



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other
documentation of review)

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

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

Official School Name Kennedy Community School
(As it should appear in the official records)

School Mailing Address 1300 Jade Road
(If address is P.O. Box, also include street address.)

Saint Joseph MN 56374
City State Zip

County Stearns State School Code Number* 025

Telephone (320) 363-7791 Fax (320) 529-4336

Web site/URL www.isd742.org/~kennedy E-mail diane.moeller@isd742.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.



Date: March 15, 2012

(Principal's Signature)

Name of Superintendent* Mr. Bruce Watkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Saint Cloud Tel. (320) 253-9333

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.



Date: March 15, 2012

(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

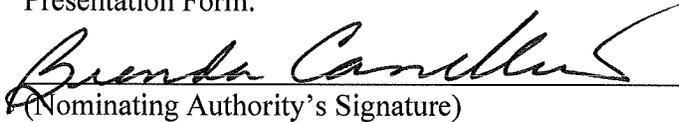
toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local 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, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date March 21, 2012
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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 of Achievement
Green Ribbon School Application
Kennedy Community School

In an effort to summarize our achievements that cause us to believe we should be awarded the honor of being a Green Ribbon School, it is important to give a background in how we came to be known as "The Green School". In 2006, we were outgrowing our little school, and knew we needed to go to our voters to approve a building referendum. This would be challenging since our district covers 250 square miles, and Saint Joseph, our community, is on the western edge. As we held community meetings to explore the level of support for a new school, the community came out strongly stating that if it were built green, they would support it. Indeed they did. Work began immediately to design and build a green school, and in 2008 we opened our doors to a beautiful school with so many green components that we were certified at the Gold level for LEED (Leadership in Energy Efficient Design).

Kennedy has had much publicity regarding the green school concept. We have been leaders in promoting other schools to go green. We were featured on the Money Smart segment of CNN, to show how even though startup costs are higher, the payback is high. We are the subject of a US Green Building Council video production that is used to show other school districts how going green has paid off. We were featured on the front page of the Education MN newspaper showing how energy savings can translate into resources and teachers. We have given over 300 tours to groups. We believe it is part of our mission to help not only our school, but the larger community, to understand the possibilities and benefits of going green. We hope that with each tour, we shatter one more myth that may be held by any individual. For example, when people hear that we have not fired a boiler in our four winters here, or that we do not need compressors for air conditioning, they are shocked. Our geothermal system was controversial to start. People said it could not be done this far north for such a large structure, but we are proof that it can indeed be accomplished. We utilize day-lighting which means we have very large windows throughout the building to access sunlight. Again, people were skeptical that heat would be lost. Through our outreach to the community at large, we are able to teach about concepts and prove their worth as well. One could name roughly twenty other components of our green school that teach our students and community.

Many partnerships have been created through our process of going green. For example, our partnership with the US Fish and Wildlife Service has resulted in us having over 20 acres of prairie grasses that we use to teach. A grant from the MDE has allowed us to work with our students to create a nature trail through the prairie. Many organizations have

partnered with us to create a reading garden that was the idea of our first class of eighth graders.

We have not rested in our effort to be green. We know that being a green school goes beyond the building structure and components. We constantly monitor energy usage, water usage, and recycling programs. We have implemented programs to get even better. Largely, our students are the ones who help us continue the pursuit. They initiated the milk carton recycling program, for example. Our energy tracker website allows students and community members to go online to see what the best form of energy is on any given day. They can compare if wind energy with our turbine, or solar energy from our photovoltaic panels are better. These components were installed not to totally provide energy for the school, but to teach students about alternative energy sources. Our community members have commented on how much they have learned from the energy website. Students have become our best ambassadors for being a green school. They are well versed in the importance of going green, the components of being green, and the good we are doing for our earth. Students have created websites in their science classes that compare various energy forms. They also conduct tours for our community on Earth Day. People cannot believe such young learners are so knowledgeable about green concepts.

Being named a Green Ribbon School would be such a great show of support for our community. When we started the application process, we met with student groups to gather ideas for each of the pillars. Their level of enthusiasm was high. The honor would only serve to reinforce our commitment to doing what is right and help us to continue to be an example for others.

