

2016-2017 School Nominee Presentation Form

Part 1: Eligibility Certification and School Application Information

School, District and DoDEA Area Certifications

The signature of the School Principal, District Superintendent and Area Director (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.

1. The school has some configuration that includes one or more of grades Pre-K-12.
(Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools on the installation, 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. As a unique Federal entity, DoDEA and its schools are not under the auspices of the U.S. Department of Education. However, DoDEA processes and procedures comply with all federal laws, including those concerning the investigation of civil rights complaints and complaint reviews, and the administration of the Special Education Program.
4. OCR has not issued a violation letter of findings to the school concluding that the nominated 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 school 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 school 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 if applicable and required by law or other authority.


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.

Name of Nominating Agency: Headquarters, Department of Defense Education Activity

Name of Nominating Authority: Dr. Linda L. Curtis, Principal Deputy Director and Associate Director for Academics

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


(Nominating Authority's Signature)

Date: 1/31/17



Name of Principal: Leigh Anne Faulkner

Official School Name: Tarawa Terrace Elementary School
School

Mailing Address: 84 Iwo Jima Boulevard
(If address is P.O. Box, also include street address.)

City: Tarawa Terrace State: North Carolina Zip: 28543

Installation: MCB Camp Lejeune DoDEA Area: Americas

Telephone: 910-450-1635 Fax: 910-450-1637
Web site/URL: http://www.dodea.edu/Americas/NC-
CampLejeune/CampLejeune/TarawaTerraceES/index.cfm
E-mail: leigh.kapiko@am.dodea.edu
Percent of Student Population with Disadvantaged Background: 50 %

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

Digitally signed by DANIEL KAPIKO LEIGH.A.1379283728
DN: c=US, o=U.S. Government, ou=DoD, ou=PKI, ou=DODEA, cn=DANIEL
KAPIKO.LEIGH.A.1379283728
Date: 2016.12.15 14:55:59 -05'00'
DANIEL KAPIKO.LEIGH.A.1379283728
(Principal's Signature)

Name of Community Superintendent: Mr. Todd Curkendall
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Mid-Atlantic District, Camp Lejeune Telephone: 910-451-2461 x219

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This school is high-achieving in the three Pillars.

Digitally signed by CURKENDALL.JOHN.TODD.1229729000
DN: c=US, o=U.S. Government, ou=DoD, ou=PKI, ou=DODEA,
cn=CURKENDALL.JOHN.TODD.1229729000
Date: 2016.12.15 15:51:02 -05'00'
CURKENDALL.JOHN.TODD.1229729000 Date: 12/15/2016
(Community Superintendent's Signature)

Name of DODEA Americas Director: Dr. Emily Marsh
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

DODEA Americas Director Name: Dr. Emily Marsh Telephone: 678-364-8006

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This school is high-achieving in the three Pillars.

Digitally signed by MARSH.EMILY.K.1053649242
DN: c=US, o=U.S. Government, ou=DoD, ou=PKI,
ou=DODEA, cn=MARSH.EMILY.K.1053649242
Date: 2016.12.17 20:35:52 -05'00'
MARSH.EMILY.K.1053649242
(Area Director Signature)

SUBMISSION: The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509.



Tarawa Terrace Elementary School

Headquarters Department of Defense Education Activity (HQ DODEA) Nominee to U.S. Department of Education Green Ribbon Schools Program

ADDENDUM TO 2016-2017 SCHOOL NOMINEE PRESENTATION FORM

As a unique Federal entity, the Department of Defense Education Activity and its schools (Department of Defense Schools (DODDS) that are located overseas, and the Domestic Dependent Elementary and Secondary Schools (DDESS) located in the U.S.) are not under the auspices of the U.S. Department of Education. However, DODEA processes and procedures comply with all federal laws, including those concerning the investigation of civil rights complaints and complaint reviews, and the administration of the Special Education Program.

Part I: School Profile.

