



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

2012 Nominee to the U.S. Department of Education Green Ribbon Schools
Springdale Park Elementary School (SPARK)
Atlanta Public Schools
1246 Ponce De Leon Avenue Northeast
Atlanta, Georgia 30306

The “SPARK” That Started it All

Nestled in the Historic Druid Hills community in Atlanta, Georgia is the first LEED Gold certified Elementary School in the Atlanta Public Schools district. Springdale Park, or “SPARK” as it is affectionately known, was built as a part of the vision of the Atlanta Board of Education to create healthier learning environments that foster sustainability and environmental stewardship throughout the school, involving the students, staff, and the broader community.

In the fall of 2009, Springdale Park Elementary School opened its doors to 365 students who began their learning journey in academic core areas and environmental education. They stepped onto a unique campus that consists of two historic homes that were restored and converted into learning spaces along with a newly designed building. The new construction features recycled and regional materials along with systems that promote water conservation, waste diversion, energy conservation, and improved indoor air quality. The highlights of the water conservation system include low flow water fixtures and an underground water storage system for water capture and runoff control. The design and positioning of the building along with an expansive wall of windows in each classroom allows daylight to flow steadily into the school building. This reliance on natural light reduces the necessity for additional energy usage through artificial lighting. To further conserve energy, Energy Star equipment has been installed and is utilized throughout the school. There are also ground source heat exchange systems that serve to heat and cool all three structures on campus. The indoor air quality is maintained through an indoor filtration system and the inclusion of low-voc materials in the school infrastructure (i.e. flooring, paint, tiles, and adhesives). This has proven to be beneficial for the students and staff that suffer with asthma and other upper respiratory conditions.

The sustainable feature most loved by the students and community is our roof-top garden that contains over 100 raised plant beds and rain barrels to reuse rainwater. Further, our garden serves as the foundation of our school-wide environmental education program. We have since expanded

to a land-based garden to increase our students' opportunity to engage in more hands-on, environmental learning experiences. Through their hands-on experiences in these outdoor environments, students are better able to gain a deeper understanding of their personal connection to the environment and their specific role in protecting and nurturing it for themselves and future generations.

To further enhance our environmental education program, Springdale Park has created and implemented innovative programs and practices that use the school as a teaching tool and cultivate "environmental leadership" in students from kindergarten through fifth grade. Students are actively involved in initiating, maintaining, and monitoring SPARK's waste diversion programs and practices such as our school-based single-stream recycling program in which recycling bins are used in every classroom and other spaces throughout the school to collect paper and plastic. Students also pride themselves in recycling juice boxes and contributing the fruit and vegetable remains of their daily school lunches to our worm composting bin which ultimately produces fertilizer for our roof-top and land-based gardens. Additionally, the entire school community is diligent in saving and reusing scrap materials and paper for projects and other classroom learning activities which further supports our eco-friendly practices.

Springdale Park understands the importance of developing and maintaining business and community partnerships that provide support and contribute to the success of sustainability initiatives. We have partnered with local and national organizations such as *Heery International*, *Georgia Clean Air Campaign*, *Whole Foods Atlanta*, *Sodexo*, and others. Additionally, our initiatives are supported on a daily basis by our active parent community. Below is a list of our partners and the programs that we implement:

- *Heery International* – provided instructional lessons on building design and environmental features
- *Georgia Clean Air Campaign* – assists with programming to reduce harmful emissions for our students, staff, parents, and community
- *Whole Foods* – provides funding for our garden program and Fresh Fruit Friday snacks for all students throughout the school year
- *Sodexo* – provides locally harvested produce of the month, hosts Farm to School Fair to expose students to the origins of their food sources, and provides teachers with instructional materials to promote nutrition

In conclusion, as a 2009-2010 and 2010-2011 Platinum Award recipient from the Governor's Office of Student Achievement for highest student performance, and Alliance for a Healthier Generation Bronze Award Winner, and a recently selected Georgia Green Ribbons School, Springdale Park can now serve as model for how a school with an energy-efficient design can serve as the catalyst for creating a healthier learning environment where students consistently engage in eco-friendly practices that align with the design of the school and surrounding environment. It is evident that the 564 current SPARK students are healthier, happier, and are achieving at high levels as they continue their quest to become environmental leaders.

