



## 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. Brenda Medenwaldt**

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

Official School Name: **Colby Elementary School**

(As it should appear on an award)

Official School Name Mailing Address: **202 West Dolf Street, Colby, WI 54421**

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

County: **Clark** State School Code Number \*: **1162-0020**

Telephone: **715.223.3939** Fax: **715.223.2123**

Web site/URL: **www.colby.k12.wi.us/es** E-mail: **bmedenwaldt@colby.k12.wi.us**

\*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.

B. Medenwaldt Date: **January 16, 2015**

(Principal's Signature)

Name of Superintendent: **Dr. Steven Kolden**

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



District Name: Colby School District

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

[Signature] Date: **January 16, 2015**  
(Superintendent's Signature)

**Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Wisconsin Department of Public Instruction

Name of Nominating Authority: State Superintendent Tony Evers, PhD  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

[Signature] Date: **January 26, 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](mailto: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](mailto: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.

**U.S. Department of Education Green Ribbon Schools  
Summary of Achievements  
for  
Colby Elementary School**

Colby Elementary School serves students in grades kindergarten through four in rural north central Wisconsin. Their work is a great example of a school doing a lot with what they have through increasing efficiencies and promoting behavior change. More than 40% of these students come from economically disadvantaged households and 21% are limited English proficient. Colby School District was chosen by CESA 10 to be part of an environmental initiative to help the school get started and moving in the right direction with sustainability and environmental education. CESA representatives met with the staff many times throughout the years to help work toward reducing environmental impact and costs, improving health and wellness, and increasing environmental education. The administrators, staff, and students have been very receptive to the efforts.

**Pillar I: Reduced Environmental Impact**

The school started a composting effort in the elementary to reduce the amount of food waste and learn how things break down and become useful again. This compost is then used in growing food. Students gather recyclable paper and cardboard to keep it out of the garbage/landfill. Milk cartons from breakfast, lunch and milk break are all recycled to keep them out of the garbage as well. Electricity usage is tracked and the elementary school is in competition with the middle school and high school to see whose building can save the most energy over the year. Teachers and students are conscientious about energy use in the building, as a result, only half of the lights in the hallways and most classrooms are turned on daily. In addition, classroom doors are kept shut to help control temperature.

**Pillar II: Improved Health & Wellness**

The school has implemented the changes required by the national lunch program, which jump-started efforts to get healthier foods for the hot lunch program. Staff and students made five cold frames that have been used to grow fruits and vegetables. Lettuce, cabbage, and onions are harvested from the school garden and used in the hot lunch program shared with the community, and used as teaching tools. The Staff Wellness Committee produces a monthly newsletter and has many incentives for staying fit and healthy. Two mornings each month, staff walk halls for 20 minutes. Kindergarten students walk or snowshoe through the school forest monthly.

**Pillar III: Effective Environmental and Sustainability Education**

The school is also taking steps to include more environmental and sustainability education by expanding the area near the cold frames to make it a handicap accessible outdoor classroom space. This also encourages teachers to find cross curricular areas that are environmental and/or sustainability related and focus on them. A new curriculum series for reading/language arts was selected because of the increase in non-fiction science and social studies related themes.

**Cross-Cutting Questions**

Colby Elementary School is recognized as a “Sugar Maple” School through Green & Healthy Schools Wisconsin and is a nationally certified PLT *GreenSchool!*

Parents helped build and maintain the outdoor classroom and landscaping in the front of the school. The building is open for community members to walk before and after school. Excess produce from the cold frames is shared with the community.

### Scoring and Highlights:

The complete state application is too long to include in this nomination submission, so the applicant's information has been summarized in the following pages, aligned with the pillars and elements. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Colby Elementary School serves 334 students and has 15 classroom teachers. The district has 131 staff members.

The summary of the nominee's achievements as reported in their application is presented in each pillar and element below. The focus area is in reference to Wisconsin's application structure.

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

##### **Element 1A: reduced or eliminated green house gas (GHG) emissions**

###### Focus Area: Energy

The school conducted an energy audit with their local provider in 2008. They do not currently meet Energy Star certification but there has been a significant improvement in the ENERGY STAR score since 2011. Aug 2011 - 61, Dec 2012 - 70. The school reduced its non-transportation energy use by 3.6% between 2010 - 2012. The school utilizes daylighting whenever possible. The school contracted with CESA 10 Sustainability Services from 2011-2014 to increase efficiency and implement behavior change.

The school has installed the following energy saving devices:

- ✓ Switched to energy efficient lighting. Comments: replaced 40 watt lamps with 25 watts
- ✓ Installed occupancy sensors in the gym
- ✓ Removed vending machines altogether
- ✓ Upgraded to a more energy efficient HVAC system: boiler upgrade
- ✓ Other: Installed a computer power management software to ensure computers are turned off at night to save energy.

Weekly emails from Superintendent Steve Kolden with tips about saving energy are sent to ALL staff and are taught to students. We have posters up that are energy-saving related themes. Monthly electric use data is posted for all staff, students, community to see. The building had a 5% kWh savings goal in 2012-2013 and saved 8.6%. Many light switches have clings over them to remind people to turn off the lights or which one to use if you only need half of them on. The gym has automatic lights with motion sensors. The PE teacher uses only 1/2 the lights when having class. A baseline energy behavior survey was compared with a one year follow up survey with the following results: Turning off lights increased 19%, closing blinds increased 18%, closing classroom/office doors during day increased 7%, shutting down computers at end of day increased 18%, turning computer monitors off when not in use increased 4%, and using a power strip to eliminate phantom load increased 18%. Energy efficient light bulbs purchased with funds from a KEEP grant are replacing regular light bulbs everywhere possible. Building and grounds manger has purchased T-8 rather than T-12 light tubes as replacements.

