



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools

Name of Principal: Mr. Mark Kubicek

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

Official School Name: A.E. Burdick School

(As it should appear on an award)

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

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

Mark Kubicek

Mark Kubicek (Feb 24, 2022 11:10 CST)

(Principal's Signature)

Date: 02/24/22

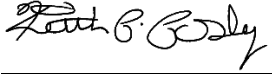
Name of Superintendent: Dr. Keith Posley

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



District Name: Milwaukee Public Schools

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



Date: 02/24/22

(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.

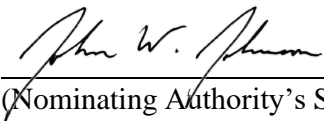
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and 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: Wisconsin Department of Public Instruction

Name of Nominating Authority: John W. Johnson, PhD

(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: 02/24/2022

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

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.



A.E. Burdick School

U.S. Department of Education Green Ribbon Schools

Summary of Achievements

At A. E. Burdick School, preparing students to be advocates for environmental sustainability isn't just a passing fad, it is written into the mission statement of the school.

Pillar 1: Reducing Environmental Impacts & Costs

In 2017, A. E. Burdick began the planning process, garnering support, and raising funds for a green infrastructure redevelopment project and has proudly continued with growing and maintaining this culture since the schoolyard project was completed in 2019. This redevelopment included removing 26,600 sq ft of impervious surface removal and adding porous engineered wood chip surfacing, stormwater trees, native landscaping, bioswales, above ground and underground cisterns, and more. The completed redevelopment offers both educational and environmental benefits, preventing what was crumbling asphalt from being washed away during heavy storms and allowing water to be returned naturally to the watershed rather than passing through the stormwater treatment facility. Wood chips in a space of 24 feet x 20 feet provide 480 square feet of porous surface, reducing runoff by 1,440 gallons per rain event. Every student learns that everything that is washed down the sewer system will need to be filtered and cleaned before it can be returned to the watershed and the native prairie as well as a bioswale filter the water before it is returned to the watershed. The improvements also helped eliminate a build-up of ice and water that accumulated behind the greenhouse and return it to the Kinnickinnic River watershed. The Burdick Schoolyard Redevelopment program was recognized in 2020 by the Mayor's office.

A. E. Burdick has implemented multiple measures for energy efficiency including building envelope updates, new energy efficient kitchen or office equipment, LED projectors, and energy efficient freezers in the kitchen. The school also uses multiple energy conservation practices, including computer power management settings, thermostat temperature setback based on building occupancy times, hot water temperature set points, removed personal appliances, and removed vending machines. The school also uses daylighting where possible.

School policies for environmentally responsible products purchasing, food procurement from local and "environmentally preferable" sources, and providing healthy classroom snacks help ensure a culture of sustainability long-term.

Pillar 2: Improving Health & Wellness

As part of this larger green infrastructure playground project with the collaboration of the Sweetwater Grant, the addition of an outdoor classroom and a water collection system to the greenhouse offers students and teachers opportunities to apply lessons through hands-on experiences and learning models in all areas of the curriculum with specific attention to life sciences, nutrition, and environmental studies. The classroom, located north of the greenhouse, consists of movable tree cookies, recycled logs and stumps from the Milwaukee Forestry Department, and Leopold benches. The hoop house allows for longer growing seasons and increases fruit and vegetable production for students and the community to have more opportunities for harvesting and consumption.

The outdoor classroom and greenhouse benefit the health and/or social well-being of the community because it allows students and the surrounding community to learn the importance of healthy eating and where to find healthy foods. Students have space for mindfulness moments and to learn in the garden and outdoor green infrastructure. Living in an urban setting, it can be hard to find healthy food choices, so the neighborhood also benefits from an urban community greenhouse where students, teachers, and community members work together to plant, harvest, and prepare foods they've cultivated and cared for.

Students were offered fresh produce along with recipes on how to use it for families during the COVID shutdown. As the students returned to in-person learning, their first celebration was participation in the Great Apple Crunch. The healthy fruits and vegetables initiative provides snacks for students and allows teachers to offer good choices in this food desert. In addition to students getting fruits and vegetables from local farmers, fresh produce from the greenhouse is offered during the summer and fall months.

