



**School Nominee Presentation Form**

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

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Ms. Wendy Ingram

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

Official School Name: Saddle Ridge Elementary Middle School

(As it should appear on an award)

Official School Name Mailing Address: 9858 N. US HWY 27, Rock Spring, GA 30739

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

County: Walker State School Code Number \*: 746114

Telephone: 706-375-1219 Fax: 706-375-1201

Web site/URL: http://sre.walkerschools.org/ E-mail: wendingram@walkerschools.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 applica

Wendy Ingram  
(Principal's Signature)

Date: March 28, 2018

(Principal's Signature)

Name of Superintendent: Mr. Damon Raines

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

District Name: Walker County School System

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

District Name: Walker County Sch  
I have reviewed the information in thi  
Damon Raines  
(Superintendent's Signature)

Date: March 28, 2018

(Superintendent's Signature)

Name of Nominating Agency: Georgia Department of Education

Name of Nominating Authority: Mr. Richard Wood

(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

Richard Wood

provisions above.

Date: March 28, 2018

(Nominating Authority's Signature)



**2018 Georgia Department of Education Green Ribbon Schools Application**  
**School Contact Information**

School Name: Saddle Ridge Elementary Middle School

Street Address: 9858 N US HWY 27

City: Rock Spring State: GA Zip: 30739

Website: <http://sre.walkerschools.org/> Facebook page: <https://www.facebook.com/Saddle-Ridge-K-8-146392162194678/>

Principal Name: Wendy Ingram

Principal Email Address: [wendyingram@walkerschools.org](mailto:wendyingram@walkerschools.org) Phone Number: 706-375-1219

Lead Applicant Name (if different): David Schwind

Lead Applicant Email: [davidschwind@walkerschools.org](mailto:davidschwind@walkerschools.org) Phone Number: 706-375-1219

Level <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 type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Walker County</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <hr/> Total Enrolled: <u>588</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>62%</u> % limited English proficient <u>&lt;1%</u> Other measures _____	Graduation rate: Attendance rate: <u>95%</u>	

**Saddle Ridge Elementary Middle School (SREM)** is a 100% LEED Certified PreK through 8<sup>th</sup> grade public school. SREM opened in the fall of 2013 as the first participant in the iSchools Initiative as a paperless school. SREM was architecturally designed for project-based-learning, which includes large common areas for collaborative learning. \$1.4 million was spent to build Saddle Ridge's wireless infrastructure, though the district paid only a fraction of that because of a federal technology program. Saddle Ridge has been a model school for its initial purchase of iPads and other technology instead of textbooks. Our school is advanced in technology (winning state competition for VEX robotics past



two years), Lego Robotics, hosting multiple schoolwide STEM days throughout the school year, and integrating a STEM/PBL curriculum; our school is devoted to educating students in agriculture education and outdoor stewardship.

SREM has reduced greenhouse gas (GHG) emissions maintaining energy consumption below our baseline every year as documented by our county's Energy Management program. Our county has purchased 50% renewable sources through our North Georgia Electric Membership. Each classroom is equipped with energy saving motion sensor light switches and hvac systems controlled by the automated logic centralized control system, even water heaters are controlled digitally to decrease energy consumption.

Aside from our green certified building, our largest green efforts as a staff have been through our recycling and environmental stewardship education programs through science and agriculture education school-wide. Our school garden grows larger every year. It reduces the area needing to be mowed and increases areas for students to tend. Every grade level has their hands in our garden.

Our elementary participates in a cross curricular agriculture program lead by our certified agriculture teachers. Sixth grade participates in a year-long study on erosion, water systems, and trail development in our woods. Seventh grade participates in habitat construction, biology, and year-long dissection labs. Eighth grade students study physics, chemistry, and run our school wide recycling program.

Our agriculture teachers integrate recycling into their curriculums and every classroom participates in our recycling program. A grant for an outdoor agricultural learning facility requested through state appropriations committee is currently in the budget for the 2018-2019 school year. The included areas of study for the Ag facility are the wetlands, water quality, trails, pond, stormwater areas, forestry, wildlife, habitats, and natural resources. This facility is for our entire school and the community.

