



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 early learning to 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 and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

Name of Principal:

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

Official School Name:

(As it should appear on an award)

**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.

Michael Butler Digitally signed by Michael Butler
Date: 2024.02.07 09:52:27 -06'00'

Date:

(Principal's Signature)

Name of Superintendent:

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



District Name:

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

Adam Smith
Digitally signed by Adam Smith
DN: cn=Adam Smith, o=East Baton Rouge Parish Schools, ou,
email=asmith22@ebrschools.org, c=US
Date: 2024.02.08 14:01:42 -0600

Date:

(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:

Name of Nominating Authority:

(Specify: Ms., 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:

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: October 31, 2026

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.



Nominee Contact Information:

Eva Legard Center for Coastal and Environmental Science

Category: Middle School

Address: 408 E. Polk Street, Baton Rouge, LA 70802

Website: <https://ebrschools.org/schools/evalegardcenter/>

Facebook: Eva Legard Center for Coastal and Environmental Science

YouTube: <https://www.youtube.com/channel/UCazM2E8DgMFxu-IR5w5NJJA>

Principal: Mr. Michael T. Butler

mbutler6@ebrschools.org

Phone: 225-387-2328

Phone: 225-343-6127

Pell Recipients: N/A

Free and Reduced Lunch: 100%

Minority: 94.6%

Limited English Proficiency: 14.8%

Special Education: 14.8%

Graduation Rate: N/A

Attendance Rate: 91.25% as of December 13, 2023

Enrollment: 54 students

Number of Schools: 1

Number of Buildings: 2

Number of Campuses: 1





Eva Legard Center for Coastal and Environmental Studies is a traditional middle school with a theme of environmental and coastal science. We opened our doors in August, 2022 to 6th grade. For the 2023-2024 school year, we added 7th grade. We will add one grade level per year until we are a 6-12 school. Eva Legard Center is designated as a “Focus Choice School” by the East Baton Rouge Parish School District. This means that we have an open enrollment, with no special GPA or testing requirements for potential students to meet coming into the school.

Eva Legard Center is located in the historic South Baton Rouge neighborhood in the City of Baton Rouge. The school is part of the East Baton Rouge Parish School System. As a Focus Choice School, students from across the city can select to attend the school. These students take part in the transportation system provided by the school district or they are carpoolers. The socioeconomic status of the families that the school serves are primarily lower class and we currently service fifty-four students. Eva Legard Center is classified as a Title I school. The students are all eligible for the free lunch provided by the U.S. Department of Agriculture (USDA) Community Eligibility Provision, the Child Nutrition Program. Ninety-five percent of our students are minorities with about 15 percent of students receiving special education services and 15 percent of students with limited English proficiency.

Eva Legard Center allocates fifty spots per grade level so that class sizes do not exceed 18 students per class. This cap ensures that students can receive small group instruction and specialized, individualized attention to their learning needs. This is done to challenge students to grow more than one grade level per school year in order to prepare them to begin college-level courses in 9th grade.

Prior to opening, and during each summer, all teachers receive professional development with an emphasis on incorporating our theme in all content areas as well as focusing on problem and project-based learning opportunities for students. Eva Legard Center is a partnership with Louisiana State University’s (LSU) College of the Coast and Environment. Teachers work with professors, LSU undergraduate, and graduate students to create project-based learning plans and activities for each grade level each school year. Students can matriculate to LSU’s College of Coastal and Environmental Studies upon graduation from high school with 36 credit hours earned through dual enrollment and on-campus courses.

Our school won the 2023 Samsung Climate Superstars Challenge and has a city-wide day named “Eva Legard Day” on May 11th because of schoolwide instruction related to climate change. On that day, we also presented all students with aluminum reusable water bottles to reduce plastic waste on our campus. In April 2023, Eva Legard sponsored a community showing of the documentary “Hollow Tree” which addresses the cultural as well as economical concerns of wetland loss. We have applied for a multitude of grants such as Donors Choose, ADF Collaborative Grant (Baton Rouge Area Foundation), Quality Science and Math Grant, Shell





