



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. 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.

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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mrs. Audrey Sofianos**

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

Official School Name: **Morningside Elementary School**

(As it should appear on an award)

Official School Name Mailing Address: **1053 E. Rock Springs RD, Atlanta, GA 30306**

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

County: **Fulton** State School Code Number *: **1664**

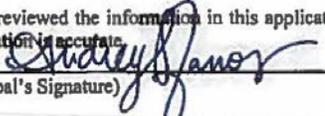
Telephone: **404-802-8950** Fax: **404-853-4043**

Web site/URL: **http://www.morningsideschool.org/pages/MorningsideSchool** E-mail: **jbland@atlanta.k12.ga.us**

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

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

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


(Principal's Signature)

(Principal's Signature)

Date: **1/10/17**



Name of Superintendent: **Dr. Meria J. Carstarphen**

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

District Name: **Atlanta Public Schools**

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

I have reviewed the information
information is accurate.

(Superintendent's Signature)

Date: **1/11/17**

(Superintendent's Signature)

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

Name of Nominating Authority: **Mr. Richard Woods**

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

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

I have reviewed the information in this app
provisions above.

(Nominating Authority's Signature)

Date: **1/26/17**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

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.



Morningside Elementary School (MES) feel we encompass what it means to be a Green Ribbon School. Located in the heart of Atlanta's Virginia Highland neighborhood, we serve close to 900 students, k-5, in an urban public school system.

Pillar I- Reduce environmental costs

Our school was built in 1929 and has not had a major renovation since. Because of this, we work hard to reduce costs and environmental impacts which may come easier to newer and more energy efficient buildings. We recently installed a 5 million dollar HVAC unit that works simultaneously to both heat and cool the building, reducing the need for two separate units and reducing energy costs. The system uses outside units to supply constant air to the classrooms that helps reduce CO2 levels. This VRF system is known as an environmentally "green" state of the art HVAC unit. Our PTA has also invested hundreds of thousands of dollars to help reduce water consumption costs by installing two turf fields, almost unheard of in an urban public elementary school. Sprinkler systems were removed as they do not need to be watered and drains were installed underneath to help with water runoff.

Pillar II- Improve the health and wellness of students and staff

Health and wellness for our staff is also an important aspect of the MES. Our school has formed a SWAG committee (Student Wellness and Garden) that has initiated a variety of wellness activities for all of our stake holders. First Fitness Friday is put on during the first Friday of every month and is open to students, parents and the community. Using our building, local nutrition experts, personal trainers and fitness experts hold workshops on how to live a healthier lifestyle. We implement Parent University's during the school day where local businesses can come and share healthy lifestyle tips for our student families. There is a no junk food reward policy at our school and teachers wear Fitbits earned through a grant, to help track their steps each day. We have a full-time nurse that helps any student who needs medical attention and staff is trained in CPR, diabetic treatment, and Epi-Pen use. Furthermore, our PE department sees each child within the building two times a week for the entire year. In a recent Presidential Fitnessgram test, our 4th and 5th grade students outperformed the rest of the district in all five areas of health related fitness. These same two PE teachers offer before school fitness classes and even a triathlon club where students were able to participate in their very own mini triathlon. Our school has a fresh, year-round garden where students harvest fresh fruit, vegetables and herbs year round. This food is often seen served within our cafeteria or at local restaurant's nearby. Aside from fitness and nutrition, we are an active No Place for Hate school, implementing yearly anti bullying assemblies to all students as each child signs their name as a pledge against bullying. Each day, between 8 and 8:30am, every single child within the building participates in a Social Emotional learning (SEL) activity led by their teachers and using the Second Step program.

