



**U.S. Department of Education Green Ribbon Schools**

**2011-2012 Presentation of Nominee to the  
U.S. Department of Education**

---

Part I – Principal and Superintendent Eligibility Certification.....2

Part II – Summary of Achievements .....4

Part III – Documentation and Certification of State Nomination.....4

Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509  
Expiration Date: February 28, 2015

## **PART I - ELIGIBILITY CERTIFICATION**

### **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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply)  Charter  Title I  Magnet  Choice

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

Official School Name Georgetown Middle School  
(As it should appear in the official records)

School Mailing Address 730 South Hamilton Ave.  
(If address is P.O. Box, also include street address.)

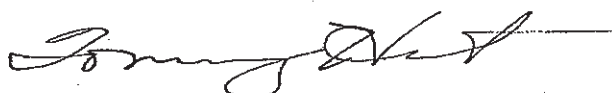
Georgetown KY 40324  
City State Zip

County Scott State School Code Number\* 525018

Telephone ( 502 ) 863-3805 Fax ( 502 ) 867-1372

Web site/URL http://www.scott.kyschools.us/school\_home.aspx?schoolID=10 E-mail tommy.hurt@scott.kyschools.us  
March 21, 2

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.



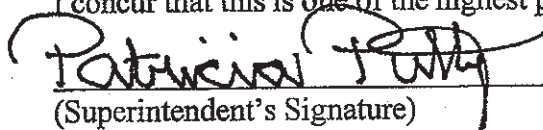
Date March 21, 2012

(Principal's Signature)

Name of Superintendent\* Mrs. Patricia Putty  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Scott County Schools Tel. ( 502 ) 863-3663

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.



Date March 21, 2012

(Superintendent's Signature)

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

## **PART II – SUMMARY OF ACHIEVEMENTS**

---

### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

## **PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

### **Instructions to Nominating Authority**

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

### **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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
  - 1) environmental impact and energy efficiency;
  - 2) healthy school environments; and
  - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

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

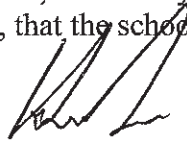
Name of Nominating  
Agency

Kentucky Department of Education (KDE)

Name of Nominating  
Authority

Mr. Hiren Desai, Associate Commissioner  
Office of Administration & Support  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.



Date 3/22/12

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

### 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.

Georgetown Middle School  
730 South Hamilton Ave.  
Georgetown, KY 40324  
(502) 863-3805

U.S. Department of Education Green Ribbon Schools

Section II. Summary of Achievements

The staff, students and entire Georgetown Middle School community is pleased and excited to offer this application for your consideration as a U.S. Department of Education Green Ribbon School.

Georgetown Middle School has been a leader in the Scott County School District in energy conservation and emission reduction. From July 2010 to January 2012, we had a 20% reduction in greenhouse gas emissions. In 2011 and 2012 we have received the EPA's Energy Star Award. During the same time period, we reduced our total non-transportation energy usage by 19.3%. Although we went through some extensive renovations a few years ago, our school was built, originally as a high school, in 1958. We are very proud that we could reach these numbers with a 54 year-old building. During the addition and renovation of, we installed an underground retention system to help prevent run off and improve water quality. GMS 6th grade students have participated in a creek study in coordination with Dr. Carol Hanley with the University of Kentucky, Department of Agriculture, Tracey Farmer Center for Sustainability and the Environment, which included a study of North Elkhorn Creek, under the direction of Dr. Gayla Thompson, our 6<sup>th</sup> grade science teacher. Students utilize GPS units to create maps of the area of the North Elkhorn Creek. GMS students have been involved with Cindy King from the Soil Conservation Office in participating in a writing contest. We also participate in Conservation Day to learn about water quality, pollution, soil quality, the Riparian Zone and endangered species. The GMS Student Energy Team has held educational programs for students at Garth Elementary and Southern Elementary which are our feeder schools. An area that we are excited about future projects and learning opportunities is a solid waste reduction or recycling program. Although we have had a partnership with the local recycling agency, budget constraints have caused them to cancel their pick-up service. We are going to take this opportunity to develop new partnerships with community organizations that can help us set up a transportation system so that we can get our waste to the recycling center. We will turn this adversity into a learning opportunity for our students by involving them in the planning process.