SCORE (out of 100 points): 88

APPLICANT INFORMATION

Name of School: Kennedy Community School

Response ID# (top of 231
page one on
application):

Reviewer (name): Kristen Poppleton

PURPOSE - This form is used to evaluate proposals based on criteria and associated points delineated in the Minnesota nominations for the US Department of Education Green Ribbon Schools program. In addition, reviewers must provide comments on the strengths and weaknesses of the proposals for each criterion, and comments overall about the proposal at the end. Clear, substantive and constructive comments explain for the record the scores given to the proposal, and also help in the debriefing of applicants who request a follow-up conversation after receiving their scores.

Background: The U.S. Department of Education Green Ribbon Schools criteria state:

"Inspiring schools to strive for 21st century excellence, the Green Ribbon Schools recognition award will recognize schools that have achieved or are making demonstrable progress toward 1) having a net zero environmental impact; 2) improving the health and performance of students and staff; and 3) ensuring the environmental and sustainability literacy of all graduates. These three 'Pillars' of the Green Ribbon Schools award will serve as guideposts to motivate states, tribes, districts, administrators, faculty, parents and students to create the most productive, enriching, and efficient schools possible. The demonstrated combined achievement in these three areas serves as the basis for the Green Ribbon Schools award."

Instructions: The nature of this particular application design requires that you exercise your best, impartial judgment as an expert in this field when scoring individual applications. The following worksheet offers some guidance on how to assign points within each Element, but you should feel free to deviate from this if it is clear to you that the situation warrants it. Your job as a reviewer in general is to look for "demonstrable" and "quantified" progress towards the Elements of three Green Ribbon pillars or goals, and score applicants in relation to each other on this as best you can.

Some items to keep in mind as you consider how many points to award in each element:

- The application includes some overlapping questions - each is a reasonable way to at least partially assess progress toward that element, which can make it difficult to assign points without "double-counting".
- Some questions simply may not apply to a particular applicant, which makes scoring that question especially difficult. This clearly occurs in at least two situations:

1. An older school (not modernized or renovated in the last 10 years). For example, an older school with renovations greater than 10 years old could automatically lose points through no fault of their own.

2. An elementary school. For example, elementary schools may not have specific graduation requirements and rarely if ever offer career technical education.

There may be other such situations as well, perhaps private or charter schools without a cafeteria, for example. In such cases, a school should not be automatically penalized for being unable to answer a question that simply does not apply to them. Therefore, you should take this into consideration as best you can when assigning points in that element.

Green Ribbon Pillar and Elements

(CC) Cross Cutting Questions – 5 points Under this factor proposals will be evaluated based on the extent to which the school identifies participation in Green School programs and/or awards for environmental and sustainability efforts:

1 point School participates in a program that benchmarks progress.

2-3
points In addition, school has received one award

5
4-5
points In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program

5 **Subtotal (0 to 5 points)**

Comments:

Pillar I: Environmental Impact and Energy Efficiency– 30 total points

Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.

(1A) Element IA: Improved energy conservation/energy-efficient building(s) - 15 points: Under this factor, proposals will be evaluated based on how well the application clearly and completely addresses buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). They should demonstrate reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

1-5 points School demonstrates some reduced energy use

6-10 points School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.

11-15 points School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.

15 **Subtotal (0 to 15 points)**

Comments:

Wow!

(1B) Element IB: Improved water quality, efficiency, and conservation – 5 points: Under this factor, proposals will be evaluated based on how well the application addresses improved water quality, efficiency, and conservation:

1 point The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.

2-3 points In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.

4-5 points In addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).

5 Subtotal (0 to 5 points)

Comments:

(1C) Element IC: Reduced waste production and improved recycling and composting programs – 5 points:

Under this factor, proposals will be evaluated based on how well the application addresses reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream:

1-2 points School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with some recycled content; uses some "third-party certified" cleaning products; and describes a few creative ways the school community practices the 4Rs.

3-4 points In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.

5 points School also has made substantial, measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.

4 Subtotal (0 to 5 points)

Comments:

(1D) Element ID: Use of alternative transportation to, during, and from school – 5 points: Under this factor, proposals will be evaluated based on how well the application addresses expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies:

- 1-2 points School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.
- 3-4 points In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.
- 5 points In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.