Pillar III- Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Sustainability and education is another pillar that is emphasized within our school community. This starts with our garden lessons that are progressive at each grade level. Our multi-disciplinary partnerships provide deeper understating of the real-world issues on sustainably such as climate change, solar energy, energy conservation, and air and water quality. Guest speakers and teachers come to speak to each grade level each semester with a focus on sustainability. Even though our cluster signature program is College and Career Readiness, we put an emphasis on STEM, purchasing kits for our teachers to use with their class and culminating with STEM workshops purchased by our PTA. Each homeroom is taught 4 progressive lessons with an emphasis on science, technology, and engineering understanding that 65% of the jobs these children will fill are not even in existence today. Partnering with Georgia Tech has allowed us to host two Family Science Nights each year. Professors, doctors, scientists and engineers fill our halls and classrooms with fun activities for families to enjoy. Each grade level has science units that engulf environmental impact and sustainability- such as soil composition, erosion & restoration in 3rd grade and animal habitats & habitat preservation in 4th grade. We utilize a variety of partnerships, planned field trips, and volunteers to teach outdoor education. We have several parents that teach weekly garden lessons to our younger grades and our 2nd and 3rd grade students take field trips to nature reserves around the city.

As you can clearly see, we are devoted to making the world a better place at Morningside elementary.



School Contact Information

Morningside Elementary School

1053 E. Rock Springs Road

Atlanta, GA 30306

Website: **http://www.morningsideschool.org/pages/MorningsideSchool**

Principal Name: **Audrey Sofianos**

Principal Email Address: **asofianos@atlanta.k12.ga.us**

Phone Number: **404-802-8950**

Lead Applicant Name: **Jay Bland**

Lead Applicant Email: **jbland@atlanta.k12.ga.us**

Phone Number: **404-802-8980**

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name Atlanta Public Schools Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrolled: 889 Students
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL: 10% % limited English proficient: 14% Other measures: 6% subsidized housing and homeless population	Graduation rate: NA Attendance rate: Currently 94.1% of students having fewer than 6 absences which is top 3 in the school district. This is the measure set by the GADOE.	

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

Yes No Program(s) and level(s) achieved:

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

Yes No Award(s) and year(s)

We received the Bronze Award for Healthy for Schools in 2015.

Pillar I: Reduced Environmental Impact and Costs

Energy

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

Yes No Percentage reduction: **July 2010-June 2016** Over (m/yy - m/yy):

Initial GHG emissions rate (MT eCO₂/person): **1.52**

Final GHG emissions rate (MT eCO₂/person): **1.41**

How did you calculate the reduction? **Online calculator-based on BTU's**

We have made great strides in reduction of greenhouse gas emissions. We recently installed a brand new HVAC system within our building. The environmental benefits are outlined below:

Variable Refrigerant Flow Systems (VRF)

The VRF system benefits and energy savings vary with each building construction type, age and size; however, the common benefits are consistent sharing energy, reducing costs. The system uses varying refrigerant flow to each piece of equipment or "sharing" to each classroom. Classrooms needing cooling or heating are served simultaneously from the same system. In conjunction with the VRF system equipment,



Dedicated Outdoor Units are used to supply constant outdoor air into the classrooms, reducing CO2 levels. The air is filtered and delivered at a specific temperature & humidity level. No Boilers. No Combustion-No Exhaust-means no CO. The system provides heating without the need for boilers.

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

If yes, what is your score? If score is above a 75, have you applied for and received ENERGY STAR certification? (X)
No Year:

MES has initiated and addressed a number of sustainable operations -- including enhancing ventilation for acceptable Indoor Air Quality, implementing the use of green cleaning supplies, and implementing a recycling club and one month a year composting in the cafeteria. I was not able to find our EPA Energy Star Portfolio but I am sure we reducing our energy use through our new HVAC system. APS utilizes the EPA Tool for Schools Program (TFS) to ensure IAQ safety for all occupants. Use of the TFS self-reporting, inspections and quick response protocol to all IAQ concerns are handled in a joint effort between Atlanta Public School's HVAC Operations and Energy and Environmental Operations.

