



### School Nominee Presentation Form

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

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Mr. John King

Official School Name: Godley Station K-8 School

(As it should appear on an award)

Official School Name Mailing Address: 2135 Benton Blvd. Savannah, GA 31407

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

County: Chatham State School Code Number \*: 0211

Telephone: 912-395-6000 Fax: 912-201-5688

Website/URL: http://internet.savannah.chatham.k12.ga.us/schools/gss/default.aspx

E-mail: John.King@sccpss.com

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

I have reviewed the information in this

[Signature]  
(Principal's Signature)

Date: 3/14/18

(Principal's Signature)

Name of Superintendent: Dr. M. Ann Levett

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

District Name: Savannah Chatham County Public Schools System

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

I have reviewed the information  
[Signature]  
(Superintendent's Signature)

Date: 3/15/18

(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: Georgia Department of Education

Name of Nominating Authority: Mr. Richard Woods

(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: 3/15/18

(Nominating Authority's Signature)

### 2018 Georgia Department of Education Green Ribbon Schools Application

#### School Contact Information

School Name: Godley Station School

Street Address: 2135 Benton Blvd.

City: Savannah State: Georgia Zip: 31407

Website: <http://internet.savannah.chatham.k12.ga.us/schools/gss/default.aspx>

Principal Name: John King

Principal Email Address: John.King@sccpss.com Phone: Number: (912) 395-6000

Lead Applicant Name (if different): Arnold Jackson

Lead Applicant Email: Arnold.Jackson@sccpss.com Phone: Number: (912) 395-5563

Level	School Type	How would you describe your school?	District Name
<input type="checkbox"/> Early Learning Center	<input checked="" type="checkbox"/> Public		Savannah Chatham County Public School System
<input type="checkbox"/> Elementary (PK - 5 or 6)	<input type="checkbox"/> Private/Independent	<input checked="" type="checkbox"/> Urban	Is your school in one of the largest 50 districts in the nation?  <input checked="" type="checkbox"/> No
<input checked="" type="checkbox"/> K - 8	<input type="checkbox"/> Charter	<input type="checkbox"/> Suburban	
<input type="checkbox"/> Middle (6 - 8 or 9)	<input type="checkbox"/> Magnet	<input type="checkbox"/> Rural	
<input type="checkbox"/> High (9 or 10 - 12)			



			Total Enrolled: 1650
Does your school serve 40% or more students from disadvantaged households?  ( ) Yes (X) No	% receiving FRPL: 26.97% % limited English proficient .062% Other measures_____		Graduation rate: Attendance rate: 98.2

**Godley Station School (GSS)** opened in 2010 in one of the fastest growing communities in the state. GSS is the largest school in the District and serves 1,650 students from kindergarten to the eighth grade. The rapidly growing enrollment at the school has increased .055% or between 90-100 students every year over the past 5 years. GSS received the Savannah Chatham County Public School System (SCCPSS) Green Ribbon Award for the SY2017. GSS strives to reduce Environmental Impact and Costs, Improve the Health and Wellness, and facilitate Effective Environmental and Sustainable Education for our students and community. Godley Station has made a commitment to sustainability in five areas: resource conservation, greenhouse gas emissions, transportation, and health and wellness and education for sustainability.

GSS has worked to improve its use of renewable energy while reducing its energy costs. In 2018, GSS earned the Energy Star Award and SCPSS Green Ribbon School Award. The school’s portfolio manage score of 89 earned the ENERGY STAR certification combined with the 38% reduction in Greenhouse gas admissions are just two ways that school has worked to reduce Environmental Impact and Costs despite the enormous growth of the school. When the school opened in 2010, the 167,142-square foot building was designed to educate 1,100 students. In the 8 years since the school’s first day, the school has had to expand to 182,757 square feet to accommodate the over 1, 650 students.

One of the primary ways the school strives to reduce the Environmental Impact is the recycling program. We are currently recycling 33 tons of waste each month. During the 2016-17 school year, a composting program was utilized on a trial basis with the 6<sup>th</sup> grade students. Our school cafeteria also switched from Styrofoam trays and bowls to paper trays. The paper trays are made of 80% grown paper board, from wood pulp grown in the United States specifically for the purpose and 20 percent recycled pulp. Two drinking fountains were also replaced with water bottle-filling hydration stations in 2015 to supply drinking water and encourage students to reduce the use of disposable plastic water bottles.