Science Lab Distinguished Educator Fellowships and Grants, and Pets in the Classroom Grants. Our teachers have also been awarded fellowships including the Louisiana Association of Computer Using Educators Ambassadorship (LACUE), EcoRise Ambassador Fellowship where our Social Studies teacher teaches sustainability, environmental justice, Leadership in Energy and Environmental Design (LEED), and green building. Our 7th grade English teacher received the Pilot Light Food Education Fellowship to support incorporating healthy food choices, food origins, and general food education into the English curriculum. The food education program also focuses on growing food in our hydroponic and traditional gardens, and encourages students to try new foods. She is also a member of the Civil Air Patrol. Both teachers are The Climate Initiative Ambassadors as well as current members of Southern Association for Marine Education (SAME).

Two of our teachers are currently partnering with Louisiana Environmental Action Network (LEAN) to help develop a K-12 Environmental Justice Curriculum. We have also donated food grown in both our traditional and hydroponic gardens directly to community members who are impacted by the food desert in which our school is located.

In Spring of 2023, each student who received below a 2.75 GPA for the first semester received a mentor teacher of the student's choosing who helped mentor each student emotionally and academically. This system helped each student to identify a trusted adult on campus for emotional support and well-being.

All 7th grade students receive instruction on water, air, and energy sustainability in their elective Hydroponics class. All 7th grade students are also participating in the EcoRise "Green Building Lessons for a Sustainable Future" course where they learn about green architecture and ways to reduce harm to the environment as well as sustainability in design. The teacher is also preparing to take the LEED exam herself in Spring 2024 courtesy of EcoRise. All 6th grade students receive instruction on traditional gardening techniques in their elective Agriculture class. Food grown in both classes is dispersed to Baton Rouge Food Bank, community members directly, prepared for class pets, and/or prepared for food education in our school kitchen for a true farm-to-table experience.

Likewise, all students receive Social and Emotional Learning (SEL) lessons and activities through their physical education classes. iCare Health Solution Services provides students at our school with information and resources on reduction of drug/alcohol abuse as well as providing counseling services weekly to students identified by caring teachers of the need for more intensive assistance.. District nurses conduct hearing and vision screenings for all students annually, which assists the school in assessing the well-being of all students. A classroom has been dedicated as a "chill out space" for students to reflect and receive services when they feel



overwhelmed. Similarly, teachers and staff have a dedicated “time out room” station located on each floor of the school providing essential oils, snacks, and coffee when needed.

Eva Legard Center is focused on reducing energy consumption and improving our energy conservation efforts. During the summer of 2023, the restroom and plumbing fixtures were updated with sensor and smart fixtures in order to reduce water consumption. Toilets are now low-flow, reducing our water usage in the time of unprecedented drought. All windows in the school have full-length blinds in order to lower our dependence on air conditioning in the classrooms from solar heating. Likewise, all blinds are functional, so that teachers may open them to heat their classroom naturally instead of depending on the heating system in the school if they choose. Classroom lights are partially controlled by motion-sensored timers; they shut off automatically when the rooms are empty, if they are forgotten. This extends the life of the bulbs and also reduces energy expenses. The East Baton Rouge Parish School System cares about reducing our dependence on non-renewable resources and it shows in the upgrades they have performed on our buildings.

Narrative for Pillar I: Efforts to Reduce Environmental Impact and Costs

Eva Legard Center contains Science and STEM laboratories to engage our students. These labs encourage students to investigate, observe, and experiment with materials and processes in the safety of the school and with the guidance of a teacher. School-wide, we have a composting initiative in which students compost food and waste from school meals, as well as compostable-materials from the classroom. The finished compost is used to supplement and fertilize our garden soil. Sixth grade students have vermicompost experiments set up in the STEM lab. Each time they arrive in class, they take and record observations on their experiments. They are concerned with the health of their redworms, as well as the finished product of fertile soil. These initiatives were begun with the intention of educating students about how much food waste is created at school. Students are continually surprised by how much food goes into the composter.

Another initiative that our students have researched includes sustainability, particularly for two of our class pets. Instead of ordering live pet food to be delivered to the school weekly, students help to grow vegetables and maintain a cricket farm to be fed to our bearded dragon and sun conure. As a result, we have reduced live food deliveries by 50 percent. Students have also conducted an audit of outdoor public space and are working to turn unused elementary basketball hoops into a bird sanctuary.

