



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. Trina Muse

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

Official School Name: Kinchafoonee Primary School

(As it should appear on an award)

Official School Name Mailing Address: 295 Leslie Highway, Leesburg, GA 31763

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

County: Lee State School Code Number *: 0197

Telephone: 229-903-2200 Fax: 229-903-2219

Web site/URL: http://www.lee.k12.ga.us/kps/index.php E-mail: willispa@lee.k12.ga.us

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

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

I have reviewed the information in this:

Dr. Trina Muse

(Principal's Signature)

(Principal's Signature)

Date: 1/20/2017

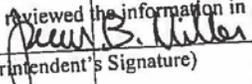


Name of Superintendent: **Dr. Jason Miller**

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

District Name: **Lee County Schools**

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

I have reviewed the information in

 (Superintendent's Signature)

Date: **1/20/2017**

(Superintendent's Signature)

Nominating Authority's Certifications

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

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

Name of Nominating Agency: **Georgia Department of Education**

Name of Nominating Authority: **Mr. Richard Woods**

(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.

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: **1/26/17**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to 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.



Kinchafoonee Primary School (KPS) is in Lee County, which is located in the Southwest portion of the state. With approximately 29,000 residents, Lee County is a unique blend of commercial and industrial development with a traditional rural feel. Scattered with creeks, lakes, plantations, and historical sites, the community offers excellent recreational opportunities that take full advantage of the moderate climate and beautiful landscape.

KPS was opened in December of 1996. We serve approximately 697 students in Kindergarten through 2nd grade. It has been exciting to watch the evolution of our school's interest and commitment to making environmental education and stewardship of our planet part of our everyday curriculum. The school sits on approximately 29 acres with over 60% of its land dedicated to being environmentally beneficial. We have 8.5 acres of designated wetlands on our property with a newly renovated nature trail that runs through this ecological gem. The wetlands are a habitat for many species and provide students with many opportunities for exploring and learning in a natural setting. Green space is abundant and utilized for the purpose of improving the health and wellness of students and staff and to provide effective environmental and sustainability education to our students.

In an effort to **reduce our environmental impact and costs**, our school system employs an energy specialist. The energy specialist ensures that the school is utilizing energy efficiently. He gathers and analyzes data and implements programs and policies to help our schools be good stewards of the environment as well as minimize costs. We use Ecolab/Aramark Green Cleaning Products that are labeled with the Green Seal of Approval as another means to reduce our environmental impact.

Recycling, reducing and reusing items have also been a focus for KPS. Our recycling efforts have overflowed the boundaries of our school and spread throughout the school system as well as the community. Through our participation in the Pepsi Recycle Rally, students have gained a great deal of awareness of the impact that recycling can have on our planet. Over 51,000 plastic bottles have been recycled through our school that would have otherwise gone into landfills. We are currently 4th in the nation in the competition. Our students also participate in an annual reading for recycling program that supports both environmental education and the importance of sustainability.

In an effort to **improve the health and wellness of students and staff**, KPS utilizes a Coordinated School Health Approach. We feel strongly that learning and student's overall physical and mental health is a responsibility of the school. Focusing on the whole child sets the stage for students to grow up to be responsible and productive members of society. We ensure that students are engaged in physical activity on a daily basis and hold family events that focus on physical fitness and well-being. We also partner with local area mental health agencies to support the mental well-being for our students and their caregivers.

Providing students with **effective environmental and sustainability education** begins with the professional development of our staff. We have a dedicated Art/ STEAM teacher who is certified in many areas of environmental education. She serves as a leader in implementing new programs and initiative for our school and provides support and resources for our classroom teachers. Our students receive two quarters of instruction dedicated to art and two quarters dedicated to exploration and engagement in STEAM based lessons. In addition, our teachers are increasingly taking their lessons outdoors as a means of creating new, authentic and exciting learning opportunities in all subject areas. In an effort to encourage outdoor learning experiences, we have created outdoor learning backpacks that contain tools and resources to make outdoor lessons and activities more easily accessible. The Art/STEAM teacher supplies the backpacks with new lessons and ideas on a regular basis.



Students play an active role in taking care of our school gardens. They prepare the beds, weed, plant, water and harvest the produce that is grown. The students also played a role in preparing our Butterfly Garden. In 2015, we were awarded a grant by Monarchs Across Georgia and are now part of the Roslyn Cater Butterfly Trail

KPS takes a comprehensive approach to creating a “green” environment. Through policies and practices put into place, resources are used efficiently and safely allowing for money to be used in ways that will support student learning and growth rather than on unnecessary excessive operating costs. Wellness practices that address physical and mental well-being are in place for students and staff. This ensures that teaching and learning are occurring at high levels without physical or mental barriers impeding success. Engaging hands on activities involving the world around them are used to prepare our students with 21st century skills by incorporating STEAM activities into daily lessons and classroom practices.

