



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

Official School Name: Arlington Elementary
(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.

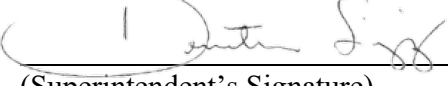
 Lizette L Rogers Date: 2/6/2024
(Principal's Signature)

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



District Name: Fayette County Public Schools

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



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.

Summary Narrative

Arlington Elementary is a Title 1 neighborhood school serving 280 students from preschool through fifth grade. Our minority student enrollment is 75%. Our school garden is used as a living laboratory for students to gain a hands-on environmental education. For example, students explore seeds, animal habitats, and the butterfly life cycle through hands-on work in the garden. Our garden is fertilized by one of the district's only school-wide, student-run composting programs. Students also conduct weekly energy audits and waste audits to help our school run efficiently and our recycling stay sorted. Mindfulness is integrated into our school culture, with daily SEL lessons, a mindful mentor program, and opportunities to develop mindfulness further through the use of the Zen Den. Additionally, teachers collaborate and integrate lessons on sustainability throughout the school curriculum. For example, students have learned about water pollution through informational texts and writing assignments. Our full time STEM teacher teaches problem-based projects with students, such as having students create a map showing how to stop erosion through the use of planting and landscaping. Furthermore, in art class students have created PR for the school to encourage correct recycling and reminders to turn off lights to save electricity. Our after school enrichment programs, such as GreenTeam and Technology Club allows students the ability to deepen their understanding of sustainability issues. For example, in technology club, students worked on a semester long project with the City of Lexington where they created a model for a future recreational park that was both accessible for people with disabilities and environmentally sustainable. Lastly, in GreenTeam students learn to grow fruits, vegetables, and herbs from seed for the garden and to sell to the school community. They also learn to harvest, save seeds, compost, and create products using the garden to sell in our wellness pop up shop.

Narrative for Pillar I: Your efforts to reduce environmental impact and costs

Our head custodian, Charles Mink and his custodial staff are dedicated to creating a sustainable and energy efficient school. He has been recognized by the district for his outstanding commitment to our sustainability efforts. He is committed to saving energy at Arlington Elementary. For example, he even turns off the lights in the hallways and cafeteria when enough light is coming in through the windows to reduce our energy consumption. To remind staff over break about the importance of saving energy, before all school breaks, our sustainability coordinator sends out a reminder to all staff to shut down electronics, unplug appliances, and to shut the blinds in classrooms to save energy.

For the 2022-2023 school year, Arlington had an EUI (Energy Usage Intensity) of 50.9 kBtu/square foot. That is approximately 20% better than the district average for that year. For a building that was

originally constructed in 1927 and hasn't had a renovation in about a decade. That is incredible and demonstrates the commitment that Arlington has towards energy conservation and awareness. Since the 2018-2019 school year, Arlington has reduced overall energy consumption by 10%. That was done without any capital improvement, which means most of that reduction likely came from occupant behavior.

In terms of recycling, our custodial staff is fully dedicated to reducing our environmental impact and boosting recycling efforts. They never fail to take out our recycling weekly. GreenTeam has also been instrumental in boosting our recycling efforts at Arlington. In order to teach our students and staff about the correct way to recycle and the importance of it, our GreenTeam has created a lot of PR for the school, including a video to demonstrate what can be recycled vs what can't be recycled. Also, the students have created posters about the importance of recycling and made informative posters about how to recycle. Our GreenTeam also does audits of our recycling bins weekly to help classrooms understand how effective their recycling is. The teacher receives a ticket that documents what was found in the recycle bin. If the recycle bin was correct they check the box that says they did a great job recycling. If the recycling bin had non-recyclables in it, they check the boxes so the teacher knows and can address this with the class. This helps our students feel responsible and shows them how they can have a positive impact on their school's sustainability efforts. It also helps as a reminder for our teachers to keep an eye on what is being recycled in their room.

