



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.
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.
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

[X] Public [] Charter [] Title I [] Magnet [] Private [] Independent [] Rural

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

Official School Name: Morton Middle School
(As it should appear on an award)

Official School Name Mailing Address: 1225 Tates Creek Road
(If address is P.O. Box, also include street address.)

County: Fayette State School Code Number *: 165 Telephone: (859) 381-3533 Fax:

Web site/URL: www.morton.fcps.net E-mail: ronda.runyon@fayette.kyschools.us

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



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

accurate. ^{reviewed the information in this app}
Ronda K Runyon
(Principal's Signature) _____ Date: _____

11/29/2016

(Principal's Signature)

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

District Name: Fayette County

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

accurate. ^{reviewed the information in this applic}
[Signature] _____ Date: 12/7/2016

(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. The school has some configuration that includes grades Pre-K-12.

1. 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.
2. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Kentucky Department of Education

Name of Nominating Authority: Ms. Calleen T. Yett (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

^{provisions above.}
Calleen T. Yett
(Nominating Authority's Signature) _____ Date: 1/30/2017

(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



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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.



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School Contact Information

School Name: **Morton Middle School**
 Street Address: **1225 Tates Creek Road**
 City: **Lexington** State: **KY** Zip: **40502**
 Website: www.morton.fcps.net Facebook page: **N/A**
 Principal Name: **Ronda Runyon**
 Principal Email Address: ronda.runyon@fayette.kyschools.us Phone Number: **(859) 381-3533**
 Lead Applicant Name (if different): **Carla Trisko**
 Lead Applicant Email: carla.trisko@fayette.kyschools.us Phone Number: **(859) 806-2091**

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" 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 checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name Fayette County Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <hr/> Total Enrolled: 762 <hr/> Graduation rate: Attendance rate: 96.01%
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL 45% % limited English proficient 6% Other measures		

Application Scoring Rubric:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar 1: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production	5 points



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

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

The initiative started out slowly, but now Morton has taken on the role of creating a “Green Community” to its highest level. What began as a recycling program has now turned into a multifaceted type of organization. Our school has worked very hard in the past eleven years to reduce environmental impact and costs, improve student and staff health and to provide environmental and sustainable education.

As mentioned our school started off by recycling paper, plastic and cardboard, but now we are also recycling metal waste and plastic lids. Our entire school is involved with the paper, plastic and cardboard recycling, which occurs once a week. The recycling of metal is conducted by Morton’s Green Team. The funds obtained from recycling metal is used to supply bird seed for our many bird feeders found on campus. The bird feeders were designed and built by our very own students in the technology education classroom. The entire school and community have been collecting plastic lids since the spring of 2016. The



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plastic lids will be taken to a company in Evansville, IN to turn into recyclable benches and a picnic table. The money is used to make these benches and picnic table is coming from Morton's Energy Fund. The Energy Fund is money earned through Morton's energy saving endeavors from years past. The benches and the picnic table will adorn our new outdoor classroom. The new outdoor classroom has been a project for not only the Morton staff and student body, but also community members such as Lowe's, Home Depot, Lexington Catholic High School and the Eagle Scouts. Another partner in our new outdoor classroom is an organization called Adopt-A-Tree. Our students will take a tour of the campus grounds and learn about all of the trees on our lot and in return we will be provided with a new tree for the outdoor classroom.

This year Morton has met with the district environmental engineer to place new lighting in our school gym. Our school gym presently has ineffective and expensive lighting and the plan is to reduce energy and costs by replacing them with cost and energy efficient bulbs. Morton also monitors energy costs by conducting monthly energy audits within our school. We provide friendly reminders to the staff that it is important to turn off lights, close windows and to shut off computers and personal appliances when not in use. Just recently our district has put a limit on the amount of paper used by each teacher in order to cut down on paper waste.

Approximately four years ago Morton devised a Wellness Committee. The Wellness Committee developed a plan for the school and how the school can better monitor healthy eating and fitness. As a part of this plan the school no longer houses candy and soda vending machines, although we sell water. The plan gives suggestions to teachers who like to provide students with food rewards, that these treats are healthy. The school no longer sells candy during school hours. Along with healthy eating our school participates in the annual World Fit Campaign. This campaign occurs in the spring and all students are required to walk every day during their exploratory classes. The time walked is monitored and recorded on the computer. The staff is also invited to participate in the campaign.

