



**City of Lakes Waldorf School
2014-2015 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.
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 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: Ms. Marti Stewart, Administrative Director

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

Official School Name: City of Lakes Waldorf School (CLWS)

(As it should appear on an award)

Official School Name Mailing Address: 2344 Nicollet Avenue, Minneapolis, MN 55404

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

County: Hennepin State School Code Number *: N/A

Telephone: 612.767.1501 Fax: 612.767.1551

Web site/URL: City of Lakes Waldorf School website E-mail: martistewart@clws.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.

Date: 1/27/15

(Principal's Signature)

Name of Superintendent: N/A



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

District Name: Minneapolis School District, but N/A as we are a private, independent school

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

Date: 1/27/15

(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: Minnesota Department of Education

Name of Nominating Authority: Dr. Brenda Cassellius

(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: January 30, 2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

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.

Summary Narrative

City of Lakes Waldorf School (CLWS) celebrates our 26th year of providing a high quality Waldorf education to 250+ students annually, strengthening our position as a school, community, and Green School leader. Our work has positively impacted student learning and served as a reflection of our students' growing sense of responsibility for, and connection to, all life on our planet.

CLWS efforts that address Pillar I:

- CLWS developed an Environmental Purchasing Policy, purchasing $\geq 75\%$ of products from recycled/environmentally-friendly sources.
- CLWS receives energy efficiency building and equipment assessments from RETAP. Results: timers placed on HVAC equipment, replaced steam traps, and retrofitted lights.
- CLWS installed a 5,000 ft.² raingarden that replaced paved surfaces with mixed native plants, increasing diversity while improving soil and air quality. By disconnecting downspouts and re-routing rainwater into the raingarden, landscaping and water conservation efforts are vastly improved.
- CLWS received a Mississippi Watershed Management grant to transform a concrete slab into an outdoor classroom for play and learning. Water features are central in its design/use.
- Water taps, faucets, fountains, screens and aerators are cleaned regularly to reduce contamination.
- A Minneapolis Climate Change Grant funded by the American Recovery and Reinvestment Act in 2011 allowed reduction of our collective carbon footprint. We've sustained our achievements, including:
 - Creating a 97-member-Minnesota Energy Challenge Team resulting in a reduction of 390,308 pounds of atmospheric CO₂, and a #11 ranking of all schools.
 - Promoting Alternative Ways to School Week, resulting in 1,200 car trips *not* taken over three weeks.
 - Initiating a networking group of elementary school "green" representatives.
 - Offered to families "green resource kits": energy saving meters, heat sensors, and weatherizing books.
 - Partnered with the City's Bike Rack Cost Share Program, resulting in customized, moveable racks to support hundreds of bikers annually.
 - Wrote and disseminated 40+ sustainability Weekly Update articles.
 - Hosted tables at the 2010 National Green Schools Conference and several Living Green Expos.
- CLWS received a Hennepin County Waste Abatement grant to:
 - Enhance our on-site composting program.
 - Ensure all school events are "waste-free".
 - Develop an Environmentally Preferable Purchasing Policy.
 - Continue partnerships with nonprofits via clothing and food donations.

CLWS efforts that address Pillar II:

- A curriculum cornerstone: outdoor time. CLWS students are outdoors more than most other Twin Cities students. Grades students experience up to 2 hours of outdoor time daily.
- We partner with the Wedge Co-op to provide nutritious, organic foods via a catered hot lunch program for students and staff. In its third year, this program has expanded to include Wedge catering for school and parent education meetings.
- Our Environmental Purchasing Policy goal: to purchase $\geq 75\%$ of classroom supplies/materials from recycled/environmentally-friendly sources.

- Although contaminant control testing and procedures can always be improved, our Building/Property Committee meets regularly to address needs as they arise.