We are proud of our healthy school environment. This is the first year that middle schools have been allowed to participate in the USDA Healthier US Challenge and GMS plans to apply for this award. GMS has the highest percentage of participation for school meals in the district having 79% of the students participating in the daily food program. We try to use our outdoor space as much as we can; we are blessed with a multitude of green space around our building. Many GMS teachers use the outdoors as learning opportunities for the students. Mr. Burke (the PE Teacher) participates in fitness challenges outside as well as run/walk activities. He also uses the soccer and football fields on site for soccer/football/golf and other outdoor activities. Dr. Parks (7<sup>th</sup> grade social studies) uses the fields for the Greek Olympics event that he has each year. All science teachers utilize our grounds to teach nature units during the year. We

have one of the best athletic programs in the district with a large number of students participating in the various programs that are offered. Our school is used on Saturdays and Sundays during the winter months for youth basketball where many of the students at GMS who do not play on the school teams are able to get exercise. This is just one of many examples of community partnerships that make us a true community school.

Finally, Georgetown Middle has made Environmental and Sustainability Education a priority in our science program. All students in the 7th grade take the state assessment for the science core content. Our students have made significant improvements from 2010 to 2011 by improving science scores by 15%. GMS students achieved high scores in the content dealing with environment and sustainability topics demonstrating that this area is a focus for our school. Dr. Thompson teaches all 6th graders about how important it is to protect the environment and save the planet. She has been involved with the National Energy Education Development (NEED) project for several years and has attended a number of their workshops. Karen Reagor, Kentucky's State Coordinator for NEED, is well aware of the progress that Dr. Thompson has made with the student energy team at GMS and has invited them to lead NEED workshops in the past and use them as an example of how successful student energy teams in schools can be. GMS is truly blessed to have a passionate science staff that has the talent and the passion for sharing with students the very important role they will play in saving the environment.

	Possible Points	Fayette Rosa Parks	Scott GMS	Warren Richardsville
<b>Cross Cutting Questions</b> - Participation in Green School Programs and/or awards for environmental and sustainability efforts	5.0	5.0	2.0	5.0
<b>PILLAR 1: Environmental Impact and Energy Efficiency</b> - Buildings, grounds and operations: The school has significant progress toward net zero environmental impact (zero carbon, solid waste, and hazardous waste footprints)	30.0	19.0	12.0	22.0
<b>ELEMENT 1A</b> - Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power	15.0	7.5	5.5	13.0
<b>ELEMENT 1B</b> - Improved water quality, efficiency, and conservation	5.0	3.5	2.5	2.0
<b>ELEMENT 1C</b> - Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams	5.0	4.5	1.0	4.0
<b>ELEMENT 1D</b> - Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies	5.0	3.5	3.0	3.0
<b>PILLAR 2: Healthy School Environments</b> - Healthy Students and Staff: The school improves the health and performance of students and staff	30.0	20.0	24.5	19.5
<b>ELEMENT 2A</b> - An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds	15.0	13.0	15.0	11.5
<b>ELEMENT 2B</b> - High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff	15.0	7.0	9.5	8.0
<b>PILLAR 3: Environmental and Sustainability Education</b> - 100% of the school's graduates are environmentally and sustainability literate	35.0	24.5	31.5	22.0
<b>ELEMENT 3A</b> - Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20.0	13.0	17.5	8.5
<b>ELEMENT 3B</b> - Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy	5.0	3.5	5.0	5.0
<b>ELEMENT 3C</b> - Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community	10.0	8.0	9.0	8.5

<b>TOTAL</b>	<b>100.0</b>	<b>68.5</b>	<b>70.0</b>	<b>68.5</b>
<b>Cross Cutting Total</b>	<b>5.0</b>	<b>5.0</b>	<b>2.0</b>	<b>5.0</b>
<b>Pillar 1 Total</b>	<b>30.0</b>	<b>19.0</b>	<b>12.0</b>	<b>22.0</b>
<b>Pillar 2 Total</b>	<b>30.0</b>	<b>20.0</b>	<b>24.5</b>	<b>19.5</b>
<b>Pillar 3 Total</b>	<b>35.0</b>	<b>24.5</b>	<b>31.5</b>	<b>22.0</b>
<b>Sum</b>	<b>100.0</b>	<b>68.5</b>	<b>70.0</b>	<b>68.5</b>



## 1. Page One

Thank you for your interest in completing the Kentucky Green Ribbon Schools application. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. The application includes resource links to assist you in completing your application. We strongly encourage you to use these resources as well as the links provided on the Kentucky GRS webpage during your research.