5 **Subtotal (0 to 5 points)**

Comments:

Pillar II: Healthy School Environments– 30 total points

Goal: The school improves the health and performance of students and staff

(2A) Element IIA: An integrated school environmental health program – 15 points: Under this factor, proposals will be evaluated based on how well the application documents an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds:

- 1-5 points School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.
- 6-10 points In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.
- 11-15 points School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).

15 **Subtotal (0 to 15 points)**

Comments:

(2B) **Element IIB: An integrated school environmental health program – 15 points:** Under this factor, proposals will be evaluated based on how well the application addresses high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.):

1-5 points School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.

6-10 points School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.

11-15 points School also purchases a substantial amount of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.

13 **Subtotal (0 to 15 points)**

Comments:

(3A) **Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems - 20 points:** Under this factor, proposals will be evaluated based on how well the application addresses interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems:

1-5 points School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.

6-10 points School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.

11-15 points School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.

15-20 points School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for all grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.

NOTE: EPA may also consider information from other sources, including agency files, for evaluating the factors under Programmatic Capability and Past Performance.

14 **Subtotal (0 to 20 points)**

Comments:

(3B) Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills - 5 points: Under this factor, proposals will be evaluated based on how well the application addresses use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy:

1-3 points School sometimes integrates E/S into science courses; makes some connections to E/S careers; and provides some additional evidence about links to STEM.

4-5 points School frequently integrates E/S concepts into STEM courses; curricula makes many connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.

4 **Subtotal (0 to 5 points)**

Comments:

(3C) Element IIIC: Development and application of civic engagement knowledge and skills - 10 points: Under this factor, proposals will be evaluated based on how well the application addresses development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community:

1-3 points School has civic projects related to environment and sustainability in some grades; occasional meaningful outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.

4 -7 points In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.

8 -10 points School receives full credit when all grades have civic projects; when all grades have meaningful outdoor learning experiences; and when the quality and quantity of community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.

8 **Subtotal (0 to 10 points)**

Comments:

Worksheet:

<u>Possible points</u>	<u>Score</u>	
0-5	5	(CC) Cross Cutting Questions
0-15	15	(1A) Element IA
0-5	5	(1B) Element IB
0-5	4	(1C) Element IC
0-5	5	(1D) Element ID
0-15	15	(2A) Element IIA
0-15	13	(2B) Element IIB
0-20	14	(3A) Element IIIA
0-5	4	(3B) Element IIIB
0-10	8	(3C) Element IIIC
	88	TOTAL SCORE (out of 100 points)

APPLICANT INFORMATION

Name of Organization: Kennedy Community School

Response ID#: 231

Reviewer Name: Kristen Poppleton **Error! Reference source not found.**

Overall strengths of the proposal:

Very impressive dedication to developing the infrastructure for a green school. Clear momentum to developing the curriculum that makes for a holistic green school that has not only a green building, but developing "green minds and a green community" as well!

Overall weaknesses of the proposal:

There is work being done to integrate the environment into the curriculum, but there is still work to be done in this area. There is a lot about the 6-8th grade curriculum which is great, but what are the K-5 graders doing?

1. Page One

Thank you for your interest in completing the Green Ribbon Schools application for Minnesota schools. In order to complete this application, schools are asked to provide basic information and complete a series of questions, including short narratives. You will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. Once you begin your application, you may save and return to it at any time before submitting the final version.

You must submit your application no later than February 22, 2012.

Introduction: The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two-step process. The first step is to complete and submit this form to be selected as a state nominee. If the school is subsequently selected, the second step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Each state may submit up to four nominees to ED. Upon review, ED will then award approximately 100 Green Ribbons from these nominees. Selected schools will receive a plaque and flag, be invited to the national ceremony in June in Washington D.C. (no funding is currently available to support travel to D.C.) and will be visited by an ED representative later in the year for a local ceremony.

Background: Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

Pillar I goal: The school has a net zero environmental impact

Pillar II goal: The school has a positive impact on the health and performance of students and staff

Pillar III goal: 100% of the school's graduates are environmentally and sustainability literate

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars. You are competing with other schools to see who has made the most progress and there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations).

2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking. However, given the ambitious goals of the program, schools making exemplary efforts in one pillar or a variety of elements are strongly encouraged to apply.

