



2015-2016 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 2015-2016

[X] Public [X] Charter [ ] Title I [ ] Magnet [ ] Private [ ] Independent [ ] Rural
Name of Principal: Mrs. Lara Zelski (elementary) & Mrs. Cathey Goodgame (middle)
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Atlanta Neighborhood Charter School
(As it should appear on an award)

Official School Name Mailing Address: 688 Grant Street, Atlanta, GA 30315
(If address is P.O. Box, also include street address.)

County: Fulton State School Code Number \*: 0505 (elementary) 0206 (middle)

Telephone: 404-624-6226 Fax: 404-627-8922

Web site/URL: http://atlncs.org/ E-mail: munderwood@atlncs.org

\*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
[Signature]

Date: 1/26/16

(Mr. Matt Underwood, Executive Director)

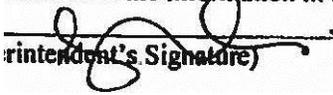


Name of Superintendent: **Dr. Meria J. Carstarphen**

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

  
**(Superintendent's Signature)**

Date: **1/26/16**

(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.



Date: **1/26/16**

(Nominating Authority's Signature)



The **Atlanta Neighborhood Charter School (ANCS)** is a K-8 charter school with two campuses formed by the merger of two successful charter schools that have been operating in the Grant Park/Ormewood Park neighborhood during the past decade. Neighborhood Charter School (NCS) opened in 2001 serving kindergarten through fifth grade students. Atlanta Charter Middle School (ACMS) opened in 2005 serving sixth through eighth grade students. Both schools stood as centers of community education excellence in southeast Atlanta, gaining recognition from the Georgia Department of Education and the Governor's Office of Student Achievement for outstanding student performance on state assessments. The merger of these two schools established a framework for sharing resources between the former ACMS and NCS, while jointly pursuing a common goal of continuing to providing a innovative small school alternative choice within the Atlanta Public Schools that actively involves families from the diverse neighborhoods of southeast Atlanta.

Since the school's founding, ANCS has been committed to improving the well-being of our students and community in variety of ways. First and foremost, we've strived to reduce the environmental impact of our school through facilities and transportation initiatives. Two separate awards to ANCS (in partnership with Southface) from the Community Foundation for Greater Atlanta's "Grants to Green" program resulted in the installation of energy-efficient LED lighting, low-flow plumbing fixtures, water bottle filling stations, high performance windows, thermal envelope insulation, and web-based centralized climate control for HVAC units. These efforts have led to one of our buildings receiving an Energy STAR certification and score of 100 for 2015 and to participating in the Atlanta "Better Buildings Challenge" program for sustainable buildings. Additionally, our school received a "Safe Routes to School" infrastructure grant to make walking and biking to school easier through community infrastructure improvements, and our involvement with the Georgia Clean Air Campaign's schools program highlights our emphasis on cleaner, healthier forms of transit to and from school. As well, our school wide recycling and composting program limits the impact of our school's consumption.

ANCS also seeks to improve the health and wellness of our students and staff. We have implemented a successful farm to school program providing fresh, locally sourced food for students and staff. During the school day, there are regular periods of daily physical activity for students at all grade levels K-8 and mindfulness practices incorporated into all classrooms. All staff members are invited to participate in a voluntary wellness program sponsored by Humana. As a school, we organize and hold an annual 5K road race and health fair for our community.



Our environmental and wellness efforts are also interwoven into learning for students. With the support from a grant from the Aetna Foundation, a student "FitWit" club was formed to provide greater learning about health and also to provide materials to help launch the farm supporting our farm to school program with students. ANCS's partnerships with the Jackson Park Farm, Grant Park Community Farmers Market, and Captain Planet Foundation provide students with a range of learning about gardening, math/science, and civic engagement. Students at our middle school campus are involved in tending to our school farm and working with our school chef to plan for and execute some meals using yield from the farm.