Our school also has many different clubs and professionals on board to assist with mental fitness as well. Morton has both boys and girls clubs that help students to be successful by teaching self-help skills, communication and self-confidence. Morton has two clubs set up for peer mentoring and we also have a school nurse and a therapist on board.

Morton has top-notch teachers who will integrate environmental and sustainability content into all content areas when the opportunity permits. Morton has a Green Team whose number one focus is to make Morton a Green Community and makes enlightening others in what that entails a number one goal. Morton has partnered with both Trout Unlimited and Food Chain to learn about the nitrogen cycle, life sciences and aquaponics. Morton has teamed with Bluegrass GreenSource to learn about water quality, air quality, recycling, and energy efficiency. Morton has teamed with N.E.E.D. and E=USE to learn about energy efficiency in the way of energy audits. Morton has partnered with Kentucky Green and Healthy Schools to complete on an annual basis the nine goals that it takes to be a green and healthy school.

Our school has also recently partnered with Glendover Elementary School to be a mentor to elementary aged children in their endeavors to have a green and healthy school. We are presently teaching them to take care of a trout farm in their school and rebuild their rain garden. Morton will strive to continue with our green and healthy goals for years to come.



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

(X) Yes () No Program(s) and level(s) achieved:

E=USE² Super Saver Award 2014

Kentucky Green and Healthy School 2015

Model Kentucky Green and Healthy School 2016

Bluegrass GreenSource –Live Lexington Waste and Energy Partner

National Energy Educational Development Project-National Winner- Award Recipient-Gold Award

EPA ENERGY STAR Portfolio Manager – Score of 75 – Energy Star award pending

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

(X) Yes () No Award(s) and year(s) __KY NEED Youth Awards for Energy Achievement Rookie

Wastebuster Recycling Awards years 2008-2016

Recycle Bowl Participants in years 2010-2015

Sustainability Scoreboard Golden Tree Leader-Pilot Program

Fayette County Public Schools Super Saver Award – For reductions in electricity & natural gas consumption

Pillar 1: Reduced Environmental Impact and Costs

Energy

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

(X) Yes () No Percentage reduction: **29%** Over (m/yy - m/yy): **07/2010-06/2016**

Initial GHG emissions rate (MT eCO₂/person): **1.81 MT eCO₂/person**

Final GHG emissions rate (MT eCO₂/person): **1.28 MT eCO₂/person**

Offsets: N/A **How did you calculate the reduction? Energy Consumption is tracked using SchoolDude Utility Direct. Greenhouse Gas Equivalencies Calculator at EPA.GOV with our consumption data.**



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

If yes, what is your score? **75** If score is above a 75, have you applied for and received ENERGY STAR certification? () Yes (X) No Year: ***Energy Star certification applied for Autumn 2016. Awaiting official certification.**

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

Current energy usage (kBTU/student/year): **6796.8 kBTU/student/year**

Current energy usage (kBTU/sq. ft./year): **45.81 kBTU/sq.ft./year**

Percentage reduction: **47.8%** over (m/yy - mm/yy): **07/2010-06/2016**

How did you document this reduction? **Energy consumption data for all schools is tracked using SchoolDude's Utility Manager. The energy usage was calculated by converting total annual electricity usage in KWH and total natural gas usage in MCF both to kBTUs to determine a total energy consumption for the building. The school has not been renovated recently and the decrease in energy consumption is solely due to occupant behavior changes.**

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

On-site renewable energy generation: **0%** Type **N/A**

Purchased renewable energy: **N/A** Type **N/A**

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: **N/A**

5. In what year was your school originally constructed? **1938**

What is the total building area of your school? **111,512 square feet**

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

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

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

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

Certification and year: **N/A** Total renovated area: **N/A**

Water and Grounds

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

Average Baseline water use (gallons per occupant): **1294 gallons/person/year**

Current water use (gallons per occupant): **1079 gallons/person/year**

Percentage reduction in domestic water use: **16.6%**



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Percentage reduction in irrigation water use: **No domestic water used for irrigation**

Time period measured (mm/yyyy - mm/yyyy): **07/2010-06/2016**

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: **All utility bills are entered in the SchoolDude Utility Direct database, from which reports on data can be run.**