Students in GreenTeam also do energy audits every week to check to see if lights are left on in empty rooms. If students find that a classroom has its lights left on, they write a ticket to the teacher in that classroom as a gentle reminder. This has helped our whole school to be more energy efficient and given students a sense of responsibility. Furthermore, all students in art competed in a contest to create a poster to display in each classroom above the light switch to remind everyone to turn out lights when not in the room.

As a way to deepen our GreenTeam's understanding of energy and sustainability, we have had our district sustainability team come to do an energy audit and informational session with our GreenTeam students. Students learned about where their electricity comes from in Kentucky, how it is generated, and what steps we can take to help Arlington be more energy efficient.

At Arlington, we are grateful to have a water bottle refill station which has helped us lower our single use plastic consumption. Students are encouraged to bring a reusable water bottle and keep it with them during the school day. We also have a storm drain painting on our campus. Our painting artfully explains that the water going in the drain drains to the river and to "please keep it clean."

Another way we reduce waste at Arlington is through our composting program. Students are encouraged to compost leftover food from our Fruit and Vegetable program rather than throw it in the trash. Our GreenTeam members are in charge of bringing down their classroom's compost and dumping it into the large compost bin in the art room. Once a week (or more if needed) students bring the large compost bin to the composter and work on turning the compost. Our compost has been a gift to our garden and helps us grow a bounty of fruits, vegetables, and herbs for our school community.

We also keep food out of the trash by donating unopened cartons of milk and snacks to our after school programs.

Furthermore, we are working as a school community to collect bottle caps and keep them out of the landfills. We have created three bottle cap murals that will be placed on the walls of our school garden that block our dumpster. We are currently working on saving enough bottle caps to make into a bottle cap bench for our playground.

Arlington Elementary also recently signed up for a Recycling Rally with Pepsi and is working hard to build points in order to earn rewards for our GreenTeam. This includes measuring how much is recycled per week and entering the amount on the Pepsi co website. We have a poster that is updated monthly with the pounds of recycling we have kept out of the trash. It is a great visual for the students to see their progress.

Our cafeteria staff is also committed to reducing waste going to landfills and has reduced the use of single use items and is fully committed to recycling everything that can be recycled in the cafeteria.

At the end of year, teachers typically set out supplies that they do not want/need and other teachers are welcome to take. This also helps to keep unnecessary trash out of the landfill. Furthermore, it helps teachers from having to buy new supplies when they can just recycle items from other classrooms.

Since Arlington is a neighborhood school, we have a large percentage of our students that walk to school. In addition, many of our students attend an after school program, Common Good, and they walk students to their building across the street.

Narrative for Pillar 2: Your efforts to improve the health and wellness of students and staff

Our School Garden is a wonderful way for our students to gain access to the wellness that plants can provide. In addition to GreenTeam using the garden, many students in additional classes take advantage of the space. Many times our Behavior Coach can be found leading students through the garden while teaching mindfulness to help children manage their behavior and find ways to release emotions. Our STEM teacher uses the garden as a hands-on opportunity to teach science lessons. We view our garden as a living laboratory and encourage all teachers to find ways to connect classroom learning to the garden. Finally, when summer school is housed at Arlington, the garden provides a rich learning environment to learn about growing food and maintaining a garden. Furthermore, students also learn how to use the food grown in the garden to create easy, affordable, and delicious recipes. Students learn how to prepare and are able to sample salsa, vegetable pizza, pickles, and various salads. Lastly, students learn to use the various herbs in the garden to create wellness products such as hand salve, soap, and bath salts.

At Arlington, all students enjoy 50 minutes of supervised physical education. Students also have a 20 minute recess outside to enjoy our new outdoor playground or play large motor games in the large fenced in area.

Our students have opportunities to develop their own mindfulness through the use of the Zen Den overseen by our Behavior Coach Katrina Martir. Mrs. Martir is a 500-hour certified yoga instructor through Breathe for Change and is registered with Yoga Alliance instructor which helps to inform her mindfulness practice. We use Yoga and Mindfulness practices to address Tier 2 and 3 behaviors as well as to work with students in the Multi-Tiered System of Supports (MTSS) process.