**School Contact Information**

School Name: **Atlanta Neighborhood Charter School**

Street Address: **688 Grant Street (elementary) and 820 Essie Avenue (middle)**

City: **Atlanta** State: **GA** Zip: **30315 (elementary) & 30316 (middle)**

Website: **http://atlncs.org/** Facebook page: **https://www.facebook.com/pages/Atlanta-Neighborhood-Charter-School/152044608198650**

Principal Name: **Matt Underwood, Executive Director**

Principal Email Address: **munderwood@atlncs.org** Phone Number: **404-624-6226 ext 105**

<p>Level</p> <p><input type="checkbox"/> Early Learning Center</p> <p><input checked="" type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input type="checkbox"/> K - 8</p> <p><input checked="" type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input type="checkbox"/> High (9 or 10 - 12)</p>	<p>School Type</p> <p><input type="checkbox"/> Public</p> <p><input type="checkbox"/> Private/Independent</p> <p><input checked="" type="checkbox"/> Charter</p> <p><input type="checkbox"/> Magnet</p>	<p>How would you describe your school?</p> <p><input checked="" type="checkbox"/> Urban</p> <p><input type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p>	<p>District Name</p> <p><b><u>Atlanta Public Schools</u></b></p> <p>Is your school in one of the largest 50 districts in the nation?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p>Total Enrolled:</p> <p><b><u>663</u></b></p>
<p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>% receiving FRPL <b><u>18%</u></b></p> <p>% limited English proficient <b><u>2%</u></b></p> <p>Other measures <b><u>15% students with disabilities</u></b></p>		<p>Graduation rate: <b><u>N/A</u></b></p> <p>Attendance rate: <b><u>97%</u></b></p>



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 Program(s) and level(s) achieved: **1) EPA Energy Star Certified Facility (2015) 2) Georgia Clean Air Campaign "Clean Air School"**

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

( ● ) Yes Award(s) and year(s) **1) Grants to Green grant awards from Community Foundation for Greater Atlanta (2009 and 2014) 2) Captain Planet Learning Gardens award 3) Aetna Foundation Healthy Living grant award to develop "farm to school" program and promote physical fitness 4) Named Georgia Clean Air Campaign "Clean Air School" 5) Safe Routes to School: received federal SRTS infrastructure grant in collaboration with GaDOT (2011) 6) Formal recognition by the Atlanta Board of Education for our "farm to school" program 7) Selected as site for Trees Atlanta Urban Pollinator Garden**

## **Pillar I: Reduced Environmental Impact and Costs**

### **Energy**

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

( ● ) Yes ( ) No Percentage reduction: **28.3%** Over (m/yy - m/yy): **11/14-10/15**

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): **0.752**

Final GHG emissions rate (MT eCO<sub>2</sub>/person): **0.539**

Offsets: **None** How did you calculate the reduction? **Using the greenhouse gas emissions tool in EPA's ENERGY STAR Portfolio Manager.**

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

If yes, what is your score? **100** If score is above a 75, have you applied for and received ENERGY STAR certification? ( ● ) Yes ( ) No Year: **2015**

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

Current energy usage (kBtu/student/year): **3,753**

Current energy usage (kBtu/sq. ft./year): **23.8**

Percentage reduction: **49.5% (site energy)** over (m/yy - mm/yy): **11/14-10/15**

How did you document this reduction? **Using the energy benchmarking tool in EPA's ENERGY STAR Portfolio Manager and student census.**

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

On-site renewable energy generation: **0** Type **0**

Purchased renewable energy: **0** Type **0**

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? 1926**

What is the total building area of your school? **38 elementary and 63 middle**

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

**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): **1260**

Current water use (gallons per occupant): **1223**

Percentage reduction in domestic water use: **3%**

Percentage reduction in irrigation water use: **N/A**

Time period measured (mm/yyyy - mm/yyyy): **09/2014-12-2015**

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

**8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 90%**

Types of plants used and location: **Only plant native plants on grounds around buildings at each campus.**

