



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. 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 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: **Mrs. Shannon Gullett**

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

Official School Name: **Royal Spring Middle School**

(As it should appear on an award)

Official School Name Mailing Address: **332 Champion Way, Georgetown, KY 40324**

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

County: **Scott** State School Code Number *: **525-013**

Telephone: **502-570-2390** Fax: **502-863-3621**

Web site/URL: <http://www.scott.k12.ky.us> E-mail: shannon.gullett@scott.kyschools.us

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

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



Date: 1/7/15

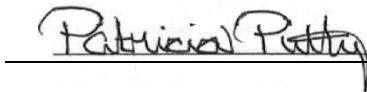
(Principal's Signature)

Name of Superintendent: **Mrs. Patricia Putty**

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

District Name: **Scott County**

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



Date: 1/8/15

(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: **Kentucky Department of Education**

Name of Nominating Authority: **Mr. Hiren Desai, Associate Commissioner**

(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: 1/29/15

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" 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 and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

Public Burden Statement

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



Kentucky 2014-2015 Green Ribbon Schools Application

School Contact Information

School Name: Royal Spring Middle School

Street Address: 332 Champion Way

City: Georgetown State: KY Zip: 40324

Website: <http://www.scott.k12.ky.us/> Facebook page: N/A

Principal Name: Shannon Gullett

Principal Email Address: shannon.gullett@scott.kyschools.us

Phone Number: 502-570-2390 Ext. 2397

Lead Applicant Name (if different): B. W. Thornton

Lead Applicant Email: b.thornton@scott.kyschools.us

Phone Number: 502-570-2390 Ext. 1363

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Scott County</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <hr/> Total Enrolled: <u>805</u>
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL <u>38%</u> % limited English proficient <u>1.88%</u> Other measures _____		Graduation rate: <u>N/A</u> Attendance rate: <u>97%</u>

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

At Royal Spring Middle School (RSMS), environmental education is not just a two-week unit in science class. The environment, student and staff health, and an awareness of sustainability are embedded throughout the curriculum and daily practices of this school. Even our school name pays tribute to the source of pure water used by settlers to this region more than 200 years ago. Our school colors may be royal blue and white, but in every pillar of this application, Royal Spring Middle is a Green Ribbon School.

In terms of reducing environmental impact and costs, our record of receiving five EPA Energy Star Awards (2009, 2011, 2012, 2013 & 2014) with a score of 94 in the Portfolio Manager speaks for itself. From the initial design and construction of this school in 2006, green construction practices, such as geothermal heating and cooling and reduced environmental impact were central. This commitment has been carried on in the daily maintenance and running of the facility. Energy consumption has been reduced 30.6% from 2009 to 2013, while water consumption has been cut by 13%. In addition, an active, student-led recycling program has curtailed landfill waste. Every student, faculty and staff person contributes to this effort on a daily basis through our intentional practices. As a result, Royal Spring Middle School was featured in the March 2011 issue of *Kentucky Monthly* magazine (see attachment).

Efforts are also made around the school and across the curriculum to improve the health and wellness of students and staff. These efforts go beyond a well-rounded physical education and health curriculum and nutritious school meals program. Many of our teachers incorporate outdoor education opportunities, not only through their classes, but also in the selection of outdoor clubs and extra-curricular activities. Physical fitness opportunities for students go beyond the traditional sports teams to include Kickball Club, Hiking Club, Girls on the Run, Race for the Cure, Awareness Walk, and Energy and Environment Club. In addition, RSMS addresses the mental and emotional health of students and staff by offering counseling services including ones that promote an anti-drug and anti-bullying culture.

Perhaps the strongest pillar of this application is how environmental and sustainability education is addressed at Royal Spring Middle School. Of course, all science teachers include environmental education as a part of meeting national science standards, but it is impressive that these topics are also incorporated into language arts, social studies, math, technology and the arts and humanities curricula. Language arts teachers select novels and reading passages that are set in nature and address environmental issues. Students are taught to write argumentative essays using environmental issues as the topic. In social studies, the human-environment interaction theme is widely addressed, looking at issues from a local to global scale. Gateway to Technology students use science, math, computer modeling software and engineering thinking skills to implement STEM curriculum in a real-world environment. In arts and humanities class the students are encouraged to look to nature for artistic inspiration. The use of recycled and reused materials in art projects is also standard practice. Our technology education utilizes Project Lead The Way curriculum which includes two quarters of energy and environmental topics, as well as exploring green careers through a Career Cruising website.

