



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### School and District's Certifications

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

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

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☐ Public ☒ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent ☐ Rural

Name of Principal: Mr. Don Doran

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

Official School Name: Charles R. Drew Charter School

(As it should appear on an award)

Official School Name Mailing Address: 301 East Lake Boulevard, Atlanta, GA 30317

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

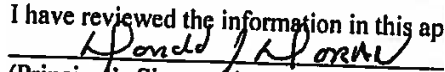
County: DeKalb State School Code Number \*: 110141

Telephone: 470-355-1200 Fax: 404-687-0480

Web site/URL: <http://www.drewcharterschool.org/> E-mail: [don.doran@drewcharterschool.org](mailto:don.doran@drewcharterschool.org)



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 ap  
  
(Principal's Signature)

Date: March 27, 2018

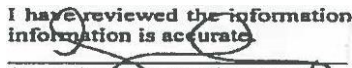
(Principal's Signature)

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: March 27, 2018

(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 Authority: Georgia Department of Education

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

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



Date: March 27, 2018

(Nominating Authority's Signature)



## 2018 Georgia Department of Education Green Ribbon Schools Application

### School Contact Information

School Name: Charles R. Drew Charter School

Street Address: 301 East Lake Boulevard

City: Atlanta State: GA Zip: 30317

Website: www.drewcharterschool.org Facebook page: Charles R. Drew Charter School

Principal Name: Don Doran

Principal Email Address: don.doran@drewcharterschool.org Phone Number: 470-355-1200

Lead Applicant Name (if different): Lindsey M. Luczynski

Lead Applicant Email: lindsey.luczynski@drewcharterschool.org Phone Number: 404-687-0001

<b>Level</b> <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	<b>School Type</b> <input type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input checked="" type="checkbox"/> Charter <input type="checkbox"/> Magnet	<b>How would you describe your school?</b> <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	<b>District Name</b> <u>_Atlanta Public Schools_</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
			<b>Total Enrolled:</b> <u>1,757</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>46%</u> % limited English proficient: <u>0%</u> Other measures		Graduation rate <u>100%</u> Attendance rate: <u>80% missed 5 or fewer days</u>



**Charles R. Drew Charter School (Drew)** opened in 2000 as Atlanta’s first charter school and is an integral part of a holistic neighborhood revitalization, developed in order to break the intergenerational cycle of poverty for the students and families. Drew first opened with grades K-5 and has grown over the years; Drew now serves over 1,750 children in Pre-K through 12th grade and has effectively closed both the achievement gaps and the opportunity gaps for children from diverse backgrounds. Drew had its first graduating class in May 2017, with 100% of the seniors graduating on-time and with at least one college acceptance.

Drew’s campus has more than doubled in size since the initial opening; our Elementary Academy (PK-5th grade) serves approximately 1,000 students in a building that was constructed in 1999. The Junior/Senior Academy (6th-12th grade) serves about 750 students in a building that was constructed in 2014. In the years since the school’s opening in 2000, huge strides were made in green building practices, enabling us to design and build a new facility in 2014 that acquired LEED Gold certification.

Drew is unique in its instructional model, in that seamlessly integrate science, technology, engineering, the arts and mathematics into a Project-Based Learning model. By teaching all subjects and standards through the lens of a real-world project, we can incorporate community involvement, the physical spaces we occupy, our consumable resources, and local experts into our instruction. Each of our two campuses offers unique and effective learning spaces that reflect our values around environmental responsibility and the health and wellness of our students, staff, and school community.

Our students have access to programs and classes throughout the year focused on health and wellness: the physical education offerings include tennis, golf, PE, health, dance, and swimming. In addition, we have Playworks on site, leading physical activities during the daily recess for PK-5th graders. Our affordable and well-attended After School Program offers its own set of physical activity opportunities, including martial arts, yoga, dance, capoeira, flag football, soccer, sports conditioning, golf, etc.