CLWS efforts that address Pillar III:

- Our mission emphasizes developing whole, balanced human beings who value and understand their interdependence with all life. As a curriculum cornerstone, a child's relationship to nature is cultivated through direct experience in the natural world. Immersed in the elements year round, they enjoy play time and practical work outside. Waldorf schools have long recognized the mounting research that points to children needing time in nature to support their healthy development. CLWS provides students with ample opportunities to be nourished by the natural world, particularly within our urban setting.
- CLWS was awarded a 2013 MISF STEM grant to enhance our science program. Equipment purchases and teacher training are funded, allowing newer teachers to learn from veterans about our phenomenological approach to science.
- CLWS hired an architectural firm to redesign our ¼-acre outdoor space in 2013. Plans are being considered in concert with an internal building redesign which will result in a future capital campaign. The outdoor redesign will integrate: more natural play spaces and equipment; a gardening program; environmental education; outdoor cooking; and community use. This project, on a busy corner, may inspire and promote development of new green spaces throughout the Twin Cities and be a beacon in the Whittier neighborhood, establishing our reputation as a premiere Green School.
- CLWS is working with a biodynamic gardener to begin a gardening program, incorporating a greenhouse with raised bed vegetable gardens using permaculture principles.
- From our waste reduction efforts, third grade students began a vermiculture program.
- 5th grade students study botany and our raingarden plants.
- Our early childhood outdoor classroom offers hands-on environmental learning.
- Earth Day Stewardship: students pick-up trash, maintain grounds and install garden plantings.
- 2nd and 3rd grade students enjoy overnights at Philadelphia Community Farm/Community Homestead.
- 8th grade students participate in a year-end trip that incorporates a wilderness experience.
- 7th grade students make a 3-day trip to Camp Menogyn and experience the Boundary Waters.
- 6th grade students make a 3-day trip to Eagle Bluff Environmental Learning Center.

***City of Lakes Waldorf School
Green Ribbon Schools - School Application 2014-15***

School/District Information

School: City of Lakes Waldorf School

Street Address: 2344 Nicollet Avenue

City/State/Zip: Minneapolis, MN 55404

Website: www.clws.org

Principal Name: Marti Stewart, Administrator

Principal Email Address: martistewart@clws.org

Phone Number: 612.767.1501

Lead Applicant Name (if different): Valerie Aas, Development Director

Lead Applicant Email: development@clws.org

Phone Number: 612.767.1503

School District Name/number (if applicable): N/A (but in Minneapolis/#1 School District)

Superintendent Name: _____



Superintendent Email Address: _____

School levels: (place an "x" after your choice)

Elementary (PK-5 or 6): x

K-8, Middle (6-8 or 9): x

School Type:

Private/Independent: x

How would you describe your school:

Urban: x

Total Enrolled: 256

Does your school serve 40% or more students from disadvantaged households? Yes or No: NO

Percentage receiving Free or Reduced Priced Lunch: N/A

Percentage limited English proficient: < 5%

Other measures: _____

Graduation Rate (if high school): N/A

Attendance rate: 96%

Cross-Cutting Programs

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

Yes or No: No

If yes, enter the program(s) and level(s) achieved:

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

Yes or No: Yes

If yes, enter the Award(s) and year(s) received:

2014 MetroBlooms Garden Award, 2011 MetroBlooms Best Public Rain Garden Award, 2010 and 2009 and 2008 MetroBlooms Garden of Merit Award

Pillar I: Reduced Environmental Impact and Costs

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used [State of Minnesota B3 Benchmarking](#))

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes or No: **Yes, but only anecdotally via the Minnesota Energy Challenge's estimates of member conservation efforts. Our hope is to open an account with the State of Minnesota B3 Benchmarking this year and begin to track this more closely for our school as a whole.**

Percentage reduction: _____ Over (mm/yyyy - mm/yyyy): 01/2014 – 12/2014

Initial GHG emissions rate (MT eCO2/person): _____

Final GHG emissions rate (MT eCO2/person): **390,308 pounds of CO2 savings from 97 members**

Offsets: _____ How did you calculate the reduction? **MN Energy Challenge estimates for our school team members (97 members self-identifying their own efforts which lead to total team CO2 savings per year)**

Does your school have an Energy Master Plan? Yes or No: No



If yes, enter a description of the areas it covers:

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes or No: **No**

If yes, what is your score? _____

If score is above a 75, have you applied for and received ENERGY STAR certification?

Yes or No: _____ Year: _____

Has your school reduced its total non-transportation energy use from an initial baseline?

Yes or No: **No**

Current energy usage (kBTU/student/year): _____

Current energy usage (kBTU/sq. ft. /year): _____

Percentage reduction: _____ Over (mm/yyyy - mm/yyyy): _____

How did you document this reduction?