In support of all three pillars, Royal Spring Middle School boasts an active Energy and Environment Club, affectionately known as The Green Team. The club allows many of our conservation and sustainability efforts to be student led, such as our school-wide recycling program and tree-planting projects. The Green Team also runs an Energy Carnival each April during Earth Week which is open to the entire Georgetown/Scott County community. Our 2013 Energy Carnival was featured in the Kentucky Utilities (KU) in-house newsletter (see attachment). Members also participate in the Power Police who patrol our school hallways looking for ways to reduce energy consumption.

Using materials provided by the National Energy Education Development Program (NEED), our students conducted an energy audit of the entire school which revealed many ways our school could save energy. Working with our custodial staff and faculty, the students were able to put their suggestions into action, allowing RSMS to reap the energy savings on a daily basis. In addition to NEED, partnerships affiliated with our Energy and Environment Club include Kentucky Green and Healthy Schools and KU.

A review of this application will reveal even more details of how Royal Spring Middle School creates a culture and daily practice that promotes a healthy environment. This approach is not merely teaching our students how to keep the environment of our planet healthy and sustainable, but on a practical level, creating an environment within our school that promotes education, nutrition, and mental, emotional and physical well-being. The complete proposal provides convincing evidence that Royal Spring Middle School should be selected as a Green Ribbon School.

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

Yes () No Program(s) and level(s) achieved: *Energy Star in 2009, 2011, 2012, 2013 & 2014*

Kentucky Green and Healthy Schools (KGHS)

National Energy Education Development Program (NEED)

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

Yes () No Award(s) and year(s) *Energy Star in 2009, 2011, 2012, 2013 & 2014*

B. W. Thornton (2007) and Burney Jenkins (2012) Scott County Environmental Educator Award (from Scott County Soil and Water Conservation District)

Pillar 1: Reduced Environmental Impact and Costs

Energy

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

Yes () No Percentage reduction: *43.2% Over (June/2010 – Dec/2014): 4.5 years*

Initial GHG emissions rate (MT eCO₂/person): *1114.4/715 = 1.5586*

Final GHG emissions rate (MT eCO₂/person): *774.7/875 = 0.88537*

Offsets: N/A How did you calculate the reduction? *Using Portfolio Manager data and subtract the final from the initial and divided by the original (1.5586-0.88537)/1.5586 = 43.2% reduction*

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

If yes, what is your score? *94* If score is above a *75*, have you applied for and received ENERGY STAR certification? Yes () No Year: *2009/2011/2012/2013/2014*

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

Current energy usage (kBtu/student/year): *27.2*153,272/805 = 5178.9*

Current energy usage (kBTU/sq. ft./year): 27.2

Percentage reduction: 30.6% over (June/2010 - Dec/2014): 4.5 years

How did you document this reduction? *Using SchoolDude Utility Direct and Energy Star Portfolio Manager June 2010 was 39.2 kBTU/sq.ft./year minus 27.2 = 12 /39.2 = 30.6% reduction*

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

On-site renewable energy generation: N/A Type N/A

Purchased renewable energy: N/A Type N/A

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

5. In what year was your school originally constructed? 2006

What is the total building area of your school? 153,272 square feet

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

For new building(s): Percentage building area that meets green building standards: 100%

Certification and year received: *Did not seek LEED certification but use the ENERGY STAR Program instead Total constructed area: 153,272 square feet*

For renovated building(s): Percentage of the building area that meets green building standards: N/A Certification and year: N/A Total renovated area: N/A

Water and Grounds

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

Average Baseline water use (gallons per occupant): 1,200

Current water use (gallons per occupant): 1,000

Percentage reduction in domestic water use: 13%

Percentage reduction in irrigation water use: 0%

Time period measured: June/2010 – June/2014

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)? *SchoolDude Utility Direct*

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

100% Types of plants used and location: *In front of windows along front of the school to reduce heat in the summer and provide windbreak. Plants include redbud, maple and oak trees and euonymus bushes.*

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

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max) *Parking surfaces are oriented at a gradual angle of recline to allow gentle runoff. Rip-rock was*

applied to drainage ditches. Riparian plant growth, such as grasses and cattails, is protected near drains that are located away from the school building to slow the runoff from impermeable surfaces.