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: **100% of all plants and landscaping are regionally appropriate. 100% of all plants & landscaping are regionally appropriate.** Types of plants used and location:

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

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max) . **A rain garden on campus does help with the filtration of runoff water. For impending Morton renovations permeable surfaces are planned for parking areas and some sidewalks. All recent and future renovations in Fayette County receive reductions in impermeable surfaces.**

11. Our school's drinking water comes from: (X) Municipal water source () Well on school property () Other:

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

A reduced pressure backflow preventer is installed at the domestic water entrance. This device allows a one-way flow of water and prevents the reverse flow of polluted water from entering into the potable water supply. A water storage tank is provided to flush toilets and urinals (non-potable water).

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

Lead free plumbing components were utilized during construction.

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

Approximately 20-25% is devoted to ecological uses such as: raised garden beds, a rain garden, outdoor classroom, butterfly garden, lower bed, lily bed, as well as seven bird feeders that are scattered about the property. The grounds also support trees and a very large recycling bin.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **6,400 cubic yards (8 cubic yds x 20 times x 40 %)**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **6,400 cubic yards (8 cubic yds x 8 times x 100%)**



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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): **Municipal composting is not available in Lexington, KY. We have a few classrooms that teach through vermicomposting, but the organic landfill-bound waste diversion varies and is minimal.**

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: **50% $_{(6,400 + 0) / (6,400 + 6,400 + 0) \times 100}$**

Monthly waste generated per person = $(A/\text{number of students and staff})$: **7.9 cubic yards $_{6,400/805}$**

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? **Post-consumer material, fiber from forests certified as responsibly managed: 0% Chlorine Free: 0%**

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

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

How is this measured? **N/A**

How is hazardous waste disposal tracked? **N/A**

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

(100 word max) **As of 2012, no biohazard waste is generated as a result of science dissections. Our Risk Management department conducts an annual sweep of all classroom, office/student occupant spaces to eliminate any potential hazardous substances including cleaning solutions and air fresheners not listed on the approved School Supply List. We have classroom programs in place that collect recycling; students are responsible for collecting the recycled materials from each classroom and disposing of them into the school-wide recycling bin. The students collect the materials on Thursday of each week.**

18. Which green cleaning custodial standard is used? **GS-42 Our school has a chemical management program that includes a chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean-up and disposal), and selecting third-party certified green cleaning products.**_____

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

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

Alternative Transportation

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



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A.M. Transportation: 57% Bus

11% Walking

28% Car

3% Bike

P.M. Transportation: 63% Bus

14% walking

19% Car

3% Bike

How is this data calculated? (50 word max):

The attendance office takes a survey in the homeroom classes to find out which students are riding the bus, a car, or walking. After the attendance office compiles the data student helpers calculate the data it to find the percentages in each category. Bikers are estimated 1% of the walkers.

20. Has your school implemented?

designated carpool parking stalls.

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

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

Safe Pedestrian Routes to school or Safe Routes to School

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

At our neighboring and traffic lights Morton has crosswalks and crossing guards. The crossing guards in place during the a.m. and the p.m. hours in order to make sure that students are walking safely in traffic areas.

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

The biggest initiative that Morton has taken to reduce an environmental impact from transportation to and from school has been our No-Idling Campaign. We are the first middle school in Fayette County to participate in this program and this year will be our 4th year to continue with the campaign.

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

Our school has partnered with a private school, along with an Eagle Scout, Lowes and Home Depot, to redo our outdoor classroom. Lowes has donated paint buckets to both schools for a plastic lid collection. The



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lids will rebuild our outdoor classroom with new benches and a picnic table, all out of reusable and recyclable products. The Eagle Scouts demolished the old classroom, as well as constructed the perimeter with a Home Depot donated recyclable border. Another program is where we use funds from recyclable metal to furnish all classroom teachers with indoor plants that reduce toxins in the air.