Each classroom has an air purifier in the classroom and Burdick had updates or fixes to each of our windows to allow better ventilation. Our hallways, bathrooms, classroom, and cafeteria all have safe practices for health and hygiene posted. Students are encouraged to practice safe handwashing, and social distancing. New IPM initiatives are finding ways to swap out some methods for better pest management. All cleaning materials must be approved by MPS and checked out to ensure the safety of students and staff. Engineering staff has been trained with safe building practices through Milwaukee Public Schools facilities and maintenance.

Social-emotional learning is supported at each age level through the Second Step program. Many classrooms practice a morning circle to allow students to safely share thoughts and feelings. We use PBIS while working with our students and trying to redirect behavior or reward them for good practices. This fall we kicked off a new PBIS program of Panther

Paws. Classrooms can earn Paws for helping others, doing the right thing or “Being Safe, Respectful, Responsible- Being a Burdickian.”

Each classroom has time every other week with our school counselor and a psychologist and social worker are on staff. The school has a School Community Partnership for Mental Health, and Mental Health America Therapists come in to support students twice a week. Programs such as Love and Logic, community events, and promotion of Bayview Community Center events engage families and community members. Each classroom is given an extra 15-minute wellness break outside in addition to the ones the teachers offer indoors. Many of teachers have participated in the Children’s Mission Healthy kids and the annual Unity Day Celebration and Walk.

Pillar 3: Increasing Environmental Literacy

Students learn, understand, and discuss academic content related to the schoolyard redevelopment. The greenhouse and outdoor classroom provide highly motivational and hands-on opportunities for young students to learn basic sequencing skills, such as the water cycle and life cycle of a plant. Older students discuss more complex processes such as global warming and decomposition. Students of all ages learn and use new vocabulary and concepts in ways that a normal classroom does not allow. Access to the native Wisconsin ecosystems further help these skills. When students return to their families, they are excited to express what they’ve learned because they have continuous exposure to the plants, animals, and insects they have experienced within their school environment, further perpetuating learning at home. Having this resource a few steps from our school doors provides the repetition students often need to obtain and learn this valuable information. In addition to these concrete opportunities for growth in academic language and learning, the creation of a safe and dynamic environment for play allows students to practice and develop the social communication skills they need as they grow into adolescents and adults.

The playground areas allow and encourage students to engage with each other during play and collaboration. Safe, defined areas for games allow children opportunities to learn about rules, turn-taking, and conflict resolution. Areas designated for imaginative play provide opportunities for students to create stories and dialog with their peers. Each of these skills is an essential building block required for students to communicate effectively in their classroom and their community.

An Outdoor Discovery Cart provides the materials needed to learn outdoors with a quick easy setup. No longer do the teachers need to gather all the supplies needed to take a class outdoors to do a learning experience or experiment. It works for all subjects and allows the teachers to extend their curriculum into thematic units with little prep. One learning

experience has been taking several stories such as The Water Princess by Susan Verde and turning them into lessons that not only cover the water cycle but allow students to extend their learning into writing journals about how they would feel to not have water accessible to them on a moment's notice. Students searched the green playground for water sources and then researched what types of ecosystems it would fall in. Then students used the engineering process and did an “Ask, Imagine, Plan, Create, Improve and Communicate” group project on the types of ecosystems that the Water Princess could have taken place in. They designed various experiments that could help Princess GiGi to get water to her house. To extend the project, students researched plants that would need little water to survive. The students connected this to learning about prairie plants here in the Midwest. This led to another opportunity with the cart and the students worked with the Master Gardeners on the school's prairie hill. The students and Master Gardeners were able to easily set up the project with the Outdoor Discovery Cart to get gardening supplies and tools, as well as collection materials.