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

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

Georgetown Water & Sewer Service, the local company that provides the water, does extensive testing to ensure no potential contaminants are in the water supply. The school also has a reduced pressure backflow preventer installed at the domestic water entrance to the school.

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

Georgetown Water & Sewer Service, the local company that provides the water, does extensive testing to ensure no potential contaminants are in the water supply.

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

Our large campus includes open grassy areas for activities, including a sports field that is used for both football and soccer. The eastern edge of school property is bordered by Dry Run Creek. This riparian ecosystem is maintained in a natural state and is used extensively by science classes for ecological studies. The estimated percentage of green space on the campus is 75% with the Dry Run Creek ecosystem covering an estimated 25%.

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): *192 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): *32 cu. yd.*

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): *N/A*

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: $(32/224) \times 100 = 14.3\%$

Monthly waste generated per person = $(A/\text{number of students and staff})$: $192/900 = 0.21 \text{ cu.yd.}$

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? *100%*

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

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

How is this measured? *We do not allow hazardous waste in the school*

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

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max) *School-wide and student-led recycling program has been ongoing for six years and has been updated and improved over the last two years. The recycling dumpster is filled each week which reduces the amount of waste going into the landfill.*

18. Which green cleaning custodial standard is used? *We recently installed the PathoSans Cleaning System, which uses only water for cleaning. We are very excited about this new concept in cleaning in that it will reduce the amount of chemicals that are introduced into the school environment. The water is circulated through a charging agent that allows the water alone to be an effective cleaning agent.*

What percentage of all products is certified? *N/A*

What specific third party certified green cleaning product standard does your school use? *N/A*

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) *estimated 90%*

How is this data calculated? (50 word max)

For safety reasons, students are not permitted to walk or ride bikes to/from school. Approximately 72% are transported by school bus. The remaining students are transported by car, of which an estimated 10% carpool with more than one student per car, including siblings.

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses). *Busses follow a no idling policy unless students are on board and weather conditions require heat. We have not implemented a no idling policy with parents' vehicles.*

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

Safe Pedestrian Routes to school or Safe Routes to School *Students are not allowed to walk to school due to safety concerns.*

Describe activities in your safe routes program: (50 word max) *N/A*

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max), *RSMS relies heavily on bus transportation for the vast majority of our students. Efforts are made to promote bus usage over parent transportation by car. For students who are transported by car, carpooling with family, friends and neighborhood children is popular and encouraged. An efficient system of moving cars through the dropoff/pickup line is implemented to reduce exhaust emissions.*

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

The following proposal is only in the planning stages and may require partnerships at the state level (KDE and KY Transportation Cabinet) to be implemented. The student-led Energy and Environment Club has proposed a campaign to encourage more bus transportation to reduce the number of students being transported by car. A 30-second TV commercial could be produced and broadcast based on the classic rock Queen song “Another One Bites the Dust” with the lyrics being changed to say “Another One Rides the Bus.” The video would show students enjoying the bus ride with friends, getting home sooner than classmates who have to wait for parent pickup and parents enjoying the freedom/reduced family stress of not having to pick up their children.

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.:

Terminix does a monthly pest inspection. We have a pest identification a folder in the administrative office with the record keeping book. Terminix does not spray classrooms during school, uses baits in locked areas and if any problems are identified that require further spraying, this is done only on long holiday breaks and over summer break.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: ___
During the past six months, Terminix has only used 40 ounces of pesticide at Royal Spring Middle School which would be only $(40 \times 2) / 128 / 805$ students = 0.0007763 gal/student/year.