GEORGIA GREEN RIBBON APPLICATION

1. School Name: **Springdale Park Elementary School (SPARK)**
2. School address: **1246 Ponce De Leon Avenue Northeast Atlanta, Georgia 30306**
3. This survey must be submitted by either the school Principal, Superintendent, Assistant Superintendent or Facility Director. Please indicate who will be submitting this survey.
Principal
4. First and last name of person submitting this survey: **Mrs. Yolonda Brown**
5. Phone Number: **404-802-6050**
6. Email Address: **ycbrown@atlanta.k12.ga.us**
7. Is your school a public or private school? **Public**
8. What is the name of your School System? **Atlanta Public Schools**
9. Is your School a Title 1 School? **No**
10. How many students attend your school? **545**
11. What grades are covered in your school? **K-5**
12. What is the square footage of your school? **57,924 (LEED Cert. includes 43,200 for bldg. & surrounding land)**
13. What year was your school built? **July 2009**
14. What year was your school retrofit (if applicable)? **Site's Existing Bldg. - 2009**
15. Energy and Greenhouse Gases: Has your School earned EPA's ENERGY STAR certification? Reference Material: [DOE and EPA ENERGY STAR for K-12 School Districts](#) and [DOE Purchasing Specifications for Energy Efficient Products](#) **No**
16. What is your reduction of total energy use intensity from an initial baseline measured in kBTU/square foot/year? Please indicate the percent reduction from initial baseline tracked in ENERGY STAR [Portfolio Manager](#). **NA**
17. What is the percentage of water use reduction from the initial baseline tracked in ENERGY STAR Portfolio Manager? **NA**

18. Renewal Energy: What is the percentage of energy consumption derived from on-site renewable energy generation? Reference Material: [Advanced Energy Design Guide for K-12 School Buildings](#) and [USGBC Center for Green Schools](#)

Percentage of energy consumption from on-site renewables - 18%

Type(s) of renewable energy - Site was developed to meet the standards outline for LEED Gold Certification. This includes the construction and implementation of the ground source heat [pumps](#). These units are responsible for heating and cooling the campus' three structures. There are no on-site [chillers](#) which not only resulted in points for LEED but also eliminated a source for potential noise pollution for neighbors.

19. What is the percentage of energy from purchased renewable energy? **0%**

Type(s) of renewable energy purchased - **N/A**

20. Certifications: Goal: All building areas that have been constructed or undergone major renovations in the past three years must meet Leadership in Energy and Environmental Design (LEED), Collaborative for High Performance Schools (CHPS), Green Globes or comparable standards. Has your School Building ACHIEVED LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or comparable standards?

Yes we have ACHIEVED certification

21. What type of certification have you REGISTERED for? **NA**

22. What type of certification have you ACHIEVED? **Other comparable program (please specify) - LEED for Schools 2.0 - New Construction - Gold**

23. What percentage of your building area meets the goal of ACHIEVING certification in LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or comparable standards? **LEED NC - 74.5%**

24. Has your School conducted an energy assessment and implemented energy management practices similar to the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Reference Material: [ENERGY STAR for Federal Agencies](#) and [EPA's Guidelines for Energy Management Overview](#) **Yes**

25. Goal: GHG emissions from building energy use have been reduced or offset. What is your BASELINE total GHG Emissions (MtCO₂e)? Reference Material: [EPA Portfolio Manager](#) and [DOE State Energy Program](#)

Baseline total GHG Emissions (MtCO₂e): - 246 metric tons of CO₂ e was the proposed design only for LEED Development. Without LEED- that section of the building was set at a baseline design for 328 metric tons of Co₂ e.

Baseline Year: - New development. The above figures were based off the figures provided by the Architect.

26. What is the CURRENT TOTAL GHG Emissions (MtCO₂e)?
614 metro tons of CO₂ e (based off the electricity billing for the entire campus)

27. Goal: All furniture purchases are "level" certified by the Business and Institutional Furniture Manufacturers Association (BIFMA). Thinking of all of the furniture in the school, what percentage of the total by cost is "level" certified by the Business and Institutional Furniture Manufacturers Association (BIFMA)? Reference Material: [BIFMA's level Standard](#) **5% - 10%**

28. Water - Does your School/School District have energy and water efficient product purchasing and procurement policies in place? **No**

29. Which of the following practices are employed at your School to increase water efficiency and ensure quality (check all that apply)?