The staff participated in the “Teaching in Nature's Classroom” book and course, and as part of the Farm to School Grant, are receiving extended mentorship and professional development from the course's creator, Nathan Larsen, Director of the Cultivate Health Initiative at University of Wisconsin-Madison. Also as part of the grant, the staff is developing a Food Safety Plan and working with Reflo to develop maintenance plans and next steps for the Schoolyard Redevelopment projects.

As part of the September 11th Day of Service, students participated in a school yard and greenhouse clean up in partnership with the Airport Gardens Neighborhood. On Earth Day, the school designs a community celebration, and they are growing the Farmer's Market with other schools to bring a new activity to enhance the learning of all Milwaukee Students.

About the Summary and Scoring:

Green & Healthy Schools Wisconsin collects annual information from schools and partners and compiles this data long-term. The most recent data has been included in the application summary that follows along with additional supporting information provided by the applicant. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using common ranking criteria. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Pillar I: Reduced Environmental Impacts and Costs

- Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power
- Improved water quality, efficiency, and conservation
- Reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste
- Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies

Burdick began the planning process, garnering support, and raising funds for green infrastructure in 2017 and has proudly continued with growing and maintaining this culture since the redevelopment project was completed in 2019.

View the complete redevelopment conceptual plan:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:074fb79a-ef65-4a5d-93d6-111279137aaa#pageNum=1>

View Redevelopment Summary:

<https://drive.google.com/file/d/1vHLpGAVmzKB4gJDUugpbE36yJm6i6w8l/view?usp=sharing>

View a video of the transformation process:

<https://www.youtube.com/watch?v=Vqg6vH4S6LM>

View photos from the Mayor's Award <https://city.milwaukee.gov/MayorsDesignAwards/2020>

Learn more about A. E. Burdick School and hear from their principal:

<https://www.youtube.com/watch?v=FugsX-nGBXw>

The various people and organizations involved in carrying out this training, learning, and funding include, but are not limited to: Burdick's green team, Burdick school and MPS district administration, MPS Department of Facilities & Maintenance Services, Reflo, UWM CDS, MPS Department of Financial Planning & Budget Services, UW-Madison Extension Master Gardeners and Staff and City of Milwaukee Permits & Planning Department.

Policies: Burdick Elementary implements multiple green and healthy policies listed in the Green and Healthy Schools Wisconsin annual survey, including:

- environmentally-responsible products purchasing policy,
- food procurement from local and “environmentally preferable” sources,
- and providing healthy classroom snacks.

Audits: In the last 12 months, Burdick has conducted waste and water audits.

Energy: In the last 12 months, Burdick has made multiple energy efficiency update including building envelope updates and new energy efficient kitchen or office equipment, including LED projectors and energy efficient freezers in the kitchen. Burdick also uses multiple energy conservation practices, including computer power management settings, thermostat temperature setback based on building occupancy times, hot water temperature set points, removed personal appliances, and removed vending machines. This school also participates in daylighting.

Composting: Burdick participates in landscape and classroom composting through the demonstration bin methods.

Water Conservation Measures: Burdick's water conservation methods include educating staff and students about what should and should not go down the drains and an optimized water or steamed based heating system to reduce blow-off. We have an active bioswale, working on our native prairie hill with the U.W. Master gardeners and continuing work with Reflo on our rainwater collection system for our greenhouse and garden boxes.

Eco Friendly-Landscaping: Eco Friendly-landscaping at Burdick is accomplishment by having water efficient or native plantings, by either not irrigating or using greywater/rainwater for irrigation if necessary, and by having green infrastructure (school gardens, porous pavement, etc.) designed to reduce runoff.

SNOW: Burdick participates in eco-friendly snow removal practices such as removing snow and ice before salt is applied and salt is only applied when the temperature is above 15 degrees.

Pillar II: Improved Health and Wellness of Students and Staff

- High standards of Whole School Whole Community, Whole Child health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and
- an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

Wellness committee: Burdick Elementary has a wellness committee.

Transportation: Burdick has held a bike walk in the last 12 months.

Outside: Burdick students and staff are encouraged to spend more than 2 hours outdoors beyond recess and organized sports.

