



## 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 early learning to 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 and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. 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

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

Name of Principal Mrs. Stephanie Urbanek

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

Official School Name: Meadowthorpe Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 1710 North Forbes Road  
Lexington, KY 40511

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

County: Fayette State School Code Number \*: 160

Telephone: 859-381-3521 Fax: 859-381-3525

Web site/URL: <https://www.fcps.net/Meadowthorpe> E-mail [stephanie.urbanek@fayette.kyschools.us](mailto:stephanie.urbanek@fayette.kyschools.us)

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

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

I have reviewed the information in this application

(Principal's Signature)

Date: 3/21/2018



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

District Name: Fayette

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

Signature of Superintendent  
I have reviewed the information in this application and  
certify that to the best of my knowledge all information is accurate.  
(Superintendent's Signature)

Date: 3/28/2018

### Nominating Authority's Certifications

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

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

Name of Nominating Agency: Kentucky Department of Education

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

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

Signature of Nominating Authority  
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: 3/28/2018

### SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

### Public Burden Statement

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



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### **School Contact Information**

School Name: **Meadowthorpe Elementary School**

Street Address: **1710 North Forbes Road**

City: **Lexington** State: **KY** Zip: **40511**

Website: **fcps.net** Facebook page: **NA**

Principal Name: **Mrs. Stephanie Urbanek**

Principal Email Address: [Stephanie.urbanek@fayette.kyschools.us](mailto:Stephanie.urbanek@fayette.kyschools.us) Phone Number: **859-381-3521**

Lead Applicant Name (if different): **Mrs. Tammy Drury**

Lead Applicant Email: [tammy.drury@fayette.kyschools.us](mailto:tammy.drury@fayette.kyschools.us) Phone Number: **859-381-3521**

<b>Level</b> <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)	<b>School Type</b> <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	<b>How would you describe your school?</b> <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	<b>District Name</b> <b>Fayette County Public Schools</b> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
			<b>Total Enrolled:</b> _____ <b>455</b> _____
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL _____ <b>44.2%</b> _____ % limited English proficient _____ <b>8%</b> _____ Other measures _____		<b>Graduation rate: NA</b> <b>Attendance rate: 92.42%</b>



## **Kentucky 2017-2018 Green Ribbon Schools Application**

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

*Summary Narrative:* Provide a 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.



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Each year, the STEM Lab teacher works closely with a student Energy Team who works with the District's E=Use2 sustainability program in order to learn about, measure, and monitor our school's energy usage. Then, this team educates staff and students about practices that can be improved at our school to lower our environmental impact and cut costs. This team has placed reminder stickers on every classroom's light switch to remind students and teachers to turn off their lights. Also, this team placed stickers on appliances such as overhead projectors, lamps, microwaves, etc. to remind teachers to turn off and unplug these items when not in use. This team also places "oops" and "thank you" notes on classroom and office doors as a reminder of how they can improve or things they are doing that are making a difference in a positive way. This team also does monthly energy audits to measure and monitor our school's energy usage and light levels. Every room has automatic electric lighting controls. Our school also has a Recycling Team that makes sure every room/office in the building has a recycling bin and this is emptied each week on Wednesday mornings. The office and copy room recycle bins are emptied three times a week in order to keep the bins from getting full thus requiring recyclables to go in the trash cans. This year the Recycling Team purchased four large cans on wheels in which to collect recycling around the school. These cans have allowed the recycling to be collected without using bags. The recycling team creates posters and place in classrooms at the beginning of each year to remind students of which items can and cannot be recycled. The team also posts Reduce, Reuse, Recycle posters throughout the school to encourage environmentally friendly practices. We also recycle plastic lids and have had them made into benches and picnic tables for our school. Also, we have a marker recycling program to collect markers that cannot be recycled through our city's recycling program. Our cafeteria holds energy reduction lunch days monthly where they offer lunches that are prepared without using the ovens and other equipment. The cafeteria and custodial staff recycle all acceptable materials in our school's recycling bin. Our school has a nightly shutdown time for all computers in the building. We have permeable pavers and a rain garden that is maintained by the Garden Club. We also have native landscaping and an outdoor classroom area. All teachers and staff have a monthly limit on copies in order to help reduce paper and ink usage. Double-sided printing is highly encouraged.