School conducts audits of facilities and irrigation systems to ensure they are free of significant leaks and to identify opportunities for savings Reference Material: [EPA WaterSense](#)

Outdoor landscaping is water-efficient and created from regionally appropriate plant choices

Alternative water sources are used before potable water whenever possible

All potable water meets federal, state and local water quality standards Reference Material: [EPA Drinking Water in Schools & Childcare Facilities](#)

Program in place to control lead in drinking water including voluntary testing and implementation of measures to reduce lead exposure in drinking water

Taps, faucets and fountains used for drinking and cooking are cleaned on a regular basis to reduce possible bacterial contamination: including regularly cleaning faucet screens and aerators to remove particulate lead deposits

30. Grounds - Are School grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? Reference Material: [Fish and Wildlife Service Schoolyard Habitats](#) **Yes**

31. Waste - How much solid waste is disposed at your School? Reference Material: [EPA WasteWise](#)

Total tonnage sent to landfills last year: - 62.40 tons

Total tonnage recycled/composted/diverted for reuse last year: - 7.80 tons

32. Is the office paper at your school composed of recycled content in accordance with EPA's Comprehensive Procurement Guide or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or comparable certification standard?

Percentage of paper with recycled content - 100%

Percentage of paper with post-consumer recycled content - 100%

Percentage of paper with fiber from certified forests - 100%

33. At your School is all office paper content "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? Reference Material: [EPA's Comprehensive Procurement Guide](#) **Yes**

34. What types of waste reduction and environmental preferable purchasing practices has your school implemented (check all that apply)?

We buy other environmentally preferable items beyond paper.

School records are stored electronically

Correspondence with staff is done by email

Correspondence with parents is done by email

School manages finances electronically

Homework and quizzes are assigned online

Staff members print two-sided copies

Food is served on compostable trays

Cafeteria uses biocompostable serveware/flatware

School encourages students to pack a waste-free lunch

School has an area for teachers to store supplies for reuse

School conducts special programs to encourage donation or reuse of items generated from classroom or locker cleanouts

SPARK participates in a juice box recycling collection program. Certain food scraps from the students and staff lunches are being recycled in the school's worm compost bin. Other examples of practices used by all students and staff include: * Single Stream Recycling is available through campus * Specific Recycling Collection Bins were provide through a partnership with Coca-Cola *Everyday materials and scrap paper are reused in art instruction and classrooms

35. Hazardous Waste - What percentage of the computer equipment in your School is certified using the Electronic Product Environmental Assessment Tool (EPEAT)? Reference Material: [CDC Hazardous Waste Self-Management Checklist](#) **100%**

36. Does your School have a Hazardous Waste Policy for storage, management and disposal of laboratory chemicals and other areas with hazardous waste?

Yes, Atlanta Public Schools has a school district policy... however, since SPARK is an elementary school, these materials are not stored or handled on-site.

37. How many pounds of hazardous waste are generated per student per year? **N/A**

38. In your School, are all cleaning products and services in use certified "green," or can otherwise demonstrate that they meet the environmental standards of established ecolabel programs? Reference Material: [Design for the Environment](#) **Yes**

39. Has your School applied for and is making progress toward certification to the ISSA Cleaning Industry Management Standard - Green Building (CIMS-GB), the Green Seal Standard for Commercial and Institutional Cleaning Services, GS-42 or equivalent standard? Reference Materials: [EPA Schools Chemical Cleanout Campaign](#) and "[EPA Buy Clean](#)" and [EPA Design for the Environment, Green Seal, Eco Logo, ISSA CIMS or comparable cleaning standards](#) **No**

40. What practices do you employ at your School concerning transportation (check all that apply)?

Anti-Idling Program - Reference Material: [EPA Clean School Bus USA](#)

Clean Air Schools No Idling Program - Reference Material: [GA Clean Air Campaign - Schools](#)

School Carpool Program - Reference Material: [GA Clean Air Campaign - Carpooling](#)

“Safe Pedestrian Routes” to school designated, distributed to parents and posted in the main office - Reference Material: [Safe Routes to Schools](#)

School Travel Plan - Reference Material: [Safe Routes to School- GA](#)

Signs posted stating that all vehicles, including school buses, are prohibited from idling on school premises.