The school has implemented behavioral changes to reduce energy consumption in the following ways:

There are a number of elementary school staff on the District Sustainability Team that meet regularly (once/month). Staff often bring energy-related concerns to this forum for discussion and to brainstorm solutions.

We incorporate habits for recycling and composting into our PBIS expected behavior for adults and students. During our PBIS class instruction we also teach students about washing and drying hands focusing on minimal water and paper towel use and still have clean hands.

Many staff have taken the KEEP classes and the UWSP online classes offered in the summer. Maintenance staff presented a session about our specific facility and ways we are responsibly using energy, and working toward a more efficient facility.

Energy is taught in the curriculum in the following ways:

4th grade has a representative from Xcel Energy come once a year for a presentation about electricity and safety. 2nd grade has a FOSS science kit about energy. This is a 6-8 week unit. 4th grade has a FOSS science kit about magnetism and electricity also 6-8 weeks. 3rd grade visits Farm Safety Day where there is a presentation about electricity. First grade has a variety of visiting professionals who teach students about

environment related careers. All grades have "morning meetings" where topics will often include process and procedure for turning off lights, shutting doors, closing shades, shutting down computers, washing hands etc.

2nd grade has a week long unit on Energy in the Reading Language arts curriculum in addition to the science curriculum.

Professional development is offered to staff in regarding energy and/or energy education:

There have been several K-12 Energy Education Program (KEEP) courses offered that staff have attended. There was also a Sustainability course that some staff attended. Most recently we had a KEEP class in the summer of 2014 focusing on our energy use and facilities. Maintenance staff presented a session about our specific facility and ways we are responsibly using energy, and working toward a more efficient facility. Several staff attended the Energy Fair in Custer, WI in Aug. of 14 and developed curriculum. Also as part of a WPS class staff then developed lesson plans about the sessions attended. They also toured the WPS hydro plant and the UWSP campus highlighting their energy saving efforts.

Some staff who took the KEEP class were given an Energy Ed grant to purchase energy efficient light bulbs for the building.

Whenever necessary, we go into the gym in the morning and have an assembly with the students before school begins. We've done this several times, when we began composting, when we began recycling milk cartons, whenever there is a new initiative. Once we present it to the whole school we do small group presentations at each grade level. The students understand why we are doing it and will more likely remember to do it and then it just becomes a habit.

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

### Focus Area: Water

The school's drinking water comes from a municipal source. The school uses the following practices to increase water efficiency and ensure quality:

- ✓ Our school's landscaping is water-efficient and/or regionally appropriate. Comments: shrubs and perennials that need no extra water other than that provided by nature
- ✓ Our school has reduced storm water runoff and/or reduced impermeable surfaces. Comments: \_some new drainage tile put in from school building across playground
- ✓ 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. Comments: \_maintenance staff does this
- ✓ Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- ✓ Our school has a medication disposal policy that helps ensure water quality.

Additional progress the school has made towards improving water quality, efficiency, and conservation:

Maintenance has reduced the water pressure at the sinks to conserve water. Many of the sinks have automatic water faucets that turn off when not in use. Maintenance routinely fixes leaky sinks when necessary. Some staff reuse leaky water to water plants.

We have a watering system for our 5 garden frames that would use during the summer months taking the water from the building, but we rely on nature as much as possible and last summer never needed to use it. We had plenty of rain. Everything made it through the summer with little to no care. There is no one to tend the gardens in the summer months.

Students and staff identified and implemented water conservation and increased water quality in the following ways:

We have provided students with reusable water bottles to be used in the classrooms.

They are filled in the morning reducing the amount of time during the day that the water fountains are running, this also reduces the water coolers turning on as well.

We are still trying to figure out collection of rain water for use in the cold frames during summer and drier

times. We do not have a good way to move it from the downspout area to the cold frame area.

The school has integrated education about water across multiple grade levels:

Third grade learns about the water cycle and water conservation. Second grade learns about uses of water in a community.

Fourth grade learns about water in and around the state of WI.

Second grade has a week long unit integrated into the Reading Language arts curriculum "The Power of Water" and a 6 week unit on storms, weather and tsunamis, etc.

Professional development offered to staff regarding water education:

Project WET was offered to staff in the Spring of 2014.

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

#### Focus Area: School Site

The school uses the following types of outdoor grounds on or near the school site:

- ✓ Our school has a food garden. Approximate size: *5 cold frames* Comments: *Used to some extent mostly 2nd grade curriculum.*
- ✓ Our school has a school forest registered with the Department of Natural Resources. Approximate size: *1-27 acres; 2-80 acres*
- ✓ Our school utilizes a wooded site adjacent to the school site. Comments: *Forest adjacent to building is used by some staff and students.*
- ✓ Our school utilizes a community park.
- ✓ Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching. *up to 30 students* Comments: *outdoor classroom, shelter in school forest*
- ✓ Our school has integrated natural features into the playground area. Comments: *we have a treeline fence as well as two rows to the north as a boundary*
- ✓ Other: landscaping - *Project allows HS classes to improve the elementary school site.*

Additional actions to maintain or improve safe, healthy, and environmentally sound grounds:

There is landscaping in the front of the school including art made from reused materials. The HS students in FFA designed and planted the shrubs and plants. The Parents Club bought the artwork that consists of reused metal materials welded together to look like 4 frogs playing musical instruments. The Parents club also purchases and has elementary students help put down new mulch in that area every spring.