3. Has your school reduced its total non-transportation energy use from an initial baseline? **(X) Yes**

Current energy usage (kBTU/student/year): **.311 kBTU's**

Current energy usage (kBTU/sq. ft./year): **254.7 kBTU's**

Percentage reduction: **-5.91%**

over (m/yy - mm/yy): **July, 2012- June, 2016**

How did you document this reduction? **District reports**

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

On-site renewable energy generation: **Type: NA**

Purchased renewable energy: Type: **NA**

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

5. In what year was your school originally constructed? **1930**

What is the total building area of your school? **105, 847sq ft**

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

Water and Grounds

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

Understand that the baseline water data below is not a fair representation of usage for the FY 2009 period. As water meters get older the metering index tends to slow down. Therefore, the volume going through the meter is measured at a slower rate. The water meter for the school was replaced in FY 2012. I have to use FY 2009 as the baseline because that is the period I implemented the water conservation upgrades for Morningside. The 8.35 gal/student/day is a more realistic number. Newly installed turf fields have helped with water usage reduction.

Average Baseline water use (gallons per occupant): **2.16 gal/student/day**

Current water use (gallons per occupant): **8.35 gal/student/day**

Percentage reduction in domestic water use: **309% increase**

Percentage reduction in irrigation water use: **No irrigation**

Time period measured: **July 2009-June 2016**

How did you document this reduction?: **District reports**



8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: **Approximately 80%**

Types of plants used and location: **Pairing with Trees Atlanta, a non-profit citizens' group in Atlanta, Georgia, that seeks to plant, preserve, and protect the city's trees, has allowed our school to plant a variety of trees that are regionally appropriate. Founded in 1985, Trees Atlanta works tirelessly to address Atlanta's tree loss, protect its forests, and create new green space. Empowered by its wonderful community of volunteers, Trees Atlanta serves the metro Atlanta area, and has grown to become one of Atlanta's most widely known and supported non-profit organizations. Trees Atlanta is a nationally recognized non-profit citizens' group that protects and improves Atlanta's urban forest by planting, conserving, and educating. Both of our playgrounds have been replaced with turf. They, both, have excellent drainage, reduce dust inhalation and require no irrigation.**

9. Describe alternate water sources used for irrigation. **Our property uses no irrigation.**

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. **We have multiple storm drains on our property as well as two large turf fields that have excellent drainage. The only impermeable surfaces are small concrete sidewalks that have drainage. Since we are an old school, we have many brick sidewalks that have excellent drainage and are not impermeable by rainwater.**

Playground area? **Since our playground contains turf, it is very permeable to rainwater, does not flood, and drains easily.**

11. Our school's drinking water comes from: **(X) Municipal water source Potable Municipal Water-City of Atlanta Watershed**

12. Describe how the water source is protected from potential contaminants. **Atlanta Public Schools and City of Atlanta Watershed work together to ensure that drinking water supplied to the schools are safe for all students, staff and visitors. The City routinely (on average twice a year) will conduct Water Quality Sampling and Testing under their Water System's Distribution Monitoring Program. Total Coliform Rule tests are conducted to confirm that the City's distribution system is meeting all potable drinking standards.**

13. Describe the program you have in place to control lead in drinking water. **All Atlanta Public Schools' owned properties (included all lease facilities) were sampled and tested the Summer of 2016 for Pb (lead). APS was the first Metro Atlanta School District to complete Pb Water Quality Testing. A voluntary district Pb Water Quality Protocol and Program will be implemented at all schools and administrative buildings. Since there are no federal, state or local indoor water drinking water regulations, APS sampling and testing program will be consistent with the methodology outlined in the USEPA's document "3T's for Reducing Lead in Drinking Water in Schools: Revised Technical Guidance (October 2006).**

14. What percentage of the school grounds are devoted to ecologically beneficial uses? **Approximately 25% of our school property is our garden area and devoted to ecologically beneficial uses.**
Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **8 cu yd x 12 x 100%= 96 cu yd**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **8 cu yd x 8 x 50%= 32 cu yd**

