient Plants:		
Regionally Appropriate Plants: Shrubs=Banker's Willow, Buttonbush, Red Osier Dogwood; Perennials=Blue Flag Iris, Soft Rush; Turf=Mixed Sedges		
Plantings were installed as part of a natural storm-water runoff creek stabilization project. Creek bank erosion was reduced by regarding the bank and planting the listed species. In addition, there are two separate hedge row/wooded areas that are left to develop naturally and have many native flora species.		

**8. Alternate Water Sources** - Does your school use alternate water sources for irrigation?

( ☒ ) Yes ( ☐ ) No

McKelvey will be installing a new rain barrel to collect water and irrigate the school yard garden this spring, allowing water to be applied to the garden during dry summer months without the use of potable water.

**9. Runoff** - Does your school try to reduce storm-water runoff and/or reduce impermeable surfaces?

( ☒ ) Yes ( ☐ ) No

The previously mentioned creek plantings and the subsequent natural development along the creek reduce runoff through by the plants intercepting rainwater and also absorbing storm-water from the creek. Moving forward McKelvey is working with district staff to transition landscape and green spaces to areas that fully incorporate the USGBC Sustainable Sites Initiative concepts. These work to create more natural environments that reduce storm-water runoff.

**10. Ecology** – Does your school have area(s) set aside for ecologically beneficial (EB) uses?

( ☒ ) Yes ( ☐ ) No

Total Area: 223,817	EB Area: 38,150	% EB Area 17
The previously mentioned creek has been left to develop naturally and now is a wooded/hedge row area. There are two wooded/hedge row areas near the south and north property lines that are left undisturbed to develop naturally. All 3 areas provide habitat for wildlife. Moving forward McKelvey is working with district staff to transition landscape and green spaces to areas that fully incorporate the Sustainable SITES Initiative concepts. These concepts work to create more natural environments which support habitat for regional species.		

## WASTE

**11. Solid Waste** – Has your school diverted some of its solid waste from a landfill through recycling and composting, and/or has it implemented practices to reduce waste at the source (source reduction)?

( ☒ ) Yes ( ☐ ) No

cu yds waste diverted: 70 %	mos. / yrs. covered : 12 / 2015-16
McKelvey has 16 cubic yards of single stream recycling per week, 2.8 cubic yards of composting per week, and 8 yards of landfill per week. This does not include any other recycling activities (scrap metal, e-scrap, clothing, etc.) which could contribute to a greater percentage.	
avg monthly cu yd. waste / student: 0.19	mos. / yrs. covered: 12 / 2015-16
Waste reduction campaigns: Water Bottle fillers were installed on drinking fountains to reduce disposable bottles and encourage reusables. We changed serviceware to compostable materials rather than Styrofoam, allowing for composting. Waste Free Wednesdays encourage students not to create waste, use cloth napkins, reusable utensils, and reusable drink containers.	



**12. Hazardous Waste** - Does your school have a program for tracking, managing, and safely disposing of hazardous waste, and/or for systematically reducing the amount produced? **( x ) Yes ( ) No**

How many gallons or lbs. does your school currently have of each of these classes of hazardous materials?				
Flammable liquids 0	Corrosive liquids 0	Toxics 0	Mercury 0	Other: 0
Hazardous Materials are tracked, managed and disposed of through the district's Environmental Services Department. Waste materials, art and industrial art waste, etc. are disposed of through licensed waste haulers and EPA permitted disposal sites. There are no hazardous chemicals stored or produced at our elementary schools.				
McKelvey has put in place a mercury reduction program where mercury containing science and health equipment has been removed from the school and replaced with electronic equipment. The district's Environmental Services Department worked with the Missouri Department of Natural Resources to properly remove and dispose/recycle any mercury equipment.				

**13. Green Cleaning** - Does your school use a green cleaning custodial standard? **( x ) Yes ( ) No**

Which green cleaning custodial standard is used?  Green Cleaning Guidelines and Specifications for Schools, 2009, Missouri Department of Elementary and Secondary Education	What % of your products are certified?  51% if including floor finishers and sealers. 91% if excluding floor finishers and sealers	What specific 3 <sup>rd</sup> party certified green cleaning product standard is used?  Green Seal, EcoLogo, Design for the Environment, California Air Resources Board, Carpet and Rug Institute
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**14. Electronic Waste** - Does your school recycle electronics in an environmentally responsible way? **( x ) Yes ( ) No**

All of our electronics including desktops, laptops, monitors, peripherals, projectors, batteries, phones, CRTs, light bulbs, ballasts, motors, among other equipment are repurposed or recycled at the end of their useful life. Items are either sold to the public at govdeals.com or recycled with a registered e-scrap recycling vendor.