We are finishing the outdoor classroom next to the cold frames to be handicap accessible as well as a paved area for classes to gather.

We are adding benches as another feature.

We have two field areas of grass for student use during recess and PE classes. There are trees as property lines on the west side of the playground and there are two rows of 12 trees planted on the North side of the playground as a wind break and also to help with erosion in that area.

The school encourages educational use of the school grounds, school forests, and outdoor teaching sites in the following ways:

Students use nearby school forest for conducting experiments. Third grade sets up a weather station and kindergarten uses the area to observe changes in the school forest and neighborhood. Second grade uses the cold frames to grow plants.

3rd grade puts up weather stations outside near the outdoor classroom for use with the science curriculum.

Many grade levels use the forest for nature walks and snowshoeing.



We are putting the finishing touches on our handicap accessible outdoor classroom. When this is finished more classes will be able to utilize our outdoor teaching site. 2nd grade has a 6 week long integrated unit on habitats, a week long unit on planting seeds and a 6 week unit on life cycle of plants.

Professional development offered to staff regarding use of school grounds school forest, and/or outdoor teaching sites in the following ways:

Staff members participated in an online KEEP class which involved creating lessons utilizing school grounds and outdoor areas as teaching sites.

Several staff and a parent attended the Wisconsin School Garden Initiative in Marathon, WI.

Additional progress to encourage educational use of the school grounds, school forests, and outdoor teaching sites:

Several staff and a parent attended the Wisconsin School Garden Initiative in Marathon, WI in May of 2014. Once we came back we used grant funding to enhance the area around the cold frames to become an outdoor classroom site. We shared with the staff the vision we had for the area and our parent rep got our PTC involved in helping develop this area. The PTC provided both funds and labor to develop the site.

## **Element 1C: Reduced waste production**

### **Focus Area: Recycling & Waste Management**

CESA 10 conducted a formal waste audit in 2013. The school recycles the following materials:

- ✓ Paper
- ✓ Glass
- ✓ Metals
- ✓ Plastics
- ✓ Ink Cartridges
- ✓ Cell Phones
- ✓ Milk Cartons
- ✓ Batteries
- ✓ Other: Deodorant sticks, shoes, chargers, computer/electronics parts

All batteries are delivered to the High School and either recycled through CESA 10 or Helping Hands.

We are collecting old shoes through a program called shoes for the sole.

Recycling bins are clearly labeled, always placed next to trash cans, and are in the following locations:

- ✓ Hallways
- ✓ Classrooms
- ✓ Lunch Room
- ✓ Staff Lounge
- ✓ Main office

Recycling bins in the hall are for empty milk cartons. We have also found out that any empty juice boxes can also go into the milk carton recycling bin so students who bring cold lunch may recycle as well. At the elementary we need more recycling bins. The students have conducted a survey and identified where bins need to be placed. We continue to add more recycling bins each year. We have been purchasing the blue recycling bins for each classroom and other areas of the building. We have designated recycling bins for milk cartons at breakfast, lunch, and milk break.

25% of the school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free.

The school composts waste in the following ways

- ✓ Our school composts our cafeteria food waste. Comments: There are three working compost bins.
- ✓ Our school composts school landscape waste material. Comments: most except the weeds can go into our compost bins

Annual diversion rates have not been calculated, however, the compost material was weighed during one lunch period and over 15 pounds (mostly grapes) was composted instead of sent to the landfill. The building currently has 1 8 cubic yard dumpster for paper/cardboard collected once a week and 1 8 cubic yard dumpster for trash collected once a week. We will have waste hauler determine if frequency or size of dumpster can be reduced due to increased

milk carton recycling and composting.

The school takes the following actions to minimize and safely manage hazardous waste:

- ✓ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced. (Last Date Completed: *10/22/14*)
- ✓ Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. Comments: *Through Helping Hands recycling facility*

We use Lamp Recyclers of Green Bay to dispose of burned out incandescent and fluorescent light tubes.

Our maintenance dept. follows the guidelines in the MSDS to dispose of hazardous chemicals and waste.

Additional progress the school has made to reduce waste, increase recycling/composting, or eliminate hazardous waste:

The PTC matched funds of \$200 to help purchase the composting bins. The IDEA Foundation provided \$300 to help purchase compost bin and recycling containers. The school bought 2 large blue recycling bins for milk carton recycling during lunch as well as nearly 30 small blue recycling bins to collect paper in the classrooms/offices. Since we began recycling milk cartons at the Elementary, the food service director decided both the HS and MS should also be recycling milk cartons. There are now recycling bins at both lunchrooms.

The district has contracted CESA 10 Environmental Health and Safety consultants that perform periodic safety inspections over the course of the year to try and assess the facilities for hazardous materials and related safety concerns most recently summer of 2014. With our new Student Information System we are able to do most tasks electronically instead of using paper copies. Thus significantly reducing the amount of paper used during the year. For example, to verify grades before running report cards we can do this electronically saving the need for hard copies. Assessments are kept electronically reducing the need for paper portfolios of student work.

