

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. Monica Johnson

Official School Name: Castle Creek Elementary School

Official School Name Mailing Address: 1245 N. Avalon Park Blvd. Orlando, Florida 32810


County: Orange State School Code Number: 1612

Telephone: (407) 207-7428, ext. 4162222 Fax: (407)207-7723

Web site/URL: <http://www.castlecreek.ocps.net>

E-mail: monica.johnson@ocps.net

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


(Principal's Signature)

Date: 01/04/2017

Name of Superintendent: Dr. Barbara M. Jenkins



District Name: Orange County Public Schools

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: 1-25-17

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: Florida Department of Education

Name of Nominating Authority: Commissioner Pam Stewart

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

(Nominating Authority's Signature)

Date: 1/24/17

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 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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Castle Creek Elementary Highlight Report

Castle Creek Elementary is a fairly large public school with an enrollment of 940 students. Within our suburban setting, we strive to help our students develop a proactive mindset as productive and contributing citizens of their local and global community. At Castle Creek, we frame our students' learning through an awareness of environmental impacts and personal and community well being. As evidence of the success of this approach, Castle Creek Elementary has been named the #1 Green School in Orange County and the #1 Green Building in Florida through Sustainable Florida for 2015-16. In addition, between 2013-2015, our school has been honored with 27 student, staff or facilities awards focused on environment and health.

Pillar I: Reduced Environmental Impact and Costs

Reducing the environmental impacts of our operations through reduction and recycling is a top priority for us. According to district figures, we have reduced 603 Metric Tons (M2CO2E) of GHG emissions over 30 months. Our figures show we have been diverting 17.18% of waste monthly from our landfills, up from 15.37% one year ago. Approximately 89% of our paper is green-sourced. Also this year, we have introduced "tray-less" meals, reducing solid waste by saving the use of over 800 trays per day. We have reduced water usage significantly, over 35% since 2014.

Overhead walkway coverings reduce the heat from the sidewalks. In addition, we have added trees to the outdoor classroom, and avoided added pavement by utilizing mulch and grass in the walkways to reduce the heat island effect.

Our grounds are landscaped to be Florida friendly and drought tolerant. Students and teachers installed 10 rain barrels for use in the front of the school and in the garden areas. Current butterfly gardens and vegetable gardens are in containers that allow us to use the water from our rain. The rain barrels have allowed us to water when necessary in landscaped areas that are not drought resistant. Our science classes and 4H Club have raised drought-resistant grass to use in areas where grass has died. The Florida-friendly trees near the outdoor classroom and bird sanctuary were placed in the marshy, wet area near the retention pond in order to have a moist/wet area for the roots to grow in the summer without the use of additional water. Our 4H Club placed plants at the edge of the pond to reduce algae growth and further avoid contaminants for the birds, turtles and occasional alligator in the pond.

Our school has been successful in reducing engine emissions through a number of strategies including a strictly enforced no-idling policy, safe pedestrian and bike routes to school, a "walking bus" program, secure racks for bikes, a parent program designed to encourage neighborhood parents to carpool, and an a certified "Green Bus" that runs at 4:45 p.m. for all after-school programs, eliminating 35 to 40 cars per day. Approximately 76% of our students walk, bike, bus, use public transportation or carpool to and from school.

Pillar II: Improve the Health and Wellness of Students and Staff

At our school, we were given permission to release lady bugs in our garden areas as part of the IPM plan. We have covered all outside trash cans to avoid both pests and wild animals from invading trash cans over weekends when we are not here to empty them. As part of its Integrated Pest Management Plan, OCPS does monthly inspections of the school and grounds. Students have researched and are using the method of pouring hot water on the fire ant hills to make the ants move underground. This is a work in progress, but shows effort on the part of our students to find solutions that avoid pesticide use. Our

LEGO Robotics Team project is to invent a bear repellent that will not harm the bear's breathing or ability to smell, but will repel a bear away from human areas.

Teachers use natural lighting during the day in classrooms. The school has woods to the north and west of it and a pond surrounded by trees to the north and east so students are able to see both trees and nature. The surrounding nature produces rabbits, deer, raccoons, possums, a variety of birds and snakes, lots of turtles and an occasional alligator for students to observe. We have added an outdoor reading room and a bird sanctuary to the outdoor classroom for students to enjoy the natural habitat around our school while learning.