We have courses that are focused on the environment, including elementary environmental education and high school environmental science. Our faculty members have planned collaborative projects to teach the standards to our students using driving questions focused on health, wellness, and/or the environment. Some of these projects include: “How to Feed a Community in Need” (incorporating gardening, farming, and resource allocation); “Is Bling Worth It?” (incorporating soil layers, mining, and persuasive writing); and “What does Plastic Make Possible?” (incorporating wildlife conservation, cost analysis, and sculpture.) We have learning gardens on each campus that are used for instruction, tastings, and curricular support.

In the Junior and Senior Academy building, there is an environmental dashboard that gives real-time data on the amount of water and electricity used, along with the amount of solar power captured by the panels on the roof. This data informs instruction and gives students access to quantitative data for projects and presentations.

The Healthy You, Healthy Drew committee is comprised of faculty and staff from across the PK-12 pipeline, the Drew PTA, and representatives from some of the East Lake partners, such as the East Lake Healthy Connections program and the East Lake Family YMCA. Each year, HYHD sponsors and/or implements programming and initiatives that focus on physical activity, wellness, healthy behaviors, and environmental



stewardship. Events have included fresh fruit/veggie tastings, cooking demos, on-site farmers markets, meditation days, and staff wellness events. The HYHD committee is dedicated to bringing programs and opportunities to the entire Drew community, including students, faculty, staff, and parents.

Drew works closely with community partners who support the health, wellness, and environmental initiatives throughout the school community. The East Lake Family YMCA, East Lake Healthy Connections, United Healthcare, Publix, The Common Market, UNICEF, and other partners/grantmakers help to make the education students receive at Drew relevant and impactful.

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? [State may wish to add other program names to this list]

(X) Yes

Elementary Academy (EA)

Silver Award through EcoSchools

Scored 93 for Energy Star

Working with a consultant to audit our Energy Star progress to submit for a score.

STEAM certification (Georgia DOE) awarded in Spring 2017

NWF Wildlife Habitat Certification

Junior/Senior Academy (JA/SA)

Scored 88 (top 3% in nation) for Energy Star

LEED Gold certification

STEAM certification process has begun

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

(X) Yes

LEED Gold for JA/SA (2016)

STEAM certification (Georgia DOE) awarded in Spring 2017



## Pillar I: Reduced Environmental Impact and Costs

### Energy

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

(X) Yes Percentage reduction: EA: 6.3% Over (m/yy - m/yy): 01/2016 through 12/2017

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): 0.73 MtCO<sub>2</sub>e/person

Final GHG emissions rate (MT eCO<sub>2</sub>/person): 0.68 MtCO<sub>2</sub>e/person

Offsets: none

How did you calculate the reduction? The reduction was calculated using the Emissions Performance reporting function in the EPA's Energy Star Portfolio Manager.

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

If yes, what is your score? 93 for EA; 88 for JA/SA If score is above a 75, have you applied for and received ENERGY STAR certification? (X JA/SA) Yes ( ) No Year: 2016

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

Current energy usage (kBtu/student/year): 4,941 kBtu/student (992)/year (site energy)

Current energy usage (kBtu/sq. ft./year): 39 kBtu/SF(125,000)/year (site energy)

Percentage reduction: over (m/yy - mm/yy): 4.4% from calendar year 2016 to calendar year 2017 (from 01/2016 through 12/2017)

How did you document this reduction? This reduction is documented through Drew's EPA Energy Star Portfolio Manager (Sri Nagendan)

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

On-site renewable energy generation: 0 for EA; 15% for JA/SA Type: solar

Purchased renewable energy: 0 EA and JA/SA Type

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? 1999 for EA; 2014 for JA/SA

What is the total building area of your school? 125,000 for EA; 205,000 for JA/SA

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes for JA/SA ( ) No



For new building(s): Percentage building area that meets green building standards: 100% for JA/SA

Certification and year received: LEED Gold 2016 Total constructed area: 205,000

## **Water and Grounds**

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

Average Baseline water use (gallons per occupant): 110,704/1014 = 109.2

Current water use (gallons per occupant): 105,468/991 = 106.4

Percentage reduction in domestic water use: EA reduced from 110704 to 105468 = 5% reduction

Percentage reduction in irrigation water use: EA reduced from 5236 to 3740 = 29% reduction

Time period measured (mm/yyyy - mm/yyyy): Jan 2017 compared to Jan 2018

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: Utility bills

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?