Our school has an active Wellness Committee that meets monthly to review our policies and put in place activities/plans to improve student and staff health. The PE teacher is on this committee. Some programs we have for students are an annual Field Day, Bicycle Rodeo safety program, roller skate safety program by Skatetime School, nutrition units in P.E. class, the Presidential Physical Fitness test, and anti-bullying units in Technology Lab and with our school counselor. We also have after school programs dedicated to wellness such as Girls on the Run, MISS and Confidence (self-esteem, bullying, wellness topics, etc.), Girl Scouts, and a Cooking Club. We participate in Red Ribbon Week, Safe Schools Week, Healthy Heart Awareness month with the American Heart Association, Second Steps curriculum, and weekly lessons regarding social skills, safety, wellness, etc. from our school guidance counselor. We also have an annual Fitness Night for staff, students, and families. At our school we have a school nurse, school psychologist, two licensed clinical social workers, and a certified social worker. Our principal also has a background in mental health. All these people work to help the wellness needs of our students and they also work with outside agencies to get the proper help for our students and their families. We partner with many agencies



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to provide wellness to our students such as a mobile dental clinic, weekend food bags from local churches, and providing new and used clothing and shoes from The Lexington Women's Club and Kiwanis Club. At after-school events, only water is sold or offered. We no longer offer soda as a drink choice. Our cafeteria offers fresh, local produce for students.

The STEM Lab provides environmental and sustainability education as do the homeroom teachers. Our new school-wide reading series has integrated many science topics so they can be easily incorporated into students reading and writing. We have an annual STEM Night where community partners (such as the University of Kentucky, Bluegrass Community and Technical College, The Fayette County Health Department, Lexmark, and Alltech) teach students about science and tech careers, and have hands-on activities and presentations. Many different grade levels work with 4H, KY Department of Fish and Wildlife, and other agencies to help teach environmental and sustainability topics to their students.



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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]

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

**EPA Energy Star Portfolio Manager – Score of 82, Energy Star School**

**E=USE<sup>2</sup> Super Saver Award 2014, 2015, 2016**

**Project Wild**

**Project Flying Wild**

**Project Learning Tree**

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

☒ Yes ( ) No Award(s) and year(s) **E=USE 2 Super Saver Award 2014, 2015, 2016**

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

#### Energy

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

☒ Yes ( ) No Percentage reduction: **21%** Over (m/yy - m/yy): **01/08 – 12/16**

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): **1.934**

Final GHG emissions rate (MT eCO<sub>2</sub>/person): **1.594**

Offsets: **N/A**

How did you calculate the reduction? **Energy consumption is tracked using SchoolDude Utility Direct. To calculate carbon equivalencies we use the EPA's carbon equivalencies calculator at EPA.GOV**

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

If yes, what is your score? **82** If score is above a 75, have you applied for and received ENERGY STAR certification? ☒ Yes ( ) No Year: **2012, 2017 Energy Star pending end of year calculations**

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

Current energy usage (kBtu/student/year): **6797.3 kBtu/student/year**

Current energy usage (kBtu/sq. ft./year): **47.1**

Percentage reduction: **30.4%** over (m/yy - mm/yy): **01/08 – 12/16**

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**





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**electricity usage in KWH and total natural gas usage in MCF both to kBTUs to determine total energy consumption for the building.**

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? **1960**

What is the total building area of your school? **69,460 square feet**

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

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

Certification and year received: **N/A** Total constructed area: **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): **1,384.5 gallons/occupant**

Current water use (gallons per occupant): **1,002.8 gallons/occupant**

Percentage reduction in domestic water use: **38%**

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

Time period measured (mm/yyyy - mm/yyyy): **01/08 – 12/16**

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 ran.**

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: **100%** Types of plants used and location: **100% of all our plants and landscaping are regionally appropriate. Native plants are used to decrease the need for irrigation. Our rain garden has plants such as milkweed, black-eyed Susans, and goldenrod.**

