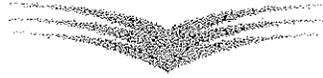


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2012-2013 District Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

District's Certifications

The signatures of the district superintendent (or equivalent) on the next page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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.

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U.S. Department of Education Green Ribbon Schools 2013 – District Award

Name of Superintendent* Dr. Sue Ann Gruber
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Prior Lake-Savage Area Schools Tel. (952) 226-0011

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

Dr. Sue Ann Gruber
(Superintendent's Signature)

Date 2-1-13

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to District Superintendent

Provide a concise and coherent "snapshot" that describes how your district is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your district worthy of the U.S. Department of Education Green Ribbon School District Award.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. Please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

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

1. The district 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.

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2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Minnesota Department of Education

Name of Nominating Authority Dr. Brenda Cassellius
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Brenda Cassellius Date 2.12.13
(Nominating Authority's Signature)

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

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

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Our Prior Lake-Savage Area School's (PLSAS) district mission is to "educate all learners to reach their full potential as contributing and productive members of an ever-changing community. We are innovative, environmentally focused and wise stewards of our resources." Driven by this mission, we work to reduce environmental impact, improve health and wellness, and interweave environmental education and sustainability practices as a context for learning throughout k-12 education for our students.

District leaders strategically plan to limit and reduce the impact our buildings, grounds, and transportation system has on our community and our world. Prior Lake-Savage Area Schools has maintained an Energy Star Portfolio since 2007. Five buildings in our district received Energy Star certification in 2011 and 2012. Ten of our eleven buildings received Outstanding Achievement in Energy Reduction from SEE® for at least a 10% reduction in overall energy use for 2010, 2011 and 2012. We received the SEE® Milestone Award for Most Efficient Use of Energy per Square Footage for 2012 and the Energy Star Leader Award for 20% Improvement in Overall Energy Performance in 2012. In 2011, Grainwood Elementary was named the top recycling elementary school per capita in the state of Minnesota. In addition, bus routes across our district have been consolidated, resulting in four eliminated routes over two years.

Furthermore, we work to reduce our environmental impact on our school grounds with seventy percent being considered water-efficient and regionally appropriate. We have rain gardens at three elementary schools and butterfly gardens at six schools. Recently, a parking lot was removed from one of our middle schools and replaced with natural grass and landscaping to reduce water run-off. Our sites also include a berm planted with evergreen trees, natural plants and grasses, and a natural bio retention area maintained on the grounds. We are constantly evaluating the efficiency of our school buildings, grounds, and transportation system and seeking opportunities for environmental stewardship.

The continuous improvement in the health and wellness of our students and staff is also top priority. Our district participated in the USDA's Healthier US School Challenge when the program originated, and we are currently participating in the Healthy Hunger Free Kids Act. As a district, we also take part in a Farm-to-School program to include local fresh food in our meal offerings. Apples, watermelon, cherry tomatoes and rice blends come to us from local orchards and farms. Fruit, vegetable and/or a salad bar are also offered daily in every school. After a healthy meal, our K-12 students and staff members across the district dispose of waste through our organics recycling program through a partnership with the Shakopee Mdewakanton Sioux Community. Our goal is to minimize non-organic waste and to recycle and compost as much waste as possible in each of our buildings. In addition, staff members complete an annual survey regarding indoor air quality, and enjoy wellness activities and advice put together by a Feel Invigorated Today (F.I.T.) committee.

Exposure to environmental education and sustainability practices in PLSAS begins in Kindergarten and is prevalent through 12th grade. Teachers use our outdoor amphitheaters, gardens, bird landings, and water resources on our properties to teach interdisciplinary environmental education lessons to all students. Teachers are trained to include environmental and sustainability lessons within core curricular areas and to take full advantage of local parks, trails, and outdoor learning spaces including areas at McColl Pond Environmental Learning

Center, Lakefront Park, and Cleary Lake Regional Park. At any given time Prior Lake-Savage students may be seen ice fishing, snowshoeing, nature journaling, collecting specimens, fishing, picking up trash, planting gardens, canoeing, or bird watching.

Our use of science notebooks also has students reading, writing, and reflecting about their science life. Additionally, eight schools celebrate the environment through a thematic environmental education festival. Our EE Festivals allow teachers and naturalists from Three Rivers Park District to engage students in hands-on lessons designed to meet state standards. Likewise, our fifth graders attend an extended field trip to Wolf Ridge Environmental Learning Center to immerse themselves in nature exploration and outdoor skills.