**Introduction:** The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a three-step process. The first step is to send KDE a "letter of intent" if your school desires to participate. The second step is to complete and submit this application to be selected as a state nominee. If the school is subsequently selected, the third step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Kentucky plans to submit up to three nominees to ED. Upon review, ED will then award approximately 100 Green Ribbons from these nominees.

**Background:** Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

**Pillar 1 Goal:** The school has a net zero environmental impact.

**Pillar 2 Goal:** The school has a positive impact on the health and performance of students and staff.

**Pillar 3 Goal:** 100% of the school's graduates are environmentally and sustainability literate.

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the Pillars.
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible.
4. If your school is being actively considered, additional documents supporting your answers may be requested.

As you will see in the application form below, the Kentucky Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save and return to it at any time.

**PLEASE NOTE:** *this application is the correct form to submit even though the url address is labeled "sample".*

You must submit your application no later than February 24, 2012.

## 2. Page Two

By submitting this electronic application, the school principal (or equivalent) on the next page certifies, that each of the

- The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- The school achieves or comes close to achieving the goals of all three Green Ribbon Schools Pillars:
  - 1) net zero environmental impact;
  - 2) net positive impact on health of students and staff;
  - 3) 100% of high school graduates are environmentally and sustainability literate.
- The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.
- The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.
- The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.
- The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.
- The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
- Neither the applicant 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.
- OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.
- 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.
- 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.
- The school and the district (if the school is a public school) meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

### 3. Page Three

#### School Contact Information

**School Name**

Georgetown Middle School (GMS)

**Street Address**

730 South Hamilton

**City**

Georgetown

**State**

VA

**Zip**

40324

**School Website**[http://www.scott.k12.ky.us/school\\_home.aspx?schoolID=10](http://www.scott.k12.ky.us/school_home.aspx?schoolID=10)**Principal First Name**

Tommy

**Principal Last Name**

Hurt

**Principal Email Address**

tommy.hurt@scott.kyschools.us

**Principal Phone Number**

(502) 863-3805

**Lead Applicant First Name (if different from principal)**

Gayla

**Lead Applicant Last Name (if different from principal)**

Thompson

**Lead Applicant Email**

gayla.thompson@scott.kyschools.us

**Lead Applicant Phone Number**

(502) 863-3805

**District Number and District Name**

525 - Scott County

**Level**

Middle (6 - 8 or 9)

**School Type**

Public

**How would you describe your school?**

Public

Does your school have at least 40 percent of your students from a disadvantaged background? (In Kentucky, this is identified as "at least 40% of the school's average daily membership of students is approved for free & reduced lunch, as reported through the Student Information System".)

Yes

**4. Page Four****Application Scoring Rubric**

Kentucky will utilize the following points breakdown, provided by the USDOE, during the application evaluation process.

<b>Green Ribbon Pillars and Elements</b>	<b>Points</b>
<b>Cross-Cutting Questions:</b> Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<b>PILLAR 1 - Net zero environmental impact:</b>	
Element 1A: Zero greenhouse gas (GHG) emissions	15 points

Buildings	
<b>Element 1B: Improved water quality, efficiency, and conservation</b>	5 points
Water	
Grounds	
<b>Element 1C: Reduced waste production</b>	5 points
Waste	
Hazardous waste	
<b>Element 1D: Use of alternative transportation to, during, and from school</b>	5 points
<b><u>PILLAR 2 - Positive impact on student and staff health:</u></b>	
<b>Element 2A: An integrated school environmental health program</b>	15 points
Integrated pest management	
Contaminant controls and ventilation	
Asthma control	
Indoor air quality	
Moisture control	
Chemical management	
<b>Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time</b>	15 points
Fitness and outdoor time	
Food and nutrition	
Ultra Violet (UV) safety	
<b><u>PILLAR 3 - 100% of the school's graduates are environmentally and sustainability literate:</u></b>	
<b>Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems</b>	20 points
<b>Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills</b>	5 points
<b>Element 3C: Development and application of civic engagement knowledge and skills</b>	10 points
<b>TOTAL</b>	<b>100 points</b>

5. Page Five

**Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

Yes

**Which program(s) are you participating in and what level(s) have you achieved?**

National Energy Education Development (NEED)

**Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

Yes

**Please list the awards you have received and the years you received them.**

EPA Energy Star Award - 2011 & 2012

6. Page Six

**Pillar 1: Environmental Impact and Energy Efficiency**

**environmental impact (zero carbon, solid waste, and hazardous waste footprints).**

**Pillar 1 includes four main elements:**

**A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.**

**B) Improved water quality, efficiency, and conservation.**

**C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.**

**D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.**

**Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.**

## 7. Page Seven

**Q 1A1: Can your school demonstrate a reduction in its greenhouse gas (GHG) emissions?**

Yes

**Please provide the following information:**

Initial GHG emissions rate (MT eCO<sub>2</sub>/person) : 1.5265

Final GHG emissions rate (MT eCO<sub>2</sub>/person) : 1.2217

Percentage reduction : 20%

Time period measured (mm/yyyy - mm/yyyy) : 07/2010 - 01/2012

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :

Energy Star Portfolio Manager

**Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?**

Yes

**If your school received the certification, please note the year it was achieved and the score received:**

2011 (76) ; 2012 (88)

**Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

**Please provide the following information:**

Percentage reduction : 19.3%

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kBtu/square foot

Time period measured (mm/yyyy - mm/yyyy) : 07/2010 - 01/2012

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Energy Star Portfolio Manager

**Q 1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation : 0%

Purchased renewable energy : 100%

**In what year was your school constructed?**

1958

**What is the total building area (gross square feet) of your school?**

96,623

**Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?**

Yes

**Please provide the following information:**

: Not Available

Which certification did you receive and at what level? : Did not apply

What is the total constructed area? : 24,380

What is the total renovated area? : 72,243

**Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

No

**Please provide the following information:**

**Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

No

**Please provide the following information:**

**Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

School has an energy and water efficient product purchasing and procurement policy in place

## 8. Page Eight

**Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

Yes

**Please provide the following information:**

Percentage reduction domestic : -5%

Percentage reduction irrigation : 26.5%

Time period measured (mm/yyyy - mm/yyyy) : 01/2010 - 12/2011

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : School Dude Utility Direct

**Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)**

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

**Please provide the following information about your school's landscaping:**

**Please describe the alternate water sources used for irrigation. (Maximum 100 words)**

**Please describe the process used for cleaning taps, faucets, and fountains. (Maximum 100 words)**

**Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)**

**Q 1B3: Our school's drinking water comes from:**

Municipal water source

**Please describe how the water source is protected from potential contaminants. (Maximum 100 words)**

**Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)**

During the addition and renovation of GMS during the 2007-2008 time frame we installed an underground retention system to help prevent run off and improve the water quality. GMS 6th grade students have participated in creek study in coordination with Dr. Carol Hanley with the University of Kentucky, Department of Agriculture, Tracey Farmer Center for Sustainability and the Environment, which included a study of North Elkhorn Creek, under the direction of Dr. Gayla Thompson. This work included water quality testing, study of the Riparian zone and scale ratings of the diversity of microinvertebrates. Students also utilized GPS units, as they create maps of the area of the North Elkhorn Creek that have been included in their study. GMS students have also been involved with Cindy King from the Soil Conservation Office in participating in the writing contest (GMS has won Regional Awards). GMS also participates in Conservation Day where they learn about Water Quality, pollution,

students at Garth Elementary and Southern Elementary which are the two elementary schools that feed students into GMS.

## 9. Page Nine

**Q1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 214 cu yd

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 0

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). : 0

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 0%

**Q1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard? (If a product is only 30% recycled, only 30% of the cost should be counted.)**

0%

**Q1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)?**

0%

**Q1C4: Please provide the following information about your school's hazardous waste.**

How much hazardous waste does your school produce (lbs/person/year)? : N/A

**Q1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply.)**

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

**Which green cleaning standard is used?**

**Q1C6: Does your school use "third party certified" green cleaning products?**

No

**Please provide the following information about the green cleaning products used in your school:**

**Q1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)**

This is one area that is a great opportunity for future projects. We had a recycling program at GMS and the vendor who managed the program when out of business and removed their bins and we have not started it up again. The local recycling center has been shut down for some time and they are working to re-open it. GMS have individual teachers who promote recycling but at this point in time we do not have a school wide recycling program due to the lack of a recycling vendor and the local recycling center being shut down.

