

U.S. DEPARTMENT OF EDUCATION
Green Ribbon Schools

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.



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

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

District Name* School District of Fort Atkinson Tel. (920) 563-7807

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

Dr. James E Fitzpatrick Date 2/8/13
(Superintendent's Signature)

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;

GreenRibbonSchools



education.

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 Wisconsin Department of Public Instruction

Name of Nominating

Authority State Superintendent Tony Evers, PhD

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



(Nominating Authority's Signature)

Date

2/8/13

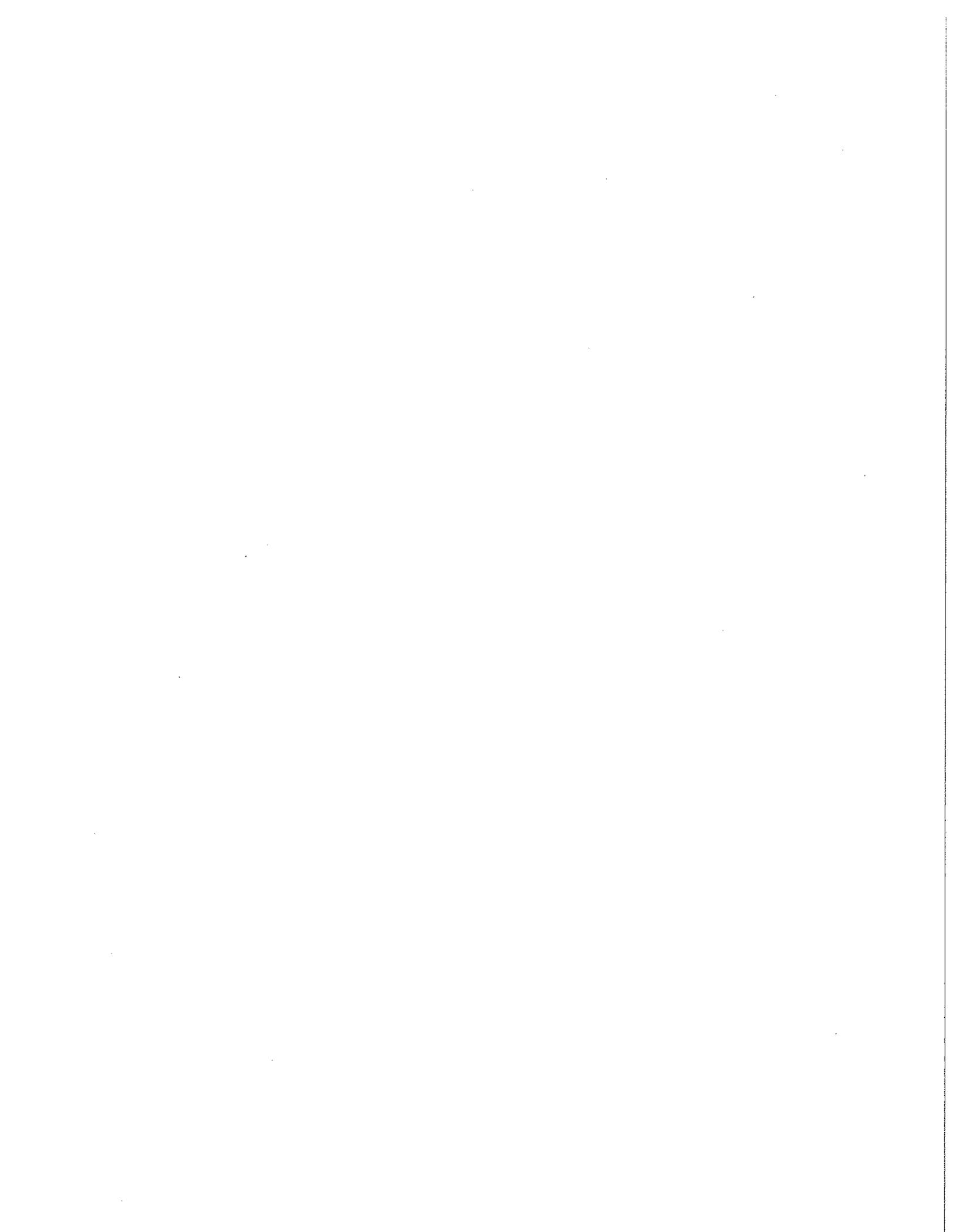
The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.