SREM has had a wellness faculty committee since the school opened. Activities range from Crossfit classes to Fit-Bit challenges. Our faculty has been devoted to better health and wellness. Staff members are engaged in a State Health BeWell coaching incentive program through BCBS. Health and wellness transcend every classroom and every grade level with our Power Up for 30 state program. At least every thirty minutes students are engaged in movement, many classes utilize the videos that come with the program or they lead the movement themselves. Students at all grade levels are involved in education about health and participate in Jump Rope for Heart, FITNESSGRAM, Five for Life Program, First Down for Fitness, and the Falcons Fuel Up to Play 60 (Piloting the RiseUp!159 Program). Our largest nutritional efforts in this area the past three years has been building a *Farm to Fork* food program shared between our garden and our school cafeteria.

Recently, Senate Bill 330 defined Ag Ed as a three-circle model and includes six pilot schools in Georgia to teach Ag Ed in the elementary schools. The general assembly has a vision for the curriculum.

Chip Bridges, Director of Ag Education for the State, called Walker County for assistance because we have this model in place. Our Superintendent wrote a letter of support for SB 330 using the success of SREM's program. The bill is currently waiting to be signed by the Governor of Georgia.

Our school has had a STEM planning team from 2014 to present, that has met monthly and worked to integrate the arts, music, technology, STEM, and agri-science into our school wide curriculum. SREM participated in a yearlong Professional Learning that has further developed teacher's ability to plan, incorporate, and implement project-based learning activities which focus on student engagement as aligned to curriculum and instruction. This year we will become the 2nd public school in Georgia to have an outdoor kindergarten.



Saddle Ridge School is engaged in educating our students and community about the importance of agriculture, the agricultural industry, “farm to fork”, and environmental stewardship. Our students gain workplace readiness by producing sustainable crops, running an agribusiness in the greenhouse and marketing their products to consumers. Agro-ecosystems may include crop production systems, animal production systems, and pasture, range and forest lands that are actively managed to provide economic, societal, and environmental benefits for individuals, communities, and society at large.

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]

(YES) Program(s) and level(s) achieved:

Our district awards credits for Energy Management. Our school has received the highest gold rating every month for the past five school years. We are an ENERGY STAR PARTNER, our county has not completed their portfolio at this time.

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

Award(s) and year(s)

Facilities:

- Certified Wildlife Habitat through National Wildlife Federation (2017-2018)
- Elementary has a Certified Ag Education Teacher only “Elementary Ag Ed Program” in the state according to Director of Agriculture of Education for the State, John Chip Baker.
- Georgia House Bill 330 for Elementary Agriculture Classes is being voted on and Saddle Ridge has been requested to be the Pilot Program if enacted.
- Atlanta Falcons “Rise Up” Initiative for Georgia Schools (2016, 2017, 2018)
- Fuel Up to Play 60 (2017, 2018)
- Awarded *Operation Round Up* funding provided by North Georgia Electric. The school received \$4,000 for the last 3 school years totaling \$12,000
- Awarded \$5,000 Walker County STEM Grant for Outdoor Inventory project for 2015-2016 school year from Walker County Schools.
- One of our students was recognized by the Atlanta Falcons for his documentation of his healthy choices. He was recognized in Atlanta at Falcon’s game. This was part of a contest with our PE department and Atlanta Falcon’s First Down for Fitness (2017)
- Saddle Ridge Elementary & Middle School is a LEED Certified building.
- The cafeteria has obtained the “Cleanliness and Kitchen Safety Award” from Sanitech February 2015, May 2015 and October 2017.
- We have “Gold Status” in the “Shake-It-Up” school nutrition program for the state of Georgia in 2017, and we currently working on gold status for 2018 as well.
- 1 of 159 schools chosen in the state of Georgia to work with the Atlanta Falcons & Fuel Up to Play 60 to pilot the RiseUp!159 program



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

### **Energy**

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? (NO)

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (NO)

Walker County Schools DEPARTMENT OF MAINTENANCE, we are working on our Portfolio.

If yes, what is your score? N/A If score is above a 75, have you applied for and received ENERGY STAR certification? (NO)

Year: 2017 We are Energy Star Partners at this time.

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

Current energy usage (kBTU/student/year): 4,829.31 KBTU / 2017

Current energy usage (kBTU/sq. ft./year): 0.04 per sq.ft / 2017

Percentage reduction: 15.83% over (m/yy - mm/yy): 01/2014 / 01/2017

How did you document this reduction? BASE YEAR 2014: 5,737.87 KTBU - 2017 4,829.34 KTBU = 908.53 KTBU = 15.83 Savings

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

On-site renewable energy generation: Type N/A

Purchased renewable energy: 50% Type: Renewable sources purchased through North Georgia Electric Membership according to county.