Godley Station has instituted a variety of energy saving strategies and the utility cost per square foot is one of the lowest in the District at \$.74. The District has incorporated energy management performance guidelines during occupied hours for temperature and mechanical equipment operation that has reduced energy consumption. The building’s automation control system schedules equipment to operate from 7am to 4pm, Monday-Friday. The interior space temperature settings are programmed at 74 degrees



during cooling season and conversely 68 degrees during the heating season. In addition, we have replaced the exit signs and emergency lighting with energy efficient LED signs, energy efficient lighting and occupancy sensors throughout the building for long-term energy savings.

The SCCPSS District also strives to reduce the Environment Impact by incorporating bus idling guidelines. Bus engines are off and parking brakes engaged while loading and unloading students. Bus routes are also designed to be most economical yet provide safe and timely service for the students. Transportation utilizes the TransFinder software program to develop efficient, direct and timely routes for all eligible students. All buses are equipped with GPS receivers enabling each route to be timed and immediately located when there is a need to investigate or verify. Rider censurships are performed periodically, and routes are combined/shorted or rerouted where possible to improve efficiency. Transportation Directors audit the routes by doing ride-a-longs that have proven to be very beneficial. This program, implemented in 2016, reduced Godley's school bus routes from 18 to 15 during the first year.

Godley Station School works to improve the continued health and wellness of our staff and students. Our school has an active Garden Club, Athletic Department, and Nursing Staff. The school nutrition department participates in the Farm to School program to use local, fresh food. Students participate in the school garden and use the garden to make food in health and nutrition classes and assist in harvesting food to be served in the cafeteria. This teaches our students how to reduce the amount of processed food they eat. Godley has been improving school meals and working to teach students how to make healthy choices in school and at home. The GSS Garden Club has grown from 5 kids in 2012 to over 60 kids in the 2017-18 school year. The garden club's mission is promoting respect and responsibility for ourselves and others through a natural classroom environment. The garden club accomplishes its mission by teaching kids to grow and care for vegetables and herbs, share their crop with others (the school salad bar), and give back to the community through local service projects. The garden club meets after school and on occasional Saturdays.

The Garden Club has also expanded to work with the Engineering and Robotics club to build a green house, incorporate a solar panel, and to design an in-ground watering system. The students of the Engineering and Robotics club designed and built the green house that attached to the Solar Panel to provide no energy waste. The in-ground watering system has been designed, materials bought, and will be installed this school year.

The school also has active athletic and nursing departments. Students are able to participate in softball, baseball, soccer, volleyball, basketball, and football. The school also hosts Sweet Feet Soccer, Girls on the Run, Girls on Track, the Good News Club, and chartered a Boy Scout Troup and sponsored a Girl Scout Troop. The school nursing program offers daily care to the over 1800 students and staff. In



In addition to this care, the nursing staff has advocated for and was awarded grants for AED devices and training, yearly CPR training, and stop the bleed training for our staff.

Godley Station is committed to improving the total quality and well-being of the entire school and has adopted an Integrated Pest Management program to reduce pesticide use. The Savannah Chatham County Public School System (SCCPSS) prohibits smoking in schools and around school campuses. GSS has a pest management plan that outlines the use of pest control on an “as needed” basis. When pesticides are applied around campus, treatments are scheduled on weekends and staff and students are prohibited from entering the area for at least 8 hours. The pest control contractor uses glue boards and trap boards whenever possible in order to protect students and staff from harmful chemicals. Many students and staff are asthmatic; therefore, we ensure a safe non-pest work environment. The Districts custodial staff utilizes 75% of cleaning products that are green certified through Green Seal. In addition, the five-roof top energy recovery units take in outside air, which is filtered, dehumidified, heated, and delivered to each classroom space and common area through the interior HVAC system. This system helps control building humidity and deters mold growth. Air filters are replaced quarterly, cooling coils are cleaned on all HVAC equipment, and facilities are inspected for moisture and mold and building occupants experience a dry, comfortable environment. Every classroom has windows to allow natural light to improve the overall atmosphere and increase students’ productivity.

GSS facilitates Effective Environmental and Sustainable Education for our students and community. Students not only study the environmental standards throughout all grade levels but participate in after school clubs that increasingly promote a deeper understanding of environmental and sustainable energy. Garden Club students learn not only about growing and caring for the environment, they also created and taught “in-house” field trips to our K-2 population. As students’ progress in their knowledge, they are able to learn and experiment with hydroponics and aquaponics. Older students are also involved in composting and recycling groups to promote the education of effective stewardship of their natural resources. This includes field trips to the Oatland Island Wildlife Center to study age/grade specific animal habitats and the marsh ecology system.