The 4-H students have researched nature and the environment through outdoor observations, and have made a nature trail that alerts all observers to the wildlife in the area. Students completed the bird sanctuary and have created covers for the trash cans to keep raccoons out of the trash, and are continuing to work to create mallard houses to keep predators (raccoons) away from the bird nesting areas.

The school is a Title 1 school, with 78% of our students qualifying for the federal free/reduced meal program. The school uses the federal food and nutrition plan, and provides breakfast, lunch, and dinner to students. All students have exercise daily, and all students are provided fresh fruits and vegetables daily, whether through the three meals served at the school, or through the classroom snack time. All students who are involved in Extended Day, tutoring and clubs receive a free healthy and balanced dinner meal. The school offers a full-time food pantry called "Casey's Closet" that is open to our families and to elderly community members, in partnership with the Second Harvest Food Bank of Central Florida. The school 4-H students grow fresh vegetables throughout the year that are distributed through Casey's Closet.

Pillar III: Effective Environmental and Sustainability Education

The school integrates the OCPS Green School Initiative into all Florida Standards in all classes including the arts. The Green School topics are embedded into the curriculum in the way the standards are presented, the materials developed to present the standards, and the activities and field trips incorporated to teach the standards. Becoming a "green" school means that we are teaching students to solve problems that help reduce energy and the use of our resources while protecting the environment.

This style of learning has brought our students to a greater appreciation for the land and for animals.

Gone are the days that students chase the ibis' and mallards. Students require their parents to stop cars for our wild birds. Students study the habits of ants and we teach that all wildlife has a purpose. Our students continue to write letters to save wildlife and gather names on petitions to send to state lawmakers. The weekly Principal message, school website, and school Facebook page reminds families of their civic responsibilities toward sustainability.

Castle Creek Elementary School

Principal/Lead Applicant contact information:

Dr. Monica Johnson
(407) 207-7428, ext. 4162222
monica.johnson@ocps.net
1245 N. Avalon Park Blvd. Orlando, Florida 32810

Facebook page:

<https://www.facebook.com/pages/Castle-Creek-Elementary/315482735318302>

Website:

castlecreek.ocps.net

School Name:

Castle Creek Elementary School

District name: Orange

School Type: Public/Suburban

Level: Elementary

Does your school serve 40 percent or more students from disadvantaged households? Yes
Attendance Rate: 92% Daily ***Total Enrolled:*** 940

Percent of students receiving Free or Reduced Price Lunch: 78%

List your school's participation in a local, state or national school programs or others which asks you to benchmark progress in some fashion, such as EPA ENERGY STAR Portfolio Manager, Eco-Schools, USDA Fuel for Schools, USDOE Wind for Schools, Project Learning Tree, etc.

Program(s) and Level(s) achieved:

Farm-to-School Nutrition program, 100% participation.
Orange County Public Schools Green School Initiative, 100% participation for two years.
State of Florida Sustainable Florida, finalist and winner for three years.
State of Florida Sustainable Florida, #1 Green Building, 2014-2015
University of Florida 4H Organic Gardening program, 156 4th grade students and 30 students in the 4H after school club.

List your staff or student body awards for facilities, health or environment.

Award(s) and year(s)