**U.S. Department of Education District Sustainability Award
Summary of Achievements
for
Fort Atkinson School District**

Fort Atkinson School District is located in a rural setting serving grades K-12. The district is comprised of six schools and each has contributed to the criteria for a sustainable school district due to the dedication of its facility manager, teachers, and the work of their Green Teams. Each school has a Green Team consisting of several teacher advisors and approximately ten students. Purdy Elementary School, located within the Fort Atkinson School District, was recognized as a Green Ribbon School in 2012.

The district stated in their application, "being a Green and Health School District means we acknowledge the responsibility to not only consider how well our children are prepared for the world, but also what kind of world we are creating for them to live in." The district embodies the mission and vision of the Green Ribbon Schools program and deserves to be recognized with the District Sustainability Award.

Pillar I: Reduced Environmental Impact

The district leads by example in reducing environmental impacts and has been practicing energy conservation methods for years. In 2012, all school buildings achieved energy star certification, with scores ranging from 75 to 96 and further reduced their overall non-transportation energy use by 6% across the district. The district uses green building practices to increase energy efficiency using the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management including sustainability, conservation, education, retro-commissioning, and building material upgrades. The district has an energy and water efficient product purchasing and procurement policy including an energy plan that is reviewed annually. The energy plan supported the installation of photovoltaic (PV) panels on school buildings, solar thermal at two schools, wind at one school, and geothermal at four of the six buildings. They have a second PV project planned to be completed in 2013 and use passive daylighting.

The district makes a strong effort to reduce waste and has a 66% recycling rate. The district purchases materials containing post-consumer content and has a medication disposal policy to ensure water quality. The district implements smart irrigation and native landscaping to reduce water use. It provides outdoor classrooms to support learning and increase physical activity. The district reviews bus routes and has a policy pertaining to fuel-efficient fleet vehicle purchasing. The district's buses run on LP gas.

Pillar II: Improved Health & Wellness

Fort Atkinson has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools and meets ASHRAE standards for acceptable indoor air quality. The district has a chemical management program to reduce the exposure of toxins to children. It reduced the use of pesticides and it is applied when deemed

necessary. The district works to eliminate VOCs such as re-coating wood gym floors annually with water based products and replacing the use of noxious floor wax strippers with alternatives.

To improve the health and wellness of students and staff, the district has a wellness policy that includes regulating consumable products such as prohibiting the sale of food and beverages with high sugar and fat contents to students. Middle and high school students have access to a salad bar during lunch and there is an exercise room on site. All schools offer fresh fruits and vegetables and use whole grain foods. The district has participated in the Farm to School program since 2009 and is purchasing “environmentally preferable” food.

The district participated with Fort Health Care and the local hospital on a wellness and weight management program. This year, the district and Fort Health Care will participate in a “Slim Down Challenge.” Pedometer checks are also provided.

Pillar III: Effective Environmental and Sustainability Education

The school district integrates environmental and sustainability concepts throughout its curriculum in first through twelfth grades. Environmental and sustainability concepts are heavily integrated in science courses. Pathways for careers in the environmental and sustainability fields are integrated into multiple disciplinary areas of study. Technical education students at the high school are involved with building a high mileage car for gasoline and electricity. They also participate in the state Electrathon competition. Green architecture and engineering courses are approved for next year. Almost 5% of students complete an AP environmental science course; each student passed the AP exam with a 3 or higher.

This year, an elementary school has selected an environmentalist and naturalist to do a two year in residence program funded by the PTO. The initiative will work with students and staff using the surrounding natural areas. He will ensure all 4K to 5th graders receive an enhanced environmental education program. His instruction will also help classroom staff learn enhanced concepts in environmental education.

Cross-Cutting Questions

The facility manager is an active member of the Wisconsin Sustainable Schools Coalition and in the state association for facility managers. The district participated in the Department of Energy’s “Better Buildings Challenge.” The district holds the following recognitions: City of Fort Atkinson Green Recognition Award; University of Wisconsin-Whitewater Environmental Achievement Award; Purdy – US Department of Education’s Green Ribbon Recognition and Wisconsin Recycle Bowl Winner in Nationwide “Keep America Beautiful” competition.

Fort Atkinson School District is a small public school district serving students in grades 4K-12 with four elementary schools, one middle school, and one high school located in a rural area in south eastern Wisconsin.