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: N/A

5. In what year was your school originally constructed? 2013

What is the total building area of your school? 115,950 Square Footage

6. Has your school constructed or renovated building(s) in the past ten years? (YES)

For new building(s): Percentage building area that meets green building standards:

100% LEED Certified Silver

Certification and year received: 2013

Total constructed area: 115,950

For renovated building(s):

Percentage of the building area that meets green building standards: N/A

### **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): 1,230 Gallons

Current water use (gallons per occupant): 1,038 Gallons

Percentage reduction in domestic water use: 16.11 Gallons/128,000

Percentage reduction in irrigation water use: N/A

Time period measured 2014 -2017



How did you document this reduction:

1. We use a utility software program (SMR UTILITY MANAGER PRO) to track utility bills, cost, usage and comparisons month to month and year to year.
2. The Energy Department created an INCENTIVE PROGRAM to reward schools for participating in lowering cost and usage.
3. We also use an automated control system (AUTOMATED LOGIC) for scheduling Lighting, HVAC startup and shutdowns, temperature adjustments and demand limiting in all of Walker County Schools

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

Irrigation for the football field is strategically utilized every other day during dry seasons in the early morning only reducing water loss using “20 minutes cycle zones” only. The garden is watered during summer early morning with “20 minutes cycle zones” only.

We utilize rain water barrels that collect water from the roof to water our garden.

Types of plants used and location:

Garden, Grass, Apple Trees, and Crape Myrtles located in around school.

With Funding from the Jewell Foundation, we are beginning to build “Cottage Garden” for reading and reflection.

9. Describe alternative water sources used: The irrigation on campus is only for the football field. Four stormwater retention ponds assist with a natural water flow of water on the property.

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

After school construction in 2013 grass was non-existent on about 10 acres. Hiring TruGreen to grow grass for a year did not work. Nothing worked the first two years. With tenacity our school worked hard to salvage one acre of grass and all stakeholders learned to “stay-off-the-grass”. Containing erosion while teaching stewardship.

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

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

The Water Treatment Plant has its own laboratory. Drinking water is tested in the lab repeatedly for water quality assurance and to make sure your drinking water meets the Safe Drinking Water Regulations established by The Environmental Protection Agency (US. EPA) and the Georgia Department of Environmental Protection Division (GA. EPD). Several Lab tests are performed on a daily basis. This is a Diatomaceous Earth (D.E.) Filtration plant, the only plant of its kind located in the State of Georgia.

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

Our domestic water is through our city utility company.



14. What percentage of the school grounds are devoted to ecologically beneficial uses? With a 93-acre campus over 6 acres are devoted to water conservation including a spring fed pond and a dry creek. Water areas are utilized for instruction in preservation, science, habitats, and more.

**Waste**

14. What percentage of the school grounds are devoted to ecologically beneficial uses? Our school campus is about 93 acres. Currently about 90% of that acreage is ecologically beneficial, garden, greenhouse, Wetlands, Trail system, and woods.  
50% We have gardens and a pond, and our school is a certified wildlife habitat.

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): Roughly 40 yds of Garbage per week  
 B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): Roughly 8 yds in paper recycling per week.  
 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): Roughly 8 yds in compostable material  
 Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ :  $(8 + 8) \div (40 + 8 + 8) \times 100 = \underline{28.57}$   
 Monthly waste generated per person =  $(A/\text{number of students and staff})$ :  $40 / 713 = \underline{.056}$

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? Our school was the first Public School in the State of Georgia to open with an iPad for every student and zero textbooks purchased by the school. Our teachers utilize google classroom, edmodo, myhaiku, showbie, and many other online platforms to reduce the use of paper products. 100% of our copy paper is from responsibly managed forests. We've gone paperless in 3-8 to the greatest extent possible. K-2 has 14 iPads per class. Notebook paper is all post-consumer material.

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

Flammable liquids: Gas for mowing grass on Field.	Corrosive liquids: None	Toxics: None	Mercury: None	Other: Batteries Printer Cartridges
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How is this measured? Batteries and Ink Cartridges are counted

How is hazardous waste disposal tracked? Batteries from the Emergency Lights are recycled at Advance Auto Parts. Printer Cartridges are recycled through a mail-in incentive program.