Castle Creek Elementary School
Awards and Recognition

2013-2014 Five Star School Award, State of Florida

2013-2014	#1 Green School in Orange County Public Schools
2013-2014	Winner of SUNSPRA State Award, 1 st place for the Green School Initiative
2013-2014	Winner of SUNSPRA State Award, 1 st place for “On-A-Roll” Student Recognition
2013-2014	Winner of SUNSPRA State Award, “Best of Show” for the “On-A-Roll” Student Recognition Program
2013-2014	OCPS Outstanding Partner in Education, “Chili’s Restaurant”
2013-2014	OCPS Outstanding ADDitions Volunteer, Amy Abbietello, “Casey’s Closet” food pantry
2014-2015	State Finalist, Green School Project
2014-2015	Five Star School award, State of Florida
2014-2015	Winner of the “School of Excellence” award, Green School Initiative
2014-2015	#2 Green School in Orange County Public Schools (Schools can win every three years. CCES won the highest available placement for our category.)
2014-2015	OCPS Outstanding Partner in Education, Chili’s Restaurant
2014-2015	OCPS Outstanding Partner in Education, Unity Martial Arts
2014-2015	OCPS Outstanding Senior Volunteer, Betty Jean Culliton
2014-2015	OCPS Outstanding Adult Volunteer, Michelle King
2014-2015	OCPS District Volunteer Award, Amy Abbietillo
2014-2015	Winner of SUNSPRA State Award, 1 st place for “Casey’s Club” Student Success Program
2014-2015	Winner of SUNSPRA State Award, “Best of Show” for “Casey’s Club” Student Success Program
2014-2015	#1 Green School Building in Florida, Sustainable Florida
2015-2016	OCPS School Green School of Merit (highest award)
2015-2016	OCPS Outstanding Partner in Education, Kennedy Space Center Visitor Complex, for partnering to teach students sustainability in space and related STEM activities
2015-2016	OCPS Outstanding Partner in Education, Unity Martial Arts
2015-2016	OCPS District Volunteer of the Year, Michelle King, for Green School projects at Castle Creek.
2015-2016	Five Star School Award, State of Florida
2015-2016	Winner of SUNSPRA State Award, 1 st place for “Casey’s AR Reading Heroes”
2015-2016	Winner of SUNSPRA State Award, “Best in Show” for “Casey’s AR Reading Heroes”
2015-2016	#1 Green School in the State of Florida, Sustainable Florida

Pillar I: Reduced Environmental Impact and Costs

Can your school demonstrate a reduction in greenhouse gas emissions? Yes

Percentage reduction:

No percentage is given by our district, only that we have reduced 603 Metric Tons (M2CO2E) of GHG emissions over 30 months

Has your school reduced its total non-transportation energy use from an initial baseline? Yes

5,198.10 kBTU per student per year

Has your school developed a program or made progress toward reducing the heat island effect with cool roofs, reduced pavements, or reflective coatings on pavement?

When the portable buildings were installed, the overhead coverings were installed to reduce the heat from the sidewalks. In addition, we as a school have added trees to the outdoor classroom, and avoided adding sidewalks to the outdoor classroom and outdoor reading room by utilizing mulch and grass in the walkways to reduce the heat island effect. Our students have created a bird sanctuary with additional trees and plants in an area to reduce the heat near the Kindergarten Playground.

Information about your school's total water consumption:

What is the average baseline water use (gallons per occupant):

3 gallons per student per day (based on available information from Orange County public Schools)

NOTE: we use less than ½ of the amount of water of all schools in Orange County Public Schools.

Current water use (gallons per occupant):

1.95 gallons per student per day

Percentage reduction in domestic water use:

35% reduction

Percentage reduction in irrigation water use:

20%

Time period measured:

01/01/2014 – 07/01/2016

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

We use district reports to document the reduction in water use. We documented the reduction in irrigation water by turning off a quadrant of the irrigation system and using recycled water from our rain barrels.

Please describe if your school's landscaping is considered water - efficient and/or regionally appropriate (e.g. Florida-friendly certified professional, percentage of your water-efficient landscaping, sources used for irrigation, etc).

The landscaping was placed by the district when the school was built. Current butterfly gardens and vegetable gardens are in containers that allow us to use the water from our rain barrels in order to reduce water consumption. The rain barrels have allowed us to water when necessary in landscaped areas that are not drought – resistant. Some of the grass was raised in our Science classes and through our 4H club as drought-resistant to use in areas where grass has died. The grass planted at the school is drought-tolerant and Florida-friendly. The addition of trees to the campus at the outdoor classroom and the bird sanctuary were chosen as Florida-friendly trees and were placed in the marshy, wet area near the retention pond in order to have a moist/wet area for the roots to grow in the summer without the use of additional water beyond rain water. The trees are growing and doing fine.

What percentage of the school grounds are devoted to ecologically beneficial uses?

The vegetable garden, butterfly garden, outdoor classroom, nature trail, and outdoor reading area comprise 15% of the total grounds.

Describe any efforts used to reduce storm water runoff and/or reduce impermeable surfaces.

The school has purchased 10 rain barrels through a district grant. Students and teachers installed them for use in the front of the school and in the garden areas.

Describe how the water source is protected from potential contaminants (e.g. programs you have in place to control chemical contamination, lead or heavy metals in drinking water, etc.)