## TRANSPORTATION

**15. Alternative Transportation** – Do students and/or staff use alternatives to single passenger vehicles to get to and from school? **( x ) Yes ( ) No**

McKelvey Elementary utilizes school buses for student transportation. 86% of the total enrollment participate in this option. Our school bus fleet has completely phased out all older diesel engines that had higher emissions (model year 2007 and prior), participating in the EPA's Clean School Bus program. In addition, 44% of the buses are fueled with compressed natural gas (CNG), a cleaner alternative to diesel.

**16. Accommodations** – Does your school accommodate alternative transportation by providing designated carpool parking stalls, bike racks for all ages, a Safe Pedestrian Routes or Walking School Bus program, and/or other programs? **( x ) Yes ( ) No**

McKelvey Elementary has bike parking available that is actively used year round, particularly in the spring and fall. All students who reside within 1 mile of McKelvey Elementary, live in a designated walk zone and bus service is not provided and students are encouraged to walk to school. There are two safe pedestrian routes for students, parents, and community members who walk/ride to school. There is a Walking School Bus Program. McKelvey also participates in National Walk/Bike to School Day each year.

## PURCHASING

**17. Paper** - Is any of your school's total office/classroom paper sustainably sourced?

( x ) Yes ( ) No

% post-consumer recycled content paper: 100%	% paper from FSC certified forests: 0%	% chlorine-free paper: 35%
All copy paper is 30% recycled content. All paper towels and toilet tissue is 100% recycled, Green Seal Certified, Green-E Certified (made with renewable energy), and processed chlorine free. We work electronically, copy double sided, or use the blank side as scratch paper.		

**18. Food** - Is any of the food purchased by the school organic, local, or environmental or sustainable in some other way?

( x ) Yes ( ) No

McKelvey Elementary works with vendors to source locally available produce when it is seasonally available. We are able to work with our produce vendor to provide the below products from local sources:

- Apples (Jonathon, Fuji, gala, red delicious, golden delicious): August - October.
- Cabbage: May - October.
- Squash yellow and zucchini: July - October.
- Greens (mustard, turnip, collard, loose turnips and loose beets): September - November.
- Sweet Potatoes (Arkansas): Year round.
- Peppers (green): July - October.
- Peaches: July - September.
- Corn: July - September.
- Watermelons: July - September
- Tomatoes: July - September

## OVERALL ENVIRONMENTAL IMPACT

**19. Environmental Impact Summary** - Summarize your school's top accomplishments in energy use/ghgs, water and grounds, waste, transportation and purchasing. Be sure to include any innovative efforts or efforts not included already in this section.

McKelvey Elementary has instituted a variety of energy saving strategies from PC power management, HVAC upgrades, demand control ventilation, VAV, and controls replacements, interior LED upgrades, LED lighting with dimmable controls outdoors, vending misers, and all applicable electronics purchased are Energy Star certified. School wide Earth Day celebrations have brought about student created light plate covers for the whole building with green energy usage reminders to inspire behavioral changes to save energy. In doing so, the school has drastically improved energy efficiency, being recognized with several Energy Star Certifications. Water savings have been realized through fitting all faucets with high efficiency 0.5 gallon per minute aerators, and toilets fitted with dual-flush handles. McKelvey Elementary was among the first schools within the region to switch serviceware to compostable trays and use a post consumer composting program in conjunction with a successful single-stream recycling program. We work with community members, allowing them to recycle their single stream items in our bins. All construction and demolition scrap metal generated through summer construction projects are recycled. The school has also been actively transforming outdoor spaces to fall in line with the Sustainable SITES Initiative. This includes one planting garden. Every year we identify how to improve, while maintaining existing programs.

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

### ENVIRONMENTAL HEALTH

**1. Water Sources** - Is the school's water source, whether municipal, on-site well, or other, protected from potential contaminants?

( x ) Yes ( ) No

McKelvey Elementary receives its water from the local utility, Missouri American Water, which samples and analyzes its water supply frequently for Clean Water Act contaminants. A Parkway building is one of their testing sites where they collect their routine water samples that represents their larger water system.

**2. Drinking Water** - Does your school have a program in place to test for and control lead or other contaminants in drinking fountains and sinks? ( x ) Yes ( ) No

Parkway School District has implemented a lead in drinking water program at each school building utilizing EPA's 3T's for Reducing Lead in Drinking Water in Schools Program. Where lead was analyzed greater than 15 ppb, remedial actions, such as replacing the faucet and piping occurred and the equipment was resampled.