As a result of our instructional strategies, in 2012, 68.1% of our students tested proficient on the Science Minnesota Comprehensive Assessments (MCAs), compared with the state average of 50.8% proficient. In addition, 81% of Prior Lake-Savage Area Schools 5th graders were proficient on their Science MCA test. Since 2008, our district's percentage of proficient students on the Science MCAs has been over 10% greater than the statewide average.

In spring 2012, our school board approved the implementation of an E-STEM (Environmental Education, Science, Technology, Engineering, and Math) focus for all seven of our elementary schools. Through thoughtful professional development for teachers, and continued high quality instruction for students, we intend to remain a leader in K-12 environmental education with a developed STEM focus.

Prior Lake - Savage Area Schools, Prior Lake, Minnesota

Summary of Evaluations

Each of Minnesota's fourteen 2012-13 GRS applications were reviewed by three MDE GRS Advisory Group Members based on the USED scoring rubric template.

Minnesota received two district-wide applications for the 2012-13 GRS program. The district applications were scored using the same template and reviewers as the school applications. The Prior Lake – Savage Area Schools (PLSAS) application was the highest ranking district and also ranked in the top five of all the applications received this year. PLSAS is a large, public school district with 11 buildings and 7300 students and is located in a fast-growing suburban area southwest of Minneapolis. Environmental stewardship is a major part of their official mission. Through a supportive administration and partnerships with the Jeffers Foundation, Shakopee Mdewakanton Sioux Community and many other local and regional organizations, PLSAS has made it a system-wide priority to reduce environmental impact, improve health and wellness, and interweave environmental education and sustainability practices as a context for learning in grades K-12. Here is what the evaluators said about the application:

- Amazing curricular work! Demonstrates a true dedication to and understanding of an integrated curriculum.
- Very involved in Energy Star and has achieved 49% reduction in energy use since 2007. Also has achieved 21% reduction in domestic water use. Also has achieved an excellent 76% recycling rate by implementing recycling of organic materials. Also has 18.3% of eligible graduates completing AP Environmental Science course.
- Multiple awards plus Energy Star Leader Award for 20% improvement in overall energy performance in 2012 qualifies as advanced level of progress. Energy Star rating of 86. Demonstrates substantial reductions in electricity through Energy Star and Bishop Engineering tracking reports. 48% reduction in non-transportation energy; recent green construction/renovation certification in 2 buildings.
- 21% reduction in water use, 70% of landscaping regionally appropriate/water efficient, water run-off reduction at 3 schools, test water every 5 years (no need to control lead, presumably), outdoor learning areas/classrooms/gardens.
- 76% waste diversion rate, ¼ paper recycled, no haz waste (except 1 gal sharps managed), other measures (Recycle Bowl, top recycling elementary, no Styrofoam, water bottle filling station), Green Seal products.

- carpool stalls, no idling, idling >25 ft from openings, safe pedestrian routes, expanding sidewalks, cross-walk monitors, efficient bus routes, organics recycling, SEE, energy efficiency coordinator.
- HealthyUS School, Farm to School, healthy foods at lunch, 120 min phy ed education (50% outdoors), fitness test, utilize other rec natural areas, science notebooks.
- Some resources starting in Kindergarten, environmental education lessons through all grade levels, do well on science standard testing, pretty high AP participation and scores of 3 or more, various professional 'opportunities'/lesson plan writing, building green teams.

School/District Contact Information

Independent School District Number (if applicable): **719**

School/District Name: **Prior Lake-Savage Area Schools**

Street Address: **4540 Tower Street SE**

City/State/Zip: **Prior Lake, Minnesota 55372**

Website: **www.priorlake-savage.k12.mn.us**

Superintendent Name: **Dr. Sue Ann Gruver**

Superintendent Email Address: **sgruver@priorlake-savage.k12.mn.us**

Phone Number: **952-226-0011**

Principal Name (not required for district-wide applications): [Click here to enter text.](#)

Principal Email Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Lead Applicant Name (if different): **Amy Kettunen**

Lead Applicant Email: **akettunen@priorlake-savage.k12.mn.us**

Phone Number: **952-226-0031/651-295-3257**

Type of Award applying for (choose only one):