Orange County Public Schools tests all water and water sources monthly for contamination. Our 4H club placed plants at the edge of the pond to reduce algae growth to further avoid contaminants for the birds, turtles and occasional alligator in the pond.

What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting?

Through October 2016, we are diverting 17.18% monthly from our landfills, up from 15.37% one year ago.

Waste and recycling calculations below:

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

450 cubic yards, as reported by OCPS website

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

396 cubic yards of recycling monthly, as reported by OCPS

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):

Based on Orange County Public Schools calculations, 320 cubic yards

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

60%

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

4.36 pounds

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?

89%

List the types and amounts of hazardous waste generated at your school (e.g. corrosive liquids, flammable liquids, mercury, other toxics, etc) and how are they disposed of properly:

The custodial crew has two gallons of gas that are used in the leaf blowers, and are stored in the room built specifically for hazardous materials on the outside of the building. Corrosive materials are not stored on the campus, and brought on and used by OCPS facilities and maintenance only if needed. Other toxic chemicals have been removed from the campus and are controlled by Orange County Public Schools.

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

The school district has processes, procedures, and directives for reducing and eliminating hazardous wastes through district pick-up and elimination. Schools contact district waste managers through a work order to have hazardous wastes removed when necessary. This year, we have included "tray-less" meals to reduce solid waste by saving the use of over 800 trays per day (three meals at school).

What percentage of cleaning products used at your school is green certified?

According to all labels, 72% of our cleaning products are green certified.

What percentage of your students walk, bike, bus, public transportation, or carpool to/from school?

76%

How is this data calculated?

All bus riders, walkers, and bike riders are checked as they leave school daily, so totals are taken daily. Car pool students are checked as they leave by car daily. The average of a week is calculated through check-out sheets that show how students go home daily.

Our school has implemented the following:

- ✓ A well-publicized no idling policy that applies to all vehicles (including school buses).
- ✓ Safe pedestrian routes to school or safe routes to school.

- ✓ A “walking bus” program in which adults accompany groups of student as they walk to school along a given route.
- ✓ Secure storage (such as lockers, racks, or rooms) is provided to encourage human-powered modes of transportation to school.
- ✓ Other: Safety program for walkers and bike riders, a parent program designed to introduce parents to each other who live in neighborhoods to help create carpools, and a safety video created by our K-Kids and Girl Scouts to show safety procedures when walking to and from school.

Additional information for checked items.

The school has had a no idling program in place for two years for the car pick-up line. Signs are placed in areas specific to no-idling. We have a double-row system of car-line pick-up that enables us to move cars quickly through the parking lot to avoid idling and additional emissions. We have a program in place at the walker and bike rider gates to assign adults to walk with large groups of students into neighborhoods, and have background checked these parents/family members to ensure that they are volunteer-approved through both the district and the state.

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

Focus on innovative or unique practices and partnerships.

As noted above, we have a double-line car pick-up to avoid additional emissions in campus air. We have an activities bus that runs three days per week at 4:45 p.m. for all after-school programs, which eliminates 35 to 40 cars per day in the after-school tutoring and activities pick-up, and specifying that the after-school activities bus be a certified “Green Bus” for emissions from Orange County Public Schools.

Pillar II: Improve the Health and Wellness of Students and Staff

If you have an Integrated Pest Management (IPM) plan, describe your efforts to reduce use and identify your school contact.

Orange County Public Schools controls the IPM plan. At our school, we were given permission to release lady bugs in our garden areas as part of the IPM plan. We have covered all outside trash cans to avoid both pests and wild animals from invading trash cans over weekends when we are not here to empty them.

If you do not have an IPM plan, describe your school’s efforts to reduce overall pesticide use, routine pest inspections and monitoring, pest identification, record keeping, etc.

Orange County Public Schools does monthly inspections of all schools and grounds. Work orders are placed on-line if a pest control issue arises between inspections. Our efforts to reduce pesticide use includes daily cleaning of each room, reduction of food left in classrooms and offices, and inspections of outdoor caulking to ensure that ants cannot find an easy passage into the building. Students have researched and are using the method of pouring hot water on the fire ant hills to make the ants move underground. This is a work in progress, but shows effort on the part of our students to find solutions that avoid pesticide use. Our LEGO Robotics Team project is to invent a bear repellent that will not harm the bear’s breathing or ability to smell, but will repel a bear away from human areas. This is also a work in progress.