Waste reduction, reuse and recycling behaviors are encouraged in the school in the following ways:

Staff and students are encouraged to recycle using bins in their classrooms/offices. Students recycle milk cartons during breakfast, lunch, and milk breaks. There are special baskets in each room for students to put their empty milk cartons, then one student takes the basket of empty cartons to the big blue recycling bin. There are 3 4th grade students at each lunch period helping the kindergarten and 1st grade learn to remove the straw from their carton and drink it dry and place it in the big blue recycling bin. They are also teaching them what foods can go in the compost bucket. Usually by mid year even the youngest students have learned what goes where. An increase in finishing their milk has been observed since they get to throw the empty carton in the recycling bin rather than the garbage bin.

Students who bring bag lunch from home also learn what they can put in the compost bucket and the big blue recycling bin.

Waste reduction and recycling are part of the curriculum in some/all grades:

Students in all grades are explicitly taught by staff (teachers, support staff, and kitchen staff) the recycling and composting procedures and reminded of them periodically during "morning meetings". Every area of the building has expectations and they are taught and reinforced in a rotation as part of the beginning of the day (morning meeting). Also, they are taught explicitly twice a year as part of our PBIS (Positive Behavior Intervention supports) program.

Professional development for staff regarding waste reduction and recycling is offered in the following ways:

Melissa Rickert, CESA 10, provided a 30 minute presentation on waste and recycling during a staff meeting. Presentation material included facts about recycling in Wisconsin, district specific waste and recycling usage, and results from a staff waste and recycling survey. In addition, weekly waste and recycling tips were emailed to staff for approximately four months as part of the sustainability services provided by CESA 10. We have been recycling paper and cardboard for so long that adding other items to the list has not been a problem, recycling bins are pretty well labeled. It is just part of our culture here to recycle as much as we can. Students will ask "can we recycle this" if it is an item that isn't common to us. The janitorial staff has been very



accommodating with our wishes. One custodian "built" the compost bucket so a sign could be put on the outside.

Additional progress made towards waste and recycling education:

Students were taught the proper way to recycle and compost as part of the back to school roll out routine during breakfast, lunch, and milk breaks. A news article was written about the elementary students composting in October 2012.

As a result of reducing a waste bin outside and using a recycling one instead our Advanced Waste bill has gone down and when a school board member noticed it was back up it was questioned and found that there was a mistake. Saving the district from paying too much.

The 4th graders also take the compost bucket out to the compost bins and dump them along with a waste basket of wet paper towels again saving on the amount going to the trash). One of the kitchen staff helps them do all of this. They learn why we need paper towels and water to help cook the compost. At certain times of year it is too cold or not shoveled, we can't compost the students all take notice.

## **Element 1C: Use of alternative transportation**

### **Focus Area: Transportation**

The school offers the following transportation options:

- ✓ A well-publicized, no idling policy that applies to all vehicles (including school buses). Comments: school buses – but not parent cars
- ✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- ✓ A plan to regularly review bus routing. Comments: They use a software program to identify most efficient routes.

Eighty-five percent of students ride the bus to school. An additional 3% walk, 2% bike, and 6% carpool. The remaining 4% are single students picked up by parents. The principal stands at the doors every night and knows about how many are picked up by parents at night, how many are walking, and how many ride bikes.

The school's transportation use is efficient and has reduced its environmental impact:

We have a variety of bus options, we now use just one bus company and they use a software program to determine the most efficient way to pick up students. At night we use 10 buses to carry about 60-70 students each. We also have one small special education bus that transports 6-8 students. We have vans to transport smaller numbers of students or staff.

When our buses arrive in the afternoon, they pull up and turn their engines off. They may be sitting 20 minutes waiting to load all the students. In the morning, dropping students off they are quicker to pull up and drop off, they do not turn the bus off.

We have a bike rack for students and staff that ride bike to school. Although we do nothing to really promote car-pooling we have at least three groups that carpool from 20, 30, and 45 miles away. We have had Walk to School Day and Bike to School Day to promote walking and biking. Once in the spring of '14 and once in the fall of '14. They were both promoted and run by parents aided by Girl Scouts and Clark Co Health Dept.

Transportation issues and outdoor air quality are part of the curriculum in some/all grades:

Our science curriculum has a unit called "The Air we Breathe" that can be used in 3rd or 4th grade. It is about a 6-8 week unit. It focuses on the 4 parts of the system; evaporation/transpiration, condensation, precipitation, and accumulation. It also talks about what is in the air we breathe and air pressure.

The school offer incentives for students or staff to encourage sustainable transportation practices:

Our wellness program awards/acknowledges members who walk or bike. Prizes are given to students who participate in Walk or Bike to School Day.

Professional development offered to staff regarding sustainable transportation education:

- Meetings are scheduled so that staff who carpool can attend the meeting and still carpool to and from school.
- Staff are encouraged to carpool, using the school vehicle, when attending meetings outside the district.
- There have been several opportunities for staff to attend graduate classes that include discussion of the use of sustainable transportation and sustainable transportation education.

Additional progress made towards sustainable transportation education:

When we had our walk to school and bike to school days we emphasize the health and environmental benefits of walking and biking to school with students. Parent Club and Girl Scouts were involved with organizing our Walk/Bike to School Days. Students who were unable to walk or bike were involved with physical activities at our school site outside before school.