Outdoor Opportunities: At Burdick, classes are encouraged to take wellness breaks outside for at least 15 minutes more than outside of the scheduled recess time. This school has also been

using the outdoor learning areas to hold class as well as the teachers using the outdoor learning classroom.

The school uses our outdoor areas to incorporate not only physical education but mental wellbeing as well. Some activities we have held are Unity Day, Jump Rope for Heart, Family nights (outdoor movie and picnics), and learning with the master gardeners.

Air Quality: Regarding air quality, in the last 12 months Burdick has conducted monthly inspections of school structures for mold, moisture, and water leakage, and the school has improved indoor air quality to prevent exposure to asthma triggers. Burdick also utilizes green cleaning products, rather than harmful chemical cleaners.

Drinking Water: In the last 12 months, Burdick has tested drinking water for lead and other contaminants.

Wisconsin does not require radon testing and A. E. Burdick is in an area where 63% of homes tested were below the 4.0 pCi/L threshold.

Pillar III: Increased Environmental Literacy

- Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems;
- Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st-century technology-driven economy;
- Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community.

Green Teams: Burdick Elementary has an active Green Team.

Clubs: Other clubs or organizations related to nature, the environment, or the outdoors at Burdick include cleaning and maintaining the green house and the green team. Normally there are more clubs available to students, but with Covid protocols, Burdick is limiting student exposure in the school.

Student Leadership offerings for advancing G&H practices: At Burdick, students are planning out the greenhouse plantings, helping the master gardeners prep, weed, and plan the prairie hill, and teaching younger students how plants grow.

Professional Development: At Burdick, a staff position exists dedicated to sustainability efforts. This staff helps to facilitate other PD opportunities. In the last 12 months, several staff members participated in the Teaching in Nature's Classroom classes and attended the Farm to School Annual conference and PD. Also, every teacher took Second Step training.

Outdoor Spaces/classrooms: Every day at Burdick, the classes use the outdoor learning spaces for class. We have an outdoor learning cart to help aid classes. The greenhouse (paper airplane runway) was used in an engineering great designs contest and the school worked with master gardeners on the prairie. In the last 12 months, there were multiple outdoor space upgrades, including to Burdick's food garden, habitat garden, outdoor classroom, and school forest. These projects include updates like new garden boxes completed as part of a farm-to-school grant, the outdoor classroom will be getting new log stumps, got safe wood chips, the school did a grass analysis, and they extended the berry patch. In addition, picnic tables were added to the project.

Communication: Burdick communicates green and healthy practices and accomplishments with staff, students, and families through their website, the local neighborhood association page, and other social media.

Events: In the last school year, Burdick participated in the Great Apple Crunch, Earth Day activities, and a day of service on September 11th that was spent volunteering for the Airport Gardens Neighborhood Association.

Curriculum: Every grade level uses health, nutrition, and wellness as well as physical activity. Environmental Health and Conservation are taught in grades 3-8. Future city and urban agriculture are taught in 7/8th grade. Water conservation is taught in K4-8th grade. Several teachers have created thematic units that focus on energy, water and environmental issues. The 3rd graders focus on WI frogs and an annual frog survey from DNR. Some students are writing a picture book to share about the ecosystem of the bioswale.

K4 - K5— Jumping into hands-on learning using the new outdoor space would allow the K4 and K5 students to have an introductory set of lessons on animal habitats, insects and how they grow and learn how the plant cycle works for each season. The outdoor space would allow the teachers to take students outside for both hands-on activities as well as large and small motor development. Students further explore the growing cycle in the classroom by planting seeds, caring for them, and then transplanting them into the greenhouse. Then they care for the plants until maturity and help harvest the fruits, berries, and vegetables. The water cycle is introduced at this early age and students are taught lessons in conservation and collection as well as learning the importance of the rivers and Lake Michigan. Large motor skills such as climbing, jumping, hopping, and running.