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

Recycling Program paper/cardboard, cans, and plastic.

8th Grade students and custodial staff have been committed to recycling for the past three school years. In 2015-2016 we received a grant to purchase Recycle Bins for all areas of our school. Students have worked weekly to collect recyclables in our school. This is a teacher/student led initiative.

Box Tops are recycled as well as Coke caps and Coke tabs (Coke Rewards). Collected Coke tabs were donated to Ronald McDonald House the past 3 years.

Teachers utilize trash in their "maker space"/ "stem" projects to reduce their waste footprint.

Food from the cafeteria has been used in our worm gardens and compost.

Students are allowed to take home fresh fruit that other students do not eat during lunch.

18. Which green cleaning custodial standard is used? We are a LEED certified school, and our county follows LEED best practices in all schools. Our Custodians use the Green Cleaning Program and have the standardized green cleaning training from Hillard.

What percentage of all products is certified? 100%

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

Bright Solutions Environmentally safe green solutions.

EPA Safer Product Certified and Ecologo

### **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)

Walk: 0%

Bike: 0%

Bus: 46%

carpool (2 + student in the car) to/from school: (124 families) 58% (This is an accounting based on siblings who ride together daily, many families have 3 + students at our school)

Saddle Ridge Elementary Middle is a rural school sitting on 93 acres of land. There aren't any homes located where students could safely walk or bike. We do not have any walkers. On our bus rosters we have 274 students of the 595 students (shown in Powerschool) at Saddle Ridge on our bus rosters. This does not mean that they ride on a daily basis, however, it means that at some time, they have been a bus rider. The number that carpool fluctuates based on afternoon activities but there are about 319 students who are only car riders.

How is this data calculated? We calculated our bus numbers by counting the SREM students on the bus rosters that are maintain at the transportation office. Students not on the bus rosters are car riders only. As a PreK-8th Grade we have many families with multiple siblings and some grandparents have 6 + students at our school.

20. Has your school implemented?

[Yes] designated carpool parking stalls.





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

[Yes] Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program:

Two routes access our school: #1 Gate for morning buses. #2 Turn off HWY27. The speed limit was 55mph until our school-community requested a reduction at the state level. It is now 45mph and we aren't done requesting a traffic light. All students ride a bus or a car to our school.

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

Cars pickup/dropoff moves rapidly, utilizing 8 teachers. Numbered staffed stalls allow 10-14 cars loaded in less than 2 minutes.

The transportation department maximizes efficiency evaluating routes, carrying the largest number of riders available, and maintaining applicable distances. Routes are safer because of a large number of door-side pickup/drop-off stops.

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. The Car Rider Dismissal procedures were developed as a collaboration with the Walker County Sheriff's Department, Walker County Schools Facility Director, and school leaders, teachers, parents, and students.

Our biggest innovation in this pillar is our focus on technology usage of students and new building technology.

We have state of the art control systems in place, and we high efficiency HVAC units at all levels.

All classrooms and restrooms are equipped with 100% motion sensed LED lighting, centralized temp controlled settings, and green windows.

## **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.:

We have a contract with Lookout Pest Control. They monitor the school monthly and spray areas as needed. We have a log book at the front office that is available to the pest control company after school hours. The school staff logs any pest issues throughout the building in the log book. He will only spray or address areas that are listed in the log book. He signs the log book and leaves an inspection report with the school after inspection. They are also on call as needed to address any unusual or unforeseen circumstances.

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

We use organic gardening methods outdoors including using companion planting with plants such as marigolds. Indoors, we use glue traps and very minimal spraying.

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.



[YES] Our school prohibits smoking on campus and in public school buses. The use of any tobacco products is strictly prohibited on any Walker County Schools campus.

[YES] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. No mercury should be available in the building with the exception of a science lab.

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

[YES] Our school does not have any fuel burning combustion appliances. Gas water heaters are used to heat water in the boys and girls changing gym restrooms.

[YES] Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

[NO] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Our school does not have wooden playground structures.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. We are only allowed to use cleaning products provided by our vendor. All products are certified. Pest control can only spot spray after hours. In some cases, they can only spray Friday after students and staff leave. Practices and Policies prevent exposure for students and staff. Only trained custodial staff manage chemicals.

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

Routine monthly maintenance of changing filters in the HVAC units.