- Individual School
- District-Wide, Multi-School

<p>Level</p> <p><input checked="" type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input type="checkbox"/> K - 8</p> <p><input checked="" type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input checked="" type="checkbox"/> High (9 or 10 - 12)</p>	<p>School Type</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Private/Independent</p> <p><input type="checkbox"/> Charter</p>	<p>How would you describe your school?</p> <p><input type="checkbox"/> Urban</p> <p><input checked="" type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p>	<p>Total Enrolled:</p> <p>7,296</p>
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<p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>% receiving FRPL: 15.7%</p> <p>% limited English proficient: 20.74%</p> <p>Other measures: Click here to enter text.</p>	<p>Graduation rate: 86.4% all schools, 90.1% Prior Lake High School</p> <p>Attendance rate: 95.19%</p>
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Application Outline:

ED-GRS Pillars and Elements	Points
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used <u>State of Minnesota B3 Benchmarking</u>) Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 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 knowledge and skills	10 points
Total	100 points

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes No Program(s) and level(s) achieved: **ISD 719 has maintained an Energy Star Portfolio since 2007. Utilities including gas, electricity and water have been tracked as well through an independent outside firm, Bishop Energy Engineering. For the past 3 years, the district has participated in the Schools for Energy Efficiency® (SEE) program.**

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

Yes No Award(s) and year(s): **Five buildings in the district received Energy Star certification in 2011 and 2012. Ten buildings received Outstanding Achievement in Energy Reduction from SEE® for at least a 10% reduction in overall energy use for 2010, 2011 and 2012. SEE® Milestone Award for Most Efficient Use of Energy per Square Footage for 2012. Energy Star Leader Award for 10% Improvement in Overall Energy Performance in 2011. Energy Star Leader Award for 20% Improvement in Overall Energy Performance in 2012. Energy Star Top Performer Award for 2011.**

Pillar I: Reduced Environmental Impact and Costs

Energy (please note that preference will be given to schools that have used the State of Minnesota B3 Benchmarking)

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes No Percentage reduction: Click here to enter text. Over (mm/yyyy - mm/yyyy): **05/2007 – 12/2011**

Initial GHG emissions rate (MT eCO₂/person): **5811**

Final GHG emissions rate (MT eCO₂/person): **4556**

Offsets: **Net change of -1255** How did you calculate the reduction? **Energy Star Portfolio Manager**

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes No Year(s) and score(s) received: **The current rating for the district is 86.**

3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No

Current energy usage (kBtu/student/year): **7,008**

Current energy usage (kBtu/sq. ft. /year): **39.65712**

Percentage reduction: **48% and 49%** Over (mm/yyyy - mm/yyyy): **01/2007 – 09/2012**

How did you document this reduction? **Utility Tracking Reports from Bishop Energy Engineering**

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

On-site renewable energy generation **None**: Type: Click here to enter text.

Purchased renewable energy: **None** Type: Click here to enter text.

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: **No**

5. In what year was your school originally constructed? **The first and oldest building in the district was constructed in 1952.**

What is the total building area of your school? **All buildings combined total 1,289,372 sq. ft.**

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

For new building(s): Percentage building area that meets green building standards: **Jeffers Pond Elementary received EPACT certification in September 2010 from Energy Design Service Systems. Wold Architects and Engineers met the guidelines of the Energy Policy Act of 2005 for enhanced energy efficiency and power use. The building features energy saving design, engineering and equipment in interior and exterior lighting, HVAC, hot water systems and building envelope. Hidden Oaks Middle School Pool Addition received EPACT certification in September 2011 from Energy Design Service Systems. Wold Architects and Engineers met the guidelines of the Energy Policy Act of 2005 for enhanced energy efficiency and power use. The building features energy saving design, engineering and equipment in interior and exterior lighting, HVAC, hot water systems and building envelope.**

Certification and level: **not applicable** Total constructed area: Click here to enter text.

For renovated building(s): Percentage of the building area that meets green building standards: **not applicable**

Certification and level: **not applicable** Total renovated area: Click here to enter text.