1ST - 3RD— Animal Ambassadors from Milwaukee County Zoo The older students help grow the plants for the greenhouse sale which allows the school community and neighborhood around Burdick to have the opportunity to purchase healthy vegetables and flowers to grow in their own gardens. The teachers engage the students in health about healthy choices and how to care for plants at home to have fresh vegetables. Students study the ecosystem around them as well as how a city works. The interactive play areas, native plants and trees, and outdoor classroom will allow the various classes to be able to study things outside such

as plant and animal growth, insect life cycles, and the rain cycle. The city blending into the play area allows the students to see these events happen around the school.

4TH - 5TH— The outdoor classroom and the “green” playground will transform Burdick school. The project will make physical changes to our outdoor playground that will create curricular and experiential learning opportunities that have never been available on school grounds. It will provide naturalized areas that mimic mother nature to absorb rainwater, showing the connection between our built environment and water resources, creating a safer play environment, and providing real-life examples of native species and their adaptations (4th-grade standard). The project will be a lasting asset to the school and community rather than an eyesore and safety hazard 5th grade would benefit from the water study because we already do projects about the water cycle and its components. (Evaporation, transpiration, condensation, precipitation, run-off, and collection) we could also use the green space and greenhouse to study these components in person and hands-on. There would be continued benefits for 5th grade because we do research about ecosystems, both big and small. These natural, green spaces would afford us the opportunity to see real examples, in nature, which would be an invaluable experience. Both 4th and 5th grade would make, much needed, use of outdoor classroom space because both 4th and 5th grade would make, much needed, use of outdoor classroom space because the rooms used for those grades often get warmer than 90 degrees when it is sunny outside. The hands-on classroom allows 4th and 5th-grade teachers the ability to set up experiments on energy and motion as well as experiments outside where is more room for each group to study and learn.

6TH - 8TH— 8th Grade studies the Social Studies component of Community Spaces. The students are actively involved in planning out community spaces such as parks and how the community will interact with them. Since Burdick and the surrounding community do not have a place to meet and interact, the new green space would be a great place for the community to have as its own. The students are involved with the planning of their own community spaces for projects and will be sharing some of this information as we plan our community space. Another larger project that would benefit from the green space and playground would be the larger project that involves Technology and Engineering. The students each year design cities for the Future Cities Competition. The student is trying to find green and sustainable solutions to create a new city and how these pieces would help our current cities to find solutions to problems such as water and air pollution, water conservation, and energy solutions. Middle School students volunteer their time caring for the greenhouse (as part of the Junior Green Team) with duties such as weeding and watering plants, helping with the compost, and opening and closing doors to prevent overheating of the plants. One very important skill the students are learning is that of commerce and trade. The students help grow the plants and vegetables and then help the teachers sell the items at the annual plant/vegetable sales and the new farmer’s market format. Students are shown the importance of supply and demand as well as competitive prices. Our students use

technology to blog about their experiences and to use media platforms to advertise their projects and fundraisers.

MUSIC INTEGRATION— Music is in the world around us and can happen inside and outside. Traditionally, music is taught inside where lessons are taught. We can explore a greater variety of music and tie it into a STEAM format using the outdoors to help cross-curricular study. Some examples include experimenting to see: how singing sounds different inside vs. outside, singing songs about bugs/birds/ and colors, using the natural trees and logs to create rhythm games, exploring how outside sounds are related to music. Things that were traditionally done in books now can be taught outside with chalk such as drawing whole/half notes, and composition using outside elements.

ART— Students express themselves through art each day. Combining art into the classroom projects we create outside allows the students to take ownership of their learning and expressions through their feelings. Drawing in nature allows students to learn about the world around them and the senses they use to create meaningful experiences. Different techniques could be used such as collages, the study of light and shadows, and traditional chalk art. Art is striving to follow a STEAM model and incorporate things such as seasons, community holidays, light and motion, the city we live in, and the natural growth cycle of plants and animals. Allowing students to work outside lets them choose their object to study, draw or sculpt. Art is a part of the human experience and shows students that patterns, shapes, and shade occur in their everyday lives.