School Name: Tarawa Terrace Elementary School Installation:

United States MCB Camp Lejeune Street

Address: 84 Iwo Jima Boulevard

City: Tarawa Terrace State: North

Carolina Zip: 28543

School Website: <http://www.dodea.edu/Americas/NC-CampLejeune/CampLejeune/TarawaTerraceES/index.cfm>

Principal Name: Leigh Anne Kapiko

Principal Email Address: leigh.kapiko@am.dodea.edu

Principal Phone Number: 910-450-1635

Total school enrollment (Fall 2016): 576

DoDEA District: Mid-Atlantic

DoDEA Area: Americas School

Type: Elementary

School enrollment: 576

Percent Disadvantaged Background Population: 50%

1. Application Team Information.

Lead Applicant Name (who prepared the application): Leigh Anne Kapiko

Lead Applicant Title (e.g., teacher, principal): Principal

Lead Applicant Email: leigh.kapiko@am.dodea.edu

Lead Applicant Phone Number: 910-450-1635

Application Team Members. (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1	Mrs. Lorraine Christopher	Teacher of the Visually Impaired/Orientation & Mobility Specialist
2	Mrs. Ann Schoepf, Ed.S	3 rd Grade Teacher
3		

Tarawa Terrace Elementary School (TTES) was originally named Tarawa Terrace 2 Elementary School (TT2) and was originally housed on Saipan Drive. Our current building was completed in October of 2001, and in April of 2011, a tornado struck the neighborhood of Tarawa Terrace that housed a second school, Tarawa Terrace Primary School (TT1). This school was damaged beyond repair, thus TT1 students and staff finished the remainder of the school year at TT2. These two schools merged and began the 2011-2012 school year as TTES, currently serving Pre-K through grade 5. We are proud to serve out military community by providing a nurturing, safe school environment with daily rigors, and engaging opportunities for our students.

TTES takes pride in being an environmental education leader within the Department of Defense Education Activity (DoDEA). The role of conservation and environmental awareness is prevalent in all that we do and integral to our organizational identity. From our mascot, the tiger, who is among the most endangered species on the planet, to our resource management that emerged stronger after the catastrophic natural disaster that destroyed homes and displaced our students, to our feeder school building. The TTES community is keenly aware of the impact the natural world has upon us and the effect we have upon it.

In the aftermath of Mother Nature's fury, an addition was constructed under a compressed schedule to house the displaced students from TT1 and alleviate the crowding in a building not suited to handle the overflow. The new wing construction gave TTES over 40,000 additional square feet of space and provided environmentally sound and efficient upgrades. The construction took place with children on-site in classrooms and provided a unique learning opportunity. Students were able to see not only the power of nature but also the responsible reaction mankind must provide. Students experienced real time construction, the destruction and construction of green spaces, witnessed the construction of outdoor learning environments, and the gentle care and respect the contractors used to design and build learning benches from recycled bricks from TT1, as tribute and a sign of resilience and sustainability. Students had the opportunity to learn about LEED specifications as the expansion of their school happened around them daily. They began to understand how we all must learn to co-exist as neighbors, including taking in the consideration of run-off and the affect it has on the wildlife, to why new low-flush toilets and shut-off faucets were necessary to protect all of campus' inhabitants.

TTES staff and students responded to the emerging challenges by forming new extra-curricular clubs including a green team to work on beautification and conservation, STEAM team to learn the science behind it all, and robotics' team to remind us we must always look ahead to help build a brighter future. In addition, a cooperative learning partnerships with Lejeune High School was developed. Community partnerships continue at TTES with engineering and maintenance battalions and MCB base biologist to sustain real-time learning experiences for our students.