**3. Moisture** - Does your school take steps to control moisture from leaks, condensation, and excess humidity, to promptly clean up mold or remove moldy materials when found? ( x ) Yes ( ) No

Parkway School District, and thus McKelvey Elementary, has an Environmental Services Department that investigates indoor air quality issues including signs of mold and/or moisture. As part of the investigation process the HVAC system is checked as well as any sources of moisture, roof, plumbing, exterior water, etc. Personnel use moisture meters to check walls, ceilings, floors and furniture for excess moisture. Air quality readings such as temperature, relative humidity, carbon monoxide and carbon dioxide are taken routinely to check for potential sources of concern. The Environmental group works with maintenance and custodial services to ensure proper cleanup and repair.

**4. Ventilation** - Does your school have procedures and protocols for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly, and to ensure spaces are adequately ventilated with outside air consistent with state or local codes or national standards? ( x ) Yes ( ) No

McKelvey Elementary utilizes district HVAC technicians to ensure all HVAC systems are operating properly and are well ventilated per ASHRAE and St. Louis County standards. Larger spaces utilize CO2 sensors to identify when more fresh air is required and when energy can be saved by re-circulating conditioned air. HVAC equipment is connected to a centralized buildings automation system that is actively reviewed to ensure proper operation. Also, all equipment has a twice a year preventative maintenance program. All units are equipped with high efficiency air filters that are at a minimum of MERV 8 or 9 depending on filter type.

**5. Airborne Contaminants** - Has your school taken steps to control for specific airborne contaminants like exhaust systems for heating systems and labs, no idling policies for vehicles (including school buses), vehicle loading/unloading zones at least ten feet away from air intakes, doors and windows, and or other policies and practices? ( x ) Yes ( ) No

All school district vehicles participate in a no-idling policy and refer to St. Louis County Health Department ordinances 312.340 and 10 CSR 10-5.385. This includes all buses and maintenance vehicles. All fresh air intakes are located a minimum of 10 feet away from any vehicle areas or exhaust stacks per code requirements. All new paints, furnishings, and floorings have low or no VOC content in order reduce indoor air contaminants.

**6. Integrated Pest Management** - Does your school use Integrated Pest Management (IPM) to control pests? ( x ) Yes ( ) No

The Environmental Services Department has an Integrated Pest Management Program and has an on-staff licensed pest control technician, trained in IPM procedures. IPM is used to manage pests economically with the least hazard to people, property and environment. EPA restricted use pesticides are not used in district buildings. The pest technician works with maintenance to reduce pest entry, with teachers and building staff to reduce food left in classrooms, and with custodians to help with cleaning procedures that reduce pests. Custodial, grounds and maintenance personnel complete annual training on IPM practices. Pest bait stations and traps are utilized before pesticides.

- 7. Chemical Management** – Does your school have policies and procedures for identifying, managing and or reducing exposure to other chemical hazards like smoking on school grounds or buses, mercury in thermometers, radon in below ground spaces, CCA in playground equipment, materials used for cleaning, chemicals used for teaching, etc.? ( x ) Yes ( ) No
- McKelvey Elementary has a smoke free policy including e-cigarettes, which includes campus, district vehicles/buses.
  - Mercury containing equipment in classrooms, thermometers, barometers, psychrometers and blood pressure cuffs in the nurse's office were removed and disposed/recycled through the Missouri Department of Natural Resources. If mercury equipment is discovered, the Environmental Services Department (ESD) is notified and it is removed.
  - The school has been tested for radon. The ESD has two electronic radon detectors that can be used to test for radon as needed and follow up purposes.

**NUTRITION AND FITNESS**

- 8. Healthier US Schools** – Does your school participate in the USDA's Healthier Schools Challenge or a similar program? ( x ) Yes ( ) No
- The Parkway Nutrition Services follows USDA Guidelines for meal planning. This includes Nutrition Standards in the National School Lunch and School Breakfast Programs. These standards provide healthy eating options for students. In addition, fruits and vegetables are offered daily via salad bars and produce bins. All A la Carte items sold in the schools meet the USDA Smart Snack Guidelines.
- The Parkway Health and Physical Education staff help support the annual Let's Move in Parkway event which promotes healthy, active communities. The event partners with Shape Up US and has been recognized by the national Let's Move Active Schools program.