Approximately 20% of Drew's landscaping is water-efficient and regionally appropriate. All plants in the Elementary Academy courtyard are indigenous and include October Glory maple trees and the following shrubs: dwarf burford holly; parsoni juniper; ruby loropetalum; ligustrum; miscanthus grass; and Indian hawthorne. Drew also installed Astroturf on the Elementary Academy playground in order to reduce the need to water, mitigate the amount of runoff and landscaping needed for general upkeep, and to increase the usability of the playground for students to get physical activity.

9. Describe alternate water sources used for irrigation.

The EA uses city water and has no irrigation for most of the campus. There is a cistern in the courtyard to collect and use that water. At the JA/SA, the water in sprinkler system is from reclaimed lake water on the neighboring golf course.

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

In addition to installing turf on the Elementary Academy playground, Drew installed rainwater garden beds at the Junior/Senior Academy.

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





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

At both campuses, backflow filtration protects students and faculty from potential contaminants in water. At the JA/SA, all water fountains have water filters and water bottle filling stations.

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

At both campuses, backflow filtration protects students and faculty from potential contaminants in water like lead. At the JA/SA, all water fountains have water filters and water bottle filling stations.

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

At the EA 35% of the campus is dedicated to the habitat of local plants and trees in the courtyard. Multiple garden beds are used for the environmental education courses. At the JA/SA 5% of the campus is used for the rainwater runoff garden beds. There are also areas on the school's campus/property that have been left untouched. Surrounding the campus, there are swaths of trees/plants that were there before the school buildings were developed.

## **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): (one for each campus) 30 yards x 1 x 90%= 27

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): (one for each campus) 8 yards x 12 x 100%=96

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): one for each campus 254 x 1 x 90%= 228.6

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ :  $((324.6)/351.6) \times 100 = \underline{92.3}$

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

EA = 0.02 cubic yards

JA/SA = 0.03 cubic yards





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? 100%

17. List the types and amounts of hazardous waste generated at your school: None

In new light fixtures, Drew only uses LED light bulbs and when old bulbs burn out, they are replaced with LED bulbs.

18. Which green cleaning custodial standard is used? GS42

What percentage of all products is certified? 80%

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

Green Seal (both campuses)

### **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) Drew does not use buses.

Drew gives enrollment priority to families living in the Villages of East Lake (0.1 mile) and the surrounding communities of East Lake and Kirkwood (<3 miles). Proximity of target population + many of our students also have siblings at the school = many of our students either walk/bike or carpool.

20. Has your school implemented?

☒ [X] designated carpool parking stalls.

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

☒ [X] Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program:

Drew holds quarterly (soon monthly) Walk to School Day, during the PTA and community help to ensure a safe route. Drew has also hired crossing guards to assist traffic and pedestrians in the morning and afternoon. The Imagine Memorial project should improve pedestrian conditions in the area.

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

Drew's long school day (8am-4pm) and large after school program mean parents are only making one commute in the morning and one commute in the afternoon/evening. Also, Drew's charter gives preference to families living in the surrounding community, making it more feasible for them to walk/bike to school.



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.

Drew's charter give enrollment preference to the families living in close proximity to the school. Thus, almost 53% of our student body lives within 2 miles of the school, meaning a short commute for those who drive and a large portion of walkers/bikers. We partner with SRTS, the PTA, and the VOEL to ensure students are able to get to school in safe and environmentally-friendly ways.

