



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

### U.S. Department of Education Green Ribbon Schools 2015-2018

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

Name of Principal: Mrs. Nicki Bryant

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

Official School Name: Childersburg Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 235 Pinecrest Drive, Childersburg, AL 35044

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

County: Talladega State School Code Number \*: 0400

Telephone: 256-315-5525 Fax: 256-315-5535

Web site/URL: <http://ces.tcboe.org> E-mail: [nbryant@tcboe.org](mailto:nbryant@tcboe.org)

*\*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.


Nicki R. Bryant  
(Principal's Signature)

Date: January 20, 2017

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

District Name: Talladega County, Alabama

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

 Date: January 20, 2017  
(Superintendent's Signature)

### Nominating Authority's Certifications

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

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

Name of Nominating Agency: Alabama State Department of Education

Name of Nominating Authority: Mr. Michael Sentence

(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.

 Date: 1-31-17  
(Nominating Authority's Signature)

### SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

**"See summary narrative in application."**

### 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](mailto: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](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.

## ED-GRS APPLICATION FOR SCHOOLS

### School Contact Information

School Name: Childersburg Elementary School

Street Address: 235 Pinecrest Drive

City: Childersburg State: AL Zip: 35044

Website: www.tcboe.org Facebook page: ces.tcboe.org

Principal Name: Nicki Bryant

Principal Email Address: nbryant@tcboe.org Phone Number: 256-315-5527

Lead Applicant Name (if different): Sallie Chastain

Lead Applicant Email: schastain@tcboe.org Phone Number: 256-315-5154

### Contact person for state and national notification:

Name: Dr. Suzanne Lacey Email: slacey@tcboe.org

Phone Number: 256-315-5104

<b>Level:</b> <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK-5/ 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 type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	<b>District Name</b> <u>Talladega County</u>
			<b>Total Enrolled:</b> <u>223</u>
Does your school serve 40% or more students from disadvantaged households?  (X ) Yes ( ) No	% receiving FRPL <u>85%</u> % limited English proficient <u>&gt;1%</u> Other measures _____		<b>Graduation rate:</b> <u>n/a</u> <b>Attendance rate:</b> <u>96%</u>

### Cross-Cutting Question: Participation in green school programs

**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. (800 words)

Childersburg Elementary Students to Stewards Clubs have been redesigned to work with Student to Environmental Stewards as so many of the projects and goals focused on environmental and quality of life factors. All 223 students and all faculty members are part of one of our 8 clubs here at CES that are actively participating working toward environmental stewardship, responsibility and awareness. Club examples: Earthworms, The Green Team, Full Steam Ahead, This is How We Roll, Get on Board just to name a few. The Green Team has been busy with monthly campus

clean-up, using our existing pine trees on campus by raking and using the pine straw to protect our shrubs and plants around our campus, and repurposing shredded paper to make decorative ornaments for the community. This is How We Roll members give public service announcements about living healthy and taking up healthy habit. These service announcements are broadcasted by the students of this club over the school intercom system, Twitter, Facebook and the school web site as well as posted in our community storefronts. Get on Board club members have been busy recycling 2-liter bottles to use as watering systems for their lettuce that they have grown, harvested and shared in delicious salads. Full Steam Ahead is repurposing old items donated by community members into flower pots that will be given to others in the spring. Earthworms have been all over the campus recycling toilet paper rolls and milk cartons into bird houses and feeding perches that are hung in trees on our campus to attract native birds. They are also planting saplings that have been raised from seed by community members. Community members shared with students how they were raised and that they could do this at home and then transfer these into their own yard. Student Environmental Stewards are always planning and implementing the next project.

Second grade student had one large PBL “Breaking it Down”. Students studied trash that had been collected for 42 days. They discovered what breaks down and what does not and the effect that it has on our environment. They created “Leaders Don’t Litter” stations that are stocked with gloves and bags. These are available so when classes go outside, they can be good stewards and keep our campus clean. They also created a Lost and Found wooden box that is located by the back door of the gym. This helps students and parents find items and not repurchase.

Multiple community members have been invited to CES to help us become better environmental stewards and healthier individuals. Southern Company works with our school to educate students about electricity, local chefs have given demonstrations about cooking and keeping meals healthy, SAFE in Sylacauga had Food Play come to CES and present an interactive play about healthy eating habits. Our school nurse actively promotes good student health by creative visual displays outside her room, newsletters for our students, parents and community members, and she does mini-lessons for students in their individual classrooms.