School Contact Information

School Name: **Kinchafoonee Primary School**

Street Address: **295 Leslie Highway**

City: **Leesburg** State: **Georgia** Zip: **37163**

Website: <http://www.lee.k12.ga.us/kps/index.php>

Facebook page: <https://www.facebook.com/Kinchafoonee-Primary-School-173046383028119/>

Principal Name: **Dr. Trina Muse**

Principal Email Address: muster@lee.k12.ga.us

Phone Number: **229-903-2200**

Lead Applicant Name (if different): **Pam Willis-Assistant Principal**

Lead Applicant Email: willispa@lee.k12.ga.us Phone Number: **229-903-2219**

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Lee County School System</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrolled: <u>697</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>51%</u> % limited English proficient <u>0%</u> Other measures _____	Graduation rate: <u>NA</u> Attendance rate: <u>98%</u>	



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

Kinchafoonee Primary School is proud to have earned the following awards and designations:

2015 Monarchs Across Georgia Pollinator Habitat Certification

Member of the Rosalynn Carter Butterfly Trail

Pillar I: Reduced Environmental Impact and Costs

Energy

The Lee County School Systems employs an energy specialist who is housed at Kinchafoonee Primary School. He works in conjunction with our Facilities Director in an effort to ensure that our school is utilizing our energy efficiently. Through monitoring of data, programs and policies are put into place to help reduce our overall environmental impact and minimize costs.

One area that we have made reductions is in the amount of Greenhouse Gas emitted. From September of 2006 to September of 2015, **Greenhouse gas was reduced by 35.36%**.

Percentage reduction: 35.36% (9/06 - 9/15):

Initial GHG emissions rate (MT eCO₂/person): 2817 MT₃ / 2073 students = 1.359

Final GHG emissions rate (MT eCO₂/person): 1821 MT₃ / 1506 students = 1.209

In 2007, new schools were built resulting in different configurations of schools, which lead to a decrease in the 2015 enrollment to 1506 students. Had 1506 students been enrolled in 2007, the initial GHG/person would have been 1.87 instead of the 1.35. This indicates we did a better job of reducing the GHG than our "answer" implies. For the past eight years we have used the EnergyCAP software with the support of Cenergistic to track, audit, and analyze utility consumption, calculate cost avoidance, set benchmarks, and generate numerous reports such as energy reductions and GHG emissions. We used the ECAP CAP 15b report on Carbon Footprint to show an improvement of 35.36%. During the Base Year (BY) 2817 MT₃ of CO₂ were emitted compared to 1821 MT₃ CO₂ in our Current Year (CY). The CAP 15b report also shows a reduction of 14,379 MMBTU in BY to 9276 MMBTU in the current year.

The school has also reduced its total non-transportation energy use from August of 2001-September of 2015 by 11.20% per student.

Current energy usage (kBTU/student/year): 6159.48 KBTu / Student/ 2016

Current energy usage (kBTU/sq. ft./year 36.14 KBTu / sq. ft. / 2016

This reduction was calculated by using the ECAP report "Bill 16" for floor space and KBTu usage for the base year (BY) and the current year (CY). Comparisons of BY data to CY data were used to calculate the percentages of improvement during the past eight years. Note again the student population at the BY has decreased in the CY. That is why energy savings compared to the student population is less than the square footage savings. The floor space did not change from BY to CY. Also note that the electric meter for Georgia Power account 00032-13803 is between two schools and serves two schools (Lee County Middle School West and Kinchafoonee Primary School.) We used the combined student population. Both schools are in the same energy conservation guidelines. The electricity usage of each school could not be separated therefore



the only fair/accurate option was to use the true meter data during the past eight years.

Kinchafoonee was originally constructed in 1996 and has a square footage of 86,654. In 2006 a new wing was added that was attached to the existing building. This section added 13 classrooms, a computer lab, 2 rest rooms, and 3 rooms for custodial, electrical/mechanical, storage. This added 16, 214 sf. to the original square footage of the building.

According to our architect the addition completed was not designed according to any existing green standards, although new energy efficient features were used. Classrooms have wall-to-wall double insulated quality windows to provide natural lighting and can be opened to take advantage of outside air. All water fixtures are low flow and sinks have self-closure fixtures. Lighting and wall pack HVACs are energy efficient. HVACs and exhaust fans are controlled by EMS and tracked.