**Q1D1: What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school?**

Over 90%

**How was this data collected and calculated? (Maximum 100 words)**

Survey of car line for drop offs in the morning and pickups in the afternoon. The number of cars that drop off or pick up only one students is less than 50 and we have over 500 students at Georgetown Middle School (GMS)

**Q1D2: Which of the following policies or programs has your school implemented?**

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

Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

Our school participates in a "Safe Routes to School"

**Q1D3: Please describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant**

GMS is an urban school and many of the students walk or ride a bike to school instead of riding a bus or car.

**Q1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g. playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?**

over 50%

**Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)**

GMS has an outstanding student energy team that has worked to reduce/eliminate environmental impacts and improve the energy efficiency. When GMS was awarded it's first Energy Star, the rating was only 76. Due to the combined efforts of the student energy team and it's leader (Dr. Gayla Thompson), the custodial crew (Bill Hughes and team), the staff and students at GMS, the current Energy Star Portfolio Manager rating is 88 and the 2012 Energy Star has been awarded on 2/21/2012.

## 10. Page Ten

### **Pillar 2: Healthy School Environments**

**Healthy student and staff environment goal: The school improves the health and performance of students and staff.**

**Pillar 2 includes two main Elements:**

**A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.**

**B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.**

**Each question in this section is designed to measure your school's progress toward Pillar 2.**

## 11. Page Eleven

**Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)**

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment, or longer if required by the pesticide label.

**Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)**

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Our school prohibits smoking on campus and in public school buses.



If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): no combustion appliances

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?: 100%

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

## 12. Page Twelve

**Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health?**  
(Please check all that apply)

Our school participates in the USDA's Healthier School Challenge or another nutrition program.  
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.  
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.  
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

**Please list your school's USDA HealthierUS School Challenge award level or describe another nutrition program.**  
(Maximum 200 words)

This is the first year that middle schools have been allowed to participate in the USDA HealthierUS Challenge and GMS plans to submit for this award. GMS has the highest percentage of participation for school meals in the district having 79% of the students participating in the daily food program. The reason that the question relating to at least 50% of the students' annual physical education takes place outdoors was not checked is due to the weather in Georgetown, KY does not allow for this to occur during the school year. The teachers use the outdoors as much as possible when the weather permits but due to the cold winters and the days when we have rain and/or snow, it is not possible to use the outdoors. GMS is blessed with a lot of green space in which to allow this to happen when the weather is acceptable to outdoor activities.

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students.** (Maximum 200 words)

Many GMS teachers use the outdoors as learning opportunities for the GMS students. Mr. Burke (the PE Teacher) does the Fitness Challenges outside as well as the run/walk activities. He also uses the soccer and football fields on the GMS site for soccer/football/golf and other outdoor activities. The social science teacher, Dr. Parks, uses the outdoors for his Greek Olympics event that he does each year. All three science teachers [Dr. Thompson (6th Grade), Mr. Farr (7th Grade) and Mr. Stefanic (8th Grade)] utilize GMS grounds as they teach nature units during the curriculum. After lunch some students walk around the building on the way back to the classrooms.

**Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?**

Not Available

**Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety.** (Maximum 200 words)

GMS has one of the best athletic programs in the district with a large number of students participating in the various programs that are offered. GMS is also used on Saturdays and Sundays during the winter months for youth basketball where many of the students at GMS who do not play on the school teams are able to participate in the youth programs to get exercise. This partnership with the Scott County Youth Basketball League has been a win-win for all parties. While it was mentioned in other sections, GMS has partnered with many community and business groups to promote overall student and staff health and safety.

## 13. Page Thirteen

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

**Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.**

**Pillar 3 includes three main Elements:**

**1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.**

2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

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

Each question in this section is designed to measure your school's progress toward Pillar 3.

#### 14. Page Fourteen

**Q3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)**

- Professional development opportunities in environmental and sustainability education are provided for all teachers.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Our school has an environmental or sustainability literacy graduation requirement.
- Environmental and sustainability concepts are integrated into classroom-based and schoolwide assessments.

**Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)**

Even though the school does not have a specific environmental or sustainability literacy graduation requirement, this question was checked as every student in 6th, 7th and 8th grades have to take science and the science courses in all three grades has environmental and sustainability topics and the students must pass the science classes to graduation from GMS and go on to the 9th Grade School.