Physical education class takes an active role in promoting good student health, community involvement and environmental activities. Our playground area used recycled tires that had been ground up and treated to make it safe to use as mulch. Eight faculty members, three community members and over 100 students took part in spreading this mulch on our playground. Students know that physical education is about much more than ‘play’ as they help create attractive visual displays that promote healthy habits that are shared with community members as shown in an attached picture. All 223 students participate in a Turkey Trot during Thanksgiving. Students are asked to walk/run not only at school but also at home. They are responsible for encouraging family and community members to take part with them and develop healthy habits. CES has spring CAP events. CAP stands for Childersburg At Play. Parents and community members alongside students take part in afterschool activities that promote life-physical education skills. In the past, Zumba, walking, biking-both stationary and non-stationary and stretching activities have been offered during CAP.

All students participate in the Golden Bowl and Golden Broom awards. Students are encouraged to eat healthy. The class that does the best job eating a balanced lunch is awarded the Golden Bowl for the week. They carry this bowl with them to lunch daily. Students are also encouraged to keep their campus and classrooms a clean, safe and healthy place to learn. The classroom that does the best job, is awarded the Golden Broom for the week to display outside their classroom door.

All 223 students are partnering with our community Head Start program to collect milk cartons for the Carton2Garden program. They are recycling milk cartons to plant a positive mindset garden maze in our outdoor classroom area. This project is partnered with kidsgardening.org.

Local community members contributed Iris bulbs to our school to plant around our gym area.

Students researched the proper way to plant bulbs and care for them.

Second, third and fourth grades have participated in Wildlife Habitat /Conservation with our local historical society members. Students visited Kymulga Grist Mill and learned about local wildlife habitats and the conservation of natural resources. From those experiences, the students have learned that when our 20 gallon aquarium is cleaned, the water that is removed is reused to fertilize potted plants.

Over the past three years, Childersburg Elementary has focused on working to win grants that focus on environmental and health lifestyles. The school received the Healthy Bike grant that provided over 30 bikes and other physical fitness equipment that makes being active much more fun and diverse. Childersburg ES received the BCBS Healthy Schools for \$10,000 and a \$1,000 Alabama Power Company grant for trees. The concepts of being involved in environmental and health issues continues to prove to be beneficial for all stakeholders and lifelong learners.

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? (X) Yes ( ) No

Program(s) and level(s) achieved: ENERGY STAR Portfolio Manager, Healthier Choice Schools Program, Leader in Me

2. Has your school, staff or student body received any awards for facilities, health or environment? (X) Yes ( ) No

Award(s) and year(s) ENERGY STAR LABEL 2009 and renewed 2014, Healthier School Choice 2014, Bike Grant Winner and Lighthouse School

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

#### **Energy**

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? ( ) Yes (X) No

Percentage reduction: 0% Over (m/yy - m/yy): 2/06 – 8/16

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): .82

Final GHG emissions rate (MT eCO<sub>2</sub>/person): .93

Offsets: No reduction due to decreased enrollment but having to use all of building

How did you calculate the reduction? ENERGY STAR Data

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

If yes, what is your score? 88

If score is above a 75, have you applied for and received ENERGY STAR certification?

(X) Yes ( ) No Year: 2009 and 2014

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

(X) Yes ( ) No



Current energy usage (kBTU/student/year): 7,191 kBTU

Current energy usage (kBTU/sq.ft./year): 41.1/sq.ft./year Baseline 55.2

Percentage reduction: - 25.5% over (m/yy - mm/yy): 01/06 to 8/16

How did you document this reduction? ENERGY STAR Data

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

On-site renewable energy generation: \_\_\_\_\_ Type \_\_\_\_\_

Purchased renewable energy: \_\_\_\_\_ Type \_\_\_\_\_

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: \_\_\_\_\_

5. In what year was your school originally constructed? 1961

What is the total building area of your school? 39,372 sq.ft.

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: 80%

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: Certification and year: n/a  
Total renovated area: \_\_\_\_\_

## 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): 2.85 (K/gal)

Current water use (gallons per occupant): 1.91 (K/gal)

Percentage reduction in domestic water use: 33%

Percentage reduction in irrigation water use: N/A

Time period measured (mm/yyyy - mm/yyyy): 02/2006 – 01/2016

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

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%

Types of plants used and location: Regional, Drought Tolerant and Shade Providing

9. Describe alternate water sources used for irrigation. (50 word max)

Nominal irrigation is utilized for new plants as landscape is drought tolerant

- 10.** Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 word max)

Less than 2% of the campus parking surfaces are impermeable surfaces. Curbing borders are insignificant, allowing all rainwater to easily be penetrated into the open grassy areas and penetrable campus surfaces.