Aerosol sprays are only used by custodial staff. Custodial staff are trained in the proper procedures and policies of the county to ensure all individuals are not affected by sprays. Furthermore, all colognes or spray deodorants are prohibited from student use on school grounds.

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.

Saddle Ridge's construction was completed in 2013 with a highly innovative roofing system that is light in cooler to reflect radiation heat waves and has a built-in drainage system. Since then once a year the roof has been professionally inspected and maintained every year. All leaks are addressed by custodians or transferred to county maintenance to be fixed. Because of our air exchange units, we do not have excessive moisture or condensation issues.

7. Our school has installed local exhaust systems for major airborne contaminant sources.

(YES) In Kitchens, bathrooms, and in the hallways, we have air exchangers to pull in fresh air from outside to exchange any type of stale air or contaminants and moisture out of the building

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.

Custodial inspections on a monthly bases and repairs by county as needed.



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. Saddle Ridge HVAC and bathroom vent dampers are controlled by Automated Logic control system to ensure the proper outside air intake throughout the building.

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. Walker County Schools custodial and safety inspections are performed, and like the energy incentives, the county rewards schools for maintaining health and safety issues and are scored.

### **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. Nutrition:

All food service staff are "Serve-Safe Certified" and recertify every 5 years.

All food service staff take a one-week class in "Orientation for Nutrition Employees".

On the last health inspection (March 7, 2018) the cafeteria scored a 100%.

The cafeteria has obtained the "Cleanliness and Kitchen Safety Award" from Sanitech February 2015, May 2015 and October 2017.

We have "Gold Status" in the "Shake-It-Up" school nutrition program for the state of Georgia in 2017, and we currently working on gold status for 2018 as well.

[YES] Our school participates in the USDA's Healthier US School Challenge. Level and year:

We are applying before the June 30th, 2018 cut off.

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

We are able to provide several tastings per year. We don't grow enough to provide a steady supply, yet. We are working toward the Golden Radish Award for the 2018 school year.

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

Our Agriculture Department has a brand new \$200,000 greenhouse facility where to certified agriculture teachers operate actual businesses with all students PreK-8th Grade.

[YES] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. By germinating, sprouting, transplanting, watering, caring, and tending to our garden students provide produce for our kitchen for serving in tastings and plants to sell for fundraisers. We have 8th graders who grow produce and sell it to a local pizza shop and give the proceeds to the local Care Mission.

[YES] Our students spent at least 120 minutes per week over the past year in school supervised physical education. All elementary students attend physical education classes for at least 250 minutes per week for 12 weeks out of the school



year. They also attend chorus, Band, Art, technology, and Agriculture connection classes. All of these classes combined with Power up for 30 in classes and recess far exceeds 120 minutes of supervised physical education. Our Middle schoolers attend ninety 75-minute physical education classes per year on average, in addition to their 20-minute supervised break time outside every week, and their Power Up for 30 in class activities.

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

[YES] Health measures are integrated into assessments. Power Up for 30 and Classroom Brain Breaks are integrated into every classroom daily activities.

[YES] Health measures are integrated into assessments. We had 100% participation in Fitnessgram.

[YES] Food purchased by our school is certified as "environmentally preferable" Percentage: 100% All foods served at school will be provided by the School Food Authority and comply with federal, state, and local regulations. Access to the food services operations will be limited to Child Nutrition staff and authorized personnel. Food providers are given access to foods that meet federal, state, and local laws and guidelines. Nutrition education will be incorporated in science and health classes. All snacks made available to Saddle Ridge students follow nutrition guidelines and have to be submitting to confirm they meet the guidelines.

Saddle Ridge follows the WALKER COUNTY WELLNESS GOALS for SREM established yearly by the school's wellness committee.

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

We use the football field to have free play days. Daily recess for elementary students' grades PK-5. Every Friday middle school students go outside for break time.

We have trails that our students hike regularly. The entire 8th grade designed a one mile to scale planet walk for the first semester of school and are seeking funding for permanent installation.

All students' Pre-K through 5th Grade are provided recess every day for at least 30 minutes; this is 10 minutes longer than the minimum state requirements.

Every student works in the greenhouse and garden outside the school.

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

Many of our students receive weekend food through "Back-Pack Blessings".

1 of 159 schools chosen to work with the Atlanta Falcons & Fuel Up to Play 60 piloting RiseUp!159 program encouraging Flag Football to stay active.