**Please describe your classroom-based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)**

All GMS students in the 7th grade takes a state assessment for the science core content. GMS students made significant improvement from 2010 to 2011 improving their science scores by 15%. The GMS students scored the best scores in the core content dealing with environment and sustainability topics demonstrating that this area is a focus for GMS. Dr. Thompson get to teach all 6th graders about how important it is to protect the environment and save the planet. She has been involved with the National Energy Education Development (NEED) project for several years and has attended a number of their workshops. Karen Reagor, Kentucky's State Coordinator for NEED, is well aware of the progress that Dr., Gayla Thompson has made with the student energy team at GMS and has invited them to lead NEED workshops in the past and use them as an example of how successful student energy teams in schools can be. GMS is truly blessed to have someone like Dr. Thompson on staff who as the talent and the passion for sharing with the GMS students the very important role they will play in saving the environment.

**Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)**

GMS teachers have the opportunity to attend the Kentucky chapter of the National Energy Education Development (NEED) workshops for teachers that are held in Georgetown each year. Last year, students from GMS actually lead the sessions with teachers and they did an outstanding job. The comments from all of the teachers who attended the workshop were very positive about how much the GMS students knew about energy and how they were able to lead the discussions. Many of the teachers at the workshop said that the middle school students from GMS knew more about the topics than their high school students knew. Most of them were blown away listening to not only the knowledge but the passion that these students had for protecting the environment for future generations.

**Q3A2: If your school serves grades 9-12, please provide the following information:**

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

**Q3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as 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 when exploring environmental and sustainability issues)?**

Yes

**Please describe. Include the percentage of students enrolled in environmental and other earth science courses and include assessment results for those students. Please identify post-secondary school or career intended focus areas of graduating students. (Maximum 200 words)**

100% of the students at GMS take science and it covers the environmental area. All three science teachers (Dr. Thompson - 6th Grade, Mr. Parr - 7th Grade, Mr. Stefanic - 8th Grade) utilize GMS grounds as they teach nature units with the science curriculum. The sixth grade students get the first view of the environmental and energy related sections of the course. The 6th

team. When you look at the success that GMS has obtained in energy alone, move from the rating of 76 in 2011 to 88 in 2012, the results speak for themselves. Much of the savings have come directly from the actions of the student energy team and their leader, Dr. Thompson.

**Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?**

**Please describe these college and career connections. (Maximum 200 words)**

**Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?**

Yes

**If not in all grades, please specify which grades.**

**What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?**

N/A

**Please provide the following information:**

What percentage of these projects focus on environmental or sustainability topics? : 100%

What percentage of students completed such a project last year? : N/A

**Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?**

Yes

**If not in all grades, please specify which grades.**

**Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

All three science teachers utilize the GMS grounds as they teach nature units during the curriculum. GMS students have participated in a 6th Grade Creek Study in coordination with Dr. Carol Hanley with the University of Kentucky, Department of Agriculture, Tracey Farmer Center for Sustainability and the Environment, which includes a study of North Elkhorn Creek, under the direction of Dr. Gayla Thompson. This work has included water quality testing, study of the Riparian zone and scale ratings of the diversity of macroinvertebrates. Students also utilize GPS units, as they create maps in conjunction with the Local Planning Commission of the areas of North Elkhorn Creek that have been included in their study.

**Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)**

Both the City of Georgetown as well the firm that designed the new addition and renovation in 2008 are a part of the GMS school energy team. GMS has partnered with the local planning commission and used GPS units to map sections of North Elkhorn Creek. GMS has partnered with the Scott County Youth Basketball League to provide the GMS gym on Saturdays and Sundays for the league to hold their games. GMS has partnered with the Soil Conservation Office and have been involved with the Soil Conservation Day and also participated in the Writing Contest in which GMS students have won Region Awards.

**Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)**

The most important thing that GMS does is provide the opportunity for all students to take science from Dr. Thompson, the 6th grade science teacher. Due to her passion for the environmentally and sustainability topics, they are exposed to how important this area is not only to them but their entire family. Many of the students who matriculate to these topics are given the opportunity to exceed by joining the student energy team and helping to educate younger students in the elementary schools. The program that Dr. Thompson started a number of years ago where she takes the student energy team to teach the two elementary schools that feed into GMS is an outstanding example of using students who want to do more to teach younger students how important these topics are. Overall GMS as the best all around program in the district as is used as an example for other schools in the state.