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

Pillar I: Reduced Environmental Impact

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

Focus Area: Energy

- The school district conducted an energy audit between 3/30/11 - 2/9/12.
- The school district received the EPA ENERGY STAR for K-12 School Districts certification at all six schools, most for multiple years.
 - Purdy - 2010, 2011,2012 – score of 96
 - Barrie - 2010, 2011,2012 – score of 95
 - Rockwell - 2011, 2012 – score of 86
 - Luther - 2012 – score of 75
 - Middle School - 2011, 2012 – score of 82
 - High School - 2012 – score of 76
- The school district used green building practices to increase energy efficiency using the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
 - Optional comments: Multiple - Sustainability, Conservation, Education, Retro Commissioning, Build Material Upgrade.
- The school district has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager in September 2012.
 - Optional comments: All Schools Assessed for Energy Star Certification.
- The school district has an energy and water efficient product purchasing and procurement policy in place.
 - Optional comments: Energy Saving practices have been in use the past 7 years. They have now been made part of the District's Strategic Plan recently approved by School Board.
- The school district developed an Energy Policy Plan in 2007.
 - Optional comments: Energy plan has been reviewed annually & updated. It is our road map.
- The school district generates and/or uses renewable energy from the following on-site sources:
 - Photovoltaic (PV)/Solar Electric
 - Solar Thermal (air/water)
 - Geothermal
 - Wind

- Optional comments: There are 4 of 6 buildings with Geothermal plus one with written feasibility study. 2 with Solar Thermal, 1 with Wind, 1 with Photovoltaic and starting a second one complete in 9/13 (Barrie, Luther, Purdy, Rockwell, Middle School and High School).
 - Passive: daylighting
- The school district participates in federal or state school energy programs:
 - ESI Managed Services
 - Puts equipment in constant state of Retro Commissioning plus scheduling of all equipment.
- The school district installed the following energy saving devices:
 - Switched to energy efficient lighting.
 - Optional comment: All interior lamps and ballast
 - Installed occupancy sensors.
 - Optional comment: Partial all buildings
 - Installed vending misers
 - Optional comment: All buildings
 - Upgraded to a more energy efficient HVAC system.
 - Optional comment: Geothermal in 4 out of 6 buildings.
 - The school district also uses ice for cooling the high school.
- The school district reduced its total non-transportation energy use from an initial baseline by 6%.

Describe any additional progress your school has made towards energy conservation and/or efficiency of the school facilities.

- We are now starting with phase 2 of reduced lamp wattage:
 - Phase 1 Complete - Reduced from 32 to 30 watt lamps.
 - Phase 2 In progress - Reducing from 30 to 28 watt lamps.
- We are starting to replace exterior light fixtures with LED for parking lots & security lighting.
- Support is being gained to the Energy Plans goal of installing at least one sustainable system at each school. A new goal is to install a ground mounted pole tracking solar (TREE) system at each school for educational purposes.
- We are also studying the installation of a solar domestic water heating system at the High School which would include the laundry, kitchen and showers.
- This plus past accomplishments and future initiatives are outlined in our Energy Plan - an exciting read.

- The school district's facilities manager, Dennis Kuchenmeister, completed the WASBO Facility Managers Program Certification on May 28, 2010.
 - Other certifications: Tim Graffin, MREA PV SOLAR; Plus EPA Universal, certified in 2009 and 2010.

In what ways do your students and/or staff help identify and/or implement behavioral changes to reduce energy consumption?

Kids are directly involved with identifying good and bad practices of staff and students, and making it known to each to encourage a behavioral change. This is being done at Purdy and Rockwell. Other schools are beginning to move in that direction because of the success at the other two schools.

In achieving Energy Star Certification kids were made part of the certification process to enlighten them on the importance of such changes. With the achievement of Energy Star they were able to take ownership in that achievement.

If energy is taught in the curriculum, please describe how and at what grade levels.

Energy is part of the Science curriculum in grades 3-8 at all elementary and middle schools. At December's Board meeting the Board approved a proposal for several courses in energy which will be part of the curriculum at the High School next year as electives.

Describe professional development offered to staff regarding energy and/or energy education.

All teaching staff in the District are made aware of the training opportunities from Wisconsin's K-12 Energy Education Program (KEEP) and MATC. Several teachers have taken advantage of these opportunities. All staff involved with the science modules at the elementary and middle schools have received training from an exterior trainer. With the addition of more classes in the curriculum, more success by a few schools, particularly with the Green Teams more interest is being generated. We expect the completion of Rockwell's Photo Voltaic System with its educational program will create more excitement and competition between schools.

Describe any additional progress your school has made towards energy education.

The Board of Education's approval of the course proposals above is huge. It is an acknowledgement and a start which can only lead to more as interest grows. With the upcoming Rockwell Photo Voltaic project the Facilities Department is purchasing several independent photo voltaic panels to be used by students in the Technology area at the High School. This can provide hands on training.