Water and Grounds

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

Average Baseline water use (gallons per occupant): **1512**

Current water use (gallons per occupant): **1199**

Percentage reduction in domestic water use: **21%**

Percentage reduction in irrigation water use: **not applicable**

Time period measured (mm/yyyy - mm/yyyy): **01/2007 – 12/2011**

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? **Energy Star Portfolio Manager combined with utility bill data compiled and tracked by an independent outside firm, Bishop Energy Engineering.**

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **70% of the grounds are considered water-efficient and regionally appropriate.** Types of plants used and location: **There are rain gardens at Five Hawks Elementary, Jeffers Pond Elementary and 2 at Redtail Ridge Elementary. There are butterfly gardens planted on the school grounds at Five Hawks Elementary, Westwood Elementary, Jeffers Pond Elementary, Twin Oaks Middle School, Hidden Oaks Middle School and Prior Lake High School. At all of the buildings in the district natural prairie grasses are growing in areas where there is not landscaped grass. Plant and flower growth is left in as natural a state as possible for the outdoor learning areas and outdoor classrooms.**

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

none

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)

At Twin Oaks Middle School an entire parking lot was removed and replaced with natural grass and landscaping to reduce water run-off. At Westwood Elementary there is a berm planted with evergreen trees, natural plants and grasses. At Grainwood Elementary there is a natural bio retention area maintained on the grounds.

11. Our school's drinking water comes from:

- Municipal water source
 Well on school property
 Other: Click here to enter text.

How often is the school's drinking water tested for possible contaminants? (50 words max)

As required every 5 years.

12. Describe how the water source is protected from potential contaminants. (50 words max)

Irrigation is by municipal water source.

13. Describe the program you have in place to control lead in drinking water. (50 words max)

Tested as required, every five years.

14. Describe how the school grounds are devoted to ecologically beneficial uses. (50 word max)

The district has several outdoor learning areas and outdoor classrooms at all but three buildings in the district. There are butterfly gardens and rain gardens planted on the school grounds. The district partners with the Jeffers Foundation and the Shakopee Mdewakanton Sioux Community to maintain a healthy and inviting outdoor learning environment.

Waste

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **198 Yds. per month**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **376 Yds. per month**

C - Monthly organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **240 Yds. per month**

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$: $(376 \text{ Yds.} + 240 \text{ Yds.}) / (198 \text{ Yds.} + 376 \text{ Yds.} + 240 \text{ Yds.}) = 616 \text{ Yds.} / 814 \text{ Yds.} = .76 \times 100 = 76 \% \text{ diversion rate per month}$

Monthly waste generated per person = $(A/\text{number of students and staff})$: $196 \text{ Yds. per month} / 8,246 \text{ students} = .02 \text{ Yds. per student per month}$

16. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)? **One quarter of the paper used in the district is considered 30% recycled post-consumer fiber and meets the federal procurement guidelines.**

17. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)? **none**

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

Flammable liquids	Corrosive liquids	Toxics	Other
None, the high school has a Model 250 Parts Washer that recycles any CWS (containerized)	none	none	Sharps: Approximately 3 one-gallon size container of sharps per year for the

<p>waste) so there is no hazardous waste coming out of the building, it is all recycled.</p>			<p>entire district. Blood contamination: very rare.</p>
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How is this measured? **Sharps and blood contaminants are recorded by the Health Office.**

How is hazardous waste disposal tracked and where was it disposed? **Sharps are recorded by the Health Office and delivered to the local hospital for proper disposal. Blood contamination is very rare, but when it occurs, item(s) are red-bagged and picked up separately by our waste hauler and handled as hazardous. This is tracked by the Health Office.**

Describe other measures taken to reduce solid waste and eliminate hazardous waste (i.e., bottled water campaign, food waste reduction, etc.) (100 word max)

Styrofoam containers are not used by Food Services and not allowed by outside vendors. We participate in an organics recycling program to minimize non-organic waste and to recycle and compost as much waste as possible. A water bottle filling station has been installed to encourage the use of re-useable water bottles. Several of the buildings have competed in the America Recycles Bowl in 2011 and 2012. In 2011 Grainwood Elementary was named the top recycling elementary per capita in the state of Minnesota.

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

Green Seal

What percentage of all products is third-party certified? **100% for Green Seal approved products.**

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

Green Seal

Alternative Transportation

20. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.) **9%**

How is this data calculated? (50 word max)

Student and Transportation Data Management Systems.

21. Has your school implemented any of the following? Check all that apply.

- Designated carpool parking stalls.
- 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.
- Safe Pedestrian Routes to school or Safe Routes to School.