Throughout the school we utilize natural light in all areas of the school. We also have installed shades to be used to block out heat entering the building through windows during hot months. We have a policy that exterior doors are to be kept closed at all time to regulate the interior temperature of the school and avoid loss of heating and cooling of the building.

Water

KPS used 1,227,281 gallons of water during the 2015-2016 school year, which was 165.5 gallons per person. The plant operations water personnel, the system energy specialist, and custodians have a program where the water system is monitored for leaks and excessive usage. At every break and holiday all staff in the system receive an email with a checklist to prepare their rooms and areas for our conservation program. On that checklist are directions for water shutdown including checks for leaks, dripping faucets, etc.

A different water meter for irrigation measured 67,300 gallons for the 2015-2016 school year. All shrubs and grasses are drought resistant and most are native. Two small irrigation zones with low flow mist and drip nozzles serve an area by the front door entrance and the school sign. Those are the only two zones/areas where seasonal plants are used to beautify the school and the water is manually controlled. A larger area is designated as a butterfly/nature/garden project area maintained by students. Included here are raised beds each with irrigation with a choice of manual or timed controls. The majority of the permanent vegetation is native. Irrigation is not used on any of the native grassed areas on our campus.

The dishwasher used by food service staff is a water conservation model. In addition, food service staff is constantly reminded of our conservation practices.

Grounds

We have carefully chosen plants for our landscaping to ensure that 100% is considered water-efficient and/or regionally appropriate. Plants include various varieties of Lantana, Nearly Wild Rose Bushes and Monkey Grass in the front of the school. Decorative grasses are planted in large planters outside of classrooms that have a back door. These planters are placed under the air conditioner drain in order to capture the condensation as a means to water the plant.

Our butterfly garden was strategically planted to attract Monarch Butterflies. Plants include Common Milkweed, Fernleaf Coreopsis, Black Cherry, American Elms, Whorled Milkweed and Native Lantana.



Rain barrels are used to catch rooftop runoff that is used in the flower and vegetable gardens. We are investigating and engineering ways to direct roof runoff to irrigate our large school garden.

Rain water from the building, the bus parking lot on the west side, and the faculty parking lot on the east side all drain into two wooded wetland areas before eventually getting into the city drainage ditches. On rare occasions water from the west makes its way to a holding pond NE on LCSS property. 95% of rainwater leaving the building and parking lots passes over landscaped grass areas before getting to the wetlands.

We make a tremendous effort toward water conservation. All commodes have low flow hardware. Approximately 50% of the water faucets have low flow and self-closure fixtures. Most custodial sinks and kitchen sinks have pedal valves. The flower gardens, vegetable gardens, and nature gardens have low flow mist or drip irrigation, which are manually controlled so water is used only when needed. The EnergyCAP (ECAP) Good Steward Software program is used to monitor both water meters serving KPS. This allows the Energy Specialist to track and monitor water usage. The City of Leesburg, that supplies all the water, also uses tracking software on our water meters. One of the Energy Specialist's duties is to constantly work and communicate with the meter and water department.

Our school's drinking water comes from a municipal water source. The City of Leesburg requires back flow prevention devices on all meters. In addition all well sites are secure from possible tampering or contamination. Lee County draws its water supply from 3 aquifers. The Authority tests water on a daily basis and releases an annual report to show the quality of our water supply. If tests show that a contaminant exceeds a trigger level more sampling and analysis is performed to ensure safety and quality. The water consistently surpasses the water quality standards set by the Georgia Environmental Protection Division. In addition, the City of Leesburg is currently working on a \$1.5 million project to replace old water lines with PVC pipes. Lead and copper sampling is done by the City to ensure there is no contamination in the water supply coming from the pipes.

Approximately 60% of the grounds at Kinchafoonee Primary School are ecologically beneficial. The total acreage of the property that the school sits on is approximately 29 acres. Of this, 8.5 acres are designated wetlands, .35 acres are used for the school's garden and butterfly habitat, .60 acres is used as an outdoor learning area with a goldfish pond, 4.84 acres is green space designated for recess, 1.15 acres is used for students to socialize with one another in an outside setting after they are finished eating lunch, 2 acres of fenced in, historically significant and maintained cemetery plus additional acres of green space.

Waste

KPS produces approximately 84.99 cubic yards per month. This is .11 CY of monthly waste produced per person. This year we have recycled Capri Sun Pouches, plastic water bottles, crayons, magic markers, glue sticks and repurposed many other items for use in projects and other areas. We don't currently have a baseline figure for the percentage of waste that is recycled or repurposed that reduces the solid waste produced. This is an area where we have made great strides and are excited about the difference we will see in the coming year.