The need for acquisition of learning tools and kits became apparent as the interest in science integration grew over the past five years, so budgets were scrubbed and curricular purchases made. Due to the proactive investments the school was making on its own, TTES was asked to become one of DoDEA's first Science, Technology, Engineering, Arts and Mathematics (STEAM) pilot schools. Thus, school resources were channeled to augment the curricular holdings of the school and begin the proactive approach to ordering interactive pieces for virtual and hands-on experimentation and experiences. The school was able to outfit 3 technology labs and purchase one of the first mobile computer labs in DoDEA. With the new footprint,

came enough space to create a dedicated science lab which we recognize as the “STEAM” room, and several outdoor green teaching/learning spaces that provide teachers and students with tools and space for experimentations, creations, and innovations. Students use microscopes to learn about the smallest units of life and use skeletal models to identify anatomy. TTES has grown plants in barrel gardens that expanded across the continents, raised ducks, chicken, and butterflies. Even some of our littlest learners built robots. TTES students, of all ages, engage in motion experiments and learn physics principals sometimes with the aid of high school students.

At TTES, we are always striving for excellence in all that we do from academics to stewardship. Challenges are seen on the pathway to excellence due to Tarawa Terrace being home to many economically disadvantaged families. Many of our families have one parent that is employed by the military and free and reduced lunch numbers can be as high as 50% or higher. Nonetheless, every year the Combined Federal Campaign Eagle Award for charitable giving is offered and TTES has become one of its recipients. TTES is the only school at Camp Lejeune that has a student-led fundraising campaign inclusive of a healthy walk in honor of an adopted charity, which the students have contributed over \$6000 dollars in the last 5 years. Contributions have been given to many different organizations. The base and local charities have recognized and awarded the students for their charitable giving. Having limited resources at TTES is not a barrier to sharing with others.

TTES students achieve academically, as well. Student work is published as students win writing competitions regularly and standardized test scores in the aftermath of the storm and reconstruction have never been higher. Hands-on curricular experiences have been the key to unlocking the standards of career and college readiness and the common core for TTES learners. This is particularly noteworthy in that 21-25% of our students have active IEPs resulting from identified special needs and another 20-25% are served by academic support and targeted intervention programs. During school year 2014-15, the AdvancED Accreditation External Review Team visited on-site to inspect and research the teaching and learning and the resource and facility management. TTES earned the highest composite score ever recorded by a DoDEA elementary school and a continuing accreditation.

Part : Achievement Area Evaluation.

Crosscutting Questions: Awards and Programs.

Does your school participate in a local, state, or national green schools program? (X) Yes() No

If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?

	Program	Level in Progress	Level Achieved (include date achieved)
1	Earth Day	Year Six and On-going	
2	STEM Partnerships	Year Six and On-going	

3	USDA Nutritional	Eleven plus years and On-going
4	Healthful Living Partnerships	Eleven plus years and On-going

In the past five years, has your school, staff, students or student groups received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?

(X) Yes () No If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1	Various Civic and Recognition Awards	Students	Local Community and DoDEA	Yearly
2	LEED Certification	TTES (Addition)	US Green Bldg Council	June 2014

Pillar 1: Reduce environmental impact and costs.

Element 1A: Reduced/eliminated greenhouse gas emissions, energy audits/emissions inventory/reduction plan, energy efficiency/conservation and improvements.

1. Which of the following programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation? (Check all that apply)

- Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.
- Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.
- Our school has set and met an energy conservation target every year since we started our program.
- Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent installation program.
- Our school is EPA Energy Star certified this year.
- 5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.

Our school was built or modernized to meet Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.

Our school has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

2. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. Work as needed with your installation energy program management team to get information about your energy use (Maximum 250 words).

After the merger of TT1 and TT2, TTES went from an 83,000 square feet building to 126,900 square feet. In addition to our size increase, we have had an HVAC failure to our main system which caused the school district to temporarily replace the existing unit. Therefore, we are unable to create a management plan that will show significant reduction of cost for our building. However, we are currently working on a benchmarking system that will help establish a baseline. Even through these trials and growth, we have set and will continue to set energy conservation targets yearly. In addition, we have recognized that our increase of usage and billing for the 83,000 square feet to 126,900 square size of our building was minimal. As of June 2014, TTES was awarded Gold Leadership in Energy and Environmental Design (LEED) certification by United States Green Building Council for its new addition which includes that all interior materials and products contain low amounts of indoor air contaminants, water fixtures in the building save over 179,000 gallons of water per year, and the heating, air conditioning and electricity in our building save 38% more energy than the average building, to name a few. As of 2015, Camp Lejeune, along with Duke Energy, installed 55,000 solar fields, which produces renewable energy for the installation and surrounding community. TTES has the privilege to operate on this Marine installation. This also doesn't include landscaping which consists of native drought-tolerant plants that require our facility to water less.