Describe activities in your safe routes program and other events to encourage students to walk, bike or carpool, including number of participants. (50 word max)

Our district partnered with the city to address expanding sidewalks and to ensure walking routes are plowed of snow for safe walking. Five Hawks Elementary also has two 5th grader students monitor the crosswalk before and after school to ensure that the 10-15% of their student population that walks, bikes, or carools is safe as they come to school and head home.

22. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Bus routes have been consolidated and an entire tier of transportation has been eliminated. This resulted in 3 buses eliminated from our district routes the first year and one bus the following year. We are constantly evaluating efficiency with our school transportation system.

23. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

Part-time Energy Efficiency Coordinator on staff and participation with Class 5 Energy's Schools for Energy Efficiency Program since 2010. Partnership with the Shakopee Mdewakanton Sioux Community and participation in their Organics Recycling Program.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. What is the volume of your annual pesticide use (gallons/student/year)? **.014 gallons per student per year.**

Describe your efforts to reduce use: **Use is kept to a minimum and used only where absolutely necessary. IPM guidelines are followed closely.**

2. Which of the following practices does your school employ to minimize use of and exposure to pesticides? Provide specific examples of actions taken for each checked practice.

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

Guidelines and procedures for IPM are as stated in Tools for Schools guidelines. 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.

8 hours is the absolute minimum but it is typically 12 or more hours after treatment.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools.

An annual survey regarding indoor air quality is conducted. Any issues that arise from the survey are attended to by facilities management. An indoor air quality survey is conducted by an outside company on a bi-annual basis.

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

This is school district policy and signage is posted as reminders that the school facilities, grounds, and buses are smoke and drug free environments.

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.)

We removed all of the mercury from schools and have had "mercury dogs" search our facilities. This is aligned with our health and safety management. *with the exception of Twin Oaks gymnasium floor which we keep encapsulated with finish.

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

Food service areas are fully vented with make-up air units in place.

Our school does not have any fuel burning combustion appliances.
Click here to enter text.

Our school has tested all frequently occupied rooms in the last five years at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L.

Currently in the process of testing and the previous testing was completed two years ago.

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

We have an asbestos management plan that monitors with periodic inspections.

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

This is a current and ongoing process.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Only plastic timbers are used on the playground.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

Cleaning only occurs after school hours or in unoccupied areas. Hazardous waste is removed in a timely manner and waste is not stock piled but disposed of properly and immediately.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Regular changing of filters and routine vacuuming as well as preventative maintenance to the HVAC system and air samples are taken twice yearly.

6. Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel.

Bussing is contracted out of the district.

7. If your school owns or operates an indoor ice arena, describe your compliance with state laws regarding certification, routine testing and other steps you have taken to maintain acceptable air quality.

Not applicable

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

Regular inspections and ongoing preventative maintenance as well as immediate repair of leaks and damaged ceiling tiles are replaced as soon as possible.

9. Our school has working local exhaust systems for major airborne contaminant sources. Yes No

10. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline or 15 cubic feet per minute (cfm) of fresh air per occupant). Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

Levels are closely monitored, regulated and controlled through the Energy Management System. IEA sampling is done during occupied periods.

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

Most buildings have windows in the multipurpose/lunch rooms that allow natural daylight with views to trees or nature. Natural daylight is used as much as possible in this space and in classrooms with windows throughout each building. Each building is equipped with an automated Energy Management System through UHL, Siemens or Automated Logic for controlling and maintaining a healthy environment during occupied hours and then for running the building efficiently when not occupied. The high school and the district office have installed de-stratification fans for increased efficiency and healthy indoor air quality.

12. Describe any other actions your school takes to do periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Indoor maintenance staff and building custodial staff perform mock OSHA walk-throughs; use IAQ surveys for staff feedback and perform monthly building inspections.

Nutrition and Fitness

13. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HealthierUS School Challenge.

Level and year: Yes, we participated when the program originated 8 years ago. Currently we are participating in the Healthy Hunger Free Kids Act.

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

Yes, in the fall we get apples from 3 local orchards. We also receive watermelon and cherry tomatoes from Prior Lake, and rice blends from Bemidji.

Our school has a fruit, vegetable and greens salad bar.

These items are offered daily in every school.

Our school has an on-site food garden.

Not at this time.

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

Not as this time.