- 9. Healthy Foods** – Does your school incorporate fresh, local and/or organic produce a Farm to School program, a school garden or some other source into the cafeteria, or a class cooking lesson? ( x ) Yes ( ) No
- McKelvey works with vendors to source locally available produce when available (see Pillar I, #18). There is also a school garden we are planning to expand. The fruit and vegetables it produces are available in the cafeteria. McKelvey has an available salad bar as a lunch option every day.

**10. Fitness** – How many minutes a week are spent on supervised P.E., and what % of that takes place outdoors?

minutes P.E.: 125 Minutes	% outdoor P.E.: 45 %
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The McKelvey HPE program exceeds the state and national recommendations for PE. The curriculum includes standards to increase physical literacy, developing the ability to be physically active in a variety of ways and environments. We recognize the importance of having students outdoors as much as possible in our quest for physically literate students. Our HPE curriculum has numerous opportunities to learn in the outdoors - track, soccer, flag football, and obstacle courses. We recently worked with the district to have a fitness track installed that can be used throughout the year to provide more opportunities to be outside during physical education class.

- 11. Outdoor Safety** – Does your school have programs to raise awareness of safe sun exposure (e.g. EPA SunWise), safe outdoor air quality (e.g. AirNow AQ Flag), etc. ( x ) Yes ( ) No
- McKelvey utilizes St. Louis Regional Clean Air Partnership's Air Quality Forecasts; based on EPA's Air Quality Index. Activities are adjusted based on forecasts. Playgrounds are inspected annually by an inspector and staff are trained in playground safety. Our health curriculum extensively covers the importance of sun protection (hats, sunscreen etc.)

**12. Outdoor Activity** – Does your school provide opportunities for outdoor exercise and recreation separate from P.E.? ( ☒ ) Yes ( ☐ ) No

McKelvey Elementary has a variety of sports clubs that practice and play outdoors. We have football, baseball, softball, soccer, tennis, available as organized teams through our before and after school clubs. Many students participate in our Read, Right, and Run program. This program encourages students to read 26 books, complete 26 rights (good deeds) and run 26 miles over the course of 7 months. As a final activity, this group of students participate in the Go St. Louis Marathon. In addition to this, we have a staff sponsored running club that practices on our field in the spring.

### COORDINATED SCHOOL HEALTH PROGRAM

**13. Health Education** – Is education about exercise, nutrition and safety integrated into classroom assignments and assessed? ( ☒ ) Yes ( ☐ ) No

Every student at McKelvey participates in Health Education. The health curriculum covers 20-24 lessons at each level which include units of nutrition and outdoor safety. Health-related fitness lessons are embedded in the designated physical education classes. Through a combination of health and physical education classes students learn how to calculate BMI, plan nutritious meals, and learn about the transmission of bacteria and viruses. They are assessed through a variety of written tests and oral presentations.

**14. Health Services** – Does your school have a school nurse or health center to provide first aid, emergency care, assessment and planning management for chronic conditions like asthma and management of health and emotional stressors for students and staff? ( ☒ ) Yes ( ☐ ) No

Jane Sinnott, BSN, RN, NCSN is our nurse. Her services include addressing first aid and emergency care, as well as managing students with chronic health conditions through direct nursing services, medication and treatment administrations and care coordination. Other health office activities include flu vaccine clinics for students, staff and families, screenings for vision and hearing, ensuring that students who need vision and health referrals have access to no/low cost options. She provides on-site dental health services for students twice annually. This school year she has provided the following staff development: food allergies, EpiPen administration, first aid, and CPR.

**15. Mental Health** - Does your school take steps to support student mental health and school climate through anti-bullying programs, peer counseling, etc.? ( ☒ ) Yes ( ☐ ) No

We work to educate the whole child at McKelvey. We teach children to be leaders, set goals, and work as a unit. All classroom teachers teach lessons specific to our code of conduct, which shares that students are Respectful, Responsible, Safe and Cooperative. Counselors teach lessons specific to needs in individual classrooms and grade levels. They also see small groups when needed. All students serve on a leadership team which allows them voice and choice in the building. Examples of teams include Ambassadors, Principal's Advisory, Green Team, Building Beautification, Communications, Bus patrol, Recess Patrol, Student Council, Peer Helpers, and Foreign Friends.