## **Pillar II: Improved Health & Wellness**

### **Element 2A: Integrated school environmental health program**

#### Focus Area: Environmental Health

The school has fully complied with the state law prohibiting elemental mercury and has an indoor environmental quality plan. The school employs the following practices to improve contaminant control and ventilation:

- ✓ Our school has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander.
- ✓ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality). Optional Comments: *Tested and balanced in the last few years*
- ✓ Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- ✓ Our school has installed local exhaust systems for major airborne contaminant sources. Comments: *kiln room, and bathrooms*
- ✓ Our school has CO alarms
- ✓ Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage. Comments: *Inspected twice a year by EHS consultant; Visually checked when cleaning*
- ✓ Our school's indoor relative humidity is maintained below 60%. Comments: *During school year; perhaps higher in summer; We have added several dehumidifiers to classrooms to improve the air quality in those areas.*
- ✓ There are no wood structures on school grounds that contain chromate copper arsenate.
- ✓ Our school prohibits smoking on campus and in public school buses.
- ✓ Our school does not have combustion appliances.
- ✓ The school has not completed radon testing, as it is not a requirement in Wisconsin. According to the Department of Health Services, the radon average for this zip code is 2.4 to 3.9 pCi/L. The schools are encouraged to complete radon testing as a part of becoming a Green & Healthy School.

The school has a chemical management program that includes:

- ✓ Chemical purchasing policy (low or no-VOC products).
- ✓ Storage and labeling.
- ✓ Training and handling.
- ✓ Hazard communication.
- ✓ Spills (clean up and disposal).
- ✓ Selecting third-party certified green cleaning products. 50% of all products; Betco – Fast draw

The school controls and manages chemicals routinely used in the school to minimize student and staff exposure: We follow the guidelines pertaining to the MSDS.

The school uses the following practices to reduce exposure to pesticides:

- ✓ Our school contracts with a certified and licensed pesticide applicator. Optional Comments: *Will-Kill*
- ✓ Our school post a notice at the time of pesticide application and for at least 72 hours following application
- ✓ Pest control policies, methods of application, and posting requirements provided to parents and school employees. Optional Comments: *Put in newsletter*
- ✓ Copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications all available and in an accessible location. Optional Comments: *online*

- ✓ Students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

We have a problem every fall with hornets around the playground. Instead of using a pesticide we put up the traps. There are still hornets, but the trap seems to help some.

When we were landscaping to kill the grass we did not use chemicals, we used a tarp and then a sod cutter to remove the grass in the area.

The school is completely compliant with AHERA (Asbestos Hazard Emergency Recovery Act) requirements. Inspected twice a year by CESA 10 Environmental Health and Safety Consultant.

Professional development or training is offered to staff regarding environmental health:

MSDS training is required every year during in-service. The entire school staff has to view the MSDS video and pass the quiz at the end.

Implemented an online training program, SafeSchools, with access to over 300 training modules which is a more effective approach to training staff in the building. Staff are required to view the modules and pass the quiz at the end.

## Element 2B: Nutrition & Fitness

### Focus Area: Health & Wellness

The school follows the district wellness policy:

Our Wellness committee sends out a monthly newsletter that contains activity suggestions, recipes, and inspirational words for us. This is our district policy: 3.39 Wellness A. Educational Environment: District employees are encouraged to facilitate a healthy learning atmosphere for students to promote wellness. The District encourages staff to use foods of a high nutritional value in fundraising activities and to create an educational environment that supports the promotion of healthy food and beverage choices for students. Using food as a learning or behavior incentive should be kept to a minimum. Incentives shall be healthy food choices. The withholding of a meal as punishment is prohibited. B. Employee Wellness: The District shall encourage healthy behaviors by providing wellness programs, educational opportunities and a healthy work environment for employees.

Clark County Health Department – Roadmap to a Healthier Clark County and the Eat Right Be Fit Coalition will be recognized as a sponsor of Walk to School Day. This event may be publicized in local newspapers, on social media such as Facebook, or on the school or county websites.

The school provides the following options to promote nutrition and fitness:

- ✓ Our school has a salad bar during lunch.
- ✓ Our school offers fresh fruits and vegetables.
- ✓ Our school uses whole grain foods.
- ✓ Our school has restricted access to foods of minimal nutrition value. Comments: *no vending machines*
- ✓ Our school has restricted access to beverages of minimal nutrition value. Comments: *no vending machines*
- ✓ Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Comments: *off and on through the years*
- ✓ Our school has an on-site indoor exercise room available to students and staff. Comments: *adjacent building has the exercise room*
- ✓ Other: *Water is available for purchase*
- ✓ Approximately 4% of food purchased (apples, corn, squash, melons, and potatoes) is “environmentally preferable.”

The school has a policy for harassment and bullying:

This is part of our district policy on bullying and harassment: 2.07 Harassment and Bullying The District is committed to providing fair and equal employment opportunities and to providing a professional work environment free of all forms of harassment and bullying. The District shall not tolerate harassment based on any personal characteristic described above in section 2.02. Harassment and other unacceptable activities that could alter conditions of employment, or form a basis for personnel decisions, or interfere with an employee's

work performance are specifically prohibited. Sexual harassment, whether committed by supervisory or non-supervisory personnel, is unlawful and also specifically prohibited. In addition, the District shall not tolerate acts of non-employees (volunteers, vendors, visitors, etc.) that have the effect of harassing District employees in the workplace. Harassment can occur as a result of a single incident or a pattern of behavior where the purpose or effect of such behavior is to create an intimidating, hostile or offensive working environment. (Shortened due to character limits)

Additional progress the school has made towards improved health and wellness specifically related to the school facilities and policies:

Some classrooms have balance balls instead of chairs as an option. We have an established staff wellness program. Students receive nutrition classes through Clark County Extension services. We allow 45 min of recess everyday. We schedule PE 60 min per week.