SENSORY— The experiences all children have when they are outside in nature provides an ever-changing variety of new and exciting things to see, touch, hear, and smell. We will be providing all of these sensory experiences for our little ones when they have opportunities to see all of the trees, rocks, grass, and even the water, and how they all have their purpose in this space. They will be able to touch all of the things growing here in the greenhouse and on the playground. In a special place near the front of the school, the children will get to play with trucks and pails and shovels in an area designated for pea gravel which can be used for measuring and pouring, and exploring on hands and knees. There will be lots to hear with the sounds of children laughing, playing, and yelling as they run around and discover places to play with their friends. Flowers growing and blooming and trees showing the first buds in spring to the last of the fall leaves in autumn will provide lots of teachable moments throughout the school year.

HEALTH AND WELLNESS— Having a new layout on the playground allows us to be able to break up the area into workout stations throughout the structure. Students could choose to do leg stretches while sitting or standing and have shade to rest in when done. The grassy area would be used for continued mindfulness activities and do have a safe place for our community to play soccer. Buddy Benches will help promote social health and problem-

solving. The Greenhouse will continue to impact students and the community's lives by promoting healthy eating.






Green Ribbons School form

Final Audit Report

2022-02-24

Created:	2022-02-24
By:	Denise Fields (fieldsdm@milwaukee.k12.wi.us)
Status:	Signed
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-  Agreement completed.
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BEFORE



A.E. BURDICK SCHOOL 4348 S. GRIFFIN AVE., MILWAUKEE

In 2019, A.E. Burdick School (MPS) transformed 70% of its schoolyard asphalt with a turf kickball field, naturalized schoolyard, an outdoor classroom, plus native plants and stormwater trees.

DEMOGRAPHICS

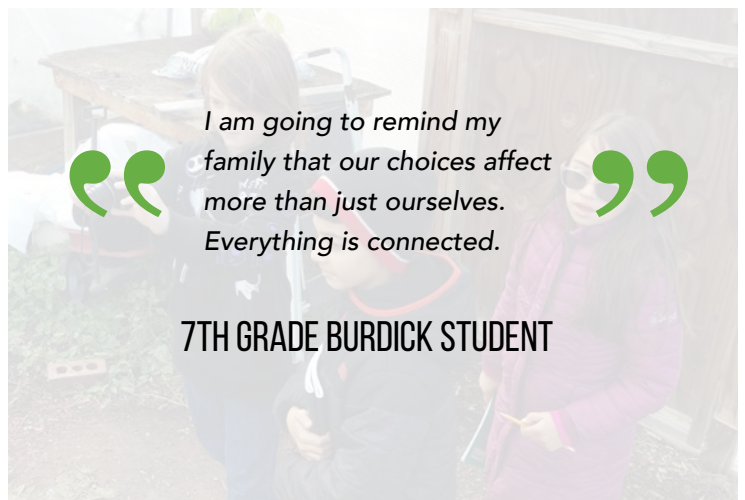
- Milwaukee Public School
- Grades: K - 8
- 637 students
- 53% economically disadvantaged
- 3% English language learners
- 12% special education students
- Separated sewer area

IMPACTS

- 29,900 square feet of asphalt removed
- 6 stormwater trees planted
- 34,260 gallons of stormwater managed/rain event
- Estimated project costs: \$335,000



Freshwater ecologists from UWM School of Freshwater Sciences help students explore turbidity, a physical property of water.



I am going to remind my family that our choices affect more than just ourselves. Everything is connected.

7TH GRADE BURDICK STUDENT



Third grade students use scientific tools to gather data and practice Digital Observation Technology Skills (DOTS) working with educators from Upham Woods.

“

I am going to ask my family to save water. We only have a VERY small amount of freshwater to use in our world.