Participants with "First Down for Fitness", with the Atlanta Falcons, our student was 1 of 10 chosen from hundreds of thousands as First Down for Fitness Award Winner: was recognized at an Atlanta Falcons football game.

Five for Life Program, a program which teaches the importance of 5 components of fitness.

**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)

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

NFL Play 60- physical activity incentive app in conjunction with the American Heart Association.

Farm to Fork- healthy, freshly grown produce for lunch; grown on site

Jump Rope for Heart activity/incentive

We also have a Wellness Team which discusses health issues/concerns and possible solutions.

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:

Saddle Ridge School hosts the Georgia Network of Therapeutic Services for our all Walker County Schools in all Middle and Elementary grade levels.

Walker County Sheriff's Department provides a Choosing Healthy Activities and Methods Promoting Safety educational program for 5th graders every year.

YMCA after care and Back -Pack Blessing Program.

CaPI's Alcohol and Substance Abuse Prevention Project

Walker County Prison Prevention with guest speakers come talk to our 8th graders throughout the year.

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.):

- Anti-bullying, student safety, and character education in middle school is addressed through our town hall meetings and School Guidance curriculum.
- Elementary school classroom guidance curriculum covers the gambit of social/emotional, academic/growth mindset, and college/career education
- Professional School Counselors receive ongoing professional development trainings: Youth Mental Health First-Aid, Darkness to Light, and relevant topics at RESA trainings at the regional level on a monthly basis
- Professional School Counselors serve students through school guidance curriculum, responsive services, crisis services, and individual student planning through group and individual sessions
- Professional School Counselors support students and their families through parent education and resources, making referrals to community agencies for mental health services, and to DHS for child protective services and family preservation services



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.

Saddle Ridge received "Five-Star School Climate" from the Georgia climate survey every year of its existence except for the 2014-2015 school year. Saddle Ridge is a PBIS school with teachers and staff trained to use positive language and interactions with students. All discipline is focused on a counseling/coaching approach rather than a punitive approach.

Renaissance Celebrations are a BIG part of our school wide Positive Behavior Intervention Supports (PBIS) which provides incentives for the whole school to support and foster a POSITIVE CLIMATE for our students. Our goal is for all students to attend our Renaissance celebrations. 99% of students earn this reward every time. Celebrations occur about every 12 weeks to celebrate positive behaviors.

Mustang Pride Giveaways and School Store: Our school store is 100% student run. Proceeds fund our Renaissance program and weekly prize giveaways. Every Friday student names are drawn for MUSTANG PRIDE. Students earn these from demonstrating Responsibility and Respect.

### **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.

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

Every Student PreK-8 participates in agriculture education classes working in our school greenhouse and school gardens. By 2018-2019 school year every grade level will harvest a crop that will be served in our "Farm to Table" cafeteria program.

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

- Forest Kindergarten to Begin 2017-2018 school year
- 4th Grade has built and installed bat houses to study habitats
- 6th Grade studies and creates habitats in our woods and have created a large network of exploration trails.
- High School Math and Science Courses provided for 8th graders
- 3 separate High School Agriculture classes provided for 8th Graders
- High School Technology Class provided for 8th Graders
- 8th Grade Students perform with the High School Marching Band

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

Teachers have selected tree studies in 2nd grade, soil studies in 6th grade, water studies in 8th grade, weather patterns in 1st and 6th, and living organisms in 7th. Many of our standards align vertically across grades and horizontally across subject areas and are assessed with state standards. Mapping and deforestation effects tie into our social studies standards. We are looking into key areas of focus and placing lessons into our curriculum maps throughout the past three years and planning forward.





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

As demonstrated on state standards in math, science, and reading. Our overall scores placed us in the top of Middle Schools in our area. Both elementary and middle scores on CCRPI have demonstrated a rise in scores every year for the past five years.

[YES] Professional development in environmental and sustainability education are provided to all teachers. This is an area of growth as redelivery of trainings have been provided, more teachers are getting to join in on visits to neighboring schools and programs.

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? \* For 3 years, Walker County Farm Bureau has partnered with Saddle Ridge Ag Ed to bring weekly activities for the elementary students. It is a highly successful partnership that has created much excitement with our students.

(Currently, we are hatching baby chicks in 2<sup>nd</sup> grade.)