Our Hot lunch program follows the new nutrition guides. We have a large population of free and reduced lunch students and we offer breakfast as part of the free and reduced program.

The county works with us to provide a dental program which comes in to seal teeth. We have participated in "jump rope for heart" every year for 21 years in a row. We have various summer school classes offered that teach students about healthy foods and healthy activities.

We have begun participating in Walk and Bike to Schools Days.

The school provides the following resources for staff and student social well-being:

Colby Schools contracts with a nurse for 20 hours a month. She will come in to do head lice checks and things like that, but Clark County does the most for us as far as dental teeth sealants and vision and hearing screening and those kinds of things. We have a full time school psychologist on staff that tests students and makes recommendations. We do not have a school social worker, but we are starting to bring in a counselor who can see students (patients) here at school while the billing goes to their parents insurance. The good thing is that the student doesn't leave school to have sessions and the parent doesn't have to leave work for the child to go to the counselor. There is a nutritionist who comes to our school through Clark County Extension Services once a month to teach students about healthy eating habits and nutrition. We have Wellness Co-coordinators who plan activities, send out a monthly newsletter, and organize different competitions throughout the year.

The school employs the following practices to promote nutrition, physical activity and overall school health:

- ✓ Our school is a Team Nutrition School. Date established. *2013/14* Comments: *after becoming a Sugar Maple*
- ✓ Our school participates in a Farm to School program or other program to use local, fresh food. Comments: *along with HS FFA*
- ✓ Our students spent at least 120 minutes per week over the past year in school supervised physical education. Comments: *includes recess and PE time*
- ✓ At least 50% of our students' annual physical education takes place outdoors.
- ✓ Our school promotes hand washing for staff and students.
- ✓ Other. *nutrition classes through UW extension*

The following types of outdoor education, exercise and nature-based recreation is available:

We have a Wellness program that has been in place for several years. This year the budget is \$2500. We have several wellness "challenges" throughout the year and they have incentives to encourage people to participate.

For students we have 45 minutes of recess everyday and 60 minutes of PE every week. We have participates in Jump Rope for Heart every year for the last 21 years.

Staff have access to snowshoes to fit K-4 with a few adult sizes, and there are enough for large classes to take students snowshoeing right on campus on trails in one of our school forests.

We have constructed an outdoor classroom near our cold frames. There are pavers and benches available for a class to be assembled out next to the garden area.

Professional development, training, or programs are offered to staff regarding health and wellness:

Our staff wellness program allows staff to walk the halls every Monday morning before our meetings for the day begin. Staff typically have 20-40 min recess duty each week. We also have some staff going out daily for 45 min.

We have on-site CPR and first aid training available and offered at least twice a year. We are required to watch blood borne pathogens and pass the test at the end. We have AED training once a year for the AED that we have in the mail hallway of our school.

Health, nutrition, wellness, and physical activity are a part of the curriculum in all grades:

Our PE K-4 curriculum follows the most current state standards and have 2- 30 min sessions a week. All students have 45 minutes of recess daily. We have nutrition classes once a month through a grant from Clark County Extension services. Our K-4 science curriculum is in between the old state standards and the new state standards that have yet to be ratified. However, last year the 2nd grade curriculum included a topic on growing plants, so they grew lettuce and had a lettuce feast with the local retirement center. We have cold frames available for any grade level to have lessons in the outdoor classroom. The topic of plants and animals is in every grade level, with different expectations at each level. The third grade curriculum also has a unit on the human body that touches on keeping the body healthy. They use a program called Go Noodle every day for "brain breaks". There is a local dentist who offers 2nd grade dental services each year. We also have Clark County come in and provide 2nd, 3rd & 4th grade students sealants. Our 1st grade students have an annual trip to the hospital. 2nd grade has a 6 week integrated unit on School gardens in the reading language arts curriculum.

The kindergarten teachers take their students on walks each month and keep track of the miles on a big chart in the hall.

We offer a wide variety of summer school classes that have a health focus, either food or exercise or both.

The school engages staff, students, and the surrounding community to promote health enhancing behaviors and wellness:

Our wellness newsletter with healthy recipes and fitness tips comes out once a month. Kindergarten keeps track of miles they've walked on the bulletin board. Second grade has a lettuce feast with the local retirement center. Second grade also uses cold frames for planting seeds and observing plant growth. We have had our building open to the public for "walking the halls" people can come in after hours to walk the halls when the weather is such that they can't walk outside. Many staff run the halls after school when the weather is too cold to go outside. There is a plaque on the wall that tells how many laps equals a mile, and so forth. Our wellness coordinators are currently having a "biggest loser" competition. We do this every year.

Parents helped build the outdoor classroom. Parents also helped with the Walk to School with the Girl Scouts and the Bike to School with the Clark CO Health Dept.

Additional progress the school has made towards improved health and wellness among staff and students at the school:

A grant proposal to the Wisconsin Medical Society Foundation was submitted by a teacher in October 2013 to improve the existing cold frames and integrate the garden space into the curriculum. The grant was awarded and has allowed us to make one cold frame handicap accessible and place "cow mats" around the coldframes replacing the grass and mud that was there before.

Another grant called Beyond Pencils and Crayons that allowed us to pave part of the area next to the cold frame area and put in benches.

The County helps us with free dental, vision and hearing checks. They also provide us with nutrition education. Many businesses help with hats and mittens for our needy students and school supplies for our students. Students and staff collect food for the local food pantry and deliver it.