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

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

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

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

Our school does not have any fuel burning combustion appliances

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. *Our school district purchased Sun Nuclear professional radon monitors to check the school on a frequent basis. RSMS has been verified to be below 4 pCi/L*

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. ___*No playground equipment at this middle school.*

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max) *Any cleaning chemicals that are still in the school are locked in the receiving room or custodial closets. Since implementing the PathoSans cleaning system, most of the cleaning chemicals have been removed from the school.*

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) *___Daily cleaning, dusting, mopping and fresh air return running are used in classrooms and hallways. We change HVAC filters as needed. All filters are changed every 90 days.*

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)

Monthly checks for roof leaks. HVAC drains checked.

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

A large exhaust system was installed at back of stage, which is adjacent to the locked receiving room

8 Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max) *The HVAC is monitored by computer. If a problem occurs, an alarm is sent to the computer and the thermostat. Temperature and humidity are monitored and if they are out of range, an HVAC technician is sent to the school to make any repairs needed.*

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 whole building has a fresh air return system.*

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) *We recently employed Pathosans, an environmentally safe cleaning agents company. We are very excited about this new system because it allows us to remove most of the cleaning chemicals from the school.*

Nutrition and Fitness

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

Our school participates in the USDA's Healthier US School Challenge. Level and year: We will be starting this program within the next year.

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

Our school has an on-site food garden. Gardening Club is slated to begin this spring and is planning to start an on-campus garden to grow vegetables.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Vegetables grown in the on-campus garden will be donated to the RSMS Family Resource Center to be provided to students in need.

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

This figure is true for all students who have PE class. Our elective classes rotate every quarter so not all students have PE all school year long, but most have an opportunity to rotate into PE for at least one quarter of the school year.

At least 50% of our students' annual physical education takes place outdoors. *No*

Health measures are integrated into assessments. *Yes*

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
No

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

Percentage: *75%* Type: *Fresh fruits and vegetables*

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

On occasion and weather permitting, PE classes will meet outdoors. Also, teachers occasionally take classes outside for educational and recreational activities, but actual time is not documented. More outdoor education opportunities are highlighted in Pillar 3 segment of the application. One example is the annual Field Day, an all-day outdoor event that includes activities such as relay races, track and field, climbing wall and bouncing inflatables.

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

Royal Spring Middle School has recently started a committee that will work with the physical education teacher to update the wellness policy. This will be a cooperative effort between the school nutrition department/cafeteria and the physical education/health teachers.

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:

A health committee has been put into place to discuss and implement a Coordinated School Health Program.

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:

Our students and faculty are involved in many health/fitness related activities that include community partnerships. A school team has participated for several years in Relay for Life, a nonprofit sponsorship organization . Our female students have an opportunity to participate in the nationally sponsored Girls on the Run intramural track program. Hiking club is another option for all students.

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

District nurse.

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

Our school has an outstanding anti-bullying program, including a partnership with a nationally recognized motivational speaker on the topic, Travis Brown, known as "Mr. Mojo". Our counselor

also coordinates an anti-bullying task force made up of students. Awards are given quarterly to one male and one female student per grade level who are recognized by teachers as helping to promote an anti-bullying climate throughout the school. Monthly mental health education meetings are held by the counselor with sixth--grade students. Many other programs of our counseling office are designed to promote self-esteem and general positive mental health, such as a weekly Lunch Buddies discussion group. Drug abuse awareness and prevention is thoroughly addressed, highlighted by, but not limited to, Red Ribbon Week events

Pillar 3: Effective Environmental and Sustainability Education

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

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

Royal Spring Middle School does not have a specific sustainability literacy requirement but we do many school-wide and student-led activities that promote sustainability literacy, such as an annual Energy Carnival and our annual 6th grade Conservation Day. The evidence given throughout the Pillar 3 segment of this application will confirm that students at Royal Spring Middle School develop a high level of environmental and sustainability literacy.

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

Environmental concepts are integrated school-wide. In social studies, the “Human-Environment Interaction” theme is thoroughly explored, such as consideration of resource utilization in the “Settle the Land” project. In language arts, students read a variety of books that include environmental themes, including Hoot, Touching Spirit Bear, Chomp, The Giver, Silent Spring, Where the Red Fern Grows and House of the Scorpion. Our school-wide “Word-of-the-Day” program often features environmental words. Daily “Literacy Strands” exercises often include readings related to renewable energy sources, the water cycle and ways to reduce, reuse and recycle. In April, during “Earth Week,” all five days of Literacy Strands are environmental and sustainability themed. Selected passages in reading classes include articles related to the environment, such as drilling for oil in the Arctic National Wildlife Refuge (ANWR). In response, students choose a side in the debate and write an argumentative essay. In Gateway to Technology class (Project Lead the Way curriculum-based) students are taught two quarters of “Energy and the Environment,” covering such topics as investigating energy, sustainable energy and how students can make an impact. Arts and Humanities classes reuse materials for various projects and look to nature for ideas and inspiration.