\* The Young Farmer program is housed at SR. The Young Farmer Advisor, Betts Berry, teaches Basic AgroSciences for HS Credit and works with the Pre-K students and other classes as requested.

\* Saddle Ridge has a raised bed garden that the Ag Ed teachers make available to all classes/grade levels. "Adopt – A – Bed" program. Ag Ed teachers assist classroom teachers that have adopted the beds.

\*Saddle Ridge Ag Ed teachers provide class time for Walker County 4-H Agent to have 4-H in the 6-8th grades.

\* The level of student participation in Agriculture Education has grown each year. All Students are required to complete SAE (Supervised Agricultural Experience); FFA has 100% membership; many students have competed in Area 1 CDE's; In addition to classroom experiences, students have a greenhouse business.

- Middle School Ag Ed Students 6th -8th grades: 155 1st Semester  
135 2nd Semester
- Elementary Students Pre-K - 5th: 254 students

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

Pre-K - 8 Ag Ed program:

- Pre-K - 5th grade Agriculture Connections



- Emphasis in our elementary agriculture connection classes on the total process from the farm to the consumer: taking what students are growing through the processing, marketing, and delivery of an agricultural product on a local level.

#### Middle School

- Ag Ed Courses 6th-8th Grade
- 3 - High School Credit AgroSciences classes (8th grade)
- Current Programs Focus on Teaching Respect, Responsibility, and Stewardship

Pre-K - 8th Grade has raised bed gardens “Adopt a Bed” program

Greenhouse - Bedding Plants & Vegetables - Agribusiness

Hydroponically grown salad greens & herbs for use in school cafeteria

#### Woodland Studies:

- Nature Trail
- Outdoor Classroom in the forest by the pond
- Soil Conservation & Erosion Control - Woodlands Area
- Water Quality - Pond Ecosystem
  - Wetlands Area
  - Stormwater Management Areas
- Wildlife Management - Enhanced Habitats
  - Bat Houses
  - Bluebird House Trail
  - Duck boxes
  - Chicken Hatchery
- Pollinator Garden

#### School-Wide Recycling Program

#### Biology Dissection Lab in 7th Grade

- Whole Pigs, Cow Eyes, Frogs, Owl Pellets, Crawdads, and Cats

Walker County Young Farmer Program supported & housed at Saddle Ridge. Advisor is the custodian for the Soil & Water Conservation District “No Till Drills”.

5. Describe students’ civic/community engagement projects integrating environment and sustainability topics. Saddle Ridge Elementary & Middle School has a full time Ag Ed teacher, Ashton Allen, that teaches 6-8 grade Agri-science classes and an 8<sup>th</sup> grade Basic Agri-science class for HS Credit.



\* In addition, Ms. Allen teaches K-5 Agriculture Exploration (Connection) classes on a 6-week rotation. Each grade level has a week of Agriculture Exploration then rotates out. Each grade level has Agriculture Exploration rotation 4 times per school year. Units of study are crafted to correlate with state standards in Science and are agriculture focused.

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

Elementary Garden Plans:

- Pre-K Garden-in-a-Glove, Apple Tree Orchard, hatch chickens
- K: potatoes/zinnias, corn, beans, spinach, and squash
- 1st: pumpkins
- 2nd: lettuce & cucumbers, hatch chickens
- 3rd: earthworms
- 4th: pumpkins/gourds
- 5th: herbs, marigolds, & lavender for butterfly garden

Other Projects:

- Watermelons
- Muscadines (9 vines)
- Sensory Garden
- Sundial Garden
- Tomatoes

SAE Middle School Projects:

- Extending our Nature Trail
- Outdoor Classroom
- Aquaponics
- Recycling Program
- Stormwater/Wetlands Area Management
- Wildlife management inventory
- Enhance habitats for bluebirds
- Forest Kindergarten
- Food for Local Care Mission
- Agri-Business

Entire School

- 2nd Grade Lettuce, Kale, maker space, life cycles plants and animals, chicken hatchery
- 3rd Grade Earth Worm Farm, study soils
- 4th Grade Habitat Study with Bats
- 4th and 5th Grade STEM Lab every Thursday
- 6th Grade Trails, Erosion, land Management, soils, conservation of natural resources
- 7th Grade Dissection Lab Biomes ELA/SCIENCE HUNGER GAMES habitat Studies
- 8th Grade manages School Wide Recycling Program, developed Mile Long Planet Walk, cleans forest and entire campus regularly (93 acres)



Our sixth grade has build and maintain our trail system throughout our woods and they have built different habitat structures. We have recently secured items to build a dock for our biggest pond.