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected):

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: **Recycling Rate: ((32 cu yd + 0 cu yd) / (96 cu yd + 32 cu yd**



+ 0 cu yd) 32 cu yd/ 128 cu yd = 0.25 or 25% of materials from school are diverted

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

Monthly waste generated per person = 96 cu yd / 947) =.101

Month	Tonnage	Lbs.
Nov 16	0.56	1120
Oct 16	0.69	1380
Sept 16	0.79	1580
Aug 16	0.65	1300
Jul 16	0.34	680
Jun 16	0.57	1140
May 16	0.69	1380
Apr 16	No data	No data
Mar 16	0.44	880
Feb 16	0.29	580
Jan 16	0.22	440
Dec 15	0.17	340
<u>11 month Avg.*</u>	<u>0.50 tons</u> (0.491)	<u>983.6 lbs</u>

The table presents only 11 months since no data was found for April.

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

All classroom/XEROX paper is 100% recycled Plantation Fiber, made in Thailand.

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

There are no corrosive liquids, toxic materials or mercury within our building. The only flammable liquid is grease, which is contained within a trap, and emptied bi-monthly by contracted company. Last year, a corrosive science material was located in the back of a closet from an old experiment several years ago. We had an environmental team dispose of the material over the summer when no students were at school.

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

Our SWAG team (Sustainability Wellness and Garden) works to reduce waste within our school. They help to encourage our students to bring reusable lunchroom containers, help run the recycling club on Wednesdays, and oversee our school garden which often uses the vegetables cultivated in chef tastings throughout the year. Furthermore, we did a 10-day pilot program on composting where we greatly reduced lunchroom waste by nearly 40%. We have no hazardous waste at our school.

18. Which green cleaning custodial standard is used?

What percentage of all products is certified? **100% examples below:**

- **Cleaning**



- Cleaning Spray -- Multi-surface; Multi/All-purpose spray
- General Cleaning Wipes
- Greenshield – %100 Organic ingredients.

- Disinfecting

- Disinfecting Spray -- Multi-surface
- Disinfecting Wipes
- Seventh Generation.

- Hand Soap

Simple truth (Lemon) – %83 Organic ingredients.

- Hand Sanitizer [Only used during the school fieldtrips]

Clean Well – Natural Foaming Sanitizer [Alcohol free]

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

The school uses mostly Green Seal certified cleaning supplies -- including floor cleaners, bathroom cleaners, and glass cleaners. We are contracted through BMS services which uses only green cleaning supplies. See below for a description of cleaning products.

<http://bmsbuildingservices.com/BMS-Sustainability-and-Green-Cleaning.pdf>

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses)

33% of our children carpool to school, 22% walk to school and 45% take the bus to school.

How is this data calculated?

This data was calculated by Safe Routes to School data and doing counts each morning and afternoon for one month.

20. Has your school implemented?

designated carpool parking stalls.

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

We've been invested in Georgia's Clean Air Campaign. We've been invested in Georgia's Clean Air Campaign now known as OnAir. This program is an educational initiative by The Clean Air Campaign that inspires students to take actions that improve our air quality.

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

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program:

The first week of each semester of the school year, teachers collected data on transportation from their homeroom students. Furthermore, Morningside administration counts walkers, car riders and bus riders periodically throughout the year. We use this data to inform planning and implement multiple walk-to-school days throughout the year.

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

Our school buses have a no idling policy. Furthermore, we only use 5 buses for a school that has close to 900 children. Each bus is filled to capacity at close to 72 students each. All of our school buses are ZONAR connected and are monitored if they are idling for longer than 5 minutes.



22. Describe any innovative programs/technologies, unique practices/policies and impactful partnerships related to this Pillar. Please be sure to highlight any metrics listed above to help describe your school's creative approach.