3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible. However, you may not be able to answer "yes" to all the questions or provide answers in all cases.

4. If your school is being actively considered, additional documents supporting your answers may be

requested.

As you'll see in the application form below, the Minnesota Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save and return to it at any time before submitting the final version.

You must submit your application no later than February 22, 2012.

We hope the application will serve as a self-assessment tool for your school and community. If this self-assessment is not already part of your school culture, then working on this application will be very informative for everyone in your school. The application also includes numerous resources linked to the specific questions. Please use them as a guide and an opportunity to learn about more resources that can improve your green school efforts.

If you have any questions, please contact Minnesota's Green Ribbon Schools program coordinator, Jeff Ledermann, 651-582-8602.

2. Page Two

By submitting this electronic application, the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 7 and statement 12 are true. *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 one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.
3. The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.
4. The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.
5. The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.
6. The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.
7. The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
8. Neither the applicant 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.

9. OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.

10. 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.

11. 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.

12. The school and the district (if the school is a public school) meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

3. Page Three

School Contact Information

Independent School District Number (if applicable)

742

School Name

Kennedy Community School

Street Address

1300 Jade Road

City

Saint Joseph

State

MN

Zip

56374

School Website

www.isd742.org/~kennedy

Principal First Name

Diane

Principal Last Name

Moeller

Principal Email Address

diane.moeller@isd742.org

Principal Phone Number

320-363-7791

Lead Applicant First Name (if different from principal)

Lead Applicant Last Name (if different from principal)

Lead Applicant Email

Lead Applicant Phone Number

Level

K - 8

1. School Type

Public

How would you describe your school?

Private/Independent

2. Does your school have at least 40 percent of your students from a disadvantaged background?

No

4. Page Four

Application Outline:

Green Ribbon Pillars and Elements

Points

Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts 5%

5 points

PILLAR ONE: Net zero environmental impact: 30%

Element 1A: Zero greenhouse gas (GHG) emissions

15 points

Energy

Buildings

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

5 points

Water

Grounds

Element 1C: Reduced waste production

5 points

Waste

Hazardous waste

Element 1D: Use of alternative transportation to, during, and from school

5 points

PILLAR TWO: Positive impact on student and staff health: 30%

Element 2A: An integrated school environmental health program

15 points

Integrated Pest Management

Contaminant controls and Ventilation

Asthma control

Indoor air quality

Moisture control

Chemical management

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 15 points

Fitness and outdoor time

Food and Nutrition

Ultra Violet (UV) safety

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate: 35%

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems 20 points

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 points

Element 3C: Development and application of civic engagement knowledge and skills 10 points

TOTAL 100 points

5. Page Five

QCC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, Project Learning Tree's Green Schools!, Environmental Initiative's Minnesota Environmental Education Award or Minnesota Pollution Control Agency Governor's Award for Pollution Prevention)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

Schools for Energy Efficiency (SEE)

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

Outstanding Energy Efficiency (SEE) 2010; US Green Building Council, Video Production, 2010

6. Page Six

Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

B) Improved water quality, efficiency, and conservation.

C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

D) Expanded use of alternative transportation to, during and from school, through active promotion of

locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

7. Page Seven

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : 0

Final GHG emissions rate (MT eCO₂/person) : 0

Percentage reduction : 0

Time period measured (mm/yyyy - mm/yyyy) : 08/2008-02/2012

How did you document this reduction (e.g., B3 Benchmarking, the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? : Geothermal has no GHS emissions.

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes

If your school received the certification, please note the year it was achieved and the score received:

Design Phase--2007

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 10%

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kBtu/square foot

Time period measured (mm/yyyy - mm/yyyy) : 07/2008-07/2009

How did you document this reduction (ie. B3 Benchmarking, ENERGY STAR portfolio, district report)? : SEE Records; Monthly Bills

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 4%

Purchased renewable energy : 96%

In what year was your school constructed?

2007

What is the total building area of your school?

137,000 Square Feet

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, B3 Benchmarks, LEED, CHPS, Green Globes or other standards) : 100%

Which certification did you receive and at what level? : LEED Gold Level

What is the total constructed area? : 137,000 Square Feet

What is the total renovated area? : 0

Q1A6: Do any parts of your existing buildings meet green build standards (for example, B3 Benchmarks, LEED, CHPS, Green Globes, or other standards)?