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

To check understanding of “Word of the Day,” including environmental words, students get to hear the definition and are then assigned to use the word in a sentence, site examples and identify synonyms. To assess writing skills, written responses are given to daily Literacy Strands. An argumentative essay is written in response to a reading on drilling for oil in the Arctic National Wildlife Refuge. A similar argumentative essay is assigned in 8th grade science after students learn about genetically modified foods. In Gateway to Technology class, students complete a self-selected sustainability research project with accompanying presentation. In the 8th grade science unit “You Make a Difference,” students are assessed by writing a free-response on the impact of using resources.

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

Many of the assessment examples given above involve using environmental and sustainability topics to develop writing skills. On state assessments, writing is always one of our highest scores, including on-demand writing. Of approximately 330 middle schools in Kentucky, Royal Spring Middle School ranks fifth in the state in writing, based on 2014 KPREP scores. Using relevant topics to teach writing, such as the example environmental and sustainability topics given, is one of the reasons our students learn to write so well.

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

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: *N/A* Percentage scoring a 3 or higher: *N/A*

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

In science class, students use a real ecosystem to learn ecological concepts and the related technology, engineering, mathematics and problem-solving thinking skills. Students use Dry Run Creek, which forms the eastern boundary of the RSMS campus, to conduct an in-depth water quality analysis. Using reagent tests, students measure the nitrates, phosphates, dissolved oxygen, pH, turbidity and presence of coliform bacteria. Students look at a map of the Dry Run watershed to identify potential sources of point-source and nonpoint-source contamination: industrial, household and agricultural. Students problem-solve how sustainable farming practices and engineering methods could be used to design systems that would prevent agricultural runoff contamination, household sewage containment and waste treatment.

In Gateway to Technology (GTT) class, students use math, science, computer modeling software and engineering thinking skills to model wind turbine blades and then test them using a real-world environment. GTT students also calculate their family's ecological footprint and work toward reductions.

In response to Scott County building a second high school, students brainstormed sustainability designs of the new facility, including those with solar power and low-flow flush toilet features.

FMD students maintain our school pond and practice their math skills by measuring organic pond cleaner.

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

Gateway to Technology class is a window of opportunity for students to explore numerous engineering and technology-related careers, including "green" technologies and careers (wind power and solar powered cars for example).

RSMS intentionally focuses on College Career Readiness by teaching a College/Career Technology class. Throughout the class students are provided with opportunities to investigate careers they might be interested in pursuing. In learning about careers we look specifically at the outlook of careers including green career pathways.

All RSMS students also complete a Career Matchmaker Survey for their Individual Learning Plan (ILP). Students often have green careers on their lists of possible careers that they can investigate further and save to look at further via a Career Cruising website. Students will continue to use their ILP throughout their time in high school and will have access to their ILP forever.

In seventh- grade science, students select a science-related career to research and then write an essay on why they would or would not like pursuing that career.

In our “Reality Store” event for eight graders, students are assigned one of a variety of careers including some that use green technology or principles.

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

Energy Carnival – Each April, around Earth Day, the RSMS Energy and Environment Club (The Green Team) holds an event called Energy Carnival which is open to the entire Scott County community. The Carnival uses materials provided by one of our partners, the National Energy Education Development Program (NEED). The event is student-led by members of the Green Team. A series of carnival like games is set up in the RSMS gym, each game having an energy awareness and/or conservation theme. Participates rotate around the series of games and win carnival style prizes. Another partner for this event is the school PTSA, which is very faithful in helping us obtain prizes.

Gardening Club – Spring 2015 the Gardening Club will begin raising vegetables to donate to the RSMS Family Resource Center to give to students in need.