Reduced Waste in the cafeteria by over 40% by educating students on how to pack zero waste lunches and set up compost bins provided by Compost Wheels, a local father-son business devoted to sustainability during Earth Week. Students empowered to make positive choices to reduce waste and think about their actions. Before challenge lbs of trash: 3rd grade - 37.3lbs, 4th - 42.1 lbs, 5th - 23.9 lbs. Averages during challenge with composting and education: 3rd - 19.5 lbs, 4th - 16.5 lbs, 5th - 8.8lbs. Each grade was about 125 children. Furthermore, based on the EPA, CDC, and NCEF guidelines, we have launched a pilot program, Eco-Classroom, to minimize toxic chemical exposures, and enhance indoor air quality by considering effective green strategies and substituting the daily cleaning supplies with biodegradable products (some %100 Organic). All these programs focus on MES well-being, and reducing its environmental impact. We are also partnered with Trees Atlanta and the Wyld Center, which we contract through our PTA to provide innovative classroom lessons and gardening sessions with every student in grades k-3. Morningside After School provides childcare and enrichment to the students and families of Morningside Elementary School. Within the program the students are asked for their input regarding the activities they want to do. The children help to guide our program. Often the feedback we receive from the students is they want to give back to their community. MAS has supported local non-profit charities through fundraisers, item collection, and support. This year the students looked more local for ways they can give back to their community. The students created an organization called "The Green Team". With the support of APS and guidance of MAS teachers, the students have created a recycling program, which brings attention to the need to recycle. The students work in teams to collect and dispose of these items into the recycling bin provided by APS. The program started small, with just a few students, but the excitement has brought awareness to the need for recycling in our school, community and homes. The "Green Team" has grown in numbers and has seen a visible impact that the team is making at MES.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

The school contracts with a pest control company. All work orders are completed and logged at the school as to what services were completed and when products were used.

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

Since this is done through a third party, I was not able to acquire this information.

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

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

We have an absolute no smoking policy.

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

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

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) Proper ventilation in the kitchen/stove areas.

Yes - Our school uses fuel-burning appliances and has taken steps to protect occupants from carbon monoxide.

In 2013, all APS operated buildings have CO detectors installed inside all mechanical rooms. An Operations Project Manager oversees the CO Detector Management Program to ensure that the meters are regulated.



Our school does not have any fuel burning combustion appliances

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

Does not apply. We are an above ground school.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: **No wooden playground equipment as it was newly renovated**

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

No heavy industrial hazardous materials are used within the daily operations of the building. With this being an Elementary School, students and staff do not handle/use science lab chemicals. If hazardous materials are utilized as part of the building maintenance operations (e.g. paint, lacquers, etc.), the use of the materials would not be applied during normal school operations. The use, management and disposal of the materials would be overseen by the District's Energy and Environmental Operations to ensure environmental health and safety.

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

We recently monitored smoke from surrounding fires and used the EPA app Air Now to determine whether or not it was safe to hold outdoor activities. We also have an onsite, full time nurse who is available to assist students should asthma arise. Furthermore, our new HVAC system uses clean outside air and helps to reduce asthma triggers within the school.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found.:

Our staff does weekly roof and exterior checks noting any potential breach in the building envelope. All breaches are worked on right away and if needed environmental services are involved to come out and evaluate conditions in the space.

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

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly.: **Air filters are changed quarterly. Detailed preventative maintenance program has been implemented by HVAC operations.**

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards:

We recently installed a brand new LEED certified HVAC system within our building at a budget of closet 5 million dollars. Dehumidification control using outside air is ongoing in the school, that especially when working with varying occupant conditions, (referred to in the industry as "occupant loads") in the classrooms. The equipment only provides what is needed to the space. Overcooling is energy wasted and may produce high humidity.