Element 1B: Improved water quality, efficiency, and conservation.

1. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)

We are served by an installation/privatized utility water provider that is required to report annually on the quality of our water.

Our school has its own well and we do water sampling in accordance with our local and state health authorities.

Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

We have a water reduction plan in place that includes: low-flow water fixtures

native drought-tolerant plants

minimal or no landscape irrigation

Our school water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent installation program.

We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.

Our school has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

2. Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. Work as needed with your installation energy program management team to get information about your energy use (Maximum 250 words).

Focus Area: Water

Tarawa Terrace Elementary conserves water and protects water quality in the following ways:

- Annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify saving opportunities.
- Our schools taps, faucets and fountains are cleaned on a regular basis to prevent bacterial contamination/ remove particulate lead deposits.
- EPA samples water several times a year to maintain water quality
- TTES school has a chemical disposal policy that helps ensure water quality.
- Food services uses a Hobart water conservative model dishwasher.
- Our schools water fixtures save over 179,000 gallons of water; enough to fill 4,475 bath tubs. (LEEDS)

Our school uses the following landscaping practices:

- Use of broom or blower to clean walkways
- Mowing/leaf collection to remove material off impermeable surfaces.
- Timed faucets/outside spigots are keyed
- Use of mulch and native plants to reduce watering needs.

Students are taught to conserve water when washing hands in classroom sinks along with being trained not use the drinking fountains inappropriately. Students also encourage each other to turn off faucets and make a concentrated effort to alert staff of malfunction faucets and toilets through conservation lesson. TTES does not have a water reduction plan in place, however, we continue to strive to maintain or reduce our yearly water usage. Moreover, our school run-off or storm water management practices that TTES follows includes the use of use of leak proof lids on dumpsters or outdoor waste collection bins. Water usage for 2016-2017 is \$95-\$98.00 a month.

Element 1C: Reduced solid/hazardous waste production (recycling/composting & reduced consumption and elimination of hazardous waste).

1. Which of the following programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products? (Check all that apply)

Our school has initiated and maintained a solid waste management plan that includes waste reduction practices, collection of recyclable and compostable materials, elimination of hazardous waste, and preferred-purchasing requirements.

Our recycling program collects every material that is collected on our installation.

Our school composts organic materials on site.

Our school only purchases office/classroom paper that is 50% or more post-consumer material.

Our school only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.

Our school purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).

All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard.

Hazardous and dangerous products at our school have been reduced or eliminated. Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.

Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

2. Use the list above as a guide to describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. Work as needed with your installation hazardous waste program manager or recycling program manager to gather information about your efforts in this area (Maximum 250 words).

TTES strives to maintain solid waste and recycling programs through the requirements of the installation, protocols of collecting materials, and through the efforts of the staff and students of our school. Through yearly ordering of needed instructional materials, we continue to follow the policy and procedures of our host installation for proper collection and disposal of materials. A contract has been awarded to an environmentally responsible company to handle shredding of materials, which will be recycled and reused for other purposes. We have also implemented many recycling programs within our own school up and beyond what is required by Camp Lejeune.

Our school recycles:

- ✓ Paper
- ✓ Plastic Containers
- ✓ Cardboard
- ✓ Ink cartridges,
- ✓ Markers

- ✓ Batteries
- ✓ Students during art class recyclable materials to construct novel artwork.