- 11.** Our school's drinking water comes from:

(X) Municipal water source

( ) Well on school property

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

Monthly water samples are required within the building of all drinking and cooking water, and water is provided from a certified water source. Any potential water contaminants would be checked immediately through EPA, ADEM and district HAZ MAT services.

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

Thorough checking and replacement infrastructure water supply lines have been replaced as necessary and all lines are monitored through systematic inspections and tests by the school district authorities. A professional relationship is maintained with the water supply service to assure quality control of water supply as well.

- 14.** What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max) Approximately 75% of the school campus is open grassy areas for play or outdoor study. The campus has a large lightly wooded areas on the eastern perimeters, creating great outdoor shady areas for environmental study and additional outdoor physical education activities. Additionally the school is adjacent to a community maintained walking track and additional outdoor playground area.

### **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):  
4.82cu.yd x 4 times/ mo. X 70% full = 13.50 cu. yd. of garbage

**B.** Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):  
4.82 cu. yd. x 2 times/mo. X 100% full = 9.64 cu. yd. recycle bins

**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): 3.74 cu.yd. x 16 times/mo. x 50% full = 29.9 cu. yd. compostable

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

$39.54 \text{ cu. yd} \div 53.04 \times 100 = 75$

Monthly waste generated per person = (A/number of students and staff):

13.50/249.5 students and staff = .05 cu. yd per person

**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?

85%

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

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

How is this measured? The school campus does not have any of these hazardous items nor does it generate any.

How is hazardous waste disposal tracked? Not applicable

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 words max)

Each grade has a recycle focus that is known and supported by many stakeholders. In collaboration with the city government, recycle bins are utilized extensively but is greatly supported by the rural students bused where the recycle service is not available. Extreme efforts are made to recycle or properly disposal of any item or material from printer cartridges, small to large batteries, electronic equipment to household waste. Recycle services are highly publicized through the school's efforts to provide a positive knowledge of all environmental quality measures for the children future.

**18.** Which green cleaning custodial standard is used? Lead free, recycled products, and non-caustic are the standard for the school and these measures are supported at the district level through all cleaning and maintenance supply purchases.

What percentage of all products is certified? Minimum of 85% of all products

What specific third party certified green cleaning product standard does your school use?

Green Seal Products or Green Products are utilized as feasibly as possible within the constraints of state bid laws for bulk purchasing without specifically endorsing a third party. The school district is highly supportive of safe and clean environmental measures and thus supports a quality environmental standard for our school through its supplies as well as expectations.

### 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) 95%

How is this data calculated? (50 word max) A very limited number of students are not transported by school bus, and the carpooling has less than 4% of the students who are solo 'car riders'. This evidence is fully documented by daily bus routes and extremely limited numbers of students who are transported by car from time to time.

**20.** Has your school implemented?



[Yes ] designated carpool parking stalls.

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

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

[ n/a] Safe Pedestrian Routes to school or Safe Routes to School

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

There are no children who walk to school or ride bicycles to school at Childersburg as bus service is preferred for safety. As to carpool lines, there are fully enforced 'no idle zone' postings include Clean Air Info and an Enter Only/Exit Only plan supports this healthy environment.

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

Safe first and the least amount of travel, second, are the priorities for the school bus routing. Childersburg Elementary is a feeder school with shared bus routes, therefore most buses end routes at the middle school pick-up students at Childersburg Elementary which is located 3 miles away. Bus drivers leave buses at base school through the day, and have them at their home for starting up each day. Bus loading lines are shorter, and arrival at home is much more expedient due to these energy and quality air saving measures.

**22.** Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max) Childersburg Elementary is a county school bordering a small town with limited local government, but great school supporting business partners. Fortunately the community looks to the school for positive measures, and is amazingly supportive of simple to complex initiatives that enhance a quality environment. The small area businesses donate time, services, and public service announcements in their storefronts: Town service agencies come and pick up recycles , many items being transported to an area mill that recycles paper. Students know to recycle as it is a part of the community business and industry standards that help support concepts of good partners and being good stewards.

### **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.:

Extremely limited pesticides are used in the building or areas where students or teachers have access. Management is recorded and maintained monthly, when students are not present. Any emergency measures for pest control follows the same procedure. Keeping the campus and building clean to discourage pests if a priority.