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

Environmental Health

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

Our school has adopted an integrated pest management plan to reduce and/or eliminate pesticides. Pest control policies, methods of application, and posting requirements are provided to parents and school employees. Copies of pesticides labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location. Our school prohibits children from entering a treated area for at least 8 hours after the treatment, or longer if required by the pesticide label. Our integrated pest management program consists of good housekeeping techniques, reducing clutter, and preventative maintenance that controls entry. If further action is required we use baiting and trapping to remove a pest, which is provided by our contracted pest control company (Terminix). Terminix provides the routine inspections, pest identifications, and monitoring of traps. If any pest control service involves anything besides baiting and trapping, the school provides a letter home to parents and keeps a copy of what insecticides were used on file. Our priority is to conduct pesticide treatment when school is not in session. We have copies of all work orders generated by the school's requesting pest control services.

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

2. 1.5 gallons/yr---we are already utilizing the bare minimum necessary. Our goal is for this not to increase in coming years.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school prohibits smoking on campus and in public school buses. **State Law; Law Enforcement officers on campus to help administration monitor; TATU student group (Teens Against Tobacco Use.)**

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. **FCPS Risk Management & Safety properly disposes of district-wide mercury found in old thermometers; none have been found @ Morton Middle School.**

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) **Our school has a fuel-burning emergency generator, but it is housed outdoors.**

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



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radon resistant construction features and tested to confirm levels below 4 pCi/L. **Despite widespread occurrence of in KY, there is no state statute requiring school districts to monitor for radon. FCPS, however, monitors all schools for radon and mitigates any areas at or above 4 pCi/L.**

[X] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. **FCPS has removed all wood playground equipment.**

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max) **Stock concentrations are locked in chemical stockroom, students only use diluted versions of chemicals. We follow all MSDS and FCPS guidelines on storage, usage, and disposal. Please see above for actions to minimize student/staff exposure to pesticides. Our kitchen *All Purpose* and *Pot and Pan* are Green Seal Certified, and the Envirowash carries the EPA's Design for the Environment Label. Both Green Seal, and the EPA's DFE Label are widely recognized as being generally safer/more user and environmentally friendly.**

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) **Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) asthma friendly school guidelines. Common asthma trigger such as air fresheners and candles are confiscated during annual hazardous chemicals sweeps (see #17 in Pillar 1).**

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

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture and water leakage. Our classrooms are routinely monitored for CO₂ and RH levels. If the RH level is above 60% or a building occupant raises concern about RH, additional air mold assessments are conducted.

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

Fume hoods in science labs, local exhaust systems throughout the kitchen and bathroom areas.

8 Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max) **The building management system monitors the ventilation system and filter status that will alert Fayette County Public Schools Maintenance when the unit is not functioning properly or if filters need to be cleaned and replaced.**

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max) **All spaces were designed to meet ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality.) RH is routinely monitored and any room with RH levels above 60% is further investigated and mitigated.**

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



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

Nutrition and Fitness

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

Our school participates in the USDA's HealthierUS School Challenge. Level and year:

_____.

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

Our school has partnered with Farm to School to provide fresh locally grown apples to our cafeteria. We have also partnered with the University of Kentucky to bring in locally organic fruits and vegetables to our school for a taste test: organic vs. nonorganic foods.

Our school has an on-site food garden.

Our school has two raised garden beds where tomatoes, strawberries, catnip and mint is grown. We cannot serve the items in the café due to our school district's guidelines, but we do use the food for the animals (pets) that we have living in our school.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. **Students are able to take home fruit and vegetables from our raised garden beds, as well as the eggs produced from the chickens that are raised in the classroom. Chickens are raised in the classroom as an observational tool and once they are mature enough are transferred to a teacher's chicken coop, where students are encouraged to continue to care for the chickens and are able to take the eggs home for eating.**

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

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

While some physical education lessons do take place in the school gym when the weather is poor, the majority of the classes are taken outdoors. Activities such as kickball, soccer, track, football, dodgeball, Frisbee and walking do take place outdoors.

Health measures are integrated into assessments.

Once a week in each homeroom class students are given lessons on all content areas, even if the student isn't presently enrolled in that particular class. For example, a student may not be enrolled in a health class, but will be introduced to health content during the month at some point.