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

Focus Area: Water

- The school district's drinking water comes from a municipal water source.
- The school district implements the following practices to increase water efficiency and ensure quality:
 - Conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
 - Optional comments: Constantly at all school by maintenance
 - Has a smart irrigation system that adjusts watering time based on weather conditions
 - Optional comments: To be installed June 2013 at High School football field
 - Landscaping is water-efficient and/or regionally appropriate.
 - Optional comments: To avoid applying water unnecessarily
 - 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.
 - Optional comments: Routine maintenance at all schools
 - Has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
 - Optional comments: At Rockwell and Barrie through municipal water department which monitors District North and South of river.
 - Has a medication disposal policy that helps ensure water quality.
 - Optional comments: Through School Nurse

Describe any additional progress your school has made towards improving water quality, efficiency, and conservation.

Most plumbing fittings have had automatic low flow shut on/off devices installed to limit the run time of that fixture. When fixtures are replaced low flow fixtures are used. Facilities Director is investigating the practical use of waterless urinals. There are code, cleaning and personal issues at stake that must be satisfactorily resolved prior to successful implementation.

Most tanked water heaters have been replaced with tankless type and the few that have not been converted are under consideration. The largest user of hot water, the high school, is being studied for the installation of a solar assisted installation.

In what ways have students and staff identified and implemented water conservation and increased water quality in your school?

An energy efficient tank-less water heater has been installed along with automatic shut on/off's for faucets in all rest rooms and labs which work to conserve water and make staff and students aware of the importance of conservation.

If water topics are taught in the curriculum (i.e., water conservation, water cycle, local watershed and/or school water supply and discharge) please describe how and at what grade levels.

Similar to the topic on energy, modules on water are included in the Science program for grades 1-8.

Describe professional development offered to staff regarding water education.

All staff included with the Science module on water have received training from an exterior trainer.

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

Focus Area: School Site

- The school district has the following outdoor grounds that help conserve water and encourage outdoor learning:
 - a habitat garden, two acres
 - Optional comments: Natural area with pond, wild & plant life adjacent to Purdy and Luther.
 - Uses a community park.
 - Has 2 Fields, Baseball/Softball games at City Park
 - Uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
 - Optional comments: All six buildings have outdoor learning areas
 - Has integrated natural features into the playground area.
 - Size = five buildings
 - Optional comments: walking trails and bike path
 - The school district has a pond, wooded area and walking trail

Describe any additional progress your school has made to maintain or improve safe, healthy, and environmentally sound grounds.

The Green Team at Luther is working on a plan to plant an area of fruit trees. In the past years they have worked at cleaning and maintaining beds that are used for outdoor classes. The High School Ag class maintains a small stand of fruit trees. Purdy has a courtyard that is maintained for brooding duck habitat.

Describe how your school encourages educational use of the school grounds, school forests, and outdoor teaching sites.

All elementary school grounds have measured walking trails where kids receive points for distances traveled. This is part of health awareness and training and stressing the importance of being active. The High School has a bike path that is used as a structured PE activity. Rockwell has constructed an exterior structure where classes are occasionally held and at Luther classes are occasionally held in a courtyard they have helped landscape. At Purdy the students monitor the hatching of ducklings and robins that have nested there. The nature area between Purdy and Luther is used to study wild animal and plant life.

Across the street from Purdy is a wetland that is used for environmental education. They can explore and investigate the ecosystem which attracts migrant birds and beavers among other wildlife.

Purdy's School courtyard houses a tree nursery. Trees are transplanted by students and by the schools boys and Girls club each year.

Describe professional development offered to staff regarding use of school grounds, school forest, and/or outdoor teaching sites.

The naturalist that has been hired at Purdy for several years helps to train all classroom teachers there to teach the same things after the naturalist leaves.

Describe additional progress your school has made to encourage educational use of the school grounds, school forests, and outdoor teaching sites.