All 7th grade students are enrolled in the course Hydroponics/Aquaponics where students learn how to grow food in an urban setting. In May of 2023, students created an online cookbook where they researched recipes that included what they grew. This cookbook was shared with





families as well as community members and continues to be a growing document in which every student will contribute to as they matriculate through Eva Legard.

In September 2023, 7th grade students hosted a water leak audit where they assessed plumbing in all sinks, restrooms, and air conditioning units for potential leaks and measured the rate at which clean water was wasted due to these leaks. Students met with our head custodian to discuss solutions and repairs for the leaks as part of our conservation efforts. Our students have also conducted water quality testing from various points in the school to determine if our water is safe to drink.

In December 2023, four of our teachers will begin training for the “Consider Litter” program where students will walk to a community park, accumulate litter, analyze data related to the litter, and repurpose recyclable litter to be used more sustainably.

Classroom teachers use blinds, LED light covers, and curtains to help maintain inside temperatures in their classrooms. These help keep the hot afternoon sun out, to ease the burden on the school’s air conditioning system. Teachers also keep overhead lights turned off when there is sufficient light from outside, reducing our dependence on interior lighting. Additionally, students and teachers use green chemicals to clean the classroom themselves due to the many animals that our school houses and reduce cleaning toxins.

Eva Legard Center teachers use STEM-based lessons to educate students on sources of renewable energy, and the conservation of water and energy. Additionally, students can experience different types of gardening such as the traditional garden, raised garden beds, indoor pallet herb gardens, and the hydroponic garden towers inside some of the STEM labs. The school’s efforts are shared and communicated to families and the community through school events, the school app, the website, and weekly callouts.

The students and staff worked with our school green space to better drain water from the flower beds by use of mulch and pebbled rocks. The students and teachers work to clear the mulch and clear drains for efficiency on several occasions. The school made water conservation decisions to encourage the growth and maintenance of vegetable gardens. Students use recycled aquarium water to water the garden beds as needed. This gives nutrients to the plants, while promoting student awareness of simple ways to conserve and use water at home. They have also applied for a Shell Science Award grant to establish an outdoor classroom.

Holes on the fascia and surface of the building were allowing pests into the building. These were identified and repaired as a part of our conservation efforts, and to protect local wildlife from being trapped in the building without access to food, water, and their natural environment.





It is a school effort to reuse colored paper, cardboard boxes, and cans in the creation of art, or upcycle to other items.

At Eva Legard Center, we use a silent bell schedule to reduce the time needed class changes. At dismissal, we use walkie-talkies that run on rechargeable batteries, our communication is excellent. The walkie-talkies are useful for parent arrival. The rechargeable batteries help us to stay prepared for efficient communication.

Many of the students that live in the surrounding community walk home from school. The school is served by one bus, which is well below district average. This helps keep our carbon footprint low.

Narrative for Pillar II: Efforts to Improve the Health and Wellness of Students and Staff

Eva Legard Center for Coastal and Environmental Science utilizes the EBRPSS Child Nutrition Program (CNP) to serve nutritious, appetizing, wholesome, affordable meals to students and staff. School meals are planned to comply with the District Wellness Policy and all federal/state regulations for nutritious meals. Through the U.S. Department of Agriculture (USDA) Community Eligibility Provision, the Child Nutrition Program offered students in our school district breakfast and lunch at no charge to parents. In addition, during meals, special diets are provided to students with doctors' orders. The cafeteria staff works in collaboration with parents, nurses, and physicians to modify menu adjustments and train CNP on the needed menu changes. The Office of Child Nutrition worked with local chefs in the summer of 2023 to prepare simple, tastier options for students. Not only have they improved the flavor of school-provided meals, they have also offered options, so that students have a choice of what to eat for lunch.