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

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

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

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: **0**

5. In what year was your school originally constructed? **1922**

What is the total building area of your school? **50,000 sq. ft.**

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

For new building(s):

Percentage building area that meets green building standards:

Certification level and year: _____ Total constructed area: _____

For renovated building(s):

Percentage of the building area that meets green building standards: _____

Certification level and year: **N/A** Renovated area: **9,013 sq. ft.**

Element 1B: Improved water quality, efficiency, and conservation

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

Yes or No: **No**

8. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?

Answer: **Our school's landscaping is water-efficient and/or regionally appropriate. Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. CLWS has an energy and water efficient product purchasing and procurement policy in place. The school also educates students on the importance of water conservation and the need for students to bring their own water bottles to school (rather than relying on fountains), and to conserve water when washing hands in the bathroom sinks, etc.**

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

35%

Types of plants used and location: **CLWS has native raingarden plants including: black eyed susan, goldenrod, coneflower, aster, milkweed, and several others.**

10. Describe alternate water sources used for irrigation. (50 words max)

Description: **N/A**

11. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.

(50 words max)

Description: **Our raingarden replaced 4,760 ft² of paved surfaces with native plants. We disconnected down spouts and routed rainwater into the raingarden instead of city sewers. Another project enhanced an outdoor classroom, increasing the watershed's capacity to store water, lessen the effects of drought, and reduce pollution entering surface and groundwater.**

12. Our school's drinking water comes from: (place an "x" after your choice)

Municipal water source: _____ **x** _____

Well on school property:

Other: _____

13. How does the school ensure drinking water is safe, such as lead testing, well testing, and steps to reduce lead (50 word max):

Description: **We rely on the City of Minneapolis testing to ensure the safety of our drinking water. No additional, separate testing is conducted on site.**

14. What percentage of the school grounds are devoted to ecologically beneficial uses such as natural areas, rain gardens, and run-off buffer? **35%**

Description (50 word max): **Our raingarden replaced 4,760 sq. ft. of paved surfaces with native plants that increase the diversity of wildlife, insects and invertebrates as well as improve soil and air quality. As a part of this project, we disconnected building down spouts and routed rainwater into the raingarden instead of city sewers.**

Element 1C: Reduced waste production

16. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? Note that Minnesota Statutes, section 115A.151 requires that schools must recycle a minimum of three material types. Complete all the calculations below to receive points.

Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **6.0**

Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **4.0**

Monthly organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **7.92**

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$: **67%**

Monthly waste generated per person = $(A/\text{number of students and staff})$: **2**

17. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)? 100%

18. List the types and amounts of hazardous waste generated at your school. (Note that Minnesota Statutes, section 121A.33 bans mercury in Minnesota schools.)

Flammable Liquids: 0

Corrosive liquids: 0

Toxics: 0

Mercury: 0

Other: 0

How is this measured?

N/A

How is hazardous waste disposal tracked?

N/A

19. Describe other measures taken to reduce solid waste and hazardous waste, use recycled materials, and properly dispose of hazardous materials. Include electronic devices. (100 word max)

Description: We have a hazardous waste policy for storage, management, and disposal. We practice green chemistry in classrooms, using chemicals with less hazardous characteristics. We dispose of unwanted electronic products through an approved recycling program. We received a Hennepin County Waste Abatement Grant, which offered education on waste management practices and assisted in our development of an environmentally preferable purchasing program. We provide compostable supplies and host "zero waste" events. We have a comprehensive recycling program. Food waste and other organics are composted daily. Staff conducted a "waste sort" and determined that 44% of our waste is recycled, 43% is composted.

Element 1D: Alternative Transportation

21. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.) We estimate that up to 50% of our students walk/bike/bus/or carpool on designated weeks during the year; otherwise 35% on average. Our school does not have bussing for drop-off, and we have limited bussing for 28 students (11%) at Noon and the end of the day via Minneapolis School District buses.

How is this data calculated? (50 word max)

Answer: We have hosted an "Alternative Ways to School" week in the past, where 50% of the population participated. During morning attendance, students shared whether they biked, walked, took public transportation, or carpooled. During "regular" school weeks, we estimate that 35% of students continue to take alternative transportation based on observations.