Drew has installed water fountains with water bottle fillers to reduce the number of plastic bottles that are thrown away. By integrating gardening into many of the projects our students complete, Drew works with various organizations/foundations to innovate in the area of environmental education; these groups include the Captain Planet Foundation, Trees Atlanta, the US Green Building Council, and others.

## **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 is serviced each month. The contractor, Waterhouse Exterminating uses monitoring boards to isolate problem areas/pests. The contractor uses precision bait application for a variety of pests. The contractor uses electrical flying insect devices instead of broad pesticide application for flying insects. The kitchen doors are equipped with properly functioning air curtains. Waterhouse largely uses mother earth pesticides and organic pesticides whenever possible.

Any liquid-based pesticides are generally applied to the exterior foundation and ALWAYS at times when students are not present as required by state law.

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

Waterhouse Exterminating uses approximately 2 gallons of diluted product (.05%) during each monthly application, equalling about 0.01 gallons/student/year.

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.

[X] Our school prohibits smoking on campus and in public school buses. The Board of Directors approved a Tobacco Free Schools Policy

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



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

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

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

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

Drew's custodians use safe products to clean and ensure that exposure is minimal. Deep cleaning takes place well after the students have left the school.

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

Clean air filters are used to prevent exposure to asthma. Drew's school nurses help students with asthma management through general support and programming when available.

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.

Drew's preventative maintenance practices help to mitigate mold or other issues due to moisture.

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.

There are building control systems in place on both campuses.

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.

Drew implements practices that are aligned with local/state codes and in addition, has installed CO2 sensors in both buildings.



## 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 participates in the USDA's HeathierUS School Challenge. Level and year: Not yet, but we plan on doing so in the near future.

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

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

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[X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Food from the garden is used for healthy food tastings.

[X] Our students spent at least 120 minutes per week over the past year in school supervised physical education. Yes, students in grades K-5 have 30 minutes of recess per day.

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

[X] Health measures are integrated into assessments. YMCA does an assessment for health and fitness; presidential fitness challenge?

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

Our students have access to programs and classes throughout the year focused on health and wellness: the physical education offerings include tennis, golf, PE, health, dance, and swimming. In addition, we have Playworks on site, leading physical activities during the daily recess our PK-5th graders receive, and an environmental education course that involves gardening and nutrition. Our After-School Program offers its own set of physical activity opportunities, including martial arts, yoga, and dance.

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

Additionally, the Healthy You, Healthy Drew committee implements programming and initiatives that focus on physical activity, wellness, and environmental stewardship, including fresh fruit/veggie tastings using food from Drew's gardens as often as possible, cooking demos, on-site farmers markets, meditation days, and staff wellness events. We partner with East Lake Healthy Connections when possible to ensure that students and families are receiving information and programming related to nutrition and fitness from several sources.

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

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

We have a full-time school nurse on each campus, at least two guidance counselors on each campus, and a full-time social worker for the PK-12 student body. We partner with companies and organizations to offer health and wellness opportunities as often as possible. The dental van, vision screenings, scoliosis screenings, community blood drives, asthma groups, diabetes awareness, etc.

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:

Drew has many strong partnerships that support much of our programming. For health and safety, our community partners include The First Tee of East Lake (youth golf), the East Lake Family YMCA, East Lake Healthy Connections, Safe Routes to Schools, Playworks, Publix Partners, United Healthcare, The Westminster Schools (student club focused on health and nutrition).

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

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

Drew has implemented SEL programs on both campuses. At the lower campus, Second Step is used to create a positive, supportive environment, even with discipline issues, so that students are aware of choices they can make and goals they can set. Every Monday, the elementary students participate in a 10-minute meditation, the teachers lead periodic "brain breaks," and the hallways are lined with "street names" like Leadership Lane and Respect Road. At the middle and high school, one of the school counselors is leading a Peer Counseling group as a course, the guidance counselors are trained in Choice Theory, and there are several clubs/advisory groups that focus on peer-to-peer support, such as No Place for Hate. As stated above, there are at least two guidance counselors on each campus and a full-time social worker for the PK-12 student body, all of whom work with families and students, in crisis or in prevention.