Yes

Please provide the following information:

What percentage of the existing building area has achieved green build standards (B3 Benchmarks, LEED, CHPS, Green Globes, or other standards)? : 137,000 sq feet

What is the total building area (in sq. ft.)? : 137,000 sq ft

Which certificate did the school receive and at what level? : LEED Gold Level

Q1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

Yes

Please provide the following information:

List offsets used : Geothermal

Current total GHG emissions (MtCO₂e) : 0

Baseline total GHG emissions (MtCO₂e) : 0

Change from baseline : 0

Time period measured (mm/yyyy - mm/yyyy) : 08/2008-01/2012

Q1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has an energy and water efficient product purchasing and procurement policy in place

Other (please describe): SEE Program

8. Page Eight

Q1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

Percentage reduction domestic : 25%

Percentage reduction irrigation : 25%

Time period measured (mm/yyyy - mm/yyyy) : 09/2008-02/2012

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

Q1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school has a smart irrigation system that adjusts watering time based on weather conditions.

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.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Please provide the following information about your school's landscaping

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

We have a School Board policy that insures cyclical testing of water for lead. Our school also has all solder free joints in the plumbing.

Q1B3: Our school's drinking water comes from:

Municipal water source

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

The water source is protected from contaminants through the use of RPZ valves and backflow preventors. Efficiency and conservation of water are enhanced through sensors on faucets and toilets. This past year we benchmarked water usage and installed Reduced Flow Nozzles on the toilets and faucets.

9. Page Nine

Q1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 144 cu yds

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 84

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 0

D - Monthly food waste volume in cubic yards diverted as food to pigs x number of collections per month x percentage full when emptied or collected). : 0

Recycling Rate = $(B + C + D) \div (A + B + C + D) \times 100$: 58%

Q1C2: 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, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

10%

Q1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

100%

Q1C4: Please provide the following information about your school's hazardous waste (In 2007, the Minnesota Legislature passed a law banning mercury in elementary and secondary schools)

How much hazardous waste does your school produce (lbs/person/year)? : 0

How is the amount generated calculated? : none

List the types of hazardous waste generated : none

How is hazardous waste monitored? : none to monitor

Q1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school practices green chemistry in the academic setting by using chemicals with less hazardous characteristics

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).

Which green cleaning standard is used?

Green Seal (GS-42)

Q1C6: Does your school use "third party certified" green cleaning products?

Yes

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 90%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

We create no hazardous waste in our science department or elsewhere. In 2010, we partnered with TriCounty Waste Management to recycle our milk cartons. We now recycle 100% of those. We currently have the 6-8th graders using Google Docs in an effort to reduce the amount of paper used. Staff uses this for things such as scheduling and communication. All paper that is used is recycled, and that program was initiated by our students. They also do the emptying of the recycling bins of paper.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

85%

How was this data collected and calculated? (Maximum 100 words)

We took the school roster and compared it to the daily methods of transportation. Then we observed how many cars had two or more children in them. We also participate in the Safe Routes to School program and have a bike and walking lane from town out to our school.

Q 1D2: Which of the following policies or programs has your school implemented (Minnesota schools are required by state law to reduce the unnecessary idling of school buses in front of schools, and reroute bus parking zones away from air-intake vents):

Our school has designated carpool parking stalls.

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).

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

Our school participates in a "Safe Routes to School"

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

Our school van for interschool deliveries has been converted to run on recycled cooking oil.

Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?

68%

Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

We have extensive daylighting to allow for natural light. Solar tubes light our halls. Sensors are on lights so that they turn off automatically. Displacement ventilation is in all classrooms. We use solar panels and a wind turbine to generate a small amount of electricity. We have a minimal amount of nonpervious surface on our campus. We also have our own storm water catch basin on site. All materials used in construction of the school were either recycled or can be recycled. We used materials that need no or little chemical treatment, i.e. refurbished block walls for no paint, and terrazzo flooring for no wax. All materials were within a 500 mile radius of the school to increase awareness of sustainability.