”

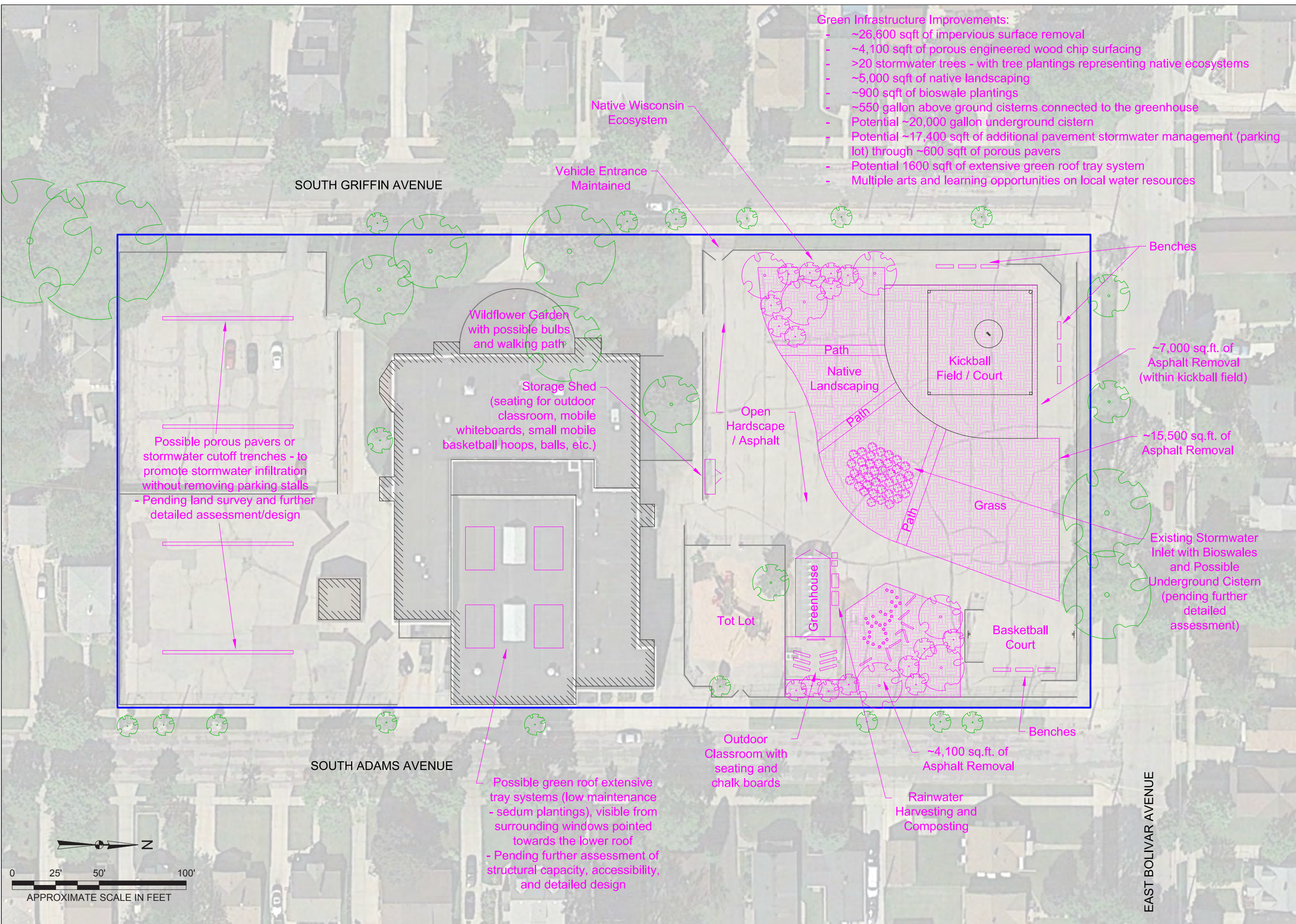
7TH GRADE BURDICK STUDENT



Students learn about watersheds and how water has shaped our land on a field trip to Schlitz Audubon Nature Center.



The Virtual Water Table helps students learn about landforms, contour lines, and topography through hands-on exploration.





Burdick Site Boundary - Google Earth



Existing Hoop House



View to roof from hallway



Existing parking lot



Existing schoolyard, school side entrance

A.E. Burdick School is on a continued journey to remain part of our growing Garden Community. Beautifying our playground with grass, trees, reuse of our rainwater and utilizing our greenhouse for further educating our students about keeping our Earth producing for our future use is one of our major goals to help give back to our community.