**9. Describe alternate water sources used for irrigation. Cistern systems at both campuses for irrigation**

**10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. Cistern system and routing of stormwater to vegetated areas; planting of native plants around school grounds; do not use fertilizer on school grounds.**

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

**12. Describe how the water source is protected from potential contaminants.** Through the city of Atlanta's "Clean Water Atlanta" program, there is extensive water protection efforts and regular water monitoring (for more info see [cleanwateratlanta.org](http://cleanwateratlanta.org))

**13. Describe the program you have in place to control lead in drinking water.** Water comes from municipal water source. The city's "Clean Water Atlanta" program has a lead protection and monitoring component (see [cleanwateratlanta.org](http://cleanwateratlanta.org))

**14. What percentage of the school grounds are devoted to ecologically beneficial uses?** 10%

**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): 144

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 64

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): 8

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : 33%

Monthly waste generated per person =  $(A/\text{number of students and staff})$ : 0.19

**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:**

Flammable liquids	Corrosive liquids	Toxics	Mercury  <b>Florescent Lightbulbs</b>	Other:
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How is this measured? **Do not track.**

How is hazardous waste disposal tracked? **We use limited amount of compact florescent lightbulbs. When disposed of, lighting contractor removes them to take to proper disposal site.**

Describe other measures taken to reduce solid waste and eliminate hazardous waste. **Monthly "zero waste" day in cafeteria to promote awareness of solid waste. We do not use any of the above materials.**

**18. Which green cleaning custodial standard is used?** Healthy Green Schools products

What percentage of all products is certified? **50%**

What specific third party certified green cleaning product standard does your school use? **Healthy Green Schools products**

### **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)** Approximately 10% walk, Approximately 8% bike, Approximately 2% use public bus/rail (we do not use school buses), Approximately 40% carpool (2 or more students in vehicle)

How is this data calculated? **Twice annual data collection of walkers and bikers; daily transportation forms completed at registration**

**20. Has your school implemented?**

- [•] a well-publicized no idling policy that applies to all vehicles (including school buses).
- [•] 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: **Installed safety signage; walking school buses; infrastructure improvements.**

**21. Describe how your school transportation use is efficient and has reduced its environmental impact.** Developed neighborhood walking and biking "school buses" to encourage more students to walk/bike to school. Coordinate school wide carpool network to encourage more families to carpool rather than drive solo.

**22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.** ANCS was awarded Safe Routes to School infrastructure grant in 2011 to partner with GaDOT in implementing better pathways for students walking and biking to school. Partner

with Confident City Cycling to teach students bike safety on city streets so they are better equipped to ride to and from school.

## **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.:**

ANCS works with a pest management service that provides quarterly inspections and treatment using all-natural materials that are certified organic.

**2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:** Both campuses are visited quarterly and natural pesticides are used. Less than 1 gal per student per 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.**

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

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. **Limited use of florescent bulbs; removed properly.**

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. **We have conducted radon testing at both campuses and found them to be within acceptable levels.**

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. **We do not have any structures with this compound in them.**

**4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.** As much as possible, all-natural and organic cleaning products used. Cleaning occurs after school hours.

**5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.** Ventilation systems cleaned and air filters changed regularly. Air quality index shared with students and staff each day and outdoor student activities limited when air quality is low. Walking and biking school buses and "no idling" signage helps to reduce tailpipe emissions around 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.** Humidity controls on HVAC system. Any water leaks immediately remediated.

**7. Our school has installed local exhaust systems for major airborne contaminant sources.** (●) 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.** Systems are on quarterly maintenance schedule, including cleaning and inspection of ventilators.

**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.** HVAC systems at both campuses installed within past 10 years consistent with local codes and with emphasis on ventilating with outside air. Regular filter cleaning and replacement schedule also promotes adequate ventilation.

**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.** In addition to quarterly maintenance of HVAC systems, ANCS maintenance staff conducts routine walkthroughs of buildings to identify potential issues and uses faculty ticket system so teachers can directly report any environmental or safety issues.