9. Describe alternate water sources used for irrigation. (50 words max) **N/A**

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)  
**Meadowthorpe has a rain garden on its campus, which is also used as a teaching tool for science classes.**





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**During renovation, permeable pavement was installed in the parking areas as well, to reduce storm water runoff.**

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

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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% of the school grounds are devoted to ecologically beneficial uses. We have raised beds, a large area in front of the school for gardening, a rain garden, outdoor classroom, a large field home to large trees, and bird feeders will be added around campus. These will be used for science, math, and environmental lessons/studies.**

### 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): **\_\_\_32 cubic yards (8 cubic yards x 20 x 20% full when emptied)\_\_\_**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **\_\_\_51.2 cubic yards (8 cubic yards x 8 x 80% full when emptied)\_\_\_**

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):

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Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : **\_\_\_61.5%\_\_\_**

Monthly waste generated per person =  $(A/\text{number of students and staff})$ : **\_\_\_0.05 (32/580)\_\_\_**

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%\_\_\_**

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



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Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
NA	NA	NA	NA	NA

How is this measured?

\_\_\_\_NA\_\_\_\_\_

How is hazardous waste disposal tracked? \_\_\_\_NA\_\_\_\_\_

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

(100 word max) For biohazard materials (ie lab dissections), classroom collection receptacles are provided, collected by district officials and properly disposed of in a medical waste incinerator. 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 collects 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 Wednesdays 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 (3<sup>rd</sup> 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)

**51% bus riders; 20% car riders; 6% walkers/bike riders; 2% families carpool**

How is this data calculated? (50 word max)

**This data is collected through our Infinite Campus student enrollment/attendance system. Also, teachers were asked about bike riders and students who carpool via email. The STEM Lab teacher does morning car duty, so she watches for bike riders and carpooling families.**



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20. Has your school implemented?

☐ designated carpool parking stalls.

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

**We will be starting this program this spring.**

☐ 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)

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max) **We are a neighborhood school so we have lots of students who walk/bike to school, carpooling families, buses, and several families drive hybrid vehicles. We will be starting a No-Idle campaign in the spring. Buses are not allowed to idle while waiting for students to board.**

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

- **Weekly classroom recycling; office/copy room recycling 3 times per week: Recycle Rally and Pepsi Co Recycling program**
- **Every room has light switch sticker as a reminder to turn off lights**
- **Every room has an AV mute setting to reduce overhead lamp use**
- **Energy audit patrols**
- **Lighting audits**
- **CO2 audits**
- **Temperature audits**
- **Rain garden**
- **Encourage use of reusable water bottles**
- **Several trash-pick up days on school campus**
- **Classroom have student energy leaders**
- **GREEN Team club; Garden Club; Energy Team; Robotics Team**



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- The National Energy Education Development Project (NEED)
- Farm to School
- UK Extension Office 4-H
- KY Department of Fish and Wildlife
- Bluegrass Greensource, an environmental, education, and outreach program
- Guest speakers
- STEM Night with participating partners
- Living Arts and Science Center

### **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.**

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

**[ X] 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.**



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[X] 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 @ Meadowthorpe Elementary School.

[ X] 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

[ X] Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. 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. Students include air fresheners on their monthly wellness patrols and provide feedback to teachers/staff who include air fresheners in their classrooms/offices.

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 CO<sub>2</sub> and RH levels. If the RH level is above 60% or a building occupant raises concern about RH, additional air mold assessments are conducted. Our student E=USE<sub>2</sub> Team collected RH data on multiple and various spaces within our school.



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

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 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)

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

[ X] Our school participates in a Farm to School program to use local, fresh food. **FCPS Child Nutrition features a locally-sourced item on our cafeteria line a minimum of once a month.**

[ ] Our school has an on-site food garden. \_\_\_\_\_

[ X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. **The school's Garden Club grows food in raised beds and samples the food and learns different ways to use them in recipes. We also serve the greens to class pets.**

[ X] Our students spent at least 120 minutes per week over the past year in school supervised physical education. **Each class is scheduled to have at least 25 minutes per day in supervised physical education in addition to 55 minutes of PE class per week. Each classroom also takes short 5-10 minute movement breaks throughout the school day.**

[ ] At least 50% of our students' annual physical education takes place outdoors. \_\_\_\_\_

[ X] Health measures are integrated into assessments.