As GSS works to be a model establishment for reducing Environmental Impact and Costs, Improving the Health and Wellness, and facilitating Effective Environmental and Sustainable Education for our students and community, we also remember that our students are going to be the leaders of our future. Our academies and programs prepare our students to be cultivators, producers and engineers of the earth.

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

(X) Yes Program(s) and level(s) achieved: EPA Energy Star Portfolio Manager



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

(X) Yes Award(s) and year(s) Received:

- Energy Star Award – 2018
- SCCPSS Green Ribbon School – 2018
- Jump Rope for Heart Award – 2017
- Roald McDonald House Award – 2017
- Fight Type 2 Diabetes Award - 2017

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

**Energy**

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

(X) Yes

Percentage reduction: 38% Over: November 2016 – November 2017

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): 0.734 – Energy Star Baseline

Final GHG emissions rate (MT eCO<sub>2</sub>/person): 0.472

Offsets: None

How did you calculate the reduction?

Reduction was calculated using the EPS ENERGY STAR Portfolio Manager

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (X) Yes

If yes, what is your score? 89 If score is above a 75, have you applied for and received ENERGY STAR certification? (X) Yes Year: 2018

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

(X) Yes

Current energy usage (kBTU/student/year): 3372

Current energy usage (kBTU/sq. ft./year): 38.5

Percentage reduction: 11% Over:

(November 2016 – November 2017, Reduction compared to Energy Star Baseline)

How did you document this reduction?

Reduction was calculated using the EPA ENERGY STAR Portfolio Manager

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





On-site renewable energy generation: Less the 1% Type: Solar Panel

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: No

5. In what year was your school originally constructed? 2010

What is the total building area of your school? 182,757 square feet

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes

For new building(s): Percentage building area that meets green building standards: None

### **Water and Grounds**

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

No. Student population has increased between 90-100 students every year and 24 portable classrooms has been added in the last 5 years.

8. What percentage of you're landscaping is considered water-efficient and/or regionally appropriate? 85%

Types of plants used and location:

Shrubs (Holly, Indian Hawthorn) Trees (Oak Trees, Max and Crepe Myrtle)

9. Describe alternate water sources used for irrigation.

We are using rain barrels to provide irrigation for greenhouse plants and garden. In addition, we installed drought resistant vegetation such as, max myrtle and crepe myrtle around the perimeter of the campus.

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.

We have two retention ponds on our campus, including football, softball and baseball fields. All turf areas are maintained and cut at acceptable heights to repel water runoff. The only impermeable are concrete sidewalks around campus.

11. Our school's drinking water comes from: (X) Municipal water source

12. Describe how the water source is protected from potential contaminants.

The water for Godley Station is being supplied from the City of Savannah. The city's water department routinely test water quality. Water is treated with orthophosphate to prevent lead leaching from contacted piping. Water sampling are collected, and they are meeting State and Federal water drinking standards.

13. Describe the program you have in place to control lead in drinking water.



All District Schools were sampled and tested for lead levels during the fall of 2017. The lead sampling revealed no elevated lead levels and meets all federal guidelines. Additionally, Godley Station was constructed after the ban on lead piping and solder.

14. What percentage of the school grounds are devoted to ecologically beneficial uses?

Less than 5% of the school property is devoted to ecologically beneficial uses.

**Waste**

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting?

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

30 cubic yard x 24 months x 100% = 720 cubic yards

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

8 cubic yard x 12 months x .46 conversion factor x 75% = 33 tons

8 x 96 pound containers x 12 months x 75% /4,056 = 1.70 Cubic yards

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):

Currently, we are not composting food waste.

Recycling Rate = ((B + C) ÷ (A + B + C) x 100): (33 + 0)/(3600+33+0) x 100 = 4.38

Monthly waste generated per person = (A/number of students and staff): .90/1780 = .002

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?

Classroom and office paper are made of 100% post-consumer recycled material

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

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
None	None	None	None	





How is this measured?

There are no hazardous wastes or hazardous materials being generated from this school. There are no labs or use of hazardous chemicals in the school. Most of the cleaning chemicals are certified green products with the Green Seal.

How is hazardous waste disposal tracked?

There are no hazardous wastes or materials being generated from this school.