We also have a variety of after school activities to help foster student wellness and to promote physical activity. Our PE teacher runs a weekly, hour long soccer club for fifteen students to focus on building skills and learning soccer strategy. He also teaches the My Plate Nutrition Curriculum so all students have access to learning about healthy eating. Our art teacher teaches a weekly, hour long Green Team after school program for students to learn to garden, compost, and participate in sustainable activities. We also have a basketball team that competes against other elementary schools in Fayette County. We also have an after school Creative Dance group of twenty students that meet weekly for an hour and utilize Yoga as a part of their training and strengthening, and they perform at school events. We have also had Girls on the Run as another popular after school program for girls to develop their athleticism and confidence. Finally, we also encourage teachers to add in brain breaks into their curriculum to allow for unstructured activity interventions. Students are encouraged to move, dance, and get their energy out in order to return to their work more focused afterwards. Each month on the second Monday, we have “Move-It Monday” at Arlington and on those days teachers are encouraged to wear workout gear and integrate movement throughout the day in their lessons. These activities all help to keep our students active and engaged.

At Arlington, staff wellness is top priority. Katrina Martir is also our Wellness Coordinator and has attended the District Wellness Coordinator training. She runs a wellness committee that consists of five teachers at Arlington. Our wellness committee works to create a culture of wellness throughout the school. We have raffles where staff can win wellness related prizes, earn time for self-care while an administrator subs in to teach their class, and days where staff can wear comfortable workout gear, among other initiatives. Furthermore, Breathe for Change Yoga sessions are offered once a month after school at Arlington for all staff.

Arlington works hard to create a successful Positive Behavioral Interventions and Supports (PBIS) environment and has been able to consistently reach Gold status. We have a PBIS committee of teachers and administration that work together to create positive behavior incentives for our students. Students take part in celebrations such as the Golden Ticket event, where students that earn the reward with good behavior get to choose a half hour enrichment time. Also, we recently hosted a Breathe for Change yoga training for staff taught by our Wellness Coordinator.

We are a fully Restorative School with over 90% of our staff trained in Restorative Practice. In order to foster a school community of acceptance and relationships, we also have a SEL buddy program. Grade levels are paired together and each student has a “buddy” in another grade level. Students participate in SEL activities together to build connection and community.

In addition, we have student leaders in our Mindful Mentor program who lead their peers through breathing exercises and other mindfulness activities that they learn when they meet with our behavior coach monthly. They are also learning mediation skills to help peers with conflicts and other leadership

skills. Furthermore, SEL is incorporated into the morning meeting for all classrooms throughout the school. Students take time each morning to make connections to one another and reflect on their own emotions before jumping into their day.

We are fortunate to have mental health support through our school counselor, school social worker, and on-site clinic. Students and staff are welcome to work with these professionals to help them with any mental health concerns. Our clinic is available for students to be seen by a nurse when they are sick. We also have a dental clinic that visits our school to clean our students' teeth and can alert families to potential teeth issues.

As a testament to our dedication to promoting students' health, Arlington Elementary participates in the fruit and vegetable program which allows our students to taste various fruits and vegetables twice a week for free that they may not have access to on a regular basis. Fruits and vegetables not eaten are composted for our school garden. Many of our students also participate in the backpack program, which allows families that are food insecure to take a bag of food home each weekend.

Our chemical products purchased for school use must be low or no-VOC, be stored and labeled appropriately, new employees must be trained, and expectations for staff are communicated by the lead custodian.

Fayette County Public Schools visually inspects all structures to ensure they are free of mold, moisture and water leakage. Our classrooms are routinely monitored for CO₂ and RH levels. If the RH level is about 60% or a building occupant raised concern about RH, additional air mold assessments are conducted. Remediation protocols are in place in RH or CO₂ levels exceed healthy limits. Our student SEE KY Teams collect RH data on multiple and various spaces within our school. Our building management system monitors the ventilation system and filter status that will alert Fayette County Public Schools Maintenance when the unit is not functioning properly or if filters need to be cleaned and replaced. All spaces were designed to meet ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality.) Radon levels are monitored regularly and following district safety regulations, our school remediated the presence of radon in our school. Special ventilation pipes were placed in the school to remove any radon that is present in the school.