One hundred percent of the paper we purchase is from FASCOPY. They only purchase paper from environmentally responsible suppliers. The manufacturers they buy from use certified sustainable forest management practices. These manufacturers maintain tree farms and must replant at a very high rate to continue their crop. FASCOPY states that they know that green practices are important to the conservation of our planet.



KPS doesn't produce any hazardous waste. In an effort to reduce solid waste and eliminate hazardous waste, we encourage staff, students and community members to recycle various materials. Any hazardous waste is contracted out through our plant operations

KPS uses Aramark Green Seal Approval for our custodial needs. We use Ecolab/Aramark Green Cleaning Products that are labeled with the Green Seal of Approval. At least 75% of the products we use are certified. Following are the products we use in descending order according to use are: 65332980 All Purpose Cleaner², 9001908 Tennant. FloorStar Light Duty Cleaner with FAST and 65332914 FloorStar Light Cleaner 4. We use 3 other Aramark Green Seal products in smaller amounts. Most floor space is tile and an automatic floor machine (AFM) that uses water only is used for cleaning.

The Ecolab/Aramark Company has certified our plant operations director and assistant director in the use of these products. They train staff and supervise the use of these chemicals. Mixing stations and the application of these and all our chemicals are monitored and routinely inspected.

Alternative Transportation

Due to the rural setting in which the school is located, we have a very small number of students who walk or ride their bike to school. Eighty-two percent of our students ride the bus with 18% of our students being car riders. Of our students, 120 students are picked up by parents and 577 ride the LCSS buses or vans to and from day care centers. The state law requires that students living within 1.5 miles of school must provide their own transportation. There are no sidewalks in the city of Leesburg and the Lee County BoE has a concern for the safety of our students. Therefore our BoE provides three unfunded buses to transport these children.

In an effort to prevent excessive emission of greenhouse gas from vehicles picking students up from school, we offer a walk up alternative in which parents can park their car in designated parking spaces and walk up to sign their child out from a specified area. Rather than idling their engines in long carpool lines, we encourage parents to use the park and pickup option.

LCSS has a no-idle policy for the buses. In the afternoon all buses must cut off their engines while waiting to load. In the mornings the bus ramp is designed so that students are dropped off immediately upon arriving. If for any reason there is a delay and/or unloading will not begin for 5 minutes or longer they must cut off their engines. Our buses and car students load and unload at least 25 feet from the building.

The LCSS transportation department has a twenty-day service rotation. All Lee County School System buses run on diesel fuel. They are inspected once each month as preventative maintenance and to ensure operating efficiency. The inspector checks all brakes, hoses, tires, oil quality, engine performance, and all mechanical components of the bus. Problems or concerns generate a written work order that is immediately addressed by the mechanics. Drivers and bus shop workers strive to keep paper usage to a minimum and scrap metal is collected and recycled.

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

Environmental Health

The LCSS and Bert's Pest Control began a program of Integrated Pest Management (IPM) in 1990. An improved IPM was put into place in 1996 at the construction of KPS. Today we continue to improve our IPM with use of baits and monitors where needed. The success of our program comes from supervised elimination of food, water, and habitats in which pests thrive. This is done during monthly inspections.



Chemical treatment is used only in emergency cases and applied during the weekend with the building closed. At KPS 96 oz. Of a 0.03% solution was used last year and applied only on weekends or holidays when the building is sealed. On the exterior of the building, our maintenance department uses approximately 84 oz. of Bifenthrin, 87 oz. of Round-up and 64 oz. of Atrazine, with spraying at a minimum to control fire ants and weeds.

We implement natural deterrents to keep bees away from areas populated by our students. We use feeders with watermelon juice to attract them to other areas in which they will be beneficial. We also require that students consume their snacks and juices indoors as a natural means of avoiding bee stings. Trashcans are also strategically placed to assist in this matter as well.

In order to minimize exposure to hazardous contaminants KPS has implemented various policies. This includes enforcing a smoke free policy for the entire campus as well as on all buses. Signs are well posted around the campus. LCSS maintenance or utility companies maintain any low mercury bulbs that are used. Bulbs are removed and disposed of properly. Our school does not have any fuel burning combustion appliances. We also have identified any wood structures that contain chromate copper arsenate and have taken steps to eliminate exposure. We do not have any wooden playground equipment.