41. What is the percentage of students who walk, bike, bus or carpool (2+ students in the car) to/from school? Reference Material: [DOT Pedestrian & Bicycle Safety](#)
Walkers: 9%, Bus: 62%, Carpool: 29%

42. What is the percentage of school-owned electric vehicles? Reference Material: [CHPS Transportation Plan](#) **0%**

43. Have you received funding for diesel retrofits for school buses? **Yes**

44. What percentage of your buses have been retrofitted or use alternative fuel?
100% of APS' diesel fleet uses ULSD

45. Please describe any other means used to demonstrate significant reductions in emissions in your school vehicles.

*** Electronic school bus routing * Staggered school bell (schedule) time to increase efficiency * All buses meet the Federal Emission Requirements**

46. Integrated Pest Management - Is your School implementing an integrated pest management plan? Reference Material: [EPA Integrated Pest Management for Schools](#) **Yes**

47. Does your School provide notification of their pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? **No**

48. Does your School maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? **Yes**

49. Are children prohibited from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? **Yes**

50. Ventilation - Does your School use the stricter of "ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR state or local code? Reference Material: [EPA Indoor Air Quality Tools for Schools](#) **We use our State or Local Code**

51. In your School, are local exhaust systems (including dust collection systems, paint booths, fume hoods) installed at airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? **No**

52. Contaminant Control: Radon - In your School, have all ground-contact classrooms been tested for radon within the past 24 months? Reference Material: [EPA Radon Information](#)
Yes

53. Were any radon levels greater than >4 pCi/L? **No**

54. Are all levels of radon >4 pCi/L mitigated in conformance with ASTM E2121? **NA**

55. Contaminant Control: Carbon Monoxide - Does your School have combustion appliances?
Reference Material: [EPA Healthy Schools Environments Assessment Tool](#) **No**

56. Does your School have an inventory of all combustion appliances so you can monitor carbon monoxide? **Yes**

57. Are those combustion appliances inspected annually? **Yes**

58. Are CO alarms installed that meet the requirements of the National Fire Protection Association (NFPA) code 720? **Yes**

59. Contaminant Control: Mercury - Has your School has replaced all unnecessary mercury containing devices with non-mercury devices? Reference Material: [EPA Schools and Mercury](#)
Yes

60. Does your School recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations?

Yes

N/A-- These materials are no contained on site. However, if there were any of the above stated chemicals, as an APS policy, those materials would be properly disposed to meet local, state and federal regulations.

61. Contaminant Control: Chromated Copper Arsenate - Have wooden decks, stairs, playground equipment or other structures been treated with Chromated Copper Arsenate? **Yes**

62. Have the wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been sealed or replaced in the last 12 months? **No**

63. Contaminant Control: Tobacco Smoke - Does your School permit smoking on campus?
Reference Material: [CDC Guidelines for School Health Programs to Prevent Tobacco Use](#) **No**

64. Asthma Control - Does your School have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? Reference Material: [EPA Managing Asthma in Schools](#) and [CDC Tools for Making Your School Asthma-Friendly](#) **Yes**

65. Indoor Air Quality - Has your School developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Reference Material: [EPA Indoor Air Quality Tools for Schools](#) **Yes**

66. Moisture Control - Are all structures in your School visually inspected and free of mold, moisture & water leakage? Reference Material: "[EPA Mold Remediation in Schools and Commercial Buildings](#) **Yes**

67. Is the Indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? **Yes**

68. Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? **Yes**

69. Chemical Management - Does your School have a chemical management program in place that includes the following elements: Reference Material: [EPA Indoor Air Quality Tools for Schools](#); [See also hazardous waste resources above](#)

Yes

Chemical purchasing policy, including low- or no-VOC products

Chemical inventory

Storage and labeling policy

Training and handling policy

Hazard communication policy

Spills, clean-up and disposal policies

70. Does your School use any of the following standards with Chemical Management?

DFE **No**

Green Seal **Yes**

Eco Logo **Yes**

Comparable standard for approved cleaning products **No**

71. Fitness and Outdoor Time - At your School, do students engage in at least 150 minutes of school-supervised physical education and/or outdoor time per week? Reference Material: [The First Lady's Let's Move!](#) and [The President's Challenge](#) **Yes**

72. What percentage of students? **100%**

73. Food - Has your School earned a USDA Healthier US School Challenge Award of Distinction for school food? Reference Materials: [HealthierUS School Challenge](#) and [USDA People's Garden School Program](#) and [USDA Agriculture In the Classroom](#) and [USDA Farm to School Program](#) **No**

74. What percentage of food purchased for your School is certified as environmentally preferable (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance)? **0%**

75. What percentage of food purchased for your School is grown and processed within 200 miles of the school, which may include on school grounds? **39%**