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

#### **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems**

##### Focus Area: Environmental & Sustainability Education

The school has environmental ed woven into the science curriculum because there is not enough time in the day to have a separate time devoted to it. Our new Reading/Language Arts program has a LOT more science and social studies in it. We are glad to have it interdisciplinary because otherwise we would have no time at all.

Environmental and sustainability education concepts are integrated throughout the curriculum in grades kindergarten through four:

The second grade science curriculum talks about "where does food come from" in plant and animal units. They also observe the life cycle of plants and animals. The third grade science curriculum has an extensive (8-10 week) unit on water and the environment.

Water cycle is taught in the 3rd grade with outside instruction. The 4th grade science curriculum has units on plants and animals and they discuss parts of plants and what parts we eat and what other parts are used for other than food. They also go through the life cycle of plants and animals. Our 3rd and 4th grade special ed students do our recycling of paper in our building. Our 4th grade students do the recycling of milk cartons and the composting of leftover food each day after breakfast and lunch. They take the compostable food out to the compost bin along with some wet paper towels. We currently have 3 bins at different stages. Students also "stir" the bins when needed. The Clark County nutritionist comes to all grade levels k-4 8 times a year (once a month) to teach nutrition and health.

The school integrates environmental and sustainability concepts into assessments:

As we integrate and move toward the Next Generation science standards from the DPI our Science curriculum grades k-4 have plants and animals as topics. 4th grade Social Studies curriculum has Wisconsin as a year long topic. Besides history the land and the environment and the products from the land are main topics. 3rd grade science curriculum has the human body as a topic of an 8-10 week unit. Clark Co nutritionist comes to do 8 lessons a year with k-4 with food and exercise as a main focus.

Our new Reading/Language Arts program has a LOT more science and social studies in it. We are glad to have it interdisciplinary because otherwise we would have no time at all.

Students have access to environmentally and/or sustainability focused clubs:

Students are asked to participate in the composting in the lunchroom. We also ask for volunteers when stirring the compost. Another group weighs the compost and charts the amounts. We have a lunch and breakfast milk carton crew that helps younger students learn which things are recyclable and compostable.

Professional development offered to ensure environmental and sustainability education include:

- ✓ Aquatic WILD - 6 staff
- ✓ Attended the Midwest Renewable Energy Fair for professional development credit. Number of staff \_2
- ✓ Trainings offered through your local CESA - Number of staff\_3\_ Comments: *Attended Green & Healthy Schools Workshop in April 2013*
- ✓ KEEP (WI K-12 Energy Education Program) –Number of staff\_8\_ Comments: *more this year*
- ✓ Masters Degree in Environmental Education - Number of staff\_1\_
- ✓ Project Learning Tree – Number of staff\_6\_
- ✓ Project WET - Number of staff\_6\_
- ✓ Project WILD - Number of staff\_6\_
- ✓ Related university level course - Number of staff\_2\_ Optional Comments: *UWSP*
- ✓ WI Association for Environmental Education Event - Number of staff\_1
- ✓ WI Center for Environmental Education Sustainability Course/Workshop - Number of staff: 4 Comments: *CESA 10 training and Green Bay*

- ✓ Other in-service, training, workshop, or course: *\_30: CESA 10 sustainability energy management recycling and waste management*

Outdoor learning experiences offered to students at the school each year include:

We have summer school classes that are gardening and also nutrition classes that go outdoors. We have 5 cold frames up next to the school building that are for use (almost) year round. We have snowshoes available for classes to go snowshoeing in the school forest that is on campus. Each year the 4th graders build bottle rockets in science and shoot them off outside on the last day of school. The 1st grade classes keep caterpillars until it is time to let the butterflies go outside each spring. The k-5 art teacher has outdoor art classes whenever appropriate. The 3rd and 4th grade science classes use the school forest to carry out experiments. 3rd graders study weather patterns outside during science class with an outdoor weather station.

We have been recycling paper for many many years, 3 years ago we began recycling milk cartons and composting waste from lunch. This year we began recycling milk cartons during breakfast. In October 2012, Dennis Wenzel and Melissa Rickert presented at the WASBO Facilities Masters Conference. The session, 'Facility Managers Lead Sustainable Culture Change' was well attended and generated a lot of great discussion. This is an example of how Colby is leading the way by sharing their experiences with colleagues. Three of us (2 teachers and one parent) presented at the Wisconsin Association for Environmental Education conference in Stevens Point in Aug of '14. We presented our recycling through lettuce feed process.

### **Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills**

Focus Area: Environmental & Sustainability Education

At Colby Elementary we engage students and staff in as much environmental and sustainability education as we can. Some in the form of direct instruction, some as cross-curriculum, and some is just the way we do business in our school. We also schedule as much Professional Development time for staff as possible.

Our science curriculum is based on the Next Generation Science standards. These include standards for Life Science, Earth and Space Science, Physical Science, with Engineering, Technology, and application imbedded within the other three. We use some FOSS units at each grade level, K-4, and pull in teacher developed units (usually cross-curriculum with ELA or math), as well as McMillan units. Kindergarten does units on Pushes and Pulls, plants and animals (survival needs), and weather patterns. First Grade units are on light and sound, objects in the sky, and plants and animals (external parts, offspring, and similarities). Second grade topics include: Plants and animals (interdependency, and diversity), properties of matter, land masses and bodies of water, and changing forces of the land. Third grade units include: weather and water (cycle), plants and animals (life cycle, inherited traits, environmental impact, survival, ancient animals), forces and motion, and Electricity and magnetism. Fourth grade does units on Wave Action (sound, light, water, electricity, heat), effects of weathering on the Earth's surface, Human Body, Speed and Energy/ Energy transfer and conversion, and Plants and Animals (internal and external structures).