22. Has your school implemented any of the following? (place an "x" after all that apply)

Designated carpool parking stalls:

A well-publicized no idling policy that applies to all vehicles (including school buses): x

Our school uses fuel burning equipment (such as boilers, water heaters and ovens) and has taken steps to protect occupants from carbon monoxide (CO): Yes, boiler inspections done annually.

Our school has sampled frequently occupied rooms in the last five years 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: Yes

Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules: Yes

Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six: Yes

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: No, those materials are not used in our structures.

Our school has working local exhaust systems for major airborne contaminant sources: Yes

Describe how your school controls and manages chemicals routinely used in the school (including science, shop and maintenance) to minimize student and staff exposure. (100 word max)

Description: We have a new science cabinet that houses chemicals used for science classes. These chemicals are locked in the cabinet which is then locked in a science closet for faculty use only, and only as needed. No other chemicals are used on-site for day-to-day needs. An off-site contracted custodial crew manages their own cleaning products and stores them off-site when not in use to clean our facilities.

Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)? _____

What percentage of all products is third-party certified? _____

Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel. (100 word max)

Description: N/A

Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (100 word max)

Description: Carpeting has been replaced in classrooms where high humidity and/or slight mold growth was a potential concern. Our community is particularly sensitive to these issues. Our maintenance staff work diligently – with input from everyone who uses the building and all areas – to routinely assess building spaces and identify potential problem areas and/or prevent them from getting larger or more costly.

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 (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline or 15 cubic feet per minute (cfm) of fresh air per occupant). 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. (100 word max)

Description: Air exchange rate is monitored and adjusted manually by maintenance staff. Air filters are changed at the beginning and once during both the heating and cooling

cycles of the year.

Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc. (200 word max)

Description: **Although there is debate about the effects of electromagnetic fields (EMF) pollution (from building wiring, external power lines, Wi-Fi and cell phone antenna broadcasts), there is mounting research that indicates that EMF may have the most impact on young, growing children. As a precaution, CLWS has taken some preventative measures to reduce our student's exposure to EMF within our school building. We have removed the Wi-Fi routers from our school and provide staff and visiting parent volunteers with an ethernet cord to plug into a wall jack for internet usage. Additional preventative measures are also under consideration. We understand that we may be the first school regionally if not nationally to take up this issue and address these measures for the health and safety of our students.**

We ensure that classrooms and office spaces are placed in building locations that maximize natural lighting, minimize the use of fluorescent lights, provide views of nature, and address the acoustic needs for their intended space use. For example, our Eurythmy Room (dance set to poetry/music) is over the second grade classroom, so a sprung floor and proper carpeting (to minimize sound) was installed. These types of measures are applied when appropriate throughout the building.

Describe any other actions your school takes to manage indoor environmental hazards such as ice arena contaminants, PCBs, kitchen equipment, and air quality in swimming pools. Including doing periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Description: **Please refer to the response above which addresses this question. All classroom and office spaces have adequate natural light to eliminate need for lights during sunny days. All fluorescent lights were retrofitted to T-8's in 2012. In addition, as our Early Childhood Program has experienced full enrollment with waiting lists over the past several years, a fifth classroom (a third Kindergarten room) was added on last year which now also has full enrollment. We feel fortunate to have waiting lists and have worked to properly situate the rooms needed for these 5 classrooms that will best address the space use needs of both students and faculty. Nearness to kitchen facilities or in-room facilities have been addressed, lighting, acoustics, thermal comfort, nearness to bathroom facilities and other concerns have all been addressed in the room selection process.**

Element 2B: Nutrition and Fitness

Which practices does your school employ to promote nutrition, physical activity and overall school health? State yes, no or not apply and explain with specific examples of actions taken. (50 word max each) - please attach answers on a separate document – See Attachment Narrative.)