Three elementary schools, Luther, Purdy and Rockwell, have after school programs for the Boys & Girls Club. Rockwell is used by the Boy Scouts for meetings for exchange for planting around the school. Several elementary schools have a summer program called Safety City where they meet on the playgrounds and the gym. Barrie has an after school Day Care program that meets in the Multi-purpose room and gym.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

- The school district recycles the following materials:
 - Paper
 - Glass
 - Metals
 - Plastics

- Ink cartridges
- Batteries
- Chemicals
- The school district's recycling bins are located in the following places:
 - Classrooms
 - Lunch room
 - Staff lounge
 - Main office
 - Conference rooms
- The school district's recycling bins are next to trash cans in all locations.
- The school district's recycling bins are clearly labeled.
 - Optional comment: Many have been decorated by "Heart of the City" a community environmental group.
- 10% of the school district's paper content is post-consumer material, fiber from forests certified as responsibly managed and chlorine-free.
 - Rockwell & Purdy copy on both sides of the paper.
- The school district composts school landscape material that is hauled to a municipal compost site.
- The school district has a recycling rate equaling 66%.
 - In 2008 we had a Recycling Committee to make recommendations for improving recycling in the District and to communicate and coordinate those efforts with our hauler.
- The school district conducted a waste audit by Veolia.
 - Optional comments: May be changing haulers and may be scheduling a new audit.
- The school district implements the following actions to minimize and safely manage hazardous waste:
 - has a hazardous waste policy for storage, management, and disposal that is actively enforced
 - disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program
 - computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products
 - Completed in 2012
 - Optional comments: EU Power Consumption & EPEAT Gold Efficiency

Explain ways hazardous waste is handled and disposed of in your school. List the types and amounts of hazardous waste generated at your school.

The entire District has been surveyed for asbestos containing materials (ACM). Prior to disturbance of any material, for any type of work, such materials are

confirmed positive or negative, not only for ACM but also for lead. Such material is then removed by a licensed contractor specializing in these materials.

In the case of an event such as a spill of unknown or known toxicity or mold the area is tested and again cleaned under the guidance of environmental specialists (EMC). Each year a quantity of ACM is intentionally abated as part of planned maintenance. Gradually, the District is converting to Green certified cleaning products. Several years ago we eliminated the use of a noxious and hazardous floor stripping product by utilizing a machine that allows the process to be done in a dry fashion.

Unused products, paint, batteries, etc. are collected and disposed of by a company specializing in their disposal. We still recycle the newer T8 lamps that supposedly were meant for ordinary trash disposal.

How is this calculated?

Any material that is accidentally disturbed or we plan to disturb is verified by specialists (EMC). We use the same process even if there is a possibility of an offending material.

How is hazardous waste disposal tracked?

Whenever hazardous material is removed from the District we receive a manifest that tracks the material to its final destination.

Describe any additional progress your school has made to reduce waste, increase recycling/composting, or eliminate hazardous waste.

The Green Team at Purdy was responsible for the entire District converting from disposal plastic lunch utensils to reusable stainless steel. This has eliminated a considerable amount of non degradable from landfills.

Purdy has an aggressive recycling program for both non-hazardous and hazardous waste. They utilize recycled tire chips for playground safety.

Describe how your school encourages waste reduction, reuse and recycling behaviors in your school.

Rockwell and Purdy reuse the backside of paper and copies on both sides. The Green Team at Purdy personally inspects trash containers for inappropriately placed recyclable materials. Purdy uses 50% (by cost) recycled paper.

The Grounds Crew will schedule separate pick ups to be able to recycle metals. All custodians collect recyclable bins and see that they are placed in the proper places for pick up.

Describe any additional progress your school has made towards waste and recycling education.

- Purdy has won Keep America Beautiful Recycle-Bowl competition with a 1st place in Wisconsin.
- The High School has produced a film on recycling. This was done in coordination with our haulers.

Element 1D: Use of alternative transportation

Focus Area: Transportation

- The school supports alternative transportation and reducing impacts on air quality in the following ways:
 - Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows
 - A plan to regularly review bus routing
 - Optional comments: By Bus Company (Double 3)
 - A policy pertaining to fuel-efficient fleet vehicle purchasing
 - Optional comments: Conversion Kits were purchased for the buses to run on LP gas
 - Bike racks
 - Optional comments: all schools
 - Safe Pedestrian Routes to school or Safe Routes to School
 - Optional comments: Where there are sidewalks and in residential areas.

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

The School District has purchased for our contracted bus company kits to convert the operation of the buses to LP gas. This is in use on 70% of the bus fleet.

Describe how transportation issues and outdoor air quality are part of the curriculum in some/all grades.