**2.** What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: Volume: .12 gallon/student and staff/year

Prevention is the priority and this plan has proven effective in the reduction of the amount of pesticide usage in this older rurally located building. Less than 2.5 gallons of properly diluted natural ingredient based pesticide is used monthly.

**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. The entire school campus and all school buses are clearly marked as NO SMOKING or use of TOBACCO zones and this is strictly enforced.
- [ X ] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Safety inspection as required by law and due diligence of the staff
- [ X ] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) A limited number of commercial kitchen appliances are in the cafeteria. These are modern appliances that are professionally installed and inspected for no CO emission compliance, and inspected regularly.
- [ ] Our school does not have any fuel burning combustion appliances – Cafeteria only as previously stated.
- [ 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. School has been tested to be radon free and there are no rooms that at or below ground level.
- [ X ] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. The school playground does not have any wood structures. Any potential items were removed nine years ago.
4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max) Limited cleaning chemicals are the only chemicals used by the custodial staff. Protective masks and gloves are required for the use of such, the chemicals are used on a limited, highly precautious standard, and ONLY when students and other staff are not present. For any major cleaning that might be considered needing special attention, outside personnel with proper use credentials are used when students are not present.
5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)  
All staff members are aware of any students or fellow staff members who are asthma identified. Use of any asthma triggers are extremely limited and used with extreme caution. Staff members are also trained to specifically not use materials that might cause issues without authoritative consultation.
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) The school district is highly proactive in student and staff health. For any moisture control situations, outside professionals are immediately acquired to exact measures to correct or prevent unhealthy conditions.
7. Our school has installed local exhaust systems for major airborne contaminant sources.  
(X )Yes ( )No

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)  
Each room at Childersburg Elementary School has a modern HVAC system installed, replacing any outdoor units or antiqued systems. The filtering of each unit is clean and /or replaced on a monthly basis, and individual unit records are kept to monitor the same. The individual room units also help conserve energy as well as provide a much more controlled environment in each room.
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) The local school board is extremely dedicated to provide the best quality feasibly possible learning environment. Childersburg Elementary has one major building that is an older building, however the heating, ventilation and cooling as described in the previous standard is a testament to the practices of quality air in EACH classroom. The school district has teams of maintenance support personnel that are dispatched ASAP for issues of malfunctioning HVAC. All of these measure meet or exceed any local, state or national standards.
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)  
In addition to monthly monitoring and cleaning of HVAC filters, a comprehensive mid-year and end of year evaluation of all of the facilities are made and any issues of concern for IAQ are addressed along with water and structural quality needs. Childersburg has a current and quality roofing, for example, that supports the elimination of leaks, mold and mildew issues. A newer classroom wing was added in 1997 that is highly energy effective. Childersburg Elementary School is well maintained by a daily routine of custodial staff. All of these factors are noted by the community and students as quality environmental factors for a good learning setting.

### **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)  
[X] Our school participates in the USDA's Heathier US School Challenge.  
Level and year: **Silver Level 2014.**
- [X] Our school participates in a Farm to School program to use local, fresh food.
- [X] Our school has an on-site food garden. Yes, small but effective!
- [ ] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. YES! The garden spots are small on campus, however very productive and definitely an awesome teaching tool for nutrition, knowledge and sustainability! And the community has actively joined in helping promote and partner with these highly effective plots of learning about life.

[X] Our students spent at least 120 minutes per week over the past year in school supervised physical education. 30 minutes per day

[X ] At least 50% of our students' annual physical education takes place outdoors.  
Generally the students have at least 110 days for the 180 school days of outdoor physical education, being limited only by inclement weather of extreme heat, cold or rain.

[X ] Health measures are integrated into assessments.  
Students are guided to set goals to measure physical activities that are age and appropriate. Additionally students are taught quality nutritional standards as it relates to their physical well-being an overall health for now and their future.

[ ] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program.) All students have been provided lessons in EPA's Sunwise program along with other health factor by the school nurse. Due to the location of the school in the sunny south, this is essential. Practices are in place at the school to support a Sunwise program for any and all outdoor activities and provide supplies with parental permission.

[ ] Food purchased by our school is certified as "environmentally preferable"  
Percentage: 60% Type: Farm to Table, Fresh Fruit and Vegetable, non-GMO as feasible and packaging that is much more environmentally friendly than not, for example, recyclable cardboard boxes and less plastics. The district Child Nutrition Program is highly supportive at additional costs to provide as much environmentally preferred food items as possible.