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.

In addition to the SEL resources and programs described above, the Healthy You, Healthy Drew committee sponsors faculty/staff wellness programs and activities throughout the year. There have been Meditation Mondays, walking challenges, and workshops on health, stress management, nutrition, etc.



Drew also partners with UNICEF to implement the Kid Power program with every student in 3rd-5th grades. UNICEF visits Drew to lead presentations for students to discuss the issues that the students are helping to address by participating in this program.

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

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

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

At the Elementary Academy, every student at some point in their K-5 career will take an Environmental Education enrichment course. Additionally, the Environmental Education teacher frequently partners with core classroom teachers to connect the concepts of sustainability and environmental awareness into the PBL projects the students complete each quarter. At the Junior and Senior Academy, the students have the opportunity to take Environmental Science as a course for credit.

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

The Environmental Education teacher frequently partners with core classroom teachers to connect the concepts of sustainability and environmental awareness into the PBL projects the students complete each quarter. For example, the Environmental Ed teacher worked with the entire first grade to research and implement a project titled "How to Feed a Community in Need." They looked at the issue from several perspectives, including food deserts, community gardens, social justice groups working to address the issue of food insecurity, and community members who struggle with related issues.

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

As a rule, assessments are tied to each project's objectives, many of which are centered around environmental and sustainability concepts. The PBL projects are all tied to state standards and many of these projects have an environmental/sustainability component, so final assessment of the project would include questions around these topics.

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

Historically, Drew has performed well and shown positive growth on standardized tests, demonstrating that they are learning the standards throughout the year. Since environmental awareness and



sustainability are included in many projects and the projects are the delivery method of standards, students are successfully learning the standards and consistently performing well on assessments.

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

Our environmental science teacher regularly “pushes in” to other classes to assist with planning and consultation around environmental and sustainability related projects. Professional development is also available inhouse regarding these topics, with our environmental science teacher. We also have an environmental educator/school gardener contracted who is available to assist teachers with consultation and planning for environment related projects.

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

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: \_\_\_\_\_ Percentage scoring a 3 or higher: \_\_\_\_\_

Drew is offering AP Environmental Science for the first time this year and 18 students are enrolled.

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

Instruction is delivered schoolwide through PBL units of study with an emphasis in STEAM. Current or recurring topics across grade levels include: food scarcity; climate change; pollution; blood diamonds; animal conservation; food webs/changes in habitats; profit versus the environment; water filtration. Teachers in the building often collaborate and join classes to bolster individual STEAM elements, for example, an engineering instructor is currently working with our environmental science teacher to guide students through designing a permanent wax screen to share information about our sustainability efforts with the school community. Students throughout Drew are guided through incorporating concepts and tools that bring all elements of STEAM into their project stages

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

Drew puts a strong emphasis on connecting curriculum and projects to the “real world” and frequently brings in professionals to talk about career paths. For example, we have had speakers from Georgia Power to talk with students about the solar panels and the path to LEED certification. Each year, we host STEAM Career Day in the Fall semester which includes speakers from Georgia Organics, Trees Atlanta, Georgia Power, etc.





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

As a PBL based school, all projects include a "community" aspect, which involves students sharing their work and progress with community members and professionals in related fields. Examples of projects centered on sustainability in which students engage with community members: a study in climate change and readiness, culminating in students collecting clothing items later donated to people sleeping outside in cold weather; a study in food scarcity, in which students cultivated and harvested crops later offered to community members at a steeply discounted price, making fresh whole foods available to school/community members; fourth graders submitted their suggestions for animal habitat rehabilitation to Zoo Atlanta after studying best practices and humane options for enclosing large animals.