Teachers in grades K-4 have had multiple years of summer curriculum professional development time to plan for the new units. We also have had PD time on Monday morning curriculum days to work on the new standards. Grade level science teams compared the new NGSS and the current science content being taught. Students are expected to hypothesize, observe, gather information, look for patterns, question and find answers to their questions and design experiments. They are very performance based but also are cross referenced to the CCSS in math and language arts. This allows integration of reading, writing, listening, and speaking in the core areas. Instruction should integrate with Daily 5, Language Arts, and math but need set times for performance, hands-on involvement, and lab reports. Our Math curriculum, K-4, is based on The CCSS. We use Every Day Math for our core teaching and use iPads and Math Advantage for most interventions in math. Every Day Math is a spiraling content with a variety of skills every day. Since moving to Every Day Math we have had greater fidelity in our K-4 math program and since then both 5<sup>th</sup> and 6<sup>th</sup> grade have moved to using the same publisher. Teachers have had Professional Development time on Monday morning curriculum days to collaborate on math K-12.



Colby School District does have a technology curriculum. The standards need to be met by the end of 8<sup>th</sup> grade so there is not a yearly assessment of where students are at. We do have a checklist of the things that are done at each grade level. 3<sup>rd</sup> and 4<sup>th</sup> grade have dedicated weekly direct instruction but K-2 is integrated within the core curriculum. Keyboarding has gone down to the 2<sup>nd</sup> grade now as those skills are needed by 3<sup>rd</sup> grade for the Smarter Balanced Assessments that 3<sup>rd</sup> and 4<sup>th</sup> grade have to do.

Colby Elementary does not have any dedicated time to direct instruction for engineering it is all embedded within the core curriculum.

Fourth Grade does a few things that are unique to that grade level. They have someone from Xcel Energy come and do a presentation on electricity, they make bottle rockets for the end of year celebration, and some of their snow forts and tunnels they build during recess are quite sophisticated.

Third grade gets a taste of the electricity presentation at Clark Co. Farm/Home Safety Day each year in the spring. They also set up an outdoor weather station in the fall.

Second grade does a lot of work in our school gardens: planting, harvesting, and sharing with the community. The majority of their work in the gardens is in the spring, and then continuing throughout the summer during summer school and beyond with parent volunteers.

Kindergarten students go on monthly “nature hikes” through our school forest. They write about the various plants and animals that they observed. They also learn about the different seasons this way.

For Professional Development, our district had numerous KEEP classes each year. We have offered one during the year and one during the summer for the last 3 years, usually there are 6-10 staff attending, plus many of our staff have taken the online courses available. Melissa Rickert of CESA 10 has provided much of our PD.

### **Element 3C: Development and application of civic knowledge and skills**

#### Focus Area: Community Involvement

The school has community involvement many of the focus areas.

Description of community partnerships/involvement:

Junior Achievement allows community members to come into the 3rd and 4th grade classes to teach many of the concepts in our social studies curriculum, including natural and human resources and environmental impact of commerce. The community IDEA foundation and our elementary PTC provided us with funds to purchase compost bins and blue recycling wastepaper baskets. A STEP (senior citizen) worker helps the 4th grade with composting, keeping the schedule, showing the newbies how to do it, and set up and clean-up of the buckets. Mrs. Strevler, a parent who works at Midland Paper, allows us to take their overstock and use it here at school instead of it going in the dumpsters. Clark County provides dental sealants for our students free of charge. They come to the school to do this. They also provide the nutritionist services. Fire fighters come in during October to do fire prevention and education for all grades K-4. Xcel energy comes to our school and does an energy safety program for 4th graders each year. We receive funding for an overnight zoo trip to the Minnesota Zoo from the local Harmony Co-op.

We had parents help to transform our cold frame area into an outdoor classroom. They paved an area and put cow mats in the other area and made it handicap accessible.

We had parents volunteer to do the Walk to School Day. They teamed up with the Girl Scouts and had prizes and healthy snacks as students finished the walk.

Parents also volunteered to help with the Bike to School Day this fall. They teamed up with Clark Co Health and again had prizes for those who participated.

A parent joined us in presenting at the WAEE conference in Stevens Point in August.

Students participate in civic/community engagement projects relating to environmental and sustainability:

We participate in "holidays" that celebrate the environment. We find little ways that the students can help clean up the community, or the school itself. We clean up the playground and the school forest area. We rake and pick up litter, and move the woodchips back to where they are supposed to be. Each year the third grade students walk the food pantry items we have collected all the way to the food pantry and learn about the need for the food pantry.

### **Cross-cutting Questions**

- Colby Elementary School is recognized as a "Sugar Maple" School through Green & Healthy Schools Wisconsin and is a nationally certified PLT *GreenSchool!*
- Because of our article in the EE Newsletter, two schools contacted us about how we make the recycling work. Our influence has encouraged other districts in the area to be involved in Green and Healthy practices. Also since the Elementary began recycling milk cartons both the HS and MS have also begun recycling milk cartons.
- Their school profile on EEinWisconsin.org: <http://eeinwisconsin.org/net/org/info.aspx?s=112086.0.0.2209>