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

A great picture is attached to support how Childersburg Elementary embraces outdoor recreation via BIKES! High energy and multiple activities playground structure that serves over 30 students at one time is utilized by all students on daily basis, weather permitting. Additional, a spacious indoor facility with high energy exercise equipment if available for students on inclement weather days. The school has a full time physical education teacher, and all students have 30 minutes of physical education activities and lifelong physical skills development each school day, including a GREAT walking track. Students and teachers also have many acres of outdoor grassy areas for play, additional outdoor learning experiences and experiments.

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

Efforts to improve fitness and nutrition of the enitre community are lead by the collaborative efforts of teachers and the CNP staff. The school utilizes the principles of the Leader in Me School philosophy every day to help students develop positive, responsible ownership of daily activities. To that extent to enhance individual lifestyles all students are active members of a student-led club of high interest. Clubs are not a simple social outlet, but rather an organization with purposes. Environmental, fitness and nutrition are focuses of many of these clubs, meeting at least bi-weekly to actively participate in their goals and related activities. The club names delineate their purpose and reveal the activities. These clubs have been active for several years and outside partnerships, speakers and programs all are part of the practices for acquiring lifelong positive habits.

**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:

Health lessons are an integral part of each grade level curriculum and these are supported additionally by hosting health fairs, outside presenters, environmental studies, regularly school counselor age appropriate lessons, and school district provided mental health and nursing services.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes ( ) No  
If yes, describe these partnerships: Several of the school's partnerships are related to student health and safety supported projects and student involved practices through their programs and involvement. Early interventions to establish drug, alcohol and tobacco free students is a perpetual goal.

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

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): The school district provides school safety officers and mental health counselor who regularly provide on-site programs related to healthy social lifestyles, drug and alcohol-free practices, as well as emergency safety measures. The school's participation in the Leader in Me concepts highly supports positive choices as part of the daily routines of this program.

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

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

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

Students lead the Leader in Me standards on a daily basis as a part of the beginning of each school day. For kindergarten through fourth grade students, this may not be considered a literacy requirement, however it is highly evident that ALL students are grasping the expectations for a quality level of environment expectations and attitudes. It is a practice in every classroom. As presented in the Summary Narrative, the school goal is to make STEWARDS of STUDENTS and so many of the practices are greatly enhancing toward the Green Ribbon School pillars.

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

The previous discussion of the clubs as not being a social venue, but a systemic programmatic approach to student engagement attest to the fact that the concepts are integrated throughout the curriculum. The value added because doing projects that relates to the quality of the environment, recycling, exercising, for example, are all daily



standards for a reason and the students love the approach. Science, whether it is life, earth, physical, is integrated in reading, particularly in informational text,

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

Students are encouraged to practice quality environmental standards, and assessments are frequently daily, stated practices for elementary aged children. The best assessment of highly desirable environmental and sustainability standards are reflected in on-site assessments of young children making quality choices in activities, food choices, and engaged in critical thinking at a young age to make good decisions. To that extent, assessment is highly integrated! The word STEWARD is not a very elementary level word, but a very high quality term that is a goal to build into every student to practice quality environmental standard to the point of being self-assessing of being environmentally-correct.

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

Because our school utilized Project Based Learning as a major learning tool, assessment is built-in. Nearly all students have projects that relate to an environmental realm of study, because there is an interest there within the school structure. As a part of each project, students can actively explain what the project was to 'discover', 'what was discovered' and 'how and why' of the outcomes. Each student has a role of being able to explain their learning, documenting their activities to support their learning and anyone who will listen will definitely know that the student has had a meaningful experience at a rather high level of application.

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

As a forerunner to desiring to become a Green Ribbon School, for the past three years the faculty and community have been highly engaged in developing outdoor classrooms and a quality engaging playground area. Along with these projects, additional training and methods of involvement have been essential. To meet these additional learning experiences, all teachers have had a minimum of 15 hours of related environmental education through summer workshops and whole group faculty work sessions. Several schools in the district have this distinction, and the results have been shared, duplicated, and enhanced as Childersburg Elementary's teachers have met with others to learn how to best implement quality green standards in high quality student engaging learning activities and programs.