Our school participates in the USDA's Healthier US School Challenge. **No**

Level and year: _____

Our school participates in a Farm to School program to use local, fresh food: **Somewhat**

Our school has a fruit, vegetable and greens salad bar: **No**

Our school has an on-site food garden: **Somewhat, in process**

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

Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance): _____



Percentage: 80 Type: _____

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

At least 50% of our students' annual physical education takes place outdoors: Yes

Health measures are integrated into assessments: Yes

At least 50% of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program): No

Describe the type of outdoor learning activities, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and describe the frequency of use. (100 word max)

Description: **Our school grounds include a very large natural play area, which includes trails, hills, logs, and sand pits to allow for ample physical exercise in a unique nature-based setting. We boast to prospective families that our school provides the most outdoor playtime of any other school in the Twin Cities. Students are provided with a minimum of one hour of outdoor time daily throughout the school year. Children often also walk to a nearby park (Fair Oaks) for additional open space and physical educational activities.**

Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

Description: **We are proud to partner with food co-op, The Wedge, to provide nutritious, organic foods via an on-site hot lunch program for students and staff. In its third year, this program has expanded to include Wedge catering for school and parent education meetings. If students do not purchase Wedge lunches, they bring their own. Our early childhood classrooms (5 rooms, ~ 75 students) offer organic, wholesome snacks daily. We promote nutritious eating habits to all families (no sugary snacks in lunch bags, no sodas, less fruit juice and more milk, water, etc.). Whenever possible, we encourage healthy eating habits and using natural and organic foods in baking, potlucks, snacks, etc.**

Coordinated School Health, Mental Health, School Climate, and Safety

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

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

CLWS is committed to providing an environment where students develop a love of learning, form healthy social relationships, and grow in a safe and caring environment. Waldorf education is an holistic approach that brings balance to the human being through artistic work, academic rigor, and outdoor activity. Discipline is considered a three-legged stool – i.e. behavioral, therapeutic, and social. CLWS recognizes that while some discipline problems are purely behavioral, and can be addressed through disciplinary measures alone, behavioral problems often have their antecedents in underlying physical, emotional or cognitive challenges. Our response may be in part therapeutic in nature. At other times, problems may arise as the result of an unhealthy social situation within the class and a solution may need to involve other students or the class as a whole. The three groups working within the school community to support the three realms are the Educational Support Team, the Social Health and Care (SHAC) and the Discipline Committee. More detail about these three groups can be found in the answer to

the question(s) below.

Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (x) Yes () No

If yes, describe these partnerships:

CLWS has relationships with several of our neighbors that support both student health and overall community-building. We utilize the sanctuary of the First Adventist Church as a Festival Hall in exchange for their use of our parking lot during their Saturday service. The Wedge Food Co-op caters our school lunch program. We enjoy collaborative relationships with other area organizations affiliated with the work of Rudolf Steiner such as the Minnesota Waldorf School, Novalis Institute, Philadelphia Farm, Community Homestead and the Twin Cities Branch of the Anthroposophical Society. The two local Waldorf schools co-host middle school dances, alumni gatherings, and the fifth grade medieval games. Our faculty share resources, and sometimes attend joint outreach events, hold joint in-service days or co-sponsor public lectures. In years past, a Community Partnership Committee initiated relationships with neighborhood service organizations as one way for the school to deepen our neighborhood connections and promote service learning opportunities – many in the realm of environmental learning. Rooted in our mission and emerging from the Waldorf curriculum, the Community Partnership Committee built partnerships with organizations in the Whittier neighborhood and the broader community. Past partners have included Whittier Alliance, Washburn Center for Children, Simpson Housing Services, Simpson Food Shelf, Harriet Tubman House, ARC, the Crisis Nursery and Minnesota Coalition for the Homeless. We also have great working relationships with our local Fire Department, the 5th Precinct, the Minneapolis Public School District, and over 30 local businesses who sponsor our school each year.

Does your school have a school nurse and/or a school-based health center? (x) Yes () No

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

The Educational Support Team offers support in the therapeutic realm, working to remediate underlying physical, emotional or cognitive challenges. Supports may include extra lessons, tutoring, counseling, or whole-class exercises. When the school does not have the resources to meet the special educational or therapeutic needs of a particular student, parents may be asked to seek services outside of the school. Tutoring or participation in outside therapies may be made a condition of continued or future enrollment. The Team can also recommend the following measures: a) non-disciplinary probation and b) non-disciplinary dismissal.

The Social Health and Care (SHAC) Committee offers support in the social realm. Based on the Social Inclusion program designed by Kim John Payne, this committee helps students and teachers to address social issues and build social health within the classroom and school community. SHAC may support a particular student or class in the following ways: individual or group meetings; support activities: play dates, circle of friends, social coaching, goals and achievement agreement; intervention: creating a "Ready for Change" plan; and mediation.