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

Saddle Ridge's STEM Team analyzed standards from Pre-K to 8th grade, developed a myriad of activities, then decided to inventory our forest property. From soil to tree, living organisms to non-living organisms, our school has begun studying the land environment around our school. The wetland/forest area outside our school has many future possibilities and our aim is to investigate the entire area. Science and Math standards from Pre-K through 8th grade will be put into practice by all of our students as we collect data, information, and samples. plot studies, tree studies, water samples, and more. Each grade level and class will take a small piece of each project, determined by the standards of that class.

Partnerships: UGA, Forestry Department, Department of Natural Resources, Boy Scouts of America, Walker County Young Farmers, Walker County Extension Service

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

#### Sustainable Partnerships

- North Georgia Electric Membership Corporation- provide ongoing STEM Funding through yearly Operation Round Up Grant.
- Walker County Farm Bureau-Representative teaches one classes every week
- Walker County Landfill-provides unlimited access to facility for learning and free mulch for our forest trails.
- Jewell Foundation-ongoing funding for stewardship and sustainability for our environment
- Andrews Family Foundation-ongoing funding for student participation in career development activities
- Walker County Young Farmers Association- Collaborative partnership and support
- Walker County 4H -collaboration with STEM education for 5th - 8th
- Saddle Ridge FFA
- Hammond-Jones Hardware-ongoing funding
- Walker County Food Services- partnering with greenhouse production of produce to serve in the cafeteria.
- Saddle Ridge Ag Ed provides fresh herbs, tomatoes, and lettuce to Pie Slingers Pizza restaurant and the proceeds are donated to the LaFayette Care Mission
- Environscape from the Natural Resource Conservation Service used to teach water quality and conservation practices
- Georgia Power
- University of Georgia -CAES partnership with Ag Ed and leadership department for teacher education and professional development

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. (Maximum 200 words)



Our Greenhouse hosts 100's of growing plants and has Hydroponic growing fountain system, guinea pigs, and an aquaponics tank. Our school hosts the BEE Keepers of Walker County and are partnering with local Bee Keepers to house bees and provide more pollinator gardens this year. Our Forest Kindergarten program is an opening in the fall and we are requesting cold weather gear from local business partners because of our high free and reduced lunch population. We have partnered with the Georgia Farm Bureau to create an elementary curriculum that is currently being considered for implementation in other counties across the state. Our students compete at the state level technology competition every year. Our Lego Robotics program placed 2nd in the state competition in 2016.

\* Our students have presented at coding competitions around the state and some have won first place.

\* Won State Level Competition for VEX robotics 2017 and team went to compete at Worlds

\* Won State Level Competition for VEX Robotics 2018 and Team is going to compete at Worlds

\*Placed Second in the State for Lego Robotics Competition 2016

\* Competing at state level and possibly at worlds at Destination Imagination in 2018.

\* Host Walker County School System Art Show Every Year since 2014

Garden Video: <https://drive.google.com/open?id=0B-jifB6RjVPrajJCdjZfV20yb1E>

Picture Link: <https://drive.google.com/open?id=1OTnt52uQW6BgQ6IAKRRQ2Y7Y83nE6W4B>

PBIS School Climate Video (lyrics and singing by school staff):

<https://drive.google.com/open?id=0Bw81IU6hpqqZY3JfazIwcThHWjQ>

First participant in the iSchools Initiative Video: <https://www.youtube.com/watch?v=anyQdf5sWzc>

11. 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 2013 Saddle Ridge opened its doors as a new school; since then we have literally grown out of the doors in regard to population and activities. The Outdoor Kindergarten was a natural fit, because Saddle Ridge School is actively engaged in educating our students and community about the importance of agriculture, the agricultural industry, "farm to fork", and environmental stewardship.

The collaboration between our two certified Ag Ed teachers and our grade level teachers has lead our entire school on a journey toward STEAM Certification. Band, Chorus, Art, and PE have integrated curriculums that are planned with grade level teachers in the K-5 grades to prepare students for our middle school programs.

All of our teachers have been involved in a year long study of Project Based Learning and have been required to implement Project Based Lessons throughout the school year. Our entire school is focused on students gaining knowledge and experience in agriculture and in nature.



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