**16. Employee Wellness** – Does your school provide programs to assist employees with fitness, nutrition, stress management, avoidance of injury and environmental hazards and decreased tobacco use? ( ☒ ) Yes ( ☐ ) No

McKelvey's Wellness Leader, Jane Sinnott, works in collaboration with the district to provide staff opportunities to promote health and wellness. Activities include yoga and massages to help staff manage stress, Zumba, and before school workouts. We have offered Weight Watchers on campus as well as a Lose it to Win it Challenge. We have a walking club, and provide access to the district gym. Staff went to Skyzone for a team building event with great exercise. Other district-wide wellness challenges are embraced to encourage nutrition and physical activity, including healthy cooking demonstrations, fitness rooms and personal training available to district staff.

**17. Community** - Does your school have partnerships in the community to help support school initiatives, to connect the classroom with real-life examples, and to provide support for health-related activities? ( x ) Yes ( ) No

- We partner with Fleet Feet to offer discounted registrations for healthy walking and 5k training programs for all staff. Our Wellness Coordinator is partially funded through United Healthcare. Partnership with a local CSA (community supported agriculture) is offered to employees. Multiple gym discounts/corporate memberships are offered. Student health supports are available through collaborative relationships with vision care providers, oral health providers, and other community resources.
- We work with Special Olympics to show how healthy living is important to all people and that athleticism is not for the privileged few.

**18. Family** – Does your school take steps to make families of all types welcome and to actively engage them in ways to improve health outcomes? ( x ) Yes ( ) No

Our families are always welcome at McKelvey Elementary. We host a Cultural Night at the start of the year to bring all of our families in and allow them to experience the rich culture that we have to offer. We have a Fun Run for both students at families that has different distances available to get everyone involved no matter their level of fitness. We offer a STEM Breakfast as well as a Literacy Breakfast. Our Abilities Awareness week is a time we bring the community and families into share different disabilities and show that they are not disabling.

### OVERALL HEALTH IMPACT

**19. Health Summary** - Summarize your school's top accomplishments in environmental health, nutrition and fitness, and coordinated school health. Be sure to include any innovative efforts or efforts not included already in this section.

McKelvey Elementary has embraced the Whole School, Whole Community, Whole Child model (ASCD/CDC) to collaboratively provide diverse and comprehensive supports to ensure that all students are healthy and ready to learn, that the school environment is a healthy and safe place and that community resources are utilized to ensure maximal impact on health and wellness. McKelvey Elementary School is committed to promoting effective health education, healthy student nutrition, employee wellness, social and emotional supports, healthy physical environments, quality school health services, counseling and social services, community involvement, family engagement and physical education and activity. Student and staff led innovative initiatives include weekly Wellness Wednesday Tips, designated bins in the cafeteria for free, healthy fruits for all students, cafe menu items coded as green (healthiest option), yellow, or red (choose sparingly), Waste Free Wednesdays where everyone is encouraged to make no waste and use cloth napkins, reusable food and drink containers, etc., and water fountains encourage the use of a personal water bottle eliminating disposable plastic water bottles.

## Pillar 3: Effective Environmental and Sustainability Education

### CURRICULUM AND ASSESSMENT

**1. Literacy Requirement** - Does your school have an environmental or sustainability literacy requirement? ( x ) Yes ( ) No

Students are given multiple opportunities to read stories, articles or listen to news stories, research the topic, and engage in debates or give oral presentations. Topics include reducing our carbon footprint, using our natural resources, and distribution of resources throughout the Earth. Students are encouraged to be informed voters and creators of policy and our environmental courses help accomplish this. McKelvey is working to implement the district wide measurable objective "Each school, department and program will successfully integrate environmentally, socially, and fiscally sustainable best practices into their area of focus."

**2. Lessons** - To what extent are environmental and sustainability concepts integrated into the curriculum in each subject and each grade? In the table below, list each grade taught in your school. Then list at least one environmental and/or sustainability curriculum or lesson used in all classes in that grade and the specific subject standards covered

Grade	Curriculum or Lesson	Subjects
K-5	JA in a Day: Community and citizen responsibility presented to all classrooms by a locally based international agribusiness company.	Math, ELA, Social Studies
K-5	School wide Assembly with Jack Kauffman with In-the-Green Productions (enviro-trainer stressing waste reduction); conservation, wildlife, management, sustainability, recycling, and upcycling.	Music, Science, Social Studies, critical thinking, and problem solving
2 and 3 MOSAICS	Creative Problem Solving. Use all recycled materials to solve a variety of "challenges."	Math: problem solving, Science:physics, Communication