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These are done formally in PE class.

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

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

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](http://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://fayette.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)

**Our school has 2 huge mulched playground set areas and a large, open grassy area for students to use. Each classroom has different recess equipment, and there is a basketball court, and a paved walking track. Girls on the Run club uses the walking track after school. We have tables outside the cafeteria area to encourage classes to eat lunch outdoors or do lessons outdoors. We have an outdoor Field Day annually. We also have enough benches in our outdoor classroom area for an entire class to sit upon for outdoor lessons.**

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

**Our school participates in the annual Walk to School Day.**

**Our school offers an online school lunch menu to include nutritional and allergen information (Fayette.nutrislice.com). This allows our parents and students the following convenient access at their fingertips: calories, fat, carbohydrates, protein, sodium and allergens. Nutrislice is also offered as a smart phone application and allows students to play an active role in menu-planning by providing feedback by rating lunch food items.**

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:





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We partner with Bluegrass Impact, which is a state-wide program that coordinates mental health services for students and families. We partner with Necco, a company that provides community based services for at-risk children and families. We partner with IDEALS for Families and Communities to provide play therapy for students. We partner with UK Dentistry to provide dental care to our students. We have a school Wellness Policy and committee. We do annual hearing and vision screenings.

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

If yes, describe these partnerships:

**UK College of Dentistry provides check-ups and dental work for our students. The Health Department aids in hearing and vision screenings. We participate in a Bike Safety program, which comes to our school to teach bike safety while students actually ride bikes. We participate in Jump Rope for Heart. We participate in a roller skate safety program.**

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

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): **Our guidance counselor holds several group sessions for building social skills, self-esteem, and offers individual counseling to students as needed. Every student is taught Internet safety annually, which includes cyber bullying. We use an anonymous on-line bullying reporting system. We participate in Red Ribbon week. We have a girls' group called Confidence to help teach girls about self-esteem, self-respect, and other life skills to students at risk. We have many extracurricular groups of which students can join (art club, garden club, robotics, digital art, chorus, academic team, chess club, etc.). We have a school Girl Scout troop. Our school social worker holds small group sessions for at risk students. Our guidance counselor leads 30-minute lessons per each rotation to each class. These classes focus on self-esteem, manners, character building, friendships, anti-bullying, etc. Our school's PBIS (Positive Behavior Intervention System) team creates systems to ensure student safe and positive behavior in the school. Positive reinforcement is the focus. Our school's Student Assistance Team (SAT) takes a deep look into the academics and social and emotional status of students at risk regularly and creates a plan to help the students succeed. We have a program called MISS which focuses on character, social skills, teamwork, friendship, body image, bullying, etc.**

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

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

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

**Environmental and sustainability concepts are taught in conjunction with the Next Generation Science Standards in grades K-5. Our school also participates in the district E=use2 program that teaches students about our school's energy consumption, how to measure and monitor it, and how to reduce energy usage using sustainable practices.**



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

**Every student K-5 has STEM Lab once a rotation cycle. In this class, environmental and sustainability concepts are taught through the NGSS lens. Students are taught the science and engineering practices as well as the scientific and engineering design processes. Students use these to design solutions to environmental problems. The Energy Team educates the school about the school's energy usage and ways to be more "green". Our new reading series (K-5) incorporates environmental concepts into the readings, which allows for classroom discussions on these issues and sustainability.**

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

**Related concepts are assessed in STEM Lab through lab reports, collected data, projects, and informal and formal assessments. Common assessments are also given in homeroom science units.**

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

**Meadowthorpe students are well represented at the annual district science fair. We have had many students advance on to the next level.**