As previously mentioned, chemicals for cleaning are maintained by trained custodial staff. Our Multi-purpose cleaner and Light Duty cleaner IV are Green Certified. Student medications are kept in a locked cabinet in the nurse's office. Any medications not collected from the school nurse at the end of the school year are logged and taken to the Sherriff's Office for disposal. Sharps containers are used and properly disposed of by our certified nurse.

In an effort to prevent exposure to asthma triggers in and around the school, custodial staff is assigned dusting and vacuuming schedules in all areas. Cleaning chemicals are sprayed onto cleaning cloths to reduce airborne mist. Asthma students have options and activities inside when conditions outside are not conducive to asthma patients. The use of air fresheners and scented plug-ins are prohibited in the school.

The Energy Specialist routinely spot checks for high humidity with use of a Fluke 971 moisture meter and with HOBO loggers. Portable dehumidifiers are always on standby for emergency use. Custodians, school staff and maintenance personnel are on a daily lookout for leaks, condensation and any water issues. Leaks are repaired as identified by maintenance staff or contractors immediately. If mold is present it is cleaned thoroughly with a diluted chlorine solution and/or contaminated items are removed.

The building's ventilation and HVAC systems are designed according ASHRAE standards. The ventilation components are monitored by our Metasys/Johnson Controls EMS. All the equipment are inventoried and logged in the EMS. Monthly PMs are generated for each of the units and assigned to technicians to inspect, change filters, and correct any issues.

All classrooms and occupied spaces are ventilated based on the ASHRAE standards. Wall-pack units have Green-Wheels, which are designed to condition the fresh air intake for the classrooms. The small package units have manual dampers for fresh air intake, which are also inspected and serviced as scheduled. Windows and doors are used when/where conditions allow and are conducive to learning. The kitchen, art room and custodial supply rooms have special ventilation and are monitored.



Temperature and humidity are monitored manually using hand held meters and automatically through sensors in HAVC ducts that store the data in our Metasys/Johnson Controls EMS. HVAC units are cleaned and filters are changed as scheduled and any time there is a need during a service call. The Plant Operations Director, the Facilities Manager, and the Energy Specialist make routine tours of the facilities and identify health and safety issues as well as routine repairs. Maintenance personnel, custodians, and occupants are responsible for reporting issues, which are promptly addressed.

Nutrition and Fitness

Students have Physical Education as part of the regular weekly schedule. All students attend PE 3 times per week for a 50-minute period totaling 150 minutes per week. We have 2 coaches certified in Physical Education who teach our PE classes. The PE activities correlate with the National Standards from Shape America Society of Health and Physical Education. Regularly scheduled PE classes frequently occur outside for various activities and lessons including walking and jogging on our outdoor marked 1/8-mile track, 4 square, basketball, relay races and obstacle courses.

Students are also provided 30 minutes of outside recess every day. We have newly purchased playground equipment that encourages physical activity through play and engagement with others. They also have ample green space in which to run and play. We recognize the important role that physical activity plays in student's health, social and emotional well-being and in academic performance. In addition, teachers utilize movement and physical activity as brain breaks throughout the school day.

In physical education we have a KPS Mileage Club. This program is used to increase the cardiovascular/ cardio respiratory endurance of all students. Knowledge and understanding and the benefits of this health related fitness is a key component of this program. A 1/8 mile track was created in the bus parking for this program. Students participate in this program during their physical education class and at other specified times. Students have 5-mile goal increments and are rewarded for reaching each milestone. The ultimate goal is to reach marathon distance 26.2 miles or more during the school year. We also have four to five Family Wellness Walk/Jog events that are held after school throughout the school year in which family members are invited to join in the activity. Students are encouraged to participate in after school events and local 5K and fun runs. Students are given mileage club credit for any events that they participate in outside of school. We also have an annual 5K and 1 Mile Color Run in which the community is invited to participate.

The PE department holds an event each year called PE Extravaganza. Students have a fun day of rotating between various stations in which they put into practice many of the skills they have been working on throughout the year. Family members are invited to come out and enjoy watching their children participate in the events.

KPS sponsors our Family Fitness Night in February to celebrate and bring awareness to Heart Healthy month. Families enjoy a night of supervised fun physical activity. This is also the kickoff to Jump Rope for Heart in an effort to promote health awareness and raise money for the American Heart Association.

As an inspiration to improve nutrition with our students we have the high school football quarterback come with a high school senior superlative in costume as Crunchy Critter and visit all classrooms. They give a nutrition presentation and participate in a question and answer session.