76. Does your School participate in these programs (check all that apply)?

GA Farm to School - GA Organics - Reference Material: [GA Organics - Farm to School Program](#)

Alliance for a Healthier Generations Schools Program - Reference Material: [Healthy Schools Programs in Georgia](#)

77. UV Safety - Does your School participate in the Sunwise Program? Reference Material: [EPA Sunwise Program](#) No

78. Do students at your School learn about the environment and sustainability at every grade level within the school, incorporating both content and practice? Reference Material: [ED Federal Resources for Educational Excellence \(FREE\), Environment](#)

Yes

*** Weekly garden lessons for kindergarten often incorporate environmental science and understanding of sustainability * Monthly garden lessons for first-fifth grade often incorporate environmental science and understanding of sustainability * Greening Youth Foundation provides bi-weekly lessons for third grade which focuses on both the context of the environment and the practice of sustainability * SPARK's Eco Force Club is a student organization meets once a week to provide lessons and outreach on environmental and sustainable issues.**

79. Do students have a meaningful outdoor experience(s) at every grade level; a meaningful experience is considered to be an investigative or experiential project that engages students in critical thinking, problem solving and decision making? Reference Material: [Hands on the Land](#)

Yes

*** Weekly garden lessons for kindergarten are discovery based and incorporate critical thinking, problem solving and decision making. * A more detail program has been implemented for the first-fifth grades for their monthly garden lessons**

80. Are the environment and sustainability education integrated throughout the curriculum? Reference Material: [National Park Service Education Resources](#) and [EPA President's Environmental Youth Awards](#)

Yes

The environmental science standards listed in the Georgia Performance Standards are taught at in every grade level. Examples include: *Through weekly (for Kindergarten) or monthly (first-fifth grades) lessons at SPARK's school garden * Environmental Education is also incorporated in all of the students other academic areas including math, reading and writing.

81. Are professional development opportunities in environmental and sustainability education available to all teachers? Reference Materials: [EPA Environmental Education Grants](#) and [EPA Teacher Resources and Lesson Plans](#)

Yes

Professional development opportunities through Georgia Organics, the Edible Schoolyard Academy, and the Environmental Education Alliance are offered to all teachers each year. All Staff is encouraged to explore a variety of other opportunities presented throughout the year.

82. What percentage of teachers participated in environmental education-focused professional development opportunities within the last year? **20%**

83. Please describe the type(s) of environment-focused, sustainability classes, trainings or conferences teachers attended.

*** Edible Schoolyard Academy - Teacher Training (In Berkely, CA) * Georgia Organics - Farm to School Teacher Trainings * Environmental Education Alliance- Outdoor Classroom Symposium * Greening Youth Foundation - Teacher Training * Georgia Organics - Urban Agriculture Training Programs * Georgia Organics - Farm 2 School Summit and Annual Conference**

84. What is the percentage of graduates that score proficient or better on state or school environmental science or environmental literacy assessments? Reference Materials: [DOE STEM Teacher Development](#) and [Excellence in Environmental Education: Guidelines for Learning \(K-12\)](#) **N/A - SPARK is an Elementary School**

85. What is the percentage of graduates who have completed AP Environmental Science? Reference Material: [NOAA Climate Services: Education](#) **N/A - SPARK is an Elementary School**

86. Of the students who have who have completed AP Environmental Science what percentage of graduates scored 3 or better? **N/A - SPARK is an Elementary School**

87. Has your School established an environmental or sustainability literacy graduation requirement? Reference Material: [Green Education Foundation Sustainability Education Clearinghouse](#) **N/A - SPARK is an Elementary School**

88. If no, is your School moving toward establishing an environmental or sustainability literacy graduation requirement? **Yes**

89. At your School, does environmental education pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence? Reference Material: [Climate Change, Wildlife and Wildlands Toolkit for Formal and Informal Educators](#) and [EnergyKids](#)

Yes

All grade levels are taught applying the scientific method also known as the Characteristics of Science through various subjects. These skills are utilized in subjects ranging from writing to science and math. SPARK also holds their own academic fair in which these lessons are applied. The top SPARK students' projects are then sent to APS's School Reform Team (SRT) 3 academic fair. Last year the Top Honor (#1 project) for science was awarded to a SPARK student.