4 and 5 MOSAICS	Energy Exploration Passion Project	Research, Communication Arts:
K	In social studies, students learn about the wants and needs of all humans. In science, we have a unit on Living Things in which we discuss the impact the environment has on living things, which is tied back to our social studies unit on Wants and Needs.	Science, Social Studies
1	Service Learning Project. Recycling old t-shirts into dog toys that were donated to a local dog shelter.	Math, ELA, Social Studies
1	Importance of the rain forests related to environment.	Math, ELA, Science
2	Students learn about soil and compost used to grow plants. Students learn about the compost program at the school. Students visit Weldon Springs Conservation Area in St. Charles, MO	Science
3	Food Chains and Webs - students explore the flow of energy through a habitat, understanding that all food chains begin with the sun Culture - students learn positive and negative examples of how people impact their community such as land use, pollution, etc.	Science, Social Studies
4	Persuasive Essay and Informational Article topics chosen to make the world a better place. Topics researched and written are often related to conservation, pollution, recycling, etc.	ELA
4	Students study structures of life and water as it relates to the environment.	Science
5	Editorial subjects researched and written that are related to conservation of trees and the importance of recycling.	ELA
5	Capturing energy from the sun: Students learn about how shadows change throughout the day and how the weather influences the amount of energy that can be harnessed in our solar panels.- Outside lesson	Science
2nd grade Music	Integration of music and movement with energy conservation and recycling concepts to perform a musical	Science, Social Studies, Music
Adventure Club	Before and After School Brainstormed and created upcycled blankets and animal toys for a local animal shelter	Math, ELA, Social Studies

**3. Assessments** - To what extent are environmental and sustainability concepts integrated into assessments in each subject and each grade? In the table below, list each grade taught in your school. Then list at least one environmental and/or sustainability curriculum or lesson used in all classes in that grade.

Grade	Curriculum or Lesson Assessed	Assessment Tool
2 and 3 MOSAICS	Creative Problem Solving, Use all recycled materials	Constructed Written Response/Reflection and Scoring Guide



4 and 5 MOSAICS	Energy Exploration Passion Project	Scoring Guide and Student Reflection
K	What do living things need?	Draw a picture and label needs of living things (done in their science notebook)
1	Service Learning Project. Recycling old t-shirts into dog toys	Scoring Guide and Student Reflection
1	Living Things Unit in Science Letter Writing in Writing Citizenship in Social Studies Character Education	Every April we have Rain Forest Evening. The children have worked hard in researching an animal in the rain forest, the layers of the rainforest, who lives in each layer of the rainforest and then they physically re-create a rainforest in the school for their parents to come and see. (Science) We discuss extinction, what is happening to the rain forest, how we can help stop damage by writing certain "friends" in Washington DC (Writing). WE think of alternate ways of using some of the products being harvested from the Rain Forest, and what we can substitute. (Social Studies, Citizenship Unit)
2	Students learn about soil and compost used to grow plants. Students learn about the compost program at the school.	Students work to learn about different types of soil and then analyze the soil in our area. Students learn how composting can help the environment. Draw a picture of a compost pile and label all the parts. Explain how it decomposes. Student journals are used as well
3	Food Chains and Webs - students explore the flow of energy through a habitat, understanding that all food chains begin with the sun  Culture - students learn positive and negative examples of how people impact their community such as land use, pollution, etc.	Students will write a paragraph describing the effects of removing an organism from one of the food chains  Students independently read Time For Kids Exploring Nonfiction "The Coral Reef Crisis." While reading, students individually complete the Formative Assessment worksheet for "The Coral Reef Crisis".
4	Science: Structures of Life and Water Writing: Persuasive Essay and Informational Article Reading: Non-fiction to become an Expert	Students study the structures of life and water as it relates to the environment. Students are assessed at the end of the unit.(Science) Students are also assessed on their published writing piece using a rubric aligned to the genre being taught. (Writing) Students also choose a topic often related to the environment to collect research on the topic.
5	Editorial subjects researched and written that are related to conservation of trees and the importance of recycling.	Rubric

**4. STEM** - To what extent are the environment and sustainability used as a context for learning STEM (Science, Technology, Engineering and Math) thinking skills and content knowledge? In the table below, list each grade taught in your school. Then list at least one environmental and/or sustainability curriculum or lesson used in all classes in that grade. You can use the same list as above. In the STEM Standard cell, put the standard addressed (e.g. critical thinking, ... etc.)