The Physical Education class at Eva Legard has a health aspect that teaches students about making healthy food choices, as well as reading food nutrition labels. This is supplemented by the food education provided by our 7th grade English teacher in conjunction with the Pilot Light Chefs program, of which she is a Fellow. The school garden is a joint project between STEM classes and the 7th grade English classes, since it supports the idea that food has sources and origins (Food Education Standard 2); food and the environment are interconnected (Food Education Standard 3); food impacts health (Food Education Standard 5); and we can advocate for food choices and changes that impact ourselves, our communities, and our world (Food Education Standard 7). The interconnectedness of our environment with food makes this a natural partnership.





Our school offers thirty minute recess daily that keep students moving in addition to Physical Education that is offered at least twice a week. The students are encouraged to run, jump rope, and learn the rules of various sports as well as movements that are practical to the development of the theme of our school, such as how to castnet fish. Our school also offers field trips at a minimum of one per month so that all students can have outdoor, hand-on experiences with learning about the environment.

The dance team is an extracurricular activity at our school. Our school has a dance team that participates in programs and annual shows hosted at the school. Students are given a chance to increase their heart rate long enough to make a healthy impact on the student's physical health management and upkeep of student culture and the acknowledgment and practice of restorative practices.

We have a professional school counselor, an iCARE counselor, and a Gay, Lesbian, and Straight Education Network (GLSEN) trained teacher at our school. Students receive weekly social and emotional learning lessons and activities through the ReThink Ed Social and Emotional Learning platform the school district provides as well as instruction on mindfulness and decision making. Students also complete a Google Form at the beginning of each day about their feelings so that the guidance counselor can be alerted to any potential problems in our students' mental health. Classroom teachers along with the guidance counselor monitor students' progress throughout the program.

In order to engage families, teachers host a variety of activities such as Literacy Night, Back to School Night, and Focus Fest in order for families to be involved with the school's theme. We also use Class Dojo as our communication app to communicate with parents regarding class projects, pictures, homework, upcoming activities/assignments, and to track behavior. 100 percent of our faculty/staff are connected to Class Dojo with 100 percent of families connected in 7th grade and 32 percent of 6th graders connected.

In addition to behavior tracking via Class Dojo, The "Positive Behavior in Schools" (PBIS), promotes students to be respectful, prepared, and cooperative. These expectations are posted around the school and in all classrooms. The school's PBIS committee develops monthly incentives for students whose behavior exemplifies the expectations. Eva Legard also awards a "student of the month" recognition for each grade level.

Not only is providing for the health of students important but also that of the teachers at Eva Legard Center. When teachers are chronically absent due to poor physical or mental health, the need for substitute teachers increases. This can disrupt classroom activities and student learning. District personnel and administrators view promoting teachers' health as an investment in





students' learning. An Employee Wellness Program to encourage school practices that promote staff health and attendance is provided by the school district. The wellness program is part of employment benefits that include health insurance and retirement benefits. Teachers are encouraged to participate in the health promotion activities, such as annual health fairs, safety training, health care screenings, and free flu shots. Effective November 1, 2023, the district-provided health insurance coverage now has a \$0 copay for all preventative exams with primary care physicians. Because we are trying to accelerate the learning of our students, class sizes are kept low, and teachers have three planning periods per two days. These are supportive of teacher mental health as they allow teachers to study, plan, prepare materials, and collaborate effectively. The typical teacher on an A/B block schedule would only have 2 planning periods per 2 days, and would have classes with 25 or more students.

Eva Legard Center strives to provide a school environmental health program that is integrated into the daily habits and routines of our students and staff. Eva Legard Center employs a full-time custodian that arrives before the students and leaves after the students. The custodian is continually monitoring the school for its cleanliness and addresses any issues that may arise during the school day. Teachers are responsible for the cleanliness of their classrooms. Each teacher is provided with cleaning supplies to monitor their own environment. The teachers are also supplied hand sanitizer and disinfectant spray to address any virus concerns. The students are responsible for their own materials and areas each day. The students clean up after themselves following breakfast and lunch. They mop classroom and hallway floors after activities, such as planting seeds for the indoor garden or hydroponics system. Students also monitor and pick up trash and debris from the school grounds. In addition, the students and staff of Eva Legard Center have joined the "Consider Litter" program and have adopted a nearby park as their area. Once a month, the students and staff members comb over the grounds of the park, picking up litter, separating the litter by type, measuring the litter by weight, and submitting the data to the national consider litter organization.