Our school employs the following practices to minimize exposure to hazardous contaminants:

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

- ✓ Our school enforces a policy that prohibits smoking by students, staff and visitors on all school-owned property and at school-sponsored events.
- ✓ Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- ✓ Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)
- ✓ Our school does not have any fuel burning combustion appliances
- ✓ Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- ✓ Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
- ✓ Our school adheres to the Asbestos Act and has an asbestos management plan in place.
- ✓ Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean-up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.
- ✓ Our school has installed local exhaust systems for major airborne contaminant sources.
- ✓ Our school has a healthier or green cleaning custodial program.
- ✓ Other: Our school does daily walk-throughs to check rooms for odors and/or air fresheners that produce overbearing smells, and removes the items.

Specific examples of actions taken for the above-referenced practices:

Orange County Public Schools has policies and procedures in place that regulate all areas listed above. At our school, the administrative team provides signage for tobacco use, and monitors all events to ensure that smoking remains off campus. Orange County Public Schools provides mandatory and ongoing training in chemical management, storage and purchasing policies, and in the handling and use of organic compounds. We display our Asbestos Act and management plan letter in the front office, which is updated yearly. Our administrators walk rooms monthly to ensure that all items are labeled as fire retardant, and spray and label items with the district-approved fire retardant spray to ensure that rooms are safe and environmentally protected with appropriate products.

Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

Our administrative team monitors all classrooms and offices daily for odors that potentially affect students and staff, specifically air fresheners that produce overbearing odors and potentially cause asthma triggers. We have identified all students and staff with asthma concerns and alert teachers and co-workers of possible triggers. Our Health Room Assistant has worked with the Orange County Health Department and Orange County Public Schools to train staff on asthma triggers and how to avoid them.

Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleans up mold or removes moldy materials when it is found.

The administration checks the building daily for stains on the ceiling tiles that may be leaks. All damp or wet tiles are reported to Orange County Public Schools Facilities through an online work order system. District facilities are required to inspect the situation within 48 hours. Our facilities inspects within 24 hours of the notification. If there exists a lead, condensation, humidity or mold situation, the district works with the school custodial staff to clean and remove the situation immediately.

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.

Orange County Public Schools inspects and maintains the building's ventilation system. The custodial staff cleans ventilation units that can be maintained through daily and weekly cleaning. District facilities staff has a monthly schedule for checking, maintaining and cleaning ventilation systems for all building.

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

Orange County Public Schools regulates the air and cooling systems for all school buildings. The administrative team and staff check the system each morning and report system failures or oddities to district facilities. A log of all reports is kept through the online work order system.

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.

Comprehensive inspections of the school facility are completed monthly. The administrative staff checks daily for health and safety issues in the classrooms, offices, hallways, and the grounds. The school daily safety checklist includes: all windows closed and locked, all doors closed and locked (all classroom doors must be locked at all times), the entrance badge system is working on all doors, the grounds are free of broken glass and trash, the grounds are free of ant mounds, bee and wasps nests are identified and teachers and staff members are warned of their areas (work orders are placed online to remove infestations), hallways and entrances are free of debris, and all radios are working. The environmental checklist includes: rooms are free of ants, roaches and other insects, ceiling tiles are free of moisture, all restrooms are working with no leaks in fixtures, all kitchen appliances are working at full capacity, all entrances are free of any items blocking entrances and exits, and all trash and recycling has been placed in correct receptacle. A 24-hour response rate from Orange County Public Schools is in place to address indoor environmental issues.

The following indoor environmental standards are employed at your school.

- ✓ The classrooms in our school have good acoustics (less than 45 dBA)
- ✓ The classrooms in our school have good day lighting and high and quality electrical light when needed.
- ✓ The classrooms in our school have good relative humidity control (ASHRAE 30-60%).
- ✓ The classrooms in our school have views of trees and nature.

Provide specific examples of actions taken for each checked practice above.

Orange County Public Schools regulates all schools for acoustic quality and classroom lighting. Teachers use natural lighting during the day in classrooms, depending on the size of the building the classroom is housed on. The school rule for all offices and rooms is to turn off at least one of the light switches and utilize natural light in the classroom. The school has woods to the north and west of it, and a pond surrounded by trees to the north and east, so students are able to see both trees and nature. The surrounding nature produces rabbits, deer, raccoons, possums, a variety of birds, a variety of snakes, lots of turtles and an occasional alligator for students to observe. We have added an outdoor reading room and a bird sanctuary to the outdoor classroom for students to be allowed time to enjoy the natural habitat around our school while learning.