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

Godley Station has implemented and maintains a single stream recycling program with the City of Savannah as our partner. Currently, we are removing recycled materials in our waste stream. Our cafeteria switched from Styrofoam trays and bowls to paper- the paper trays are made of 80 percent grown paper board, from wood pulp grown in the United States specifically for the purpose and 20 percent recycle pulp. The Kraft board allows for printable surface, using only soy ink for the tray's surface. The tray is manufactured in a carbon neutral process and is biodegradable and compostable.

18. Which green cleaning custodial standard is used?

ISSA – (International Sanitary Supply Association)

What percentage of all products is certified?

75%

- Cleaning: Clean by Peroxy, NABC, 105 Green Solution, Bio-Renewable Glass Cleaner
- Hand Soap: Lite'N Foamy

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

We utilize Green Sealed products.

### **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)

GSS provides 3 bike racks to encourage alternative transportation and encourages walking to school. Currently, 9% of students walk to and from school, 57% ride the bus to school and 4% ride their bike to school. In addition, Godley participates in the National Walk/Bike to School Day each year.

How is this data calculated?

Transportation audits bus routes and ridership quarterly. The administrative staff conducts counts once a month on morning and afternoon.



20. Has your school implemented?

Designated carpool parking stalls.

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

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

Campus Police coordinates with all stakeholders to include City of Savannah Police Department, School Administration, City Traffic Engineers and parents. Safe routes are developed within a 1.5 radius around the school.

21. Describe how your school transportation use is efficient and has reduced its environment impact:

We have 18 buses that transport students at Godley; the Transportation Department idling guidelines are in place where the engines are off and parking brakes engaged while loading and unloading students.

Transportation utilizes TransFinder software program to develop efficient direct and timely routes for all eligible students. All buses are equipped with GPS receivers enabling each route to be timed and immediately located when there is a need to investigate or verify. Rider censurships are performed periodically, and routes are combined/shorted or rerouted where possible to improve efficiency.

Transportation Department has a 20-day service rotation. The buses are inspected monthly to ensure operational efficiency. The mechanics checks all brakes, hoses, tires, oil quality, engine performance and all mechanical components of the bus.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

Godley Station has instituted a variety of energy saving strategies and the utility cost per square foot is one of the lowest in the District at \$.74. The District has incorporated energy management performance guidelines during occupied hours for temperature and mechanical equipment operation that has reduced energy consumption. The building's automation control system schedules equipment to operate from 7am to 4pm, Monday-Friday. The interior space temperature settings are programmed at 74 degrees during cooling season and conversely 68 degrees during the heating season. In addition, we have replaced the exit signs and emergency lighting with energy efficient LED signs and occupancy sensors throughout the building for long-term energy savings.



## **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.:

GSS has a pest management plan that outlines the use of pest control on an "as needed" basis. When pesticides are applied around campus, treatments are scheduled on weekends and staff and students are prohibited from entering the area for at least 8 hours. Currently, the pest control use glue boards and trap boards whenever possible in order to protect students and staff from harmful chemicals.

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

Pesticide control use is provided by Orkin. Orkin Pest Control utilizes an Access Implement Monitor (AIM) approach to Integrated Pest Management (IPM). We are continuing to make improvements to our IPM with the use of bait applicators, glue boards and monitors. The ongoing success of the program comes from supervised elimination of food, water and habitats in which pest thrive. Orkin conducts monthly inspections throughout the year. Chemical treatment is only used in emergency cases and applied on weekends or when the building is closed. During the current fiscal year an inspection was completed, and 4 sticky monitor boards were installed and (2) bait applicators installed in response to ants and spider activity. There were 4 glue boards install from mouse activity and (4) gel baits was applied in response to roach activity. Orkin's rigorous service protocols focus on prevention first and eliminate unnecessary chemical treatments that could compromise indoor air quality and could pose a health threat.

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.

The District prohibits smoking in schools, around school campuses and in all vehicles.

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

Godley Station prohibits the purchase and use in the school.

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

The school does not use fuel burning appliances and do not use natural gas on the campus.

Our school does not have any fuel burning combustion appliances

The kitchen is totally electrical.



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

GSS was built in 2010 with radon resistant construction features.

[X] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

There is no wooden playground equipment on campus and all equipment was installed in 2010.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.