As a whole, Eva Legard Center works with the East Baton Rouge School System to maintain a healthy site for the staff and students. An Integrated Pest Management system is employed by the school system to monitor and reduce pests within the building. The school site is annually inspected and treated every three months for pests. All serious contaminants and chemicals have been removed from the school site. The only chemicals that remain on campus are the cleaning materials and supplies used by the students, staff, and custodian. The air system is cleaned annually and the filters are replaced every quarter by the school district. This reduces the risk of airborne contaminants within the school. The school has also recently undergone a rehab, in which, among other acts, all old, outdated windows and seals were replaced with new, double-paned windows, further reducing irritants and contaminants in the air. Lastly, during the recent drought, the air quality was very poor due to the dust in the air. When the air quality reached





Narrative for Pillar III: Efforts to Ensure Effective Environmental and Sustainability Education

The vision of Eva Legard Center for Coastal and Environmental Science School is that of providing a learning environment centered around critical-thinking scholars, guided by teachers, and supported by home and community. We have invaluable stakeholders that are helping to achieve that vision. There are two committees that work with the school to maintain focus. The Advisory Council is made up of district and partnership personnel to ensure effective program implementation through the set up phases. The Stakeholder Committee provides the school with activities and resources, facilitate communication, and serve as a conduit for meaningful conversation between all parties involved with the implementation and success of the school.

The entire staff attends professional development and conferences throughout the year to broaden teachers' perspectives about research-based instructional practices, project-based learning, and overall how to better serve the students enrolled at Eva Legard Center. In the past school year, at least two of our teachers have participated in the local Farm-To-Table Conference, The Climate Initiative Workshops, Bay Watershed and Training Program Retreats, and have presented at the Louisiana Science Teacher Association Conference. All of our teachers have participated in National Institute for Magnet School Leadership in order to plan for theme alignment and increase rigor. In December, 2023, two teachers will attend the Louisiana Department of Wildlife and Fisheries' VIP Aquatic Volunteer Instructor training where they will learn important information about fish identification, fish anatomy, fisheries management, water safety, how to identify invasive species, as well as learn about the damage they cause to local ecosystems.

Seventh grade students will participate in an Oral History Project in February of 2024 in partnership with Louisiana Sea Grant at LSU to discuss climate change, land loss, and the trauma of being displaced due to changes in Louisiana's Coast with residents who have seen it and experienced it firsthand. In April 2024, the students will participate in the district "We The People" competition. In preparation, the students will practice research and debate using environmental and climate issues, i.e. "Coastal Erosion", "Drilling in the Gulf of Mexico", and other environmental concerns that impact Louisiana and the nation as a whole.

All teachers have received professional development with LSU's College of Education, LSU's College of Coastal and Environmental Studies, and Magnet Schools of America in incorporating environmental inquiry in all subject areas. Every other Friday, all students are involved in a year-long project aligned to our standards in each subject area that includes interaction with the



environment and knowledge of challenges, especially in coastal Louisiana. Here are examples of environmental concepts that are being taught in each class:

Subject	6th	7th
Math	Ratio of fish in our local lake as determined by a sample size caught in each castnet throw.	Calculation of area needed for each plant in our traditional garden.
Science	Analyze data to prove the effects of resource availability on populations of organisms in an ecosystem.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
ELA	Support the sciences by assisting students in creating well-written reports to document their findings and observations.	Consider how climate change can impact food production and water availability in different parts of the globe.
Social Studies	“Three Sisters Farming” techniques used by Native Americans, Importance of climate in regards to crops in the development of cities.	Importance of the Mississippi River for transportation as well as sediment deposition.
Physical Education	How to castnet fish.	Impact of air, noise, and light pollution on physical and mental health.