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

Our campus hosts a variety of greenspaces and outdoor learning areas where students actively engage in outdoor learning experiences involving scientific inquiry and observation. For example, we have over 50 raised beds students use for growing food and monitoring pollinator activity on campus. In addition, our campus hosts a large native perennial learning garden certified as a Wildlife Habitat by National Wildlife Federation through a project implemented by students. Students have also participated in the construction of a living willow tunnel, garden beds, and our Tinker Yard, which required students to collaborate and work through each step of the design process to reach completion. Each of these spaces is used daily by students and teachers for teaching and learning.

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

Every spring for the past three years, Drew has hosted a large, outdoor, community-wide event called "Space is the New Place." The theme has been Air and Water in the past and is Wind for 2018. Students and teachers across content areas come together to present dance performances, art displays, light shows, and musical performances to represent the theme. This project is a culmination of student learning in grades 6-12 in various aspects of environmental education.

The Elementary Academy environmental education teacher hosts quarterly garden workdays for volunteer groups. They harvest, till, dig, build, and plant alongside students and families to prepare the gardens for the next growing season.

The first-grade classes set up a Farm Stand to sell the produce they have grown, including fruits, veggies, herbs, and spices.



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

Drew Charter School is a proud partner to many organizations and universities and we work hard to disseminate the work we are doing. Among the partners we have that address these three pillars are:

The Elementary Academy's NWF Eco Schools designation (EA only) addresses all 3 pillars in their focus areas: school grounds, facilities, and curriculum.

Captain Planet partnership provides curriculum support (gardening, nutrition) and materials and gardening support (help with work days and offer lessons).

Food Corps partnership emphasizes cooking for health and nutrition and growing food to improve health.

Publix provides funds through the Publix Partners program are used for Healthy You, Healthy Drew initiatives. Publix also participates in several community events to help educate students on food sourcing, bulk pricing, and health.

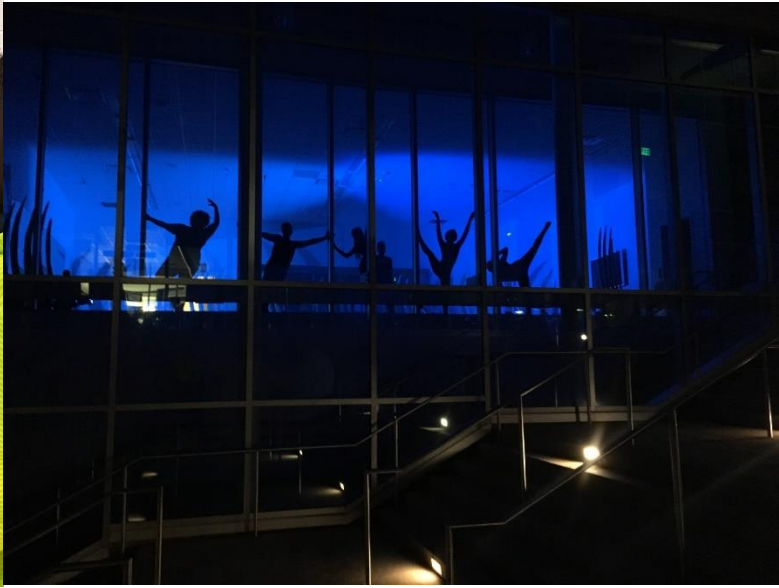
The Common Market has a Farm Share site at Drew for a city-wide farm share for almost a year. Additionally, The Common Market provides the food straight from farmers that we use at the schoolwide Farm Stand to raise money for Healthy You, Healthy Drew.

Trees Atlanta brings assemblies and lessons related to sustainability and environmentalism. They have provided scholarship opportunities for Drew students and teachers to participate in their summer programs.

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

Drew hosted a Green Apple Day of Service in 2016 and submitted it to the US Green Building Council, who now works with Drew to provide opportunities to increase health and wellness at the school level. Drew has had a hydroponic tower garden for over two years, which is used in multiple grade level courses.





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