Learning Center, Wolf Ridge, and the Shakopee Mdewakanton Sioux Community by actively integrating outdoor learning objectives, daily routines, and activities into our curriculum.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

Prior Lake Savage student's exposure to Environmental Education starts in Kindergarten. Through the use of science notebooks the students are reading, writing, and reflecting about their science life. Our elementary Media Centers house specific Environmental Education resources for both staff and student use. It includes, but is not limited to, identification books, picture books, and non-fiction texts, all of which help support and enhance our curriculum. With our recent science curriculum adoption at the Elementary level we also purchased the National Geographic readers and NG Explorer Magazines. Many teachers use these while teaching non-fiction reading and writing to their classes.

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Interdisciplinary environmental education lessons are taught to all students at each grade level. Teachers have been trained through professional development and have access to essential and supplemental environmental lessons to be used across the core instruction curriculum. As a Responsive Classroom District we have instituted the Eco-time Morning Meeting cards which work to strengthen environmental and sustainability concepts. In addition the MN Weatherguide calendars are posted and used across the district for morning calendar time, reference, math, nature journaling, etc.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

At this time, environmental and sustainability concepts are integrated into assessments when they correlate with Minnesota science standards, and are in alignment with our district curriculum, and therefore would be assessed using local assessments. Environmental and sustainability concepts not addressed in the Minnesota Science Standards would not be integrated into our local assessments.

Students evidence high levels of proficiency in these assessments. (100 word max)

In 2012, 68.1% of our students tested proficient on the Science MCAs, compared with the state average of 50.8% proficient. In addition, 81% of Prior Lake-Savage Area Schools 5th graders were proficient on their Science MCA test! Since 2008, our district's percentage of proficient students on the Science MCAs has been over 10% greater than the statewide average.



Professional development in environmental and sustainability education is provided to all teachers.

(200 word max)

Prior Lake Savage has hosted a variety of Environmental Education professional development training opportunities including Project Wet, Project Wild, MinnAqua, and the annual Minnesota Environmental Educators Conference “Lifelong journey” in 2009. In addition, at both the building and district level we have held book clubs on Environmental Education and related topics. Prior Lake-Savage teachers have been involved in the writing of the Minnesota Weatherguide calendar lessons and Eco-time Morning Meeting cards, both of which are correlated to the ELA Common Core Standards, and the Minnesota Science and Math standards. Each building in our district has a green team which meets monthly. This committee is represented by teachers from each grade level and plans school initiatives focusing on Environmental Education, twice a year all our green teams meet to discuss their buildings goals and ideas. Also at each building staff meeting, time is set aside for a „Green Moment“ where a teacher shares an Environmental Education idea, task, or initiative. Within our district we offer classes to support our teachers such as Science Notebook cohort, taking your class outside, identification of local flora and fauna, and classes on how to use environmental education equipment located in each of our buildings.

2. For schools serving grades 9-12, provide:
 - Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: **18.3%**
 - Percentage scoring a 3 or higher: **75%**
3. How does your school use sustainability and the environment as a context for learning across all academic disciplines; and in particular, in science, technology, engineering and mathematics thinking skills and content knowledge? And how are your green school efforts integrated into that learning? (200 word max)