We partner with a local area church to provide economically disadvantaged students with nutritious kid friendly snacks to supplement their meals over the weekend. Each Friday, "Backpack Blessings" delivers bags of food items for designated students to take home with them.



In an effort to encourage health and fitness among our staff members, outdoor workouts are made available to teachers on site after school 4 days a week. In addition, teachers may opt to join the local YMCA for a reduced rate and have the option of paying the fee via automatic payroll deduction.

Coordinated School Health, Mental Health, School Climate, and Safety

KPS utilizes a Coordinated School Health Approach. We feel strongly that learning and student's overall physical and mental health is a responsibility of the school. Focusing on the whole child sets the stage for students to grow up to be responsible and productive members of society. We have a curriculum called the 7 Mindsets that focuses on teaching students social and emotional skills necessary in being successful in life. In addition to the services provided by our own school counselor, we partner with an outside agency called Aspire Behavioral Health in providing counseling services for our students. We also work with an agency called Children in Need of Services or CHINS that supports students struggling with behavior problems. CHINS not only works with the child but also provides parenting support for their caregivers. Another community partner we work with is the Lee and Dougherty County Sheriff Departments in supporting some of our more at risk students.

KPS is very grateful to have a fulltime certified nurse to address the needs of our students and staff. We recognize that student's health plays a vital role in their ability to learn. Our school nurse supports students by providing a qualified assessment of any health concerns. She serves as a liaison between the school and parents to ensure that students receive proper care and follow up.

We have students who are medically fragile or who deal with chronic health issues. She is able to provide care for students with conditions such as asthma, diabetes, severe allergies and those who require medication for mental health concerns. This provides students with the ability to have their medical needs met without missing excessive learning time.

The school nurse also coordinates with the local Lee County Health Department to provide annual flu vaccinations for both students and staff members. The nurse also coordinates with a mobile dentist that sees students upon parent request at the school. Students receive cleanings as well as dental treatments such as fillings if needed. In addition, we have a local eye care facility, Regional Eye Care, who comes to the school and provides screenings for all of our 2nd grade students unless parents choose to opt their child out of the screening.

At Kinchafoonee Primary School, we have implemented a social emotional learning curriculum called the 7 Mindsets. The program focuses on creating a school climate in which we teach students non-cognitive skills needed to live fulfilling, successful lives. Lesson themes include such foundational mindset concepts as overcoming limiting beliefs, raising expectations, developing meaningful relationships, embracing accountability, practicing gratitude, managing setbacks and learning from mistakes. This is our 1st year using the curriculum. We have already seen many positive impacts the 7 Mindsets are having in supporting our student's mental health, behavior and academic ability. (<http://7mindsets.com/>)

Kinchafoonee Primary School has a full time student counselor. She plans and implements lessons for students on Good Touch Bad Touch, anti-bullying, Drug and Alcohol Awareness, and Career Clusters. In addition, she meets with small groups of students who are struggling with behavioral problems, family changes and anxiety. She also participates in parent conferences to discuss and implement intervention strategies to support student's needs.

We also partner with Aspire Child and Adolescent Behavioral Health Services. They are a non-profit organization that provides mental health services for our students and their families. Once an intake session



has occurred with the caregiver, school visits are scheduled for the counselor to meet with the child during school hours. We have experienced a great deal of success with students involved in this program.

Pillar III: Effective Environmental and Sustainability Education

In an effort to teach our students about taking care of our earth, environmental concepts are integrated into the teaching curriculum. During the past year, all students participated in a 'reading for recycling' program, with each student reading a minimum of five books about the environment. Students also learned about how their decisions and behaviors can impact the environment. Writing assignments are used to reinforce and assess student's understanding. Displaying student work is used to keep students engaged and excited about the role they play in taking care of our planet. In addition to the reading and writing programs listed above, students learn about planting native plants, feeding birds, bees, and butterflies, outdoor environments, such as pollinator gardens, the boardwalk through the on-site wetlands, animal habitats, monarch butterfly habitat, and the school's animal education welfare program.

The outdoor learning areas at Kinchafoonee Primary School are used for teaching lessons in the content areas of science, reading/descriptive writing, math, visual arts, music, and physical education. Students at all grade levels take part in planting and growing in our outdoor learning areas. The first and second grade students also learn about water conservation and pollinators in these areas. Kindergarten teachers also use these areas to teach lessons on weather and the seasons. Students are assessed on their understanding of environmental concepts such as the life cycle of butterflies, assessment of plants and how they grow, and on the weather and seasons. Numerous non-formal assessments are given in areas directly linked to environmental and sustainability concepts through STEAM (Science, Technology, Engineering, Art and Math) lessons. The students show high levels of proficiency in the non-formal assessments that are given. These assessments by the classroom teachers are age and grade level appropriate for the students in the school.