The Discipline Committee offers support in the behavioral realm. The ad hoc group may help to define and maintain a behavioral plan, with clearly defined expectations for student, parents and teachers, and a timeline for implementation. The Discipline Committee can also recommend the following measures: suspension of 1-3 days; suspension until-further-notice; disciplinary probation; and/or expulsion.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? State yes, no or not apply and explain with specific examples of actions taken, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement beyond state academic standards and graduation requirements. (100 word max): **Yes. Although we do not have a formal environmental requirement beyond state standards, our curriculum prepares students beyond that of other schools and standards due to the way in which outdoor education and experiences are integrated across all subjects from a very early age. Outdoor experiences provide much of the richness and rigor of a Waldorf curriculum. Observation is a key quality being cultivated as well as critical thinking and connections to the natural world. Not only is spending time outside daily a key component of the curriculum but also the integrated nature walks taken in our Pre-K and K classes, trips to nature centers beginning in 1st grade, and various camping trips taken throughout the 1st - 8th grades (referenced in our narrative included with this application).**

Environmental and sustainability concepts are integrated throughout the curriculum. (100 word max):

The Waldorf science curriculum is designed to meet the students' developmental phases. Science begins with nature study, including observation and field experience in the Pre-K, K, and early grades. First, second, and third graders develop an intuitive and reverential respect for the earth as they spend time outside throughout the seasons playing, gardening and being in nature. Classes then move to more challenging subjects (geology, zoology, botany, chemistry, physics, astronomy, ecological literacy, and physiology). In the upper grades the sciences are taught experientially – i.e. the teacher sets up an experiment, calls upon the students to observe carefully, ponder, discuss, and then allows them to discover the underlying conclusion, law, or formula. Through this process, critical thinking, disciplined judgment and a respect for the natural world results.

Environmental and sustainability concepts are integrated into assessments. (100 word max): **Although not in a formal or segmented way, all of these concepts are integrated throughout the curriculum described above and related assessments of that curriculum – whether it be via a math test, geometry quiz, chemistry block test, botany report or other application. Even asking questions after a nature walk with our pre-K and K students allows us to gauge their awareness, understanding of and interest in the natural world.**

Professional development in environmental and sustainability education is provided to all teachers. (100 word max): **Training of teachers occurs annually, and veteran teachers familiar with the “Teaching Sensible Science” course often work with newer teachers to allow them to develop greater skills and a deeper understanding of the sense-based method of teaching science in our middle school. Teachers and centers provide specific training to grades teachers to support their deliver of the newly enlivened sense-based science curriculum. Through this work we strengthen our teachers’ phenomenological and place-based approach to science and thereby strengthen student learning in all science subject areas.**

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

Percentage of last year's eligible graduates who completed an AP Environmental Science course during their high school career: N/A _____

Percentage scoring a 3 or higher: N/A _____

What other environmental courses are available? N/A _____

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (100 word max)

Answer: **Waldorf schools utilize a phenomenological approach to science rather than a model-based approach – i.e. as middle school students develop keen skills of observation and readily form thoughts about the world, this approach enables them to observe accurately and think intuitively to draw conclusions and create solutions in and outside the classroom. Experiential learning connects students directly with their surrounding environment and validates their direct understanding and experience of scientific phenomena. A sense-based approach encourages them to stay connected to others and their environment, and, through these direct connections, find and develop relationships that further enhance their intuitive understanding of the subject matter and the possible effects of human action.**

3. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (100 word max)

Answer: **Children are encouraged to explore their natural environment and to make observations and predictions based on what they see and experience. These habits are woven throughout the curriculum, and children are supported in their observations and interests. As our students grow, their scientific explorations naturally become more explicit, as they conduct data collection on a variety of topics pertaining to both the local and global environment. Students are engaged in issues of sustainability, through participation in our waste abatement efforts, school gardens, biking efforts, and urban sustainability issues. Responsibility and stewardship of the earth are integrated throughout, and students often take up professions that they report are a result of this focus on the environment from such an early age. Mentorships with professionals in environmental fields are often cultivated via 8th grade projects and other classroom work.**

4. Describe students' civic/community engagement projects integrating environment and sustainability topics. (100 word max)