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

11. Page Eleven

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, and posting requirements are provided to parents and school employees in accordance with the Janet B. Johnson Parents' Right-to-know Act (Minn. Stat. § 121A.30).

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

Our school meets the recommended 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.

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school is in compliance with Minn. Stat. § 121A.33 to eliminate the purchase, storing or use of elemental mercury or an instrument of measurement containing mercury for any purpose. (This does not apply for fluorescent bulbs, mercury thermostats, switches, and gauges for heating, ventilation and air conditioning (HVAC) systems).

Wood structures on school grounds that contain chromate copper arsenate have either been removed or sealed within the past 12 months.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

Our school visually inspects all structures on a regular basis for evidence of mold, moisture, and water leakage and identified issues are addressed promptly.

Our school's indoor relative humidity is maintained below 60%.

Our 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), and selecting EPA's Design for the Environment approved cleaning products.

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

All of the ground contact classrooms at our school have been tested for radon after changes to the building foundation or ventilation system, or within the past 5 years.

Does your school annually inspect combustion appliances to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): yes

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?: none had radon

12. Page Twelve

Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in the USDA's Healthier School Challenge or another nutrition program.
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

We participate in the Fitness Fever nutrition and exercise program. The students take part in numerous school activities as well as Family Fitness Night. Our food service works with the program to offer fresh fruits or vegetables every day.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students, including features such as trails, natural playgrounds, gardens, habitat projects, outdoor classrooms and any other features designed, implemented and/or used by students and teachers. (Maximum 200 words)

We have numerous opportunities for students to be outdoors. Of our 72 total acres, 40 are in a restored prairie habitat through a partnership with the US Fish and Wildlife Service. With the help of two grants we received, we are currently constructing a nature trail through this area. We also currently have an outdoor classroom and a reading garden. All PreK-8 students are outside for 20 minutes of recess daily. In addition, they receive 25 minutes of PE daily, often outdoors. Our school district was a recipient of a PEP (Carol M. White's Physical Education Program) grant, so for the last three years, we have been able to increase the amount of activity in all areas, including general classrooms.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

12%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

Our partnership with the US Fish and Wildlife Service is a great enhancement to our natural environment. Our ball fields are a joint effort with the city of Saint Joseph. Our playground utilizes recycled tires for mulch. We also have a Fitness Center in our school for student use in grades 5-8. Staff may utilize the center as well. Community members use the center evenings and weekends. Our building is also open to community members for a walking program.

13. Page Thirteen

Pillar 3: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

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

Each question in this section is designed to measure your school's progress toward Pillar 3.

14. Page Fourteen

Q3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply)

Environmental and sustainability concepts are integrated throughout the curriculum.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

Our classroom assessments have rubrics that determine the level of proficiency. 90% of our 7th and 8th grade students score at the proficient level. A sample of these assessments can be seen at the following website:

<http://mrwilsonscience.weebly.com/student-energy-websites.html> Click on any student names and type in the password: Vikings. Here one can view not only how we integrate sustainability into all curriculum, but also how we assess students' levels of proficiency.

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

TriCounty Waste Management provided 100% of the staff with training in recycling. US Fish and Wildlife trained 80% of the staff in the prairie habitat. GLT Architects and Winkelman Builders trained 100% of the staff in the green components of our school as well as how our LEED certification was attained. The Jeffers Foundation has provided training in outdoor education for about 40% of the staff. Most recently, 80% of our middle level teachers were trained in outdoor and environmental education through the MN Dept of Ed grant.

Q3A2: If your school serves grades 9-12, please provide the following information:

Please describe other environmental or outdoor education courses available to your students, including honors, International Baccalaureate or other general courses on the environment, sustainability or the outdoors and how many students were enrolled in each course during the last school year. (Maximum 200 words)

Q3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

Our school has a website that all teachers use with students. It displays the current weather conditions and how much energy is being produced by the geothermal system, the photovoltaic panels, and the wind turbine. Students analyze which system is best for which type of day. Their thinking skills are stretched to sometimes wonder how a cold day in January can produce a lot of energy with solar panels. In middle level science, for example, students research renewable and nonrenewable energy sources. They determine the best renewable energy source to replace the nonrenewable one. Students create websites posting their results and recommendations. The school website is:

<https://156.99.211.105/www/index/index.html?UID=SCR,PW=energy4u> The student websites can be found at:

<http://mrwilsonscience.weebly.com/student-energy-websites.html> Click on any student names and type in the password: Vikings.