Recycling bins for paper/plastic disposal are located in hallways, classrooms, cafeteria, staff lounge/workroom teacher and main office. Recycling bins are clearly labeled. Students are taught proper recycling habits.

In 2014-2015 school year, we've implemented a recycling aluminum program to encourage TTES and the surrounding community to recycle. Our Green Team, we will be working on different projects that will beautify the school and community.

TTES building principal is responsible for recycling programs in assigned building. We do not have a greenhouse gas emission reduction plan; however policies and procedures for reduction of said emissions are used. TTES participates in government-related programming for recycling computer equipment and furniture.

Element 1D: Alternative transportation.

1. Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

- Our school participates in a "Safe Routes to School" or similar program. Our school has designated carpool parking stalls.
- Our school offers yellow school bus service.
- Our school is served by public transportation service.
- All school buses that serve our students were built after 1994 when the first emission standards were adopted.
- Our school has a well-publicized no idling policy that applies to all vehicles including school buses.
- Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.
- Our school has a greenhouse gas emission reduction plan in place that targets transportation. We measure our annual progress against our reduction goal.

2. Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. (Maximum 250 words)

Tarawa Terrace Elementary is a neighborhood school which is home to 576 elementary students. Approximately 38% students walk/ride their bikes; 28% of our students are car riders which include students who live off base, students that come to school to receive services, or parents who are awaiting quarters; 8% of our students ride a bus to a base daycare; 42% of our students ride the bus due to base housing outside being of the 2 mile radius. As part of Camp Lejeune School District, we have implemented a safe school program. Along with programs held within the school for student safety, many of our students are educated, through guest speakers and TTES staff, about becoming aware of their surroundings while walking to and from school.

TTES also offers opportunities to help to reduce vehicle emissions, fuel consumption, and traffic,

and/or promote physical activity to get to school where safe and possible, including:

- Bike racks
- Offers sidewalks that interconnect to other streets that allow safe passage for our students.
- Crossing guards are placed strategically to direct students safely through intersections.
- Loading/unloading zones are clearly marked and are at least 25 feet from building. Staff are assigned to designated areas to promote safety, and all stakeholders are required to adhere to the pedestrian right way regulation set by the installation.
- The new part of our building provides designated parking areas for those that carpool, and all stakeholders are required to park at least 50 feet from any part of our building.

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

Element 2A: An integrated school environmental health program.

1. Which of the following programs or practices does your school implement to ensure the environmental health of the school community? (Check all that apply)

Our school implements an up-to-date Integrated Pest Management program.

Our school implements an up-to-date Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our school has a comprehensive green cleaning program.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program.

Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication.

2. Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 250 words)

Focus Area: Environmental Health

- Our school orders supplies and materials following green procurement policies and procedures.
- The majority of the products ordered and used must meet federal green definitions and companies who are contracted vendors must adhere to green production and/or packaging of their products.
- Clerical and administrative staff involved in procurement must periodically complete training for green procurement practices.
- Custodial staff is required to receive instruction and obtain certifications for handling and storage of all cleaning supplies.
- The school nurse works with staff to ensure training for asthma and allergies. She publishes information for classroom teachers and supervisory staff to maintain response and action protocols.
- The school nurse works with custodians to establish specialized seasonal cleaning and health practices. During the course of the year, there are expectations to promote health by employing specific cleaning practices using green products to reduce the spread of communicable illness and reduce reactions to allergens.

Integrated Pest Management (IPM) approach: Any fertilizers, herbicides or pesticides used are from a DoDEA approved list and are environmentally friendly.

Element 2B: High standards of nutrition, fitness, and quality outdoor time for both students and staff.

1. Which of the following programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).

Our school participates in the “Coordinated School Health” program (www.cdc.gov/HealthyYouth/cshp/).

Our school participates in the USDA's Healthier School Challenge.

Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.

Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.

Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

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

Our school integrates health measures into student assessments.