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

**All teachers are invited to attend a monthly science PD dedicated to their grade level science standards, which include environmental education and sustainability. Other PD opportunities provided to all staff are through The National Energy Education Development Project (NEED), Bluegrass GreenSource (an environmental, education, and outreach program formerly known as Bluegrass PRIDE), Kentucky Association of Environmental Education, The Partnership Institute for Math and Science Education Reform (PIMSER), Kentucky Department of Education, etc. The principal, the STEM Lab teacher, and the district science director send out all opportunities to teachers. The STEM Lab teacher provides teachers with PD on the science assessments.**

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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: \_\_\_\_\_ Percentage scoring a 3 or higher: \_\_\_\_\_

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)

**Every student has STEM Lab for 55 minutes once a rotation cycle whereas they learn by becoming scientists and engineers. There they use mathematical thinking along with science and engineering concepts**



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to learn and solve environmental problems. Students also have Technology Lab for 55 minutes once every rotation cycle where they use technology to communicate as well as research science and engineering topics. Meadowthorpe hosts an annual STEM Night where professional from many organizations share hands-on activities and exhibits.

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

**Meadowthorpe has career week where students research different careers. In STEM Lab, science and engineering careers are highlighted as well as the contributions made by scientists and engineers.**

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

**Our school will be participating in a national Green Day of Service this spring that is a community service day that is sponsored by the US Green Building Council. We will be clearing out old landscape areas and planting food and herb gardens and a butterfly garden using native plants. We will also be partnering with Dunbar High School's Community Problem Solving team to learn about the decreasing bee population and how to set up areas on our school grounds for bees using native plants. All students will be participating in a STEM project with the Lexington Legends Minor League baseball team. The Garden Club will be participating in the Carton2 Garden competition held by The Kids Gardening.**

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

**All grades K-5 use the outdoor classroom in STEM Lab class. Students investigate the needs of plants and animals. Students do searches to identify different plant and animal species to discuss biodiversity and its importance. Students use the outdoors to study habitats, ecosystems, seed dispersal, pollination, etc. Students grades K-5 use the rain garden to talk about environmental issues and the storm drains from the parking lots. Trashcans are placed outside around the school grounds to encourage litter collection and recycling. Students investigate the patterns of the sun and how the heat and light affect the building, which leads to environmental discussions. Classes use the outdoor classroom benches in the front and back of the school to do writing and other lessons.**

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4. 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)



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Outdoor learning is used to teach writing—descriptive, poetry, narrative, etc. Of course, science learning is easily taught outdoors. Math is taught outdoors by taking measurements of natural items and spaces. Community topics are taught outdoors by taking walks around the neighborhood and discussing environmental issues within.

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5. 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)

The Fayette County Public School's E=Use 2 comes to our school 3-4 times per year to teach about sustainability and to train the Energy Team to do energy audits to measure and track school energy usage. The team then does campaigns around school to educate and encourage sustainable practices. The UK College of Dentistry comes a few times a year to provide dental check-up and needed procedures to students. Farm to School provides local produce in our cafeteria to all students. We recycle plastic lids to get them made into benches for our school. Our wellness policy created a water-only drink plan for school events. We work with the Bicycle Rodeo program and a learn-to-skate program to promote safety and physical wellness. We have a Girls on the Run after school program to promote physical fitness and self esteem.

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

We have many parents and community partners who visit our classroom and clubs to educate our students about green careers, energy conservation, and other environmental and wellness and sustainability issues/topics. The robotics club uses LEGO software to code robots. Students also learn how to code in Technology lab. Our cafeteria does a monthly energy savings lunch day. We recently began a recycling program for markers, which cannot be recycled in our regular recycling program. Our school encourages double-sided copying and all teachers and staff are limited to the number of copies they can make each month thus lessening our paper usage. Most classes do their weekly and end of unit reading assessments online now instead of on paper thus reducing our paper usage.

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7. Submit 3 or more photos (with appropriate permissions). All of this and everything in this application is up to the state authority.

**Photos are on following pages.**



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This is a class using the outdoor classroom Benches during a lesson.



This is the Garden Club harvesting some parsley from a raised bed that they planted.



This is the Recycling Team dumping classroom recycling into the school's recycling receptacle.



This is the Garden Club clearing out an invasive species from the school rain garden.