All teachers have access to environmental training in: Project WET, Project WILD, Project Learning Tree, STEAM (Science, Technology, Engineering, Art, and Math), Adopt-a-Stream, Schoolyard Investigation Plans, Conservation, Outdoor Learning, and Integrated Teaching. Many of our teachers are members of Georgia Science Teachers Association (GSTA), Environmental Education Alliance (EEA) of Georgia, and Georgia Art Educators Association (GAEA). Leading the way in our Environmental Education efforts is our Art / STEAM teacher. Recognizing the importance of Environmental Education for our students, we have committed a substantial portion of our professional development budget to supporting this endeavor for our school. This teacher is now facilitator certified for Project WET, Project WILD, and Project Learning Tree, is certified for Adopt a Stream Water Monitoring for Macro Invertebrates and Chemicals and in Schoolyard Investigation. She has completed 3 courses in advanced teacher conservation, and completed the Outdoor Wildlife Leadership School. In addition, she will soon have her Environmental Education Certification. She is currently piloting a curriculum for Project WET for primary aged children this year in her classroom. In addition, she received the Petey Giroux Dragonfly grant for her classroom, which supports the integration of the arts and Environmental Education. She also serves on the Environmental Educators Board of Directors for the State of Georgia. The professional development our Art / STEAM teacher has received and her commitment to KPS and the environment has been instrumental in preparing our teachers to provide our students with experiences that will better prepare them for the future.

Our students are involved in Earth Day activities as well as Arbor Day lesson and will participate in the Party for the Planet Recycled Art Contest that is hosted by Chehaw Zoo for their Earth Day Activities. They also participate in activities/lessons from the Project WET, Project WILD, and Project Learning Tree. KPS students have participated in Rooting for Carrots as well as the Carton to Garden Project. They have also been exposed to the Farm to Table Program. The school is enrolled in the "Planet Protectors Club", a



member of the Captain Planet Foundation, and the National Wildlife Federations Ranger Rick Heroes Club. We have an animal education program to broaden the student's knowledge of animals and their habitats and needs. In addition to integrating STEAM activities into our daily curriculum, our school also has a STEAM night where the parents can come with their children to participate in STEAM activities as a family. These components of our educational program allow our students to learn about sustainability and the environment as a context for learning the in areas of technology, engineering and math. Incorporating technology into all areas of study is a targeted focus for students. They have access to and use computers, I pads, and Chrome books on a daily basis.

Thorough our school counselor, the school teaches career clusters assigned by the Georgia State Department of Education. Some of the related areas include agriculture food and natural resources. In the agriculture food and natural resources clusters, students learn how to raise plants and animals as sources of food and shelter. The emphasis is how to make products from animals and plants, such as for food, lumber and fabrics. Students also learn how to improve farm and ranch services and their products. Students learn how to conserve natural resources and protect the environment.

Kinchafoonee Primary School takes part in a community effort to support the local animal shelter by collecting and recycling cans. The school also collects blankets, towels, animal toys, food and supplies for the animal shelter. KPS also has a grocery bag-recycling program in which we partner with an area church that uses the bags to create cots for the homeless. The school also has community school grounds workdays to make improvements and take care of seasonal maintenance to the school grounds and gardens.

We have implemented an in house recycling center. Collection bins are available for classroom-generated wastes. Items for reuse include glass, coffee cans, aluminum, toilet paper tubes, bottle caps, cardboard, boxes, plastic, paper, microwave containers, milk jugs and cartons, Pringles containers, fruit baskets, and creamer containers. Items sent to a local recycling center include glue, tape rolls, crayons, markers, paper, and plastic bottles. Items recycled at the in-house animal center include toilet paper tubes, small boxes, shredded paper, and vegetables. Aluminum cans are recycled at local animal shelter. Through a partnership program, soda can tabs are recycled with the Ronald McDonald house and Capri-Sun containers are recycled back to the company. We have made notable strides in our targeted effort to encourage recycling of plastic bottles through classroom competitions and participation in the Pepsi Recycle Rally. What started as a school wide effort has stretched out into other schools in our school district as well as out in our community. Businesses have joined our effort to recycle plastic bottles and eliminate unnecessary waste. At this point both of the primary schools in our district are in the top 5 schools participating in the Pepsi Recycle Rally nationwide.