Describe other steps your school takes to protect outdoor environmental quality such as planting trees, etc.

The 4-H club students have researched nature and the environment through outdoor observations, and have made a nature trail that alerts all observers to the wildlife in the area. Students completed the bird sanctuary and have created covers for the trash cans to keep raccoons out of the trash, and are continuing to work to create mallard houses to keep predators (raccoons) away from the bird nesting areas.

If your school implements the coordinated school health model, describe highlights in each of the component areas: Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment (physical building and social/emotional); Health Promotion for Staff; Parent and Community Involvement Related to Wellness

Health Education is integrated with Physical Education State Standards, and is taught through the 150 minutes of PE that each child receives weekly. Nutrition Services is regulated by Orange County Public Schools. The school uses the federal food and nutrition plan, and provides breakfast, lunch, and dinner to students. The school is a Title 1 school, with 78% of our students qualifying for the federal free/reduced meal program. Counseling is provided in the school through the Guidance program. Psychological services are provided through OCPS Social Worker referrals, as are social service programs for families. The school has a full-time food pantry called “Casey’s Closet” that is open to our families and to elderly community members, and is in partnership with the Second Harvest Food Bank of Central Florida. The school 4-H students grow fresh vegetables throughout the year that are distributed through Casey’s Closet. Teachers are provided with 45 minutes planning time before they see students every morning, as well as an additional 45 minutes away from students every day for additional planning or wellness time. The staff is provided fresh apples one day per week and oatmeal energy bars on a second day of the week as part of their healthy breakfast. All parent/family activities and events include family movement and dance as part of the event, including Family Literacy nights and STEM learning nights.

If your school has a healthy school team, describe the team membership (e.g. administrator, parent, teacher, student, food service professional, school nurse, counselor), meeting frequency, goals and successes.

The following people are on the healthy school team: Principal, Assistant Principal, Cafeteria Manager, Title 1 Coordinator, the Green School Committee of 8 teachers, and the school counselor. The team meets one time each month. The goal of the team is to ensure that the OCPS Green School Rubric for Health and Nutrition requirements are met weekly and monthly, which include that all students have exercise daily, and that all students are provided fresh fruits and vegetables daily, whether through the three meals served at the school, or through the classroom snack time. All students who are involved in Extended Day, tutoring and clubs receive a free healthy and balanced dinner meal daily (ranging from 170 to 245 meals daily, depending on the day of the week).

Our school employs the following practices to promote nutrition, physical activity, and overall school health.

- ✓ Our school participates in a Farm-to-School program to use local, fresh food.
- ✓ Our school has an on-site food garden.
- ✓ Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community.
- ✓ Our school promotes physical activity opportunities above and beyond physical education (e.g. running clubs, archery, golfing).
- ✓ At least 50 percent of our students' annual physical education takes place outdoors.
- ✓ Our school implements a Comprehensive School Physical Activity Program (CSPAP).
- ✓ Health measures are integrated into assessments.
- ✓ Our school provides staff, students, and families information on nutrition education and/or programs.
- ✓ Our school provides all students with opportunities to receive instructional time in a school garden.
- ✓ Other - Our school provides all students with opportunities to receive instructional time in the outside classroom and in the outside reading area. All students receive 20 minutes of recess

daily, and one 30 minute session with their homeroom teacher of classroom PE weekly (in addition to their regular PE time).

Specific examples of actions taken for practices referenced above including innovative or unique practices and partnerships.

As stated earlier, the school has a vegetable garden that provides fresh produce to the school pantry. All students have either PE and/or recess outdoors daily, and students meet the state requirement of 150 minutes of PE each week. All students have a recess period of 20 minutes each day. Parents are provided with exercise and nutritional guides from both the district and the school that outline school, district, and state expectations, and available choices of exercise and nutrition that best suits their child's interest and needs. The extended day program provided the 168 students enrolled with one additional hour of outside play, which is a combination of organized games and sports, free movement, and/or dance. The school has added a dance club as an extra-curricular activity, and continues to support a "Girls on the Run" club. The running club will be doing their first 5K run in the month of December, 2016.