2. For schools serving grades 9-12, provide: **N/A**

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)

Students WANT to be in the outdoors and the teachers enjoy this venue as a catalyst for each of these learning areas. Students at various grade levels have utilized various record keeping measure for recording data, helping to build the gardens and helping to maintain the same. Students frequently record their times and distances for running, dancing, walking, steps, etc for a part of math integration into physical education time, particularly with our great walking trail. The utilization of technology that creates data graphs proves to be a highly engaging and quality learning experience as well.



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

As a part of the Talladega County Schools, Childersburg Elementary utilizes Project Based Learning as an ongoing method of students learning to explore and answer questions based on what they know and what they need to find out about their surrounding which impacts their lives and future. To that extent, teachers frequently utilize outside businesses to come in to share their career and industry practices that relate to environment and green technology practices. Additionally, students are involved in presentations of their projects to large numbers of guests to the school specifically for the purpose of sharing their learning. Students have a standard of inquiring about ‘what do you do as a career?’ for many of the adult visitors.

5. Describe students’ civic/community engagement projects integrating environment and sustainability topics. (200 word max) Beyond classroom and small group presentations for grade appropriate external learning exposures, the school also supports students visiting various business and industry locations to find out very specific information about environmental practices. The field trip adventure may be to the rock quarry, the water department, the hospital, the EMA center, the recycling paper mill, or Honda Manufacturing, for example. Students are encouraged to engage their families and neighbors in recycling endeavors, and a goal on nearly all of the field trips is to know the quality environmental practices used by that entity.

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

There is a specific area in the school gardens for each grade level to develop, maintain, label and promote for quality production, whether it is butterfly plants for pollination or the vegetable gardens. Students at each grade level have a specific area of the campus that they are responsible for making certain that it is litter free. Upper grade level students are responsible for the composing from the lunchroom, managing the rain barrels, and assisting with carrying recycles to the campus recycle bin daily. Many of the specific out of doors activities are referenced previously in the Narrative Summary by grade group.

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

A unique learning experience for Childersburg Elementary students is to participate in the 1K and 2K walking and running programs that culminate with other town activities in early spring. The experience supports students learning of practicing to accomplish high goals, to participate in a world beyond their community, and a civic responsibility and how to be a part of it as many walk/run for a cause such as the March of Dimes, Jump Rope for Heart, or Bike Across Alabama for storm victims.

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

The desire to be a Green Ribbon School has been driven by seeing the impact of other schools in the district achieving this goal. The fact that the school district has supported many of the attributes of a Green Ribbon School, first by conservation of energy consumption, has led the school to realize that the staff and students had a valuable role supporting as well. The school district also manages and supported the Healthier School Choices through our Child Nutrition program. Both of these endeavors have been driving factors and challenges that other

schools have help us to realize quality environmental practices that would involve the community and all school stakeholders in a most worthwhile set of goals. To become a Green Ribbon School, it was soon learned that it was a total school and community approach that definitely expanded beyond the indoor classroom. Partnerships would be essential and so very valuable to the students and the community. In most activities with partners, it is hard to distinguish who receives the most value, affirming that partnerships are quality and the environmental area is one that many adults did not study as youth. This make learning multi-generational and fun.

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

With all schools in the district being or wanting to become Green Ribbon Schools, our campuses all begin to flourish with outdoor classroom with tremendous increases in student engagement. The clubs of the Leader in Me have become competitive in recycling efforts but most importantly a network that entire communities are seeing the effects of what students are doing and how they can contribute to a better lifestyle in a healthy environment. Civically, it is exciting to see that communities are participating in these quality of life endeavors, not because of laws, but because of the positive evidence that supports all citizens doing quality environmental activities.

10. Submit 5 of photos (with appropriate permissions) or up to 5 minutes of video content. Several pictures are attached that depict students, staff and community members that are thoroughly involved and enjoyable active in environmental, health and related energy efforts.



Figure 1: This shows community members viewing and hearing about the Students to Environmental Steward activities. The “Rethink your Drink” display was a part of the community presentation also that students had prepared on healthy choices.





Figure 2 Above and below: Show students working outside on projects to enhance the school campus and place recycled milk carton birdfeeders in the trees.







Figure 3 This shows LETTUCE! Growing using recycled 2-liter bottles for watering and a happy harvest!





Figure 4: Students are pictured from the second grade with garbage bags, clip boards and pencils on a hunt for outdoor classroom items related to the environment.



Figure 5: Some of the many bikes provided through a partnership grant as students participate in Bo Bikes Alabama to raise funds and awareness of healthy activities.