Health, counseling and psychological services are offered for both students and staff Families/communities are involved in an integrated school environmental health program

2. Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, quality outdoor time and overall health and wellness for both students and staff. (Maximum 250 words)

Tarawa Terrace Elementary School (TTES) is committed to providing school environments that promote and protect children's health, well-being by supporting healthy eating and physical activity. TTES participates in a District Sponsored USDA Approved Nutritional Breakfast/Lunch Program which provides nutritionally balanced, low-cost or free lunches to children daily. TTES food service participates in procuring fresh garden produce that is harvested across NC through partnership with NC Department of Agriculture and DoDEA. Of the 576 students enrolled, approximately 18% receive free meals; 22% receive reduced meals, and 41% pay full price.

Healthy eating is important, so is exercise. Students participate in 90 minutes of school-supervised physical education and recess combined. TTES is equipped with outdoor basketball courts, soccer fields, age appropriate playground equipment, bicycle paths, bicycles w/accessible helmets to promote unstructured cardiovascular exercise. For safe play/hazards, grounds and playground equipment is inspected daily. TTES students participate in a several health and fitness activities throughout the year: Jump Rope for Heart and Color Run.

The children at TTES have contributed over \$6000 dollars in the last 5 years to give to cancer charities, wounded warriors and this year to an outdoor therapy group that helps service members cope with Post-traumatic Stress Disorder.

TTES staff is also encouraged to maintain good health through friendly health competition sponsored by the school nurse. All staff receives annual blood born pathogen and epi-pen training. Furthermore, our counselors provide program plans, support groups that aide in parent deployment programs, and personal and social skills. Our programs are communicated to parents, who are encouraged to provide input.

Pillar 3: Effective environmental and sustainability education which incorporates STEM, civic skills, and green career pathways.

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems.

1. Describe how your school integrates and assesses/measures students' environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 250 words)

TTES invested in a great deal of science technology and equipment above the DoDEA STEAM initiative implementation. Therefore, when DoDEA was looking to pilot the initiative, TTES was approached. Teachers have already established a science lab, which became outfitted with Engineering Kits and material for experimentation in the areas of Biology, Chemistry, Physics, and Physical science. We have three dedicated technology labs and a STEAM room for inquiry and experimentation. In addition, we have several outdoor learning spaces. TTES also has partnerships with the base biologist to educate students about the ecosystem on base.

Our students who are in grades 4th – 8th grade continue to participate in the CLDS STEM events, which is in conjunction with Camp Lejeune School district STEM week. The field trip will provide students with an

opportunity to attend the 2nd Maintenance Battalion's Engineering Open house and be able to get hands on with different STEM related activities and explore the different engineering careers available to them in the military/government.

2. Describe professional development opportunities available to your teachers in environmental and sustainability concepts and the number and percentage of teachers who participated in these opportunities during the past 12 months. (Maximum 250 words)

In previous years, TTES' staff has had the opportunity to be introduced to the engineering design process through schedule professional development days. This allowed the staff to incorporate STEM within their lessons and everyday curriculum. Although we do not have new teacher professional development days to assist new staff with environmental and sustainability concepts, we can request additional support for these opportunities either as a group or individually. We have access to instructional system specialists (ISS) that include the STEAM, math, and science coordinators who are always willing to come to our school and provide professional development including incorporating STEM kits. In addition, professional development for the use of EV3 robots, WeDo, and other robotic software was pursued by several teachers from our school, and taken advantage of. The staff of TTES is always willing to share their knowledge and experiences to all who inquire. Teachers from the school routinely present to colleagues at during staff development activities at the district and community level. In addition, they partner with base, community (inclusive of our district high school and Naval hospital) and university level to bring interactive programs and opportunities to students. The partnerships provide tools and training for students to explore the natural world beyond the walls of the classroom both virtually and through hands-on project based exploration.

Element 3B: Use of the environment and sustainability to develop STEM, sustainability content knowledge, and civic thinking skills to prepare graduates for the 21st century technology-driven economy.