If the food purchased by your school is certified as "environmentally preferable", please indicate the percentage and type.

Orange County Public Schools requires that all school food is certified to state and federal standards. Our school is on the federal Free/reduced lunch program as a Title 1 school.

Describe the type of outdoor education, exercise and recreation available.

The school has an outdoor classroom and outdoor reading room that are both surrounded by trees and overlook a pond. Umbrellas are used on sunny days when it is appropriate to cover the table. Teachers use a portable white board that is housed in the storage area closest to the outdoor classroom, and students are provided with individual white boards for use at the outdoor classrooms. The nature trail is utilized as part of the exercise (walking) time as well as environmental education. All Physical Education classes use the Florida State Standards for K-5 PE, and are held accountable for those standards through the end-of-course exams provided by the district. The Extended Day program provides organized games and sports, including golf lessons and basketball games.

Pillar III: Effective Environmental and Sustainability Education

School or District Policies - Our school or district has:

- ✓ A written definition of environmental literacy and/or a definition of environmental learning outcomes including knowledge, skills, positive attitudes, and civic responsibility.
- ✓ A Partnership Agreement with a non-formal education provider in the community that supports environmental sustainability literacy.
- ✓ An environmental or sustainability literacy requirement.
- ✓ A set of policies to promote environmental education and sustainability.
- ✓ A policy that is consistent with relevant elements of the Florida Environmental Literacy Plan
- ✓ Other – Green School Reading corner and Green School Career Corner, the Green School education hallway, the annual Green School Teach-In Day, featuring both educational and career speakers on environmental and sustainability topics, and the annual Green School Project and Research Day.

Specific examples of actions taken for each above-referenced practices:

The school is partnered with University of Central Florida Sustainability and the University of Florida Sustainability programs. The school has devoted the lobby entrance to sustainable literacy and a hallway that is used to educate and support all 75 parts of the Orange County Public Schools Green School rubric. Our library has been stocked with books on K-5 grade level with all topics related to the OCPS Green School Rubric. Business Partners in Education and the PTA have supplied over 500 different books on

sustainability and Green School topics. All state standards are taught using books of choice by the teachers, which revolve around sustainability, animal habitats, recycling, energy and water conservation, nutrition, exercise, health, and safety habits for students.

School or District Academic Programs - Our school or district has:

- ✓ An academic program that integrates environmental and sustainability concepts across the curriculum in a single subject.
- ✓ An academic program that integrates environmental and sustainability concepts across the curriculum in multiple disciplines.
- ✓ An environmental or sustainability elective course, including an AP Environmental Science Course, AP Marine Biology, Environmental Science, M/J STEM Environmental Science.
- ✓ A green schoolyard program (e.g., Florida Friendly Landscaping; Gardening, Schoolyard restoration program) that is integrated in the curriculum.
- ✓ A way to assess student environmental and sustainability learning and achievement.
- ✓ Professional development in environmental and sustainability education for all teachers and staff.
- ✓ An environmental or sustainability student club, and/or a school Green Team that includes student representation and/or opportunities for student leadership.
- ✓ Field trips for students to study environmental education at outdoor programs, science museums, zoos, aquariums, parks, etc.
- ✓ A school program that includes service learning projects that incorporate environmental topics.
- ✓ A way to use the buildings, grounds, and neighborhood to teach place-based environmental education and foster local ecological literacy in a hands-on manner.

Specific examples of actions taken for above-referenced practiced:

The school integrates the OCPS Green School Initiative into all Florida State Standards in all classes including the Arts. Lesson plans are developed using the Florida State Standards. How the standards are presented, the materials developed to present the standards, and the activities and field trips incorporated to teach the standards are how the Green School topics are embedded into the curriculum. The school Science program includes both the P-Cell program which pushes environmental learning and “Project Lead the Way,” a STEM program which emphasizes recycling/ reusing/repurposing, energy efficiency and environmental learning topics. The state assessment for grades 3 – 5 measures the State Standards in which we continue to use and utilize materials around sustainability in our reading passages and books, math examples, social studies reading passages and science lessons to prepare for the continued local and state assessments. Our annual 5th grade field trip is to Kennedy Space Center to study sustainability in space. Our service learning project includes “Relay for Life” as we collect coins and support programs to raise awareness and money for the cure for cancer. All students and staff participate in “Relay for Life” activities, as well as canned food collections, “Pasta for Patients” drive for a cure for leukemia, and we are beginning our “Clean the World” recycling soap drive. Our students have been taught to read labels on products and to choose paper and other bottled water that contains recycled materials. Our students look forward to being able to take advanced environmental courses such as Environmental Science and Marine Biology on the high school level, as offered in all Orange County Public Schools high schools.