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

Sixth Grade Conservation Day is held on the RSMS campus at Dry Run Creek and football field. Conservation scientists set up a series of stations for students to visit in rotation. This hands-on, real-world experience allows students to learn from conservation experts right there in the environment.

Beyond Conservation Day, sixth- grade science classes continue to use Dry Run Creek during the unit on ecology. The location of this ecosystem right on school property is ideal for hands-on, real-life science activities.

All grades participated in the Disability Awareness Walk sponsored by Disability Awareness Club. The club also participated in the Down Syndrome Buddy Walk in Lexington on Nov. 1, 2014.

Eighth grade - Greek Olympics

Gateway To Technology classes launch rockets and do outdoor experiments such as an egg drop.

FMD students will start a garden in the spring of 2015 to provide vegetables for the RSMS Family Resource Center to give to students in need.

All grades participated in Field Day, an outdoor event which includes physical activities such as relay races, track and field, climbing wall and bouncing inflatables.

Outdoor clubs for all grades - Kickball, Girls on the Run, Gardening, Energy and Environment, Hiking

All grades participated in “Plant the Promise,” a Red Ribbon Week event to highlight drug abuse awareness and prevention. Every student plants a tulip bulb as a way of promising to stay drug-free. When the tulips bloom in the spring it is a beautiful reminder of the promise students have made.

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)

One of the best examples of using outdoor learning to teach an array of subjects in context is the Sixth Grade Conservation Day described in #8 below. RSMS has a real functioning ecosystem right on campus, Dry Run Creek, to use as an outdoor classroom and described in #3 above. The expansive campus is ideal for the eighth- grade Greek Olympics events. PE classes meet outdoors often, weather permitting. Our school-wide Field Day held at the end of each school year is not only a fun event, but promotes civics through fair play and equal participation for all regardless of athletic ability.

FMD students also maintain our school pond located in the central courtyard. This is not only a lovely natural feature of our school, it is a learning opportunity for these students as they measure organic pond cleaner. This group, along with our new gardening club, will start this spring to grow vegetables in an on-site garden, donating them to the Family Resource Center to provide to students in need.

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)

Kentucky Division of Fish and Wildlife Management is a partner through Conservation Officer Gary Rogers who gives a monthly one-hour presentation to the entire sixth grade. Another innovative community partnership our sixth grade enjoys is the annual Conservation Day sponsored by the Scott County Conservation District Office. This outdoor event, held along the banks of Dry Run Creek right here at RSMS, involves professional conservation scientists presenting at a series of stations allowing students to learn from environmental specialists right there in their segment of the environment. This one partnership expands the scope of contacts for our students to scientists all around the region, including University of Kentucky Forestry Department, Raptor Rehab Center in Louisville, Salato Wildlife Center, Kentucky State University Aquaculture, among others. Perhaps our most significant partner is the National Energy Education Development program (NEED), which provides a rich supply of energy education materials used by all students at all grade levels. These materials are also used by the RSMS Energy and Environment Club to assess the energy consumption of our school and to stage our annual Energy Carnival. The EPA is our partner by sponsoring the Energy Star Award which RSMS has won several times.

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

The RSMS Energy and Environment Club runs many of the conservation and sustainability programs for our school, allowing these initiatives to be student-led. Activities of "The Green Team" include school-wide recycling of paper, aluminum and plastic, tree planting, energy audit, conservation themed "Literacy Strands" for language arts during Earth Week each April, anti-litter, and carpooling and bus transportation campaigns. One of the big events sponsored by the Energy and Environment Club is an Energy Carnival each April during Earth Week. This fun and educational event is open to the Georgetown/Scott County community free of charge. Using materials available through our partnership with NEED, students set up a series of carnival style games, each with an energy conservation theme. Contestants compete in the events to win carnival style prizes. Our Green Team also competed in the NEED Youth Energy Awards in the spring of 2014 and attended the Youth Energy Summit in Frankfort. Another unique program of the club is known as Power Police. Students patrol the school hallways looking for violations of best energy management practices. For example, if teachers have left the lights on in their classrooms, a hangtag reminder is left on their doorknob.

10. Submit photos or video content (with appropriate permissions), if desired.

Photos are available upon request.