Beginning in the 2024-2025 school year, when Eva Legard Center has its first 8th grade class of students, all 8th grade students will take “Introduction to STEM Pathways and Careers” for high school credit. Beginning in the 2025-2026 school year, when the students become Eva Legard Center’s first 9th grade class, students will take a variety of environmental science related courses at LSU, exposing the students to different disciplines and career opportunities. Eva Legard Center has also begun a partnership with the Pontchartrain Conservancy, scienceforourcoast.org, for the Consider Litter program. Eva Legard Center has also written a letter of support for the organization which is writing a proposal for a program by NOAA





B-WET for a semester long program which is an "environmental education program promoting place-based experiential learning for K-12 students and related professionals' development for teachers." If the Pontchartrain Conservancy's proposal is accepted, Eva Legard Center will be a participant in this program.

Eva Legard Center's Course Sequence and Framework

Course/Grade	6th Grade (Active SY 23-24)	7th Grade (Active SY 23-24)	8th Grade (Active SY 24-25)	9th Grade (Active SY 23-24)	10th Grade (Active SY 24-25)	11th Grade (Active SY 25-26)	12th Grade (Active SY 26-27)
ENGLISH	English 6	English 7	English 8	English I	English II	ENGL 1013 ¹ / ENGL 1023 ¹	English 2000
MATHEMATICS	Math 6	Math 7	Algebra I	Geometry	Algebra II	Math 1022/Math 1023	Math 1550 / Math 1552
SCIENCE	Science 6	Science 7	***Earth Science	Physical Science	Biology / Biol 1201 & Biol 1208 (Lec & Lab)	Chemistry	CHEM 1201 / CHEM 1202/1212 (Lec/Lab)
SOCIAL STUDIES	Social Studies 6	Social Studies 7	Social Studies 8	Geog 2113/Hist 1113	Civics	US History	Pathway-specific post-secondary course
SELECTED ELECTIVES (REQUIRED)	Health & PE 6	Health & PE 7	Health & PE 8	Physical Education I	Physical Education II/Health	DE Art Course	Biol 1202/1209 (Lec/Lab)
SELECTED ELECTIVES (REQUIRED)	Reading 6	Spanish MS (Proximity)		Foreign Language I	Foreign Language II	OCS 2007 /	Pathway-specific post-secondary course
PATHWAY CONCENTRATION ELECTIVE	EXPL Agriscience 6	Hydroponics	Aquaponics/ Environmental Engineering	SPCH 1013 / PSYC 2013	Environmental Engineering	Pathway-specific post-secondary course	Pathway-specific post-secondary course
PATHWAY CONCENTRATION ELECTIVES	Step into STEM (LSU course)	EXPL Agriscience 7	Intro to STEM Pathways and Careers****	ENVS 1010 / ENVS 1126	TBD	Pathway-specific post-secondary course	Pathway-specific post-secondary course





Eva Legard Center values outdoor learning and uses these experiences throughout the curriculum. Social Studies uses our garden to grow native and traditional plants. For example, 6th grade social studies students grew the “three sisters” (corn, beans, and squash) while studying early American history. The students made a salad of the three sisters and shared it in class. Science classes use our large site with its varied plants to study monocot and dicot plants, photosynthesis, and other concepts. English classes use our outdoor education experiences in class to complete writing assignments and also to write poetry. Math classes use the data collected during Consider Litter activities and on-site agricultural activities to make measurements, conversions, and predictions.

Eva Legard Center students work in the community on clean-up and recycling projects. The Eva Legard Center building itself was built in 1960 and has long been a center of neighborhood activities. Many of the school’s neighbors attended what was then Polk Elementary School, as did their children and grandchildren. Eva Legard Center invites community members to participate in STEM nights and the students grow vegetable plants to donate to the community. As the school ages and its gardens mature, the school will have free farmer’s markets, donating what the student’s have grown to the school’s neighbors. During social studies classes, students learn about the history of the school’s neighborhood, known as “The Bottom”, and the many economic and environmental concerns in the area. For example, the idea and plan behind the free farmer’s market and growing fruits and vegetables for the neighborhood was born from a discussion that The Bottom is a true food desert. The nearest grocery store is a 10 minute drive away. The Bottom itself has only convenience stores and locally owned restaurants.