Our ventilation system and filter status are monitored regularly, and an alert is sent to maintenance personnel when the unit is not functioning properly. This ensures that we have healthy air quality in our schools. Teachers, custodians, and maintenance personnel all work together to ensure that our students, faculty and staff are learning and working in a safe learning environment.

For biohazard materials (ie lab dissections) classroom collection receptacles are provided, collected by district officials and properly disposed of in a medical waste incinerator. Our Risk Management department conducts an annual sweep of all classroom, office/student occupant spaces to eliminate any potential hazardous substances including cleaning solutions and air fresheners not listed on the approved School Supply List.

Fayette County Public Schools implements an integrated pest management plan to reduce and/or eliminate pesticides. Pest control policies, methods of application, and posting requirements are provided to parents and school employees. Copies of pesticides labels, copies of notices, MSDS and

annual summaries of pesticide application are all available and in an accessible location. Our school prohibits children from entering a treated area for at least 8 hours after the treatment, or longer if required by the pesticide label. Our integrated pest management program consists of good housekeeping techniques, reducing clutter, and preventive maintenance that controls entry. If further action is required we use baiting and trapping to remove a pest, which is provided by our contracted pest control company (Terminix). Terminix provides the routine inspections, pest identifications, and monitoring of traps. If any pest control service involves anything besides baiting and trapping, the school provides a letter home to parents and keeps a copy of what insecticides were used on file. Our priority is to conduct pesticide treatment when school is not in session. We have copies of all work orders generated by the school's requesting pest control services.

Additionally, Fayette County Public Schools maintains an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) asthma friendly school guidelines. Common asthma trigger such as air fresheners and candles are confiscated during annual hazardous chemicals sweeps. Students include air fresheners on their monthly wellness patrols and provide feedback to teachers/staff who include air fresheners in their classrooms/offices.

Narrative for Pillar 3: Your efforts to ensure effective environmental and sustainability education

At Arlington Elementary, students learn about sustainability and environmental education throughout the classrooms and within our specialty classes such as STEM and Art. For example, in the general classrooms, students do small group reading using the Literacy Footprints curriculum and through reading non-fiction texts are able to explore concepts such as renewable energy, the importance of clean water, climate change, and pollution. This allows students to explore environmental issues in a deep way and reflect on it through the writing process.

Furthermore, in the general classroom, in their standards based lessons, teachers integrate lessons on sustainability and the environment. For example, fourth grade completed a writing assignment where they learned about finding the main idea through a grade level text on the importance of recycling. Additionally, they completed a writing sample after learning about pollution in the Baltimore Harbor and how they use a trash wheel to pull debris from the water. Integrating these lessons throughout our curriculum at Arlington helps the students to understand that these concepts are important and as they are touched upon within many subject areas and at each grade level at Arlington, the students knowledge level deepens and their understanding grows.

Students in kindergarten used real worms for their lesson and when they finished, we were able to add them to our garden and compost. During our release day, students were able to see the worms working their magic in the compost and discuss the benefits of worms to our garden soil.

In STEM, students have access to a variety of open-ended materials and complete their hands-on work in the STEM lab. As a wonderful exploration of climate change, students in STEM lab were in charge of mapping out and modeling where to plant trees and shrubs to keep water from eroding surrounding land. Students used the engineering design process to problem solve if an area is prone to flooding, how they would use planting and landscaping to keep it from flooding.

Another example of environmental education was in STEM Club, where students worked for a semester to make prototypes for an environmentally friendly and accessible recreational park for their city of Lexington. This was a district initiative with the City of Lexington to involve the community during the planning phase of a new park to be built in the city. The playground equipment had to be kid friendly and inclusive to all that might come to enjoy its features, so students had to problem solve and visualize what that looked like and what it meant in their design. Students also had to think about what other ages would enjoy the park, such as senior citizens, persons with disabilities, and pregnant women and incorporate that into their design.

Furthermore, another example is our April Family Night where the Art teacher and STEM teacher are creating a carnival with games using recycled and upcycled items. Students and their families will learn about scientific and environmental concepts through hands-on activities and games. We also will be connecting with our community resources such as Lex Live Green and SeedLeaf to come and set up tables to interact with our students and families.