How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematical (STEM) thinking skills and content knowledge?

The OCPS Green School rubric is the basis of our STEM program. Becoming a “green” school means that we are teaching students to solve problems that help reduce energy and the use of our resources, while protecting the environment. We are teaching problem-solving skills while producing food, lowering the amount of waste that goes into our landfills, and increasing the amount of recycling materials that are repurposed here at school. We have incorporated “Project Lead the Way” as a STEM program that is designed around sustainability. Our 4th grade students utilize the University of Florida 4H program to grow organic vegetables as part of their weekly Science lessons, and will continue throughout

the school year. The food provided is used through the school food pantry. Our LEGO Robotics Team serves as both a club for 30 students and as a competitive team for 10 students. All students work on the national topic of “Animal Habitats and Safety” as the research project and are learning to program the robot toward adding missions to their animal habitat board.

How does your school use sustainability and the environment as a context for learning green technologies and career pathways?

The school hosts a “Green School Project Day” each year, in which all students use class and off-campus time to study an element of the Green School rubric and present their findings, grades K-5. One of the elements that grades 2 – 5 focus on is the future of the Green School topic and the possible career choices that may be available when they are finished with college. The school also has a “Green School Sustainable Teach-In Day” in November, in which speakers from all topics of the Green School Project talk about sustainability and careers. This includes all students in grades K-5.

Describe students' civic/community engagement projects integrating environment and sustainability topics.

The student body is involved in five different community projects each year. Our main community engagement and service learning projects are recycling and “relay for Life.” Students have developed checklists for school, home, and area businesses to ensure that the community is supporting our school efforts for recycling. Other community projects are focused on health issues, specifically cancer research and cure. We have been distinguished as a “Relay for Life” cure for cancer school and have risen to the Silver level. We were awarded the district “Spirit Award” for the May 2016 relay for the most spirit and most families in attendance at the event.

Describe students' meaningful outdoor learning experiences at every grade level.

Each grade level, K-5, use both outdoor classroom, the outdoor reading area, and the nature walk to enhance their learning. Physical fitness and recess include walking as part of the curriculum, which is a lifelong health skill that we work to ensure that students continue to do when away from home. The 4th grade students all grow food in the University of Florida 4H gardening program. The bird sanctuary is maintained by 4th and 5th grade students in the K-Kids and Girl Scouts campus organizations. Kindergarten and 1st grade students grow black-eyed peas in their gardens in the spring as part of their Science lessons and to add food to the school pantry.

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

Outdoor learning has brought our students to a greater appreciation for landscape and for animals. Gone are the days that students chase the ibis’ and mallards. Students require their parents to stop cars for our wild birds. Students study the habits of ants, and many get upset if ants are killed, as we teach that all wildlife has a purpose. Our students continue to write letters to save wildlife and send their documents to the state capital. In addition, students are gathering names on a petition to send to state law makers to outlaw plastic bags and use only recycled paper bags in our state. This is a work in progress. Included in civic skills is the family Green School model that is in place in the school, in which our students are charged with a monthly family check-off list of home energy reduction and recycling activities. The weekly Principal message, the school website, and the school Facebook page reminds families of their civic skills toward sustainability. Teachers have included outdoor activities in the lesson plans for reading, writing, math, science and social studies academic learning, using the Florida State Standards as the basis of the expectation of learning.

Describe your partnerships to help your school and other schools achieve in the three pillars. Include both the scope and impact of these partnerships.

All 15 business partners must adopt a part of the school's Green School Initiative in order to become a partner or remain a partner. Three of our partners have contributed books to our collection on sustainability. Two of our partners have contributed information on nutrition and making good food choices to balance meals. Two of our partners work specifically with exercise and fitness. Two of our partners work to provide food for the school pantry, and two of our partners work with the outdoor classroom and environmental areas. All partners work with our recycling. The impact has helped us become and remain a Green School.