Description: **Our students enjoy the most outdoor time of any school in the Twin Cities. In addition to having a natural green play yard, they are encouraged to explore the natural world through access to our raingarden, participate in movement and games courses outdoors, and frequently take trips to local parks. Children are inspired to further their scientific understandings, to practice language arts through poetry, song, and storytelling based on their explorations, and to examine social and humanities issues based on their experience of living in an urban environment. The third grade goes to Philadelphia Farms/Community Homestead each year to spend the day on the farm, the 6th grade takes a trip to an environmental learning center to learn about Minnesota's ecology, and several other classes take overnight camping trips as summarized in our narrative attached with this application.**

5. 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 innovative or unique practices and partnerships. This can also include before and after school, during the summer and other enrichment opportunities. Examples include childcare programs, community education courses, parent education courses, and student green teams, environmental or outdoor clubs. (Maximum 200 words)

Description: **This year, we received a STEM grant from MISF to enhance our phenomenological approach to teaching science. Grant funds support equipment purchases and teacher training. We host monthly parent coffees, during which time we often speak about the school's green**

efforts. We reach out to other schools to host sustainability roundtable discussions and resource-sharing events for teachers and school staff. Our school has a Green Committee made up of staff, parents, and other volunteers. During the summer, our early childhood program is focused on outdoor experiences. We are working to enhance our summer programming to incorporate more environmental experiences, service-learning, and citizen science, although we only currently offer three weeks of summer camp during the summer months. All CLWS students complete a final 8th project of their own choosing. The eighth grade classes all take a field trip that incorporates some environmental learning and often community and/or environmental service. More details about class-specific activities and other community outreach efforts are summarized above and also in our narrative attached to this application.

6. Describe your partnerships (e.g. business, community, informal education, colleges) to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Description: **CLWS supports community supported agriculture via Community Homestead, Philadelphia Farms (CSAs) and others through 3rd grade trips each year, and many CLWS families support those CSAs and others as a result. RETAP is a partnership previously mentioned in this application. The Whittier Alliance is our neighborhood association, and we host their monthly meetings a couple of times each year to both support them and conduct outreach on our current programming including our green projects and curriculum. We're in our third year of partnering with The Wedge Food Co-op to provide nourishing, wholesome lunches to our students and staff. Please also refer to more summary detail on our community partnerships on page 13 of this application.**

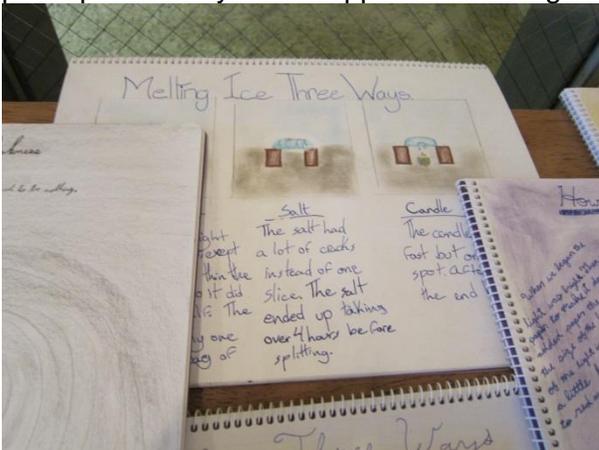
Pillar 3: Effective Environmental and Sustainable Education / Images



The 8th grade students hand-crafted and raffled off a canoe to support their 8th grade fundraising efforts. It was raffled off at our annual Bike-A-Thon at the Lake Harriet Bandshell.



The kick-off to our annual Bike-A-Thon event where nearly 200 students participate each year to support fundraising efforts at our school. The event is held at Lake Harriet.



A sampling of student lesson books.



One of the many outdoor field trips taken by our students – this one to an ice rink in Roseville to enjoy the outdoors.



Each year, the 7th and 8th grade students build a kiln together as part of a chemistry block.



These are created by upper grades students and put on display in our school foyer to showcase their study of platonic solids as well as their beautiful and unique artwork.



Seed baskets created in our Early Childhood classrooms.



Typical day in our Early Childhood classrooms. They spend much of their time outdoors, playing in the mud and water.



This is a 6th grade class at Eagle Bluff where students participate in a ropes course and environmental learning activities as well as camp out together.



Our 4th grade class spending time in our school's onsite rain garden, learning about plant life during a Botany block.