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

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



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Percentage: 20%-100% Type: We were unable to identify a universal, widely accepted definition of “environmentally preferable” food. However, 20% of the food served in our school cafeterias meet at least one of the following guidelines that are included in the EPA’s Environmentally Preferable Purchasing Program (www.epa.gov/greenerproducts/about-environmentally-preferable-purchasing-program):

- **Locally-sourced (<50 miles)**
- **Comprehensive, available nutrition information, new 2016, on 100% breakfast, lunch and condiment items (<http://favette.nutrislice.com/>)**
- **100% meets or exceeds USDA National School Lunch Program rules**

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

Although science and physical education teachers take advantage of the outdoors the most with research, investigations and content, most teachers at Morton utilize the outdoors at one time or another for such things as book readings and classroom discussions. The social studies teachers have used the outdoors for the Olympics and scavenger hunts, whereas the health classes join the physical education classes often for sporting activities. On nice days’ students have the opportunity to eat lunch outside and participate in sporting games. The football team, track team and cheerleaders use the grounds for practice and games.

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

Morton has participated in the national World Fit campaign for the past five years, and was actually the world champion in the first year of participation. World Fit is an initiative for physical activity where the students, staff and community walk (or an activity that’s equivalent) and record the time spent doing these activities. Another initiative has been Morton’s partnership with Bluegrass GreenSource, an organization that teaches environmental studies in the school setting. Morton has also teamed up with a healthy schools program called A Healthier Generation. Morton works with Bluegrass GreenSource in cleaning up the school grounds.

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

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No

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

Morton has a Wellness Committee that devised a Wellness plan for the school. The plan’s direction is toward health and fitness. The plan has provided parameters on what types of food and snacks can be purchased at school throughout the day, outside of the cafeteria, and what kinds of food rewards can be used by the teachers to be given to the students. The plan also encourages physical fitness through such initiatives as World Fit and Physical Education classes. The physical education classes have also incorporated more variety in the type of activities done in class such as; roller skating, golfing and pacer testing.



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

If yes, describe these partnerships:

As mentioned earlier Morton partners with both the World Fit organization and Bluegrass GreenSource in the areas of physical fitness and environmental safety by walking and monitoring by what the students and staff put into our bodies. Every year Morton partners with the PTSA for a 5 K walk, where the funds raised go toward Cancer Research. Morton also partners with the University of Kentucky helping to conduct research for healthy eating in the public school systems. Morton also has taken advantage of the Tweens Nutrition & Fitness Coalition, who provided students with healthy treats at the The Press Juice & Health Bar in Lexington.

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

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

Morton has many different clubs and programs instilled to promote the mental health of students and to provide an all-around mentally healthy climate in the school. Morton promotes a program called Safe Schools. Safe Schools provide videos and follow-up question and answer work sheets and discussion groups based on Internet safety and bullying. This program is part of the curriculum in the home room class at Morton, so every student is offered this Internet Safety education. The same type of program is also offered during the school year on suicide prevention. Morton promotes Red Ribbon Week every year that focuses on anti-bullying and is also promoted through the homeroom classroom. Morton has a boy's group called E.G.O., which stands for "Everyone's Got Opinions" and a girl's group called J.U.M.P., which stands for "Just Understand My Potential." Both groups work with young people on self-confidence, grade improvement, social skills and communication. Morton also has a school therapist who comes once a week to work with students. There are two peer-mentoring groups: Mustang Club and Study Buddies. In the Mustang Club the 7th and the 8th grade students mentor the incoming 6th graders and in Study Buddies the students at Morton walk to the next door elementary school to read book to the students.

Pillar 3: Effective Environmental and Sustainability Education

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

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

At Morton Middle School each content area teacher is required to complete the following writing pieces every year: writing to learn, writing to demonstrate learning and writing to publish. In the 7th grade the writing to publish piece is a public service announcement where students will often choose to write about deforestation, pollution and sustainability. Most of the writing to demonstrate learning are lab reports and many of these lab reports stem from labs on the following content: Greenhouse Effect, Climate Change, Homemade Water Filters, Thermal Energy, and Plant Growth. Each content teacher, including science teachers, must complete at least five of these



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writing pieces per year, but at Morton the students will complete several more than the minimum requirement. Students in both the 7th and the 8th grade learn how to write grants. One of these grants was for a water bottle refilling station on Morton's second floor. Students have also written grants for power strips and for a butterfly garden. In the 7th grade the students also write an argumentative paper defending their choice for the most efficient alternative energy for the future. The paper is a writing to demonstrate paper.