The largest community organization in The Bottom is the McKinley High School Alumni association. McKinley High School was opened in 1907 and holds a special, if not dominating, place in the community. McKinley High School was the first “black” high school opened in Baton Rouge. The population of The Bottom is nearly 95% African-American and the members of The Bottom take great pride in McKinley High School's rich history. The alumni association sponsors local parades, outreach events, and most of the other activities within the community. This is why Eva Legard Center is building a working relationship with the alumni association. One of Eva Legard Center’s teachers is a McKinley High School alumna and a member of the alumni association. She is working on Eva Legard Center’s behalf to build a working relationship in The Bottom to support the community and to integrate Eva Legard Center and our mission into the community’s framework. This year, the Eva Legard Center has two groups participate in the McKinley High School Mardi Gras parade.





Eva Legard Center's environmental literacy plan is stated in the mission and vision of the school. Teachers participate in ongoing professional development opportunities through the school and as individuals. Teachers have participated in professional development in wetlands conservation, cooking in the classroom, hydroponics, aquaponics, and many others. Two Eva Legard Center teachers met during their Peace Corps mission to western Africa. This summer, five Eva Legard Center teachers will participate in a 12 day professional development course at LSU that is specifically designed for STEM and STEM teachers. When teachers participate in professional development, the knowledge and skills obtained are brought to the school and shared with their peers. This knowledge and skills are also integrated into the classroom, where students learn about environmental science in a wide variety of ways as stated earlier in this document.

In the almost two years that Eva Legard Center has been open, students have received intensive education in the area of environmental science and advocacy. Students are well aware of the issues facing The Bottom, Baton Rouge, Louisiana, and the entire gulf coast region. Through this focus on environmental science, student learning has become more meaningful to the students. Studies have shown that students engaged in a thematic course of study and attending a theme-based school have a much greater understanding of what they are learning. As stated by the Pear Tree School, "When students learn through a theme, they are learning in context. This not only helps students understand what they are learning (and why they are learning it), but also to attach ideas and skills to specific contexts. Consequently, this helps students remember what they have learned".

<https://peartree.school/theme-based-curriculum/#:~:text=When%20students%20learn%20throug h%20a,remember%20what%20they%20have%20learned.>)

Just this year, Eva Legard Center students have shown growth in both ELA and math. After the first benchmark assessments were given, Eva Legard Center 6th grade students were 12% behind the East Baton Rouge Parish School District's average in ELA. After the latest, second, interim assessment, the students are 5% behind the district average. The 7th grade students have moved from 7% behind the district average to 3% behind the district average during the same time and assessments. In addition, 90% of Eva Legard Center students have shown growth in their reading skills as measured by their lexile levels. Three students are rated as "college and career ready" while nine students have grown an entire grade level in less than one school year. In short, Eva Legard Center students show growth at a greater pace than the average student due to the thematic approach of the school. Eva Legard Center for Coastal and Environmental Studies provides its students a unique opportunity to learn in hands-on surroundings.





View the photos below:

September 22 and 29, 2022: First Cast Net Fishing Exercise and Follow-Up



January 2023: Constructing the Hydroponic Tower

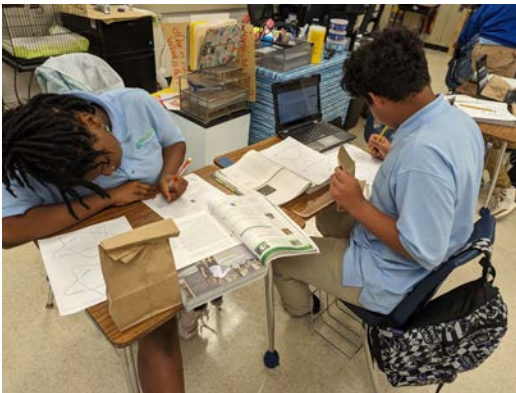




February 2023: First Hydroponic Plants and Salads



Fall 2023: Food Education Fellowship (Pilot Light Chefs)





August 2023: Erosion and Sediment at the Louisiana Arts and Science Museum





August 2023: Aquaponic Towers



September 2023: Aquaponics Algae Testing Lab



October 2023: Tour of Louisiana State University





December 2023: Harvesting the On Site Garden