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

We have a full time building maintenance operator that works each day to inspect and conduct periodic comprehensive inspections of the school. We use an online reporting tool called AIMS to report any building maintenance issues that need repair. All building faculty, including teachers, have an AIMS account. This reporting tool allows for everyone in the building to report any areas of concern, track progress, and mark completed. Doing so allows everyone to work together to make sure the building is safe and corrective action is taken when needed. Furthermore, APS utilizes the EPA Tool for Schools Program to ensure IAQ safety for all occupants. Use of the TFS self-reporting, inspections and quick response protocol to all IAQ concerns are handled in a joint effort between APS' HVAC Operations and Energy and Environmental Operations.



Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

Our school employs a variety of strategies to promote nutrition, physical activity, and overall school health. It starts with our Jr. SWAG team (Sustainability, Wellness, and Garden). These young students run our recycling program and help to promote nutrition within our school. Jr. SWAG along with parent volunteers help to maintain our large school garden, organize chef tastings from local restaurants, organize smoothie days using garden vegetables, and implement fresh fruit Fridays. Furthermore, our school partners with a local farm to table company to provide organic vegetables, eggs, and meats to families that enroll in the program. Our PE teachers and PTA work cooperatively to implement such programs like Fitness Fridays that is open to all members of the community, is held at school and involves community partners that help get our children up and moving, as well as a triathlon club where students are able to participate in a modified triathlon after weeks of training. We have built in 30 minutes into the school schedule for mandatory recess, every day of the week for all students and every student has PE twice a week for the entire year.

[X] Our school participates in the USDA's Healthier US School Challenge.

Level and year: Bronze Level, 2016

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

We offer a farm to table program at a minimal cost for families that choose to participate. A portion of the proceeds are returned to our school.

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

We have a large fresh, year round garden accessible to parents, faculty and students. See below for images.

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

Our garden is harvested monthly and prepared in food hosted by local chefs and restaurants.

[X] Our students spent at least 120 minutes per week over the past year in school supervised physical education:

All students participate in physical education twice a week all year long

[X] At least 50% of our students' annual physical education takes place outdoors:

Our school is located in Georgia allowing our students outdoor access nearly year round.

[X] Health measures are integrated into assessments:

Students are tested yearly using the Fitnessgram Assessment. They are assessed in the 5 areas of health related fitness (cardio, muscular strength, muscular endurance, flexibility, BMI)

[X] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

The Eco-Classroom initiative utilizes EPA's SunWise Tool Kit for cross-curricular lessons on sun safety awareness, sun protection, and the healthy environment.

[X] Food purchased by our school is certified as "environmentally preferable"

Our school utilizes a salad bar that all students have access too. Fryers were taken out of the school years ago and food is sourced locally when applicable.

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

Morningside participates in a variety of physical activities. The units taught in physical education classes lead to outdoor and recreational sports such as soccer, ultimate Frisbee, football, golf, and track. Last year we partnered with HealthMPowers research to increase MVPA (moderate to vigorous physical activity) during the school day. We used pedometers to track students' activity levels. The goal was for children to acquire the recommended sixty minutes of exercise within the school day. Fitness is a large part of Morningside, with PE twice weekly and recess daily. Morningside also offers a before school triathlon team.



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

A few of the programs we utilize are Fresh Fruit Fridays, First Fitness Friday, Trees Atlanta Planting, Boosterthon Fun Run, Walk to School Day, chef tastings from local restaurants and Arbor Day tree plantings. Our Eco-Classroom initiative uses ChooseMyPlate instructional materials to promote healthy eating styles. Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No

If yes, describe the health-related initiatives or approaches used by the school:

Staff are active participants in the Atlanta Public Schools Soul Mates running club. We also have a teacher's walking club and utilize Go Noodle, a classroom program to help students to get up and moving. Students have PE year long, a triathlon club, standing desks, and medicine balls in classrooms for use when needed. Our SWAG team (Sustainability Wellness and Garden) does a Mindfulness Moment every Tuesday over the announcements. Furthermore, we implement SEL (Social/ Emotional Learning), using the Second Step program in every classroom k-5 every day of the week for 30 minutes each morning. Teachers were also given Fitbits from our PTA to track daily steps and fitness progress.