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

Science is the only class, besides the homeroom class, where all students at Morton are enrolled. Once a week students in homeroom are given assessments in science and many times these assessments are geared towards environmental science. At each grade level environmental and sustainability content is taught. In both 6th and 8th grades Earth Science is taught, and lessons involving The Greenhouse Effect and Climate Change are a huge part of the curriculum. In the 8th grade students are also learning how to make their own water filters out of such items as dirt and a homemade funnel. In the 7th grade we have The Green Team. The Green Team is involved with all of the environmental and sustainability aspects in the school and the community, although the entire school is involved with the plastic, paper and cardboard recycling. The Green Team in the 7th grade also manages water quality from the rain garden and sewer stencils. Indoor air quality is managed with indoor toxin filtering plants and outdoor air quality is managed with our annual No-Idling Campaign.

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

Environmental and sustainable concepts are integrated into assessments in many different ways. First of all, students in the science classes participate in lab work and the writing of lab reports. Many of the labs in all grade levels focus on environmental and sustainable concepts. Students in both 6th and 7th grades are required to do a science fair project. Many of the projects focus on both environmental and sustainable science. In each grade level we give Common Assessments in the science class, and one of those common assessments is on environmental and sustainable science.

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

In the year 2015-2016 Morton Middle School was a School of Distinction and was the highest achieving middle school in Fayette County (1st out of 11 schools). The common assessments taken in all grade levels are monitored through a data taking program that is overseen by the administrators. Data is compiled to make sure that all students are achieving at grade level. Every year Morton has a good showing at the county and regional science fairs. Lab Reports are filed and recorded in each teacher's Student Growth Goals binder and monitored by administration to insure all students are showing growth.

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

Educators at Morton receive many e-mails from many organizations to participate in all kinds of professional development. These e-mails at times may go to the entire school and at other times



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may only be directed toward one or two individuals. The principal and other administrators are very good at sending these e-mails out to the staff so that everyone can participate in the professional development. When it comes to environmental and sustainability professional developments there are many options. Such organizations as N.E.E.D., Kentucky Green and Healthy Schools, E=USE², and Bluegrass GreenSource offer many sessions a year.

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

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

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

I can provide several examples of how Morton uses sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge. Currently students are recycling plastic bottle caps to build new benches and a picnic table for the outdoor classroom. Students also built birdhouses in the technology education room. In the technology education classroom many activities geared toward environmental and sustainable science are performed on the computer. Such lessons include analyzing the pH of soil on a computer simulation. On top of many of the activities already mentioned in this application for science content, students in both the 7th and 8th grade participate in something called an “environscape,” where they learn how water can be polluted with by using a 3-D model. The Green Team is using math, calculating wattage, and technology, using a foot-candle meter and Kilo-watt meter, to conduct the energy audits within Morton Middle. At Morton we have three trout farms where students are learning how the nitrogen cycle affects the life cycle of fish. In the 6th grade students construct Eco-Columns to observe the cycle of life through a simple ecosystem of spiders, decomposers and maggots.

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

7th grade students have learned Aquaponics with an organization called Food Chain. With Food Chain my students have learned how to set up a goldfish tank that utilizes the nitrogen cycle to grow different types of lettuce. Morton partners with Kelley Taylor from the University Of Kentucky Department Of Education for an activity called Trout Release. After the students have raised trout in the classroom, from eggs to fingerlings, the students release the fish in a cold water stream at the Red River Gorge. Mr. Taylor accompanies us, along with graduate students from the university, and provides the students a lesson on micro and macroinvertebrates, as well as the diversity of the ecosystem at the gorge. We have professionals (Dr. Robin Cooper) in the medical field at the University of Kentucky who have come to Morton to teach lessons using fruit flies that are placed in different environments and their reproduction rates are studied. Morton has had engineers visit Morton to teach students about career paths in the field of engineering and sustainability. Morton has had nutritionists and dietitians visit Morton to do local taste tests and at the same time teach about nutrition and diet.