Grade	Curriculum or Lesson	STEM Standard
2 and 3 MOSAICS	Creative Problem Solving. Use of all recycled materials to solve a variety of "challenges."	Critical thinking, number sense, operations in fractions, motion and stability
4 and 5 MOSAICS	Energy Passion Project	Critical thinking, written communication, multi-media presentation
K	What Do Plants Need to Grow? What Do Animals Need to Live and Grow?	Critical thinking

1	Recycle old t-shirts into dog toys for a local shelter. Design a durable, safe toy for dogs. Animal Research on multiple websites for children Calculating the years it takes for Rain Forest Depletion Watching insects and water animals that we have in the classroom use their habitats to live and multiply	Engineer Design  Technology Math  Science
2	Students learn about soil and compost used to grow plants. Students learn about the compost program at the school.	Strand 1: Matter and Energy
3	Food Chains and Webs - students explore the flow of energy through a habitat, understanding that all food chains begin with the sun Culture - students learn positive and negative examples of how people impact their community such as land use, pollution, etc.	Strand 4: Ecology  Earth and Human Activity
4	Science: Structures of Life and Water Writing: Persuasive Essay and Informational Article Reading: Non-fiction to become an Expert	Science Technology Critical Thinking
5	Plant and care for flowers to learn about environments and improve the landscape at the school	Earth and Human Activity
5	Students learned about multiplying fractions by designing a playground that included a blacktop area. They then decided what equipment to put in the space.	Critical Thinking, Number Sense, Operations in Fractions
5	Planned a healthy Thanksgiving Dinner using grocery store flyers utilizing a strict budget.	Critical Thinking, Number Sense

**5. Green Tech/Careers** - To what extent are the environment and sustainability used as a context for learning green technologies and career pathways? In the table below, list each grade taught in your school. Then list at least one environmental and/or sustainability curriculum or lesson used in all classes in that grade. You can use the same list as above. In the Career Pathway cell, put the technology or career pathway addressed (e.g. solar power, wind power, recycling, green building, water quality protection, public health, wildlife management, etc.)

Grade	Curriculum or Lesson	Green Technology/Career Pathway
4 and 5 MOSAICS	Energy Exploration Passion Project	Public Health, Recycling, Green Building, Solar Power, Wind Power, Wildlife Management, Sustainability
K	What is a scientist? Discussed how there are specific scientists that study and solve specific types of problems.	Ecologist, biologist, conservationist
1st Grade	Living Things plants/animals/Rain Forest Students learn and explore how life begins organically and naturally. Students also learn how recycling and using less of one substance, or food, or making their own foods as well as respect for indigenous tribes, and how sacred different cultures enhance life, is important for their future.	Ecologist, biologist, lobbyist, Conservation Management, Public Health, Volunteerism
2	Students learn about soil and compost used to grow plants. Students learn about the compost program at the school.	Recycling, Composting, Waste Management, Sustainability
3	Food Chains and Webs - students explore the flow of energy through a habitat, understanding that all food chains begin with the sun  Culture - students learn positive and negative examples of how people impact their community such as land use, pollution, etc.	Conservation Management, Park Ranger, Ecologist  Recycling, Wildlife Management

4	Science: Structures of Life and Water Writing: Persuasive Essay and Informational Article Reading: Non-fiction to become an Expert	Ecology, conservationist, recycling, park ranger, waste management, sustainability
5	Plant and care for flowers to learn about environments and improve the landscape at the school	Wildlife management
5	Capturing energy from the sun: Students learn about how shadows change throughout the day and how the weather influences the amount of energy that can be harnessed in our solar panels.- Outside lesson	Solar Power

**6. A.P. Environmental Science** - For schools serving grades 9-12, do you provide an A.P. Environmental Science course? ( ) Yes ( ) No ( x ) NA

### PROFESSIONAL DEVELOPMENT

**7. Certification** - For each certification listed below, provide the number of teachers in each grade who are certified and the year certified. If needed, add additional rows as needed.

Certification	Grade (# Teachers) Year; Grade (# Teachers) Year:...
Character Education Certification	K-5: 24 Teachers trained in 2014
Green Classroom Professional (GCP)	District Personnel (1)
Certified Energy Manager (CEM)	District Personnel (1)
Leadership in Energy & Environmental Design Accredited Professional (LEED AP)	District Personnel (2)

**8. Workshops Attended** - In the table below, list workshops in which teachers participated in the last three years. Include the number of teachers, their grades and the year of participation.

Workshops (Category 1, 2, or 3)	Grade (# Teachers) Year; Grade (# Teachers) Year:...
CPR Training (Category 1)	K-5 28 teachers 2017
Trauma Informed Care Training (Category 3)	K-5 92 Teachers 2016 and 2017 (Multiple Sessions)
Lucy Calkins Workshop last year (Category 3)	K, 3, and 5 3 teachers (4 days)
Envision Math Training (Category 3)	K-5 92 teachers 2016 (multiple sessions)

**9. Workshops and Lessons Provided-** In the table below, for the last three years, list workshops (title and event) given by a teacher or a lesson which they published in media widely available to the public.