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

If yes, describe these partnerships:

We are partnered with Kennesaw State University, Georgia State University and Emory University. As a case, in partnership with MorphoStudio, and Center for Diversity Leadership and Engagement, KSU, we have launched Eco-Classroom as a pilot program, which seeks to cultivate a sustained awareness about environmental impact, and to engage students, and staff in a long-term commitment to sustainable lifestyle. The partnerships aim to instill an environmental literacy for the students and their teachers. For instance concerning this pillar, the Eco Classroom initiative uses various instructional materials (such as ChooseMyPlate) to promote the well-being of the students and their healthy eating style.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes **We have a full-time nurse at Morningside Elementary.**

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

We are a certified Anti-Defamation League No Place For Hate school. We offer yearly bullying assemblies for all students and we have two buddy benches for students to sit on if they need to talk or make friends. Furthermore, we implement a Mindfulness week and use student-produced videos to inform students about mental health and positive thinking.

18. Describe any innovative programs/technologies, unique practices/policies and impactful partnerships related to this Pillar. Please be sure to highlight any metrics listed above to help describe your school's creative approach.:

Physical activity is integrated into everything we do. Our teachers utilize GoNoodle physical activity within the classroom along with Yoga in the mornings. Classrooms are equipped with 2-3 standing desks, some with pedals, and wobble stools. We are a Georgia SHAPE school and received a grant recently to outfit all our teachers with Fitbits to track fitness. Furthermore, on our recent Fitnessgram assessment, our 4th and 5th graders fell in the 90th percentile for all areas of health related fitness (HRF), muscular strength and endurance, cardio endurance, flexibility, and body mass index (BMI). We recently received the Blue Ribbon School of Excellence award as our focus is not just physical, mental and environmental health, but also academic.



Pillar 3: Effective Environmental and Sustainability Education

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

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

Eco-Classroom seeks to inspire children at an early age by creating an eco-conscious environment as an integral component of education. The initiative employs wide range of materials (from North American Association for Environmental Education NAAEE, SaveOnEnergy, Green Strides, and so on) to interweave the classroom curriculum with fundamental concepts of sustainability. Each grade has hands-on environmental units in the school garden, such as composting & worms for 1st grade, environmental webs for 2nd grade, and soil preservation/restoration units in science for 3rd grade.

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge?

Our multi-disciplinary partnerships provide deeper understating of the real-world issues on sustainably such as climate change, solar energy, energy conservation, air and water quality, etc. The Eco-Classroom offers students tools and activities (for example: Ecosystem project) to collect and analyze data for making informed decisions, and effective strategies – all encouraging the development of STEM systems-thinking skills, and also understanding the fundamental connections between dynamic environmental and human systems. Our gifted curriculum infuses STEM and robotics in their lessons, our 1st grade team uses STEM activities through purchased materials and all students in grades 3-5 participate in a 5-part STEM workshop purchased through our PTA. Each grade level has science units that are largely about environmental impact and sustainability- such as soil composition, erosion & restoration in 3rd grade and animal habitats & habitat preservation in 4th grade.

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

Teachers are encouraged to use the school garden for lessons in historical scientific developments, mathematics, biological sciences, etc. Much of the gifted curriculum expands upon this to focus on specific issues and the technologies applicable, such as Mr. Hatcher's "Green City" Unit for 3rd grade. Resulting from the partnership with universities, the Eco-Classroom is introduced to the ways in which sustainability can be advanced through multiple disciplines -- such as Ecology, Biology, Geography Anthropology, Environmental Studies, Architecture, and Engineering -- as a sustainable life path.

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

Our Jr. SWAG team sold fresh herbs to raise money for their activities and encouraged families to grow plants in their own gardens to eat. Afterwards, they led a neighborhood cleanup to get rid of trash in a local park across from the school. It was a great sense of community for all who attended. This has helped to advance a broader understanding of the community as well as the interlink of environmental issues with students' personal and civic responsibility.