The Integrated Pest Management program is strictly enforced in Godley Station and District wide utilizing our pest control provider Orkin. Application Treatment logs are kept in the administrative office. The pest control service provider installs bait stations and traps to control infestations. Maintenance staff conducts monthly inspect of limbs close to the build and take prevent measures to control entry into the facility.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

Many students and staff are asthmatic, we ensure a safe non-pest work environment. We maintain summaries of all pesticide applications, as well as MSDS sheets in a binder in the administrative office.

5. 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.

The District Maintenance and Operation Department has a preventive maintenance program for roofs and gutters t ensure they are inspected and cleaned. Maintenance investigates indoor air quality inspections and has two on staff licensed inspectors. The Custodial and maintenance staff are properly trained and have the equipment necessary to clean mold. In addition, HVAC air conditioning cooling coils are inspected and clean semi-yearly.

7. Our school has installed local exhaust systems for major airborne contaminant sources. (X)Yes

All HVAC systems meets ASHRAE Standard 62.2010 and has exhaust systems in restrooms, kitchens, janitor closets and mechanical rooms.



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.

The HVAC system is serviced quarterly, semi-annually and annual. During this inspection filters are changed, motors/pumps are greased, belts checked, motor amp draw checked, cooling coils checked/cleaned and mechanical rooms cleaned. In addition, cooling towers water treatment is inspected monthly. The cooling towers, air cooled chillers and centrifugal chillers are cleaned annually.

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.

All air handling units have outside air dampers. Outside air dampers are activated by CO2 sensors. The system meets all state and local codes and meets all national standards.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.

The building's ventilation and HVAC system are designed according to ASHRAE standards. The ventilation system is monitored daily by our energy management control staff. Quarterly preventive maintenance work orders are created, and mechanics are scheduled to inspected, change filters and to correct any issues.

#### Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health?

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

5% of Godley Station menus are Georgia grown and local produced which we indicate on the menus. The percentages have been very small for the past couple of years due to the storms that we have had in our area. Some of our menus have several Georgia grown items and some our menus have very little. This depends on what is in season and if the crop has not been affected by the weather. The district seeks Georgia grown items first before we consider other products. We have won The Golden Radish award 4 years in a row for excellence in Farm to School in our district.

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

Godley Station has a greenhouse as well as a school garden where the students engage in all aspects of the growing process. As soon as the products are available they are utilized in the school cafeteria. This concept is displayed as a learning lab involving the School Nutrition Program and the school.



[X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Godley Station has a program where they grow items and are allowed to walk baskets of vegetables through the school to the cafeteria from the garden for use in the salad bar. Godley Station's Garden Club has Saturday workdays to bring in families to their school garden. The Garden Club consists of approximately 60 kids that meet after school and on scheduled Saturdays. The students learn about gardening and farming through the Junior Master Gardener Handbook made by the 4-H Youth Development Program. Godley Station also has a fundraiser to "Save the Monarchs" by selling milkweed seeds in the spring.

12. Describe the type of outdoor education, exercise and recreation available.

Students K through 5<sup>th</sup> grade engage in school-supervised physical education and outdoor time for 2.5 hours per week, and students in grades 6-8 for 1.25 hours per week. Many of our students also play on teams for our school's six different sports teams, where they participate in additional physical activity.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

We have a garden area and a greenhouse. This supports our farm to table program. Vegetables raised in our garden are used in our cafeteria's salad bar. We have a functioning Family and Consumer Science Class where our students cook and bake constantly and host tastings throughout the year. This teaches our students how to reduce the amount of processed food they eat.

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

Outdoor activities to improve health are scheduled after school includes the following:

- Sweet Feet Soccer – 2 days a week during fall and spring semesters
- Girls on the Run – Weekly practices
- Garden Club – Weekly meetings during the fall and spring semesters.
- Farm to table produce from our greenhouse implemented by the Garden Club members.
- Fully functioning sports teams in the middle school to include: softball, soccer, volleyball, basketball and baseball.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X)



Mock Plumbing – built our greenhouse; GA Tech – Provided students to donate and install our solar panel; Whole Food Grant – for our sustainable edible garden. Savannah Hydroponics and Organics – donated materials for our greenhouse.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes

There is a RN nurse on staff. Health services includes addressing first aid and emergency, as well as managing students with chronic health condition through medication and care coordination.

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

Godley used incentives to promote proper behavior. They have combined that with a partnership with “Magic Mark” a local celebrity who mentors challenged students along with our male teachers working with our male students. The Principal grills food as a reward to students and he has chartered our own Boy Scout Troop and sponsored our local Girl Scout Troop.