### **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 HealthierUS School Challenge. Level and year: **No**

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

Our school has an on-site food garden.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Our students spent at least 120 minutes per week over the past year in school supervised physical education.

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

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

Percentage: **60%** Type: **protein, produce, dairy**

**12. Describe the type of outdoor education, exercise and recreation available.** Variety of outdoor recreation and exercise areas available; "play pod" with creative play materials; play structures with accessibility features at both campuses.

**13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.** Awarded \$30,000 grant from Aetna Foundation to strengthen farm to school program and partnership with FitWit; member of Georgia Organics; participant in Captain Planet Foundation "Learning Garden" program; hold annual 5K and health fair for students and community.

### **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?** (●) Yes ( ) No

If yes, describe the health-related initiatives or approaches used by the school: All students in grades K-8 participated in twice weekly P.E. class and daily classroom focus on mindfulness to promote mental wellbeing.

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

If yes, describe these partnerships: Student FitWit club at the middle school for physical activity program; Play Ball organization for organized sports activities in the elementary grades; partnership with ChrisKids program for student and family counseling services to families in need.

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

**17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):** Our entire school uses the Conscious Discipline program to equip students and adults with effective emotional regulation and interpersonal skills. Both campuses have a counselor who provides classroom lessons and individual and group counseling. Our school also participates in Teaching Tolerance's "Mix it Up" program to create a healthy school climate in a diverse school setting.

### **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.**

[●] Our school has an environmental or sustainability literacy requirement. **Not a requirement but as you will see below concepts threaded throughout the curricular program**

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

**Students at all grade levels are taught concepts related to sustainability, ranging from assessing the impact of food waste in lower elementary grades to researching water use and global water issues in middle school.**

[●] Environmental and sustainability concepts are integrated into assessments. **Several grade levels featured culminating projects that focus on ways to promote sustainability and reduce environmental impact.**

[●] Students evidence high levels of proficiency in these assessments. **We are a project-based learning school, and on the major culminating projects for units that include a focus on sustainability and environmental impact (e.g., our 6th grade “water use” project), the majority of students meet or exceed the standards.**

[●] Professional development in environmental and sustainability education are provided to all teachers. **Our school’s partnership with Zoo Atlanta and Trees Atlanta allows for all of our teachers to have access to professional development with an environmental and sustainability focus each year.**

**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: **N/A** Percentage scoring a 3 or higher: **N/A**

**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? There are specific projects at each grade level that incorporate sustainability/the environment into learning math and science concepts. For example, our students have planned out entire meals for our school cafeteria using our school farm, determining what they’d need to plant, when the crop would yield, how they could use cisterns to irrigate the farm, and how they could use as much of the yield as possible in the meal.**

**4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? As students move through grades 6-8, our math/science/technology integrated curriculum includes a “career cluster” focus on professions that focus on the environment.**



**5. Describe students' civic/community engagement projects integrating environment and sustainability topics.** Providing produce from school garden at local farmers market; Presenting at conference about energy reduction efforts stemming from our Grants to Green grant.

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

In grades 5, 6, and 7, students take a major overnight field trip to different parts of the state where they take part in an outdoor education program to learn more deeply about environmental issues impacting our city and region.

**7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.** Main vehicle for this is through our school gardens. Students learn how to cultivate crops, prepare food for meals, engage with community through farmers market. Several of our alums have then advocated for healthier school meals when at high school level and started major rooftop farm at local high school.

**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.** Most partnerships have already been referenced earlier in this application. However, we have also been working with a few other local schools to better understand the process of implementing a farm to school program to build the capacity of those schools to launch their own program.

**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.** Our school's partnerships with Zoo Atlanta, Trees Atlanta, Georgia Organics, Captain Planet Foundation and the Clean Air Campaign results in frequent opportunities to engage in learning experiences outside the classroom that highlight environmental and sustainability concepts that align with the curriculum.

# Materials Management: Water Bottle Fill Stations