Q3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Please describe these college and career connections. (Maximum 200 words)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement or service learning project at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

6-8

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

90%

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100%

What percentage of students completed such a project last year? : 90%

Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of academic subjects in contexts, engage the broader community, and develop civic skills. Also describe any regular school-based trips to environmental learning centers or similar activities. (Maximum 200 words)

Our outdoor classroom which is part of our prairie restoration, and our reading garden are used daily to teach not only science and math, but literacy as well. Journals are used to record outdoor learning. Any content area teacher can be seen often using the garden or outdoor classroom. St. John's Arboretum is used by all grade levels throughout all seasons to help experience concepts such as habitats. Their staff works in partnership with our staff both at the arboretum and at our school. The standards at each grade level are developed into activities at the arboretum. The nature trail that our students are currently designing is an example of engaging the broader community. We are working with the city to have our trail be linked to existing walking paths and parkland. Students are getting firsthand experience in how city government operates. The concept of cooperative ventures is helping our students understand how government operates and will hopefully engage them to be active citizens in the future as well.

Please share how environmental and outdoor learning is integrated into other school programs, including before and after school, during the summer and other enrichment opportunities. Examples include child care programs, community education courses and student green teams, environmental or outdoor clubs (Maximum 200 words)

Kidstop is our after school and summer child care program run in partnership with Boys and Girls Clubs. The group utilizes our outdoor classroom and learning areas. In the summer, they help maintain the area. Our after school enrichment program hosts a STEM Club at various levels. Groups are facilitated by university students and professors along with our staff. They conduct investigations that utilize our green elements and outdoor opportunities. Our student SEE Squad (Schools for Energy Efficiency) monitor positive and negative examples of energy conservation. Postit notes either reinforce or remind. The reading garden is an example of student led outdoor learning. Our first group of eighth graders designed and constructed this as their legacy. They worked all summer with the assistance of local civic groups. We give many tours of our green school. A group of students has now been trained to conduct these tours. This means they must be well versed in the green components of our school. Older students often give examples from their classwork of cost comparison of renewable to nonrenewable energy. Each Earth Day, we host an Open House for our community to learn more about sustainability.

Q 3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Our partnership with the US Fish and Wildlife Service to create and maintain the prairie restoration is key to our outdoor learning. They are currently helping students create accurate signage for our nature trail. They work with us for the bi-annual burn, teaching students a great deal. The two universities in our town, St. John's and St. Ben's, are partners that provide STEM

experiences, the Arboretum partnership, academic tutoring, and professional development for staff. We have two business partners, Sentry Bank and Central MN Credit Union, who assist us with tutors and support our work to be a green school. The companies who are listed on our school energy website are also partners in helping us keep that site operational, thus helping the broader community understand the importance of renewable energy sources. The St. Joseph Committee for Green Space is an active partner with us to help the broader community learn more about environmental responsibility. We have numerous other partnerships, but these would be the ones that are key to helping us advance the green concepts. In addition, our school serves as a resource to the other schools in our district. Their students are able to learn about sustainability either through coming to our site, or by working with our energy website.

Q3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

If one were to look at the video that the US Green Building Council produced about our school (which can be found on our school website), one could see that our best measurement of how literate our students are in sustainability lies in the manner in which they can discuss the concepts and issues. Interviews conducted with our students tell us how much they know. From early years when students talk about the wind turbine creating energy, to the later years when students compare renewable and nonrenewable sources of energy, we are confident that our students are literate in both contexts of environment and sustainability. They are young ambassadors for the green movement as they carry forth their knowledge and experience of being in a green school.

15. Page Fifteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

16. Page Sixteen

Thank you for submitting a Green Ribbon Schools application for Minnesota schools.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of February 22, 2012.

If you have any questions, please contact Minnesota's Green Ribbon Schools program coordinator, Jeff Ledermann.

Email Confirmation

Feb 22, 2012 09:15:44 Success: Email Sent to: diane.moeller@isd742.org

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

Response Location

Region:	United States
Region:	MN
City:	Royalton
Postal Code:	56373