Our school board recently approved a district-wide implementation of E-STEM programming at all of our elementary buildings. Our E-STEM implementation committee is vertical planning how the implementation will occur and highlighting our areas of strength and need for E-STEM integration. At the Elementary level a group of 15 teachers are piloting an E-STEM project, or an interdisciplinary project focused on grade level environmental education and science concepts, with students. The resulting interdisciplinary project will enhance and incorporate the current curriculum. The recent curriculum adoptions in science and math were chosen based on their alignment with the STEM focus; they are inquiry-based, and have an integrated approach to reading and math instruction. In addition, throughout our elementary schools students at each grade level use a science notebook to support writing, reading, and math of environmental and science concepts they study each year. It is evident our students are becoming scientists and are clearly understanding the scientific standards and process. We also have middle school and high school robotics teams that have been successful in competition. Finally, our organics recycling program aids in our green school efforts, integrating these beliefs into everyday learning and daily routines in all of our district buildings.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Sustainability and the environment are a context for learning in each of our buildings. For starters, our elementary and secondary science and environmental education curriculum highlights many green technologies and career pathways for students to explore. Scientists in earth, life, and physical science fields are highlighted in their reading and in correlating videos on the topic they are studying. Students at the high school are exposed to our organics waste recycling program through field trips to the recycling facility in Shakopee.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Prior Lake Savage schools, in partnership with Community Education, offer students an opportunity to participate in a Junior Naturalist Program (elementary school), Earthlings (middle school), and Eco-Team (high school). These programs empower students, expose them to more environmental education experiences, and promote and provide environmental stewardship through leadership and service opportunities. The Eco-Team members can letter in Eco-team upon meeting the requirements, one of which is a service project. In addition, many local Eagle Scouts have partnered with our schools for their final badge by supporting different projects in our outdoor learning spaces. These include building gardens, boulder classrooms, and updating existing learning spaces. All buildings participate in our waste dispersal and organics programs, some groups and classes have even toured the local organics facility for a better understanding of the process. Almost all schools participate in the collection for Project Green sneakers, sneakers to be recycled or redistributed to people in need. We also have collection drives to recycle keys, lights, cell phones, and cords all of which are supported heavily by our community. Prior Lake high school students have partnered with the DNR to tag fish in Prior Lake and mark sewer drains in the spring.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Every elementary building holds an Environmental Education festival during the year. Each grade level has a theme and the teachers and specialists plan meaningful lessons that engage students and meet state science standards. All activities are hands-on and taught outside rain or shine. Twelve Prior Lake high school students and six teachers had the opportunity to travel to Belize to study the environment, reducing the impact on our natural resources, and sustainability. Upon returning the students presented to the high school staff and peers about this memorable experience. Students at our high school have also had the opportunity to take a summer course in the Boundary Waters. Every fall we hold a Field and Leadership day with all our student green teams coming together in one location, giving them the opportunity to be outside, learning, and exploring the world around them. While above lists major outdoor learning experiences happening in our district it is the daily outdoor experiences that impact our students the most. At any given time you will see Prior Lake Savage students: ice fishing, snowshoeing, nature journaling, collecting specimens, fishing, picking up trash, planting gardens, canoeing, or bird watching.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Outdoor learning is used to reach an array of subjects at the elementary level through the essential and replacement environmental education lessons we have written and organized. The goal of these lessons being outdoor education is taught in all subject areas not as an addition to what they are already teaching, but in place of while still meeting state standards. Through the collecting and recycling of sneakers, lights, keys, in jet cartridges, and cell phones we have the support of the community and we are able to teach and talk to the kids about the impact we are having locally and globally. Other ways in which we engage the community are by having master gardeners in to help plant, local birders come in to teach birding, parent volunteers share their expertise on outdoor learning such as geocaching, fish and wildlife, and mosquito control. Every year fifth graders from across the district attend a week long field trip to Wolf Ridge Environmental Learning Center in Finland, Minnesota. Because of the longevity of this field trip we have developed a very positive rapport and relationship with Wolf Ridge. This experience supports and extends our environmental curriculum in a new setting.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Prior Lake Savage has a partnership with the St. Catherine University EcoStar program that involves elementary classroom teachers hosting a pre-service teacher for seven weeks each school year. Historically, this program has aligned with an Environmental Education focus and now with a focus on E-STEM education. During the 2012-2013 school year we will host nine students in two of our elementary buildings. We are also in the process of exploring a expanded partnership with St. Catherine University to provide professional development to our teachers to align with our elementary E-STEM initiative. Our partnership with the Shakopee Mdewakanton Sioux has had a district-wide impact through our organics recycling program in every building in our district. Our Junior Naturalist, Earthling and Eco-Team members have helped promote district efforts, furthering the impact on staff and students alike. Previous and current partnerships with the Jeffer's Foundation, the Spring Lake Watershed District, and McColl Pond Environmental Learning Center have had exponential impact on our students experiential learning opportunities at all levels of schooling.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. This can also include before and after school, during the summer and other enrichment opportunities. Examples include childcare programs, community education courses, parent education courses, and student green teams, environmental or outdoor clubs. (Maximum 200 words)

Through a partnership with community education. Eco-camp, an environmental education focused camp, is offered at two locations in the district during the summer. received award for those camps too) During the 2012-2013 school year we are also proud to partner with community education again to offer a class with an E-STEM focus. Additional partnerships with community education have allowed us to offer classes to students and community members with an outdoor focus, and a



science focus. In the past we have also partnered with Sioux community for classes on harvesting maple syrup. At our high school we are proud of the work of our robotics team, and we have served as a host for Camp Invention in the summer. Finally, professional development has also been offered to our Kids" Company, or after-school childcare staff, so they are educated on the use of our EE equipment so they can use it with students before and after school.

10. Attach up to 6 photos that document your green school efforts.