We are very proud of the hard work and dedication that has gone into the development of our butterfly garden. We were awarded the 2015 Monarchs Across Georgia Pollinator Habitat Mini-Grants for the Rosalynn Carter Butterfly Trail. This opportunity has expanded our outdoor classroom for our students. We added nectar and host plants to the existing raised beds. The students are able to grow seedlings from seeds harvested in the garden. We also planted coreopsis and milkweed beds, and three black cherry and American elms have been planted between the raised beds throughout the garden. The birdbath tops are filled with sand and water to be used as basking sites.

Our goal is to bring awareness to conserving pollinators, such as butterflies and hummingbirds. Students are working along with Monarch's Across Georgia (MAG) and Monarch Watch to track the migration paths of the Monarch butterflies and other pollinators through Georgia. Monarch Watch is an organization dedicated to studying and protecting the butterflies. We recently qualified to have our butterfly garden officially added to the Rosalyn Carter Butterfly Trail. This is a list of gardens that pledge to provide nectar



plants (flowers) as a butterfly food source and host plants such as milkweed or parsley on which butterflies lay their eggs.

Even though the focus of the garden is the Monarch butterfly, this butterfly garden teaches so much more to our students. It teaches them to be mindful of how we treat our environment and the importance of pollinators for our food supply. After years of the decline of the Monarch butterfly, we are learning about how bad Genetically Modified Organisms (GMO) and pesticides are for insects like them. A [New York Times article](#) from 2011 suggests that it is “unrealistic to expect farmers to give up the herbicide-tolerant crops — so efforts should be made to preserve or grow milkweed elsewhere, perhaps on farmland set aside for conservation.” The article says people can help by creating monarch habitats in home gardens, at schools, businesses, parks, along roadsides, and on other unused plots of land. We hope to keep working over the next few years to bring more Monarchs, not only to our school, but also to Georgia.

Another project we will be implementing this is a hydroponics program for our students. They will learn how to grow and monitor vegetable producing plants this winter using hydroponics. This will allow them to learn how to grow vegetables within a small space and to grow them all year long. This project is intended to integrate science, 21st century skills and sustainability. The vegetables that are produced through this hydroponic (indoor) garden will be cooked in our cafeteria for our students to eat. They will be able to take pride in the fact that they helped to grow their own lunch. We have also started an indoor potato bin to grow potatoes this year. This project will also allow the students to integrate their science and their math skills. They are waiting to see how many potatoes can be grown in the bin within one school term. These will also be sent to our school cafeteria.

To support teachers in taking the classroom outside we have created Outdoor Learning Backpacks. Each teacher will have their own backpack with materials to make outdoor learning more convenient and as a result teachers will use the outdoor learning opportunities more frequently. Included in the backpacks are animal track and plant guide, journals for recording their findings, and STEAM activity books for our each student. We are also working on getting enough Recycling Club materials and Pollinator Hero materials to add to the backpack curriculum. Materials will be updated on a weekly basis to correlate with the standards the classes are working on at that time. Many of the activities will be pulled from Project Learning Tree, Project WET or WILD for supplemental lessons. This will assist teachers by giving them the ability to grab an Outdoor Learning Backpack that is already prepared and teach their lesson outdoors. We are excited about using this as a tool to integrate multiple subject content in an engaging and hands on environment. In addition, this will increase student’s observation skills and increase their awareness of the world around them.

We have 3-covered picnic areas for classes to gather as well as a covered outdoor classroom with stools for students to sit on. We also have a goldfish pond, which was recently expanded with the help of our local Girl Scouts Troop. This provided a great opportunity for observation and the discussion of life cycles. The wooded areas and wetlands surrounding the school provide an abundance of wildlife habitats for many different animals.

We are very lucky to have approximately 8.5 acres of wetlands at the back of our school property. There is a boardwalk that goes through the wetlands from KPS to one of our Lee County Middle Schools. The area offers so many opportunities for students but the boardwalk was in need of repair. One of our Kindergarten teacher’s sons took on the renovation of the boardwalk as his Eagle Scout project. With the help of fellow Boy Scouts, family members and school staff, the nature trail was renovated. In this awesome community effort, missing and broken boards were replaced, a bridge was rebuilt, and trees were planted along the nature trail. A locally owned lumber supplier donated the wood used in the project. The staff and students at KPS and Lee County Middle School West are now able to use the nature trail again to learn about



various aspects of our environment and the importance of sustainability.

The administration and staff at Kinchafoonee Primary schools feel that students learn best and are most engaged when they have ownership over what they are doing. Outdoor learning experiences create the opportunity for open-ended questions, exploration, inquiry and investigation into the world around them and their role in taking care of it.