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



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Students participated in the Great American Clean-up, where Morton students cleaned up a tributary in a small urban corridor along with local businesses and a high school. Morton students work with Bluegrass GreenSource each year to do a school and community trash pickup. The construction of Morton's rain garden was a big community undertaking. Morton parents solicited plants from Salato Wildlife Sanctuary to give the garden a bountiful beginning. We have several Morton parents who take care of the flower beds on campus, which includes planting, weeding, watering and mulching. Students at Morton recycle the metal waste from the cafeteria and then Morton students earn extra credit when they take the recyclables to the center and earn extra money for the school. The money earned from the recyclable metal waste is used to purchase bird seed for the bird feeders on campus. Students have teamed with Southern States to raise chickens in the classroom, where students study and observe their traits and environment. Students also develop environmental and sustainable awareness posters every year to be displayed in all Fayette County schools. Students also input data into a program called Green Building Dashboard to communicate how Morton is managing energy efficiency.

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

Science: The 6th and 7th grade students together participate in the No-Idling Campaign where students monitor running cars and buses in the car-pool lane when the cars and buses are not actually travelling. The 6th grade and the 7th grade students together also work on the school grounds in such activities as gardening (raised garden beds, rain garden, butterfly garden and flower beds). 6th grade students also use the outdoors to learn technology in the way of global positioning systems. All grade levels use the outdoors to conduct engineering lessons when testing flight using paper airplanes (all levels with different independent and dependent variables tested). Students have participated in the Great American BirdWatch for several different years.

Social Studies: Both the 7th and the 8th grade classes use the outdoors to conduct the Olympics.

Language Arts: The Language Arts classes in all grade levels will commonly use the outdoors to read and hold class discussions.

Exploratory Classes: Our exploratory classes which includes all grade levels use the outdoors for more than 50% of their fitness classes, where such sports as kickball, football, Frisbee and track are performed. During the World Fit season almost all classes are outside walking at some time or another.

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

Although many of the uses of the Morton campus has already been discussed, I have yet to mention some other ways in which both academic and non-academic subjects are touched upon by using the great outdoors. For example, the 7th grade Social Studies classes conduct a scavenger hunt using Easter Eggs during one of their units. The different clubs at Morton use the school grounds quite a bit. For example, Morton has a club called "Girls on the Run." These gals meet once a week to socialize, share experiences and to run. Not all of the girls attend Morton, for many live in the community and attend other schools (elementary and private). The track team and the football team both use the school grounds for practice. Many of the neighboring children belong to club soccer teams that use the Morton campus for practice. During the University of Kentucky Football season, the school grounds are used for a meeting place. Many



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of the alum use the grounds to picnic and play outdoor games such as pick-up football games and corn hole.

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

A. **Environmental Waste:** Morton collaborates with the local recycling centers and the Morton parents to reduce waste, as Morton does not only recycle paper, plastic and cardboard, but we also recycle metal and plastic lids. The impact is great as the funds generated help to support our bird feeders and outdoor gardens and the lids recycled is actually producing our new environmentally friendly outdoor classroom. Probably our biggest partnership is with Bluegrass GreenSource who comes to Morton to teach classes on sustainability.

B. **Health and Wellness:** Morton has made an effort in the past to organize a committee to initiate a wellness plan for the staff and students. Unhealthy options have been replaced with fruit, vegetables and water. World Fit has made a huge difference in the attitude of the school population as far as physical fitness is concerned. The Fayette County Health Department has partnered with Morton to give us guidance on healthy options in both food and physical fitness.

C. **Education:** Morton's record of working with N.E.E.D., E=USE², Kentucky Green and Healthy Schools, Bluegrass GreenSource, Food Chain, the University of Kentucky, Lowes, Home Depot, and Adopt A Tree proves our dedication to the environment and dedication to being "Green."

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

I believe that Morton has proved their dedication to a healthy and sustainable environment by not only becoming a Kentucky Green and Healthy School, but also by being a Model Kentucky Green and Healthy School (first middle school in the county and the fifth in the state). Our number one goal is to make our planet healthy and it has become something we preach to all grade levels and throughout all curriculum. Our staff and student body has become very aware of the harm that humans have placed on our very fragile planet and most of those in the Morton community are working hard to make a difference. We advertise on our school website that we need plastic lids to replace our outdoor classroom and the community brings us plastic lids. The community and the school have become obsessed with this goal. Kentucky has adopted the New Generation Science Standards and engineering has become the catch phrase of the day. Our students are learning to problem solve and that includes figuring out how to make a healthy world in which we all can live.