90. At your School do students graduate with robust general science education that includes a deep understanding of life, physical, and earth sciences? **Yes**

91. Does the curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus on environmental and sustainability fields studies and/or careers? Reference Materials: [Nature Net Educational Resources](#) and [NOAA B-WET](#) and [DOE H2 Educate](#)

No

N/A - SPARK is a k-5 school. Students do actively participate in garden lessons regarding environmental sciences and through the state curriculum standards. The following link provides a video which was created by the USGBC and features Springdale Park ES' LEED designation and sustainable educational culture.

<http://www.youtube.com/watch?v=hCY9Bc9rIRY>

92. Each school year, what percentage of students successfully complete an age appropriate community engagement project around a self-selected environmental or sustainability topic?
100%

93. Do all graduates score proficient or better in a community and civic engagement skills assessment? **No**

94. Does your School partner with local academic, business and informal education institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an)other school(s), particularly a school with lesser capacity in these areas? Reference Material: [Facing the Future's Curriculum and Lesson Finder](#) **Yes**

Schoolyard Sprouts Whole Foods Farmer D Organics Murphy's Restaurant Atkin's Park Restaurant Heery International Coca-Cola

95. Does your School develop outdoor classrooms on your grounds that include native plantings? Reference Material: [Fish and Wildlife Service Schoolyard Habitats](#)

Yes

SPARK's campus features a rooftop garden along with a land-based garden that are incorporated as outdoor classrooms.

96. Does your School use these outdoor classrooms to teach an array of subjects in context, engage the broader community and develop civic skills?

Yes

The outdoor classrooms are used on a regular basis by all students throughout the school to teach science skills that are integrated with math, reading, and writing skills. The community is engaged in seasonal harvesting and monthly cooking and tasting of the food grown on site. Parent volunteers are consistently involved and local chefs and farmers visit the campus on a regular basis.

97. What percentage of classes use the outdoor classrooms for instruction:

1-3 times per year - 29%

4-6 times per year - 29%

7-10 times per year - 17%

11+ times per year - 25%

SPRINGDALE SCORING RUBRIC

(71)

School Name: Springdale Elementary School			Points
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	4
Element IA: Improved energy conservation/energy-efficient building(s).			15 points
1-5 pts	6-10pts	11-15 pts	
School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a <i>substantial</i> amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	10
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	
The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).	3
Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/compost); purchases <i>some</i> paper with <i>some</i> recycled content; uses <i>some</i> "third-party certified"	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its	School also has made <i>substantial</i> , measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and	3

20

cleaning products; and describes a few creative ways the school community practices the 4Rs.	solid waste (some organics/compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	
Element ID: Use of alternative transportation to, during, and from school			5 points
1-2 pts	3-4 pts	5 pts	
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	5
Element IIA: An integrated school environmental health program			15 points
1-5 pts	6-10pts	11-15 pts	
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).	9
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time			15 points
1-5 pts	6-10pts	11-15 pts	
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.	School also purchases a <i>substantial amount</i> of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	10

Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems				20 points
1-5 pts	6-10pts	11-15	15-20	
School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.	School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	15
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills				5 points
1-3 pts	4-5 pts			
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.	School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.			3
Element IIIC: Development and application of civic engagement knowledge and skills				10 points
1-3 pts	4-7 pts	8-10 pts		
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.		7

Total: 71



U.S. Department of Education
Green Ribbon Schools 2012

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

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

Official School Name Springdale Park Elementary School
(As it should appear in the official records)

School Mailing Address 1246 Ponce de Leon Avenue
(If address is P.O. Box, also include street address.)

Atlanta Georgia 30306
City State Zip

County Fulton State School Code Number* 0116

Telephone (404) 802-6050 Fax (404) 377-3179

Web site/URL _____ E-mail ycbrown@atlanta.k12.ga.us

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

[Signature] Date 3-7-2012
(Principal's Signature)

Name of Superintendent* Mr. Erroll B. Davis, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Atlanta Public Schools Tel. (404) 802-2820

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

[Signature] Date 7 March 2012
(Superintendent's Signature)

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

toward the three Green School Pillars and Elements.

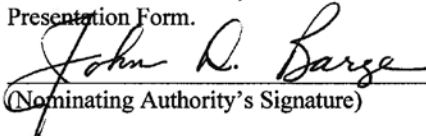
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency **Georgia Department of Education**

Name of Nominating Authority **Dr. John D. Barge, State School Superintendent**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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


(Nominating Authority's Signature)

Date 3/21/12

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

Public Burden Statement

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