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

K-4th all participate in planting, harvesting, and tasting of fresh vegetables in the garden. In addition to this, each grade has a specific curriculum they learn about in the garden. Kindergarten and first grade learn about local wildlife through observation of the many animals in the school garden (snakes, lizards, nesting birds, worms & insects) and through visits from Nature Education Centers with rehabilitated wildlife. Second grade & fourth grade integrate social studies into the outdoors by learning about native plants and planting techniques and doing plantings using the techniques followed by Native Americans for centuries. Third grade does an intensive unit on soil qualities, composition and restoration, working on improving the soil in an overused section on the garden using organic techniques such as cover crop and addition of worm castings from our worm bins. This environmental education culminates in fifth grade when the students take a trip to the Blue Ridge Environmental Center, where they learn more about different environments, zero-waste goals and sustainability.



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

We utilize a variety of partnerships, planned field trips, and volunteers to teach outdoor education. We have several parents that teach weekly garden lessons to our younger grades and our 2nd and 3rd grade students take field trips to nature reserves around the city.

7. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

We have partnered with Recycle Across America to get improved bilingual signage with more simplified images to facilitate the ease of recognizing what goes in a recycle bin. Garbage cans say landfill/basura. Garbage cans and recycle bins are placed side by side to encourage teachers and students to make a conscience decision for where to place items. We were the first GA school to adopt this national signage that is sweeping the country to create a more unified message. Through the partnership with MorphoStudio, and Center for Diversity Leadership and Engagement, a multidisciplinary group of faculty (in particular Sustainability fellows), as well as students visit the Eco-Classroom throughout the year to provide students a range of extracurricular sustainability activities, and environmentally themed readings -- for instance green home design from recycled materials. The community around Morningside is very involved with the outdoor learning process at the school. Many activities are run through partnerships with local businesses. For example, we host an Earth Week each year in April to allow each grade to see how some of the knowledge they are gaining is used in the real world. Last April we had the Chattahoochee River Keepers bring a 3-D topographical model to demonstrate to third grade how city-planning and water runoff affect each other. We had a goat keeper bring his goats to the kindergarteners to talk about how these animals can be used to keep unwanted plant growth down, a practice which is being employed in the nearby Morningside Nature Preserve to keep the kudzu and other weeds under control. Each grade participates in one or two of this type of experiences during Earth Week. Our motivated students in third and fourth grade can apply to participate in an in-school Club called Jr. SWAG (Sustainability, Wellness And Gardening) that completes educational projects within the school such as leading Heart Health Week and last year's Zero-waste challenge week in the lunchroom.

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

Recycled shoe drive collects 200+ pairs of shoes annually to donate to children in our school anonymously and other local schools in our cluster. Shoes that are in poor condition are donated to Nike Grind to turn into turf and other athletic surfaces to be used for physical activities. Shoes in mediocre condition are given to Goodwill to help stimulate jobs in our community and make footwear more affordable to those who need it. We also have a Lost and Found committee who make sure that all items not claimed from Lost & Found in a reasonable amount of time will find their way to one of the students in need at our school, at Hope-Hill Elementary, which has larger need for such, or through our clothing & shoe drop-off bin located in front of the school.

9. Video content.

Follow this link in order to see student produced videos on mindfulness. They created these during mindfulness week and shared with the entire student body.

<https://www.youtube.com/watch?v=Q5AQav6LhX8>

10. Describe any innovative programs/technologies, unique practices/policies and impactful partnerships related to this Pillar. Please be sure to highlight any metrics listed above to help describe your school's creative approach.

Jr. SWAG children created videos during heart health week to demonstrate ways to exercise their bodies and to promote both physical and mental wellbeing. These videos were uploaded to YouTube. A title 1 school has been using these videos to educate their children and get them moving in their classrooms as well, when their local school does not have the resources and parent support to focus on these issues.