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

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

[X] Our school has an environmental or sustainability literacy requirement.

Our students use the 4H Youth Development Program entitled the Junior Master Gardener Handbook to study and learn about the environment. They spend time learning the tools of the trade and enjoy learning about plants, garden tools, soil and all aspects of leadership as well.

[X] Environmental and sustainability concepts are integrated throughout the curriculum.

Students in grades 3, 5 and 8 study the environment and the concepts of erosion, climate change and sustainable and renewable energy. The Garden Club students created lessons and hands-on activities to teach kindergartners and first graders about pollination and parts of a plant to enrich their science vocabulary. Sixth grade math students integrated science and math by showing the effects of composting and recycling with the volume of lunch room trash.

[X] Environmental and sustainability concepts are integrated into assessments.

At the conclusion of the hands-on activities for kindergartners and first graders, teachers gave feedback on the success of the student-led activities. The level of questioning and reflection clearly indicates that the learning is aligned to authentic task education and makes it relevant to life. The Garden Club members wrote a self-reflection that included the best part of the lesson and things they would change.





[X] Students evidence high levels of proficiency in these assessments.

The students showed great success in the hands-on activities and in the self-reflection. Our interest has grown, and gardening has become a way of life at Godley. We are cultivators, producers and engineers of the earth. There are now 60 members of the garden club providing student-led activities.

[X] Professional development in environmental and sustainability education are provided to all teachers.

Teachers received training from GA Power in how to teach electricity and the concepts of solar, wind and nuclear energy.

2. For schools serving grades 9-12, provide: 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?

All science and environmental training is connected back to a career and what education would be needed to be successful in that vocation. The use of re-usable energy will create thousands of jobs in the 21st century. Solar panels and wind farms are more common, and professionals are needed to build and expand the use of turbines and improve the collection areas so more energy can be stored and used. To further this hands-on education, we initiated a partnership with Mock Plumbing who installed our greenhouse and helped in the installation of our solar panels. Both the panels and greenhouse were donated to the school.

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

Engineering Instruction in Grades 6-8

5. Describe students' civic/community engagement projects integrating environment and sustainability topics.

Third Grade Students at GSS designed, constructed, and experimented with solar-powered ovens. Students cooked hand-made S'mores and used the power of the sun to determine which design was best

6. Describe students' meaningful outdoor learning experiences at every grade level.

GSS Advanced Content students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, participate annually in the Department of Energy Regional Science Bowl at Georgia Southern University at Armstrong Campus. This is a fast-paced verbal forum that encourages students to solve technical problems and answer questions in all branches of science and math. Each team is composed of four students, one alternate student, and a coach. Regional and national events encourage student involvement in math and science activities of importance to the Department of Energy and the Nation.



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

GSS Students in 7<sup>th</sup> grade participate annually in the Regional Science and Engineering Fair at Savannah State University. The Savannah Regional Science and Engineering Fair gives students a venue to develop important critical thinking, problem-solving, communication, teamwork and personal management skills, which are essential in order to thrive in today's technological society.

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.

GSS Advanced Content students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, will attend the SECME competition at Savannah State University. Entering this program will prepare students to complete post-secondary studies in science, technology, engineering, and mathematics (STEM), thus creating a diverse and globally competitive workforce.

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.

Georgia Power has partnered with our 8<sup>th</sup> Grade students for their "Learning Power" lessons. This is a comprehensive educational program that supports the Georgia Performance Standards with a focus on the STEM subjects: science, technology, engineering, and math. Each student experienced the "exciting world of energy and electricity" in the in-class field trip. Our 8<sup>th</sup> graders' minds were expanded with fun and innovative energy efficiency lessons where they had self-awareness of the Law of Conservation of Energy and how it worked in their own homes.

Several classrooms have opted to go paperless by completing all assignments electronically through Google Classroom and other various platforms. Not only do students realize the environmental impact by how much paper they are saving, they are also learning skills that will help them in their future careers.

Garden Club students also work on water-retention areas and how to reuse collected water. The harvesting process and what is used for the salad bar is reinforced during meetings.

Use of Solar Energy and review of production and energy savings

The middle school recycling program recycles paper and cardboard each week. The 8<sup>th</sup> grade students track the recycled amounts and share the data with stakeholders at the school.

In 2018, we will host a Denim Recycling Event in partnership with the Salvation Army. The old denim will be used for insulation in attics and crawl spaces. Its R-value is very efficient, and it is made of cotton, which is a sustainable resource.