In addition, students have had the opportunity to use the garden as an outdoor classroom on our release days. These are days where every student in the school has access to this outdoor learning for a 45 minute session while the classroom teachers do collaborative planning. This allows every student in our school to spend time learning outdoors and through hands-on activities. We have studied the life cycle of butterflies, completed an investigation of seeds in the garden, and explored habitats of insects and animals in the garden.

In order to keep each classroom accountable for their own environmental impact, each classroom has one student that was nominated as Captain Planet. This student is in charge of bringing the compost down to the art room, maintaining the recycle bins, and making sure lights are turned off when the class leaves the room. This teaches the student responsibility and helps them to feel like they are making a difference in their school.

Each Tree Week, our school participates in a variety of activities. We distribute bookmarks from Trees Lexington to inform students and celebrate Tree Week. We have also participated in a Tree Week art contest for Trees Lexington in which two of our students were finalists. Additionally, during Tree Week, our GreenTeam was privileged to go on a campus Tree Walk with a tree expert from McConnell Springs. Students learned about many trees on their campus, collected a leaf from each tree and made leaf rubbings to help remember the names of the trees. We also participated in Planting with the Principal. We were fortunate to plant an ironwood tree on our school campus with our administration and GreenTeam. This tree planting was a wonderful way to jumpstart a conversation about the importance of trees for our air quality and teach our students the value of planting trees.

This fall, our two classes of fourth grade students enjoyed a field trip to The Living Arts and Science Center in Lexington. Students participated in various hands-on activities learning about scientific concepts.

Arlington Elementary has partnered with many outside community organizations and individuals. Recently we worked with a local artist for a three week session where students enjoyed an in depth study of the monarch life cycle and learned how to recycle paper to create new paper by hand. Students blended up paper pulp, added butterfly garden seeds, and then pulled it up on screens to create beautiful plantable paper. With the visiting artist, students also learned about the life cycle of the monarch and

created origami butterflies for an art exhibit. We were able to tie this back to our school garden as we have three types of milkweed, chives, salvia, mint, and oregano in our pollinator garden bed where we are able to easily observe the monarch life cycle.

We have also worked closely with local non-profit Seedleaf for the past four years with our garden program. Seedleaf built our garden beds and works with our students on a multitude of environmental lessons such as planting garlic and drying herbs. For the past two years, we have also worked with the Loudon House, a local arts organization, to create environmental art and perform on their stage for the community. Additionally, students had an art show at the Loudon House where their recycled paper origami artwork was displayed as part of a community project. Furthermore, Arlington Elementary is recognized as a KY Green School through Kentucky Association of Environmental Education and has completed the Kentucky Farm to School Challenge through the Kentucky Farm to School Network.

We have been lucky to have five students from the Sayre School, a private high school, work in our garden once a week helping with composting, watering, weeding, and harvesting. It has been a wonderful learning experience for them and truly beneficial for the garden program to have the weekly maintenance. In order to keep our garden growing over the summer, we have an outstanding group of teachers we call our Flower Power Team, who come weekly to take care of summer garden maintenance. They are welcome to take any fruits or veggies home as payment for their efforts.

Kristen Blaker is our school's Sustainability Coordinator and has been trained through the District's Sustainability Coordinator Training. She runs our GreenTeam with 24 students and two volunteer assistants. GreenTeam meets each week for one hour for the entirety of the school year. GreenTeam grows all of our fruits and vegetables from seed and nurtures them in the large windows in the art room until they are ready to be planted in the garden or sold to the school community. In the cooler months, GreenTeam works on creating self-care products using ingredients from the garden. Students create lavender bath salts, calendula hand salve, and lip balm using dehydrated orange peels for scent. They make candles with essential oils and pressed flowers from the garden. They save seeds and sell seed packets of their favorite flowers. Their products have become so popular that they created a pop-up shop called Bubbles and Blooms to sell their items to raise money for the school garden. It has been a wonderful way to teach students how these skills in gardening and sustainability can be applied in an entrepreneurial sense.