1. Describe how environmental and sustainability education at your school supports teaching science and engineering practices (e.g., asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence) and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 250 words)

TTES is a STEAM school which incorporates Science, Technology, Engineering, Art and Mathematics. The essence of STEAM is problem-based learning, and our students are tasked with solving design problems by redesigning and improving their projects. Throughout the process, students utilize math skills and science knowledge. Technology is used to investigate, design, test and present ideas. As students work together, they learn and practice collaboration and verbal communication skills, both essential skills for 21st Century Learning. Throughout each challenge, students use the Engineering Design Process. We begin with our investigations, move on to brainstorming, make a plan, build our prototypes and finally test and present solutions. Additionally, TTES will continue to support Camp Lejeune's Science Olympiad which allows students from TTES to learn and study seven components that closely align with our districts science and math standards as well as 21st century teaching and learning skills. This is done through many outreach programs provided by our community including University of North Carolina, Wilmington campus who, through their MarineQuest program, brought in a life size blue whale. The Watson the Whale program is a life-size inflatable whale classroom that is taught by marine biologists, who wish to educate students on the

problems garbage causes the migratory ocean animals. This whale is filled with organs that are used to simulate what happens when whales and other animals come in contact with the debris.

2. Describe how your curriculum connects classroom content to career and college readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers. (Maximum 250 words)

Across the curriculum and with the incorporation of a new math curriculum, our third grade team has instituted project base learning environments that allows students to work collaboratively, engineer structures that relate to the real world, and use real world math to solve problems. Students had opportunities to design and produce T-shirts for their T-shirt factories. They were afforded the chance to experience and recognize supply and demand for their T-shirts and what is required when their stock becomes low. Furthermore, students were able to design and build tiny house replicas with recyclable paper. Our first grade students, have participated in the Global Cardboard challenge, which provides them opportunities to use recycled materials, cardboard and their imagination to explore their interests, use their critical thinking skills and determination. TTES' staff have had the opportunity to be introduced to the engineering design process through schedule professional development days. This allowed staff to incorporate STEM within their lessons and everyday curriculum. We have access to instructional system specialists (ISS) that include the STEAM, math, and science coordinators who are always willing to come to our school and provide professional development including incorporating STEM kits. In addition, professional development was provided to teachers for EV3 robots, WeDo, and other robotic software training. This was pursued by several teachers from our school, and taken advantage of.

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Describe your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, field studies, community service, etc. Address if and how students conduct an age-appropriate community engagement projects around a self-selected environmental or sustainability topic at every grade level, and partnering with local academic, business, informal science institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of other schools, particularly a school with lesser capacity in these areas. (Maximum 250 words)

At TTES, we are always striving for excellence in all that we do from academics to stewardship. Challenges are seen on the pathway to excellence due to Tarawa Terrace being home to many economically disadvantaged families. Many of our families have one parent that is employed by the military and free and reduced lunch numbers can be as high as 50%, yet opportunities for our students to learn from real live experiences are a vital part of our schools philosophy. Even our youngest TTES students have an opportunity to visit a local working farm that educates students on the importance of agriculture, and the product that is produced for the consumer. Second and third grade classrooms have participate in field studies that allowed students to acquire knowledge that benefit their community when they recycle and become environmentally aware. In addition, fifth grade were provided the opportunity to learn about the impact that trash affects their local wildlife. Furthermore, several of our grades had the chance to become involved in a universal sunflower experiment which encompassed several countries and involved over 100 schools. This opportunity allowed students to compile data, use technology, and communicate across the globe. Becoming a Green Ribbon school is not a title or name, but a way of exploring, practicing, preparing for the future generation.



Watson the Whale Program
This program come to TTES to educate our student on how debris affects our marine wildlife



Here at TTES, we continue to develop and grow gardens that are maintained by assigned grade levels. Our goal is provide students with outdoor educational experiences.



TTES students and staff pitch in to help with the school's recycling.



TTES (school wide) participates in our annual color run. Students train for this event several months in advance and families come out and join their children.



Critter cam located on TTES. This allows students to watch nature at its finest without disturbing it.