Workshops or Lessons	# Attendees
Creating Sustainable Schools - Webster University	10
Proper Recycling and Composting Methods in Schools	92
CPR Training	28

### OUTDOOR LEARNING EXPERIENCES

**10. Outdoor Learning** - For each grade briefly describe a meaningful outdoor experience and the subject standards to which it connects.

Grade	Outdoor Experience (Subject Standard)
K	Field Trip to Purina Farms (Focus on living things, types of animals, exposure to farming)
1	Field Trip to the St. Louis Zoo
2	Field trip to Weldon Springs Conservation (Rocks and Minerals)
3	Field Trip to the Botanical Gardens (Conservation of energy and other natural resources)
4	Babler Geocaching Field Trip
4	Safety Day (Variety of topics presented on safety from electrical safety to bike safety)
5	Fishing trip (Wildlife Management)
5	Measuring and tracking a sun's shadow through the day (Conservation of energy)
5	Several 5th grade students visited the high school for star/moon gazing. (Energy and Matter)
4 and 5	Track and Field Events Day

**11. Context & Community** - Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.

Context: Fifth grade students visit a state park to observe food chains and webs. This trip reinforces concepts learned in the classroom related to environment and wildlife management. Students document, discuss and practice the act of maintaining a safe habitat for its inhabitants. Students interact with water, land, and plant life.

Community: The trip to the Botanical Gardens teaches sustainability. They teach choices that minimize impact on plants, local environment and the world. They also promote sustainable human behaviors related to the food we eat, homes we build, the products we produce and consume and transportation methods. This is discussed, debated, and written about.

## COMMUNITY ENGAGEMENT

**12. Community Engagement** - Describe students' civic/community engagement projects integrating environment and sustainability topics.

Students develop their sense of environmental stewardship locally and globally daily through classroom lessons and school wide service learning. Vital lessons in the area of Global Citizenship (recycling, education/literacy, poverty, environment, safe drinking water) are being taught and topics researched. This work includes community engagement with Loaves and Fishes, Shoeman Water Project, and collecting books for early childhood literacy within our local community. Students share their research and work with parents and the greater community towards the end of the school year. During this event students learn the importance of civic responsibility and working together to make a difference.

**13. Partnerships** - Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope (the size and diversity of audiences reached) and impact (what kind of change and how much was there) of these partnerships.

We nurture partnerships in order to remove any separation between school and the real world. Our PTO helps with events including Abilities Awareness Week, Special Person's Day, and community Fun Run, provides grade levels with an additional field trip, and helped provide shrubs and trees for the school grounds. We offer education for parents and staff at other schools (observations and learning walks for other educators, Reading and Math breakfasts). We have high school students meeting their necessary hours as A+ tutors and Career Pathway's students. Junior Achievement in a Day brings many professionals from the community into teach our children.

## OVERALL EDUCATION IMPACT

**14. Education Summary** – Summarize your school's top accomplishments in curriculum, professional development, outdoor learning, and community engagement. Be sure to include any innovative efforts or efforts not included already in this section. (200 words max)

Our curriculum, professional development, outdoor learning, and community partnerships encourage our school community to think beyond turning out the lights when you leave a room and recycling, to identifying problems and being intentional with our environmental interactions and actual practices. Environmental and sustainability education is provided through the curriculum at all grade levels in an interdisciplinary manner through science, social studies, math, ELA, class meetings, student leadership groups, and other appropriate areas. Our students are better equipped to understand needs on a global scale, and they understand the way the smaller scale of our school impacts the world around them.

Our efforts as a school extend into extracurricular activities and organizations. For example our boy scout troop has a lemonade/hot chocolate stand at our music concerts to earn money to donate to Loaves and Fishes in conjunction with our service learning project. We value the importance of wellness among not only our students, but also among our staff members with the belief you cannot take care of others if you don't take care of yourself.

## MEDIA

**15. Media** - Submit up to 4 photos (with appropriate signed permissions) or up to 4 minutes of video content to illustrate your schools' efforts. Include a list with a brief description below for each item.

1. **Video:** A Lesson in Composting by McKelvey Elementary <https://www.youtube.com/watch?v=r9czxqM-nqU#action=share>
2. **Walk to School Day 2016**
3. **JA in a Day:** Community and citizen responsibility presented to all classrooms by a locally based international agribusiness company.
4. **School Wide Fun Run**