All elementary schools have participated in the National Walk to School Day and last year they participated in the Walking School Bus through the local hospital.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

- The school district employs the following practices to improve contaminant control and ventilation:

- has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools
- has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander
- meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)
 - We meet and/or succeed ASHRAE, EPA and State requirements for ventilation.
- has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system
 - Optional comments: Have energy recovery at 4 of the 6 schools.
- has installed local exhaust systems for major airborne contaminant sources
- has CO alarms that meet the requirements of the National Fire Protection Association code 720
- staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage
 - Constant Surveillance
- indoor relative humidity is maintained below 60%
- Achieved through temperature control.
- has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping)
 - Masonry and Ceramic Finishes
- There are no wood structures on school grounds that contain chromate copper arsenate
- Prohibits smoking on campus and in public school buses
- has combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide.
- The school district's chemical management program includes:
 - Chemical purchasing policy (low or no-VOC products)
 - Storage and labeling
 - Training and handling
 - Hazard communication
 - Spills (clean up and disposal)
 - Selecting third-party certified green cleaning products
 - All of the school district's cleaning products are 10% certified.

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure (including chemicals used in science labs)

They are kept locked in storage rooms.

- The school district has a pest management policy.
- The school district is implementing a program through the IPM Manual.

- The school district uses a limited amount of pesticides and only where absolutely needed. The school district's annual volume of pesticides measured in gallons per student = .002
- The school district contracts with a certified and licensed pesticide applicator.
- The school district posts a notice at the time of pesticide application and for at least 72 hours following application
- Upon request, the school district will disclose pest control policies, methods of application and posting requirements.
- The school district has copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications are available and in an accessible location
 - Optional comments: Information is posted online.
- The school district's students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label

Describe any efforts to reduce use of pesticides at school.

Two schools, Purdy and Rockwell, use no pesticides whatsoever, unless absolutely necessary.

- The school district has an IPM coordinator
 - The IPM coordinator participated in a Department of Agriculture, Trade and Consumer Protection IPM training seminar.
 - Last date of completion: 2009
 - Optional comments: There is one coordinator within the District, and one applicator outside. The external person has a 5 year license which is periodically renewed.

Describe professional development or training offered to staff regarding environmental health.

- The annual re-coating of the wood gym floors is being done with a water based product to eliminate VOC.
- The use of an extremely noxious floor wax stripper has been eliminated by the use of a piece of equipment that does this dry.

Describe how chemical safety and awareness and mercury information are part of the curriculum in some/all grades.

Every year custodial and maintenance staff receive safety training which includes the handling of chemicals. MSDS sheets are made available to all District staff through an online service.

- The school district's students and staff wear appropriate personal protection equipment when working with chemicals in classrooms.

Element 2B: Nutrition and fitness

Focus Area: Health & Wellness

- The school district has a health, nutrition and/or wellness policy and regulates any consumable products such as high sugar, high fat and no soda sold to students.
- The school district provides the following options to promote nutrition and fitness:
 - a salad bar during lunch
 - High School & Middle School on Alternate Days
 - offers fresh fruits and vegetables
 - All Schools
 - Uses whole grain foods
 - All schools
 - Restricted access to foods of minimal nutrition value
 - All schools
 - Restricted access to beverages of minimal nutrition value
 - All schools
 - Has an on-site indoor exercise room available to students and staff
 - There is an Exercise Room at High School and Middle School.
- Less than 1% of the school district's food is purchased locally and/or certified as "environmentally preferable"
 - Optional comments: Very limited, just starting
- The school district has a policy for harassment and bullying.

Describe any additional progress your school has made towards improved health and wellness specifically related to the school facilities and policies.

At the High School and Middle School there are classes that deal with making healthy choices, risky behavior, child development, smoking cessation and health heart. These are in addition to an emphasis on exercise.

All schools provide ventilation that meets or exceeds EPA, ASHRAE and State Recommendations.

- The school district offers the following resources for staff and student social well being including access to school nurse/health care provider, school psychologist, school social worker, and counseling services.
 - The District's contracted School Nurse provides daily management for students with chronic illness. They are also available to staff for routine health checks.
 - All schools have one or more Defibrillator units and staff trained to use them in the event building occupants need assistance.
 - The District also has an Employee Assistance Program provided through Fort Behavioral Health.

- The school district employs the following practices to promote nutrition, physical activity and overall school health:
 - Participates in a Farm to School program or other program to use local, fresh food, established September 2009.
 - Optional comments: All Schools
 - Promotes hand washing for staff and students
 - Optional comments: all schools

Describe the type of outdoor education, exercise and nature-based recreation available.

The District has participated with Fort Health Care and the local hospital on wellness and weight management program, and coming up this year there will be a Slim Down Challenge with the same organization. Pedometer checks are also provided.

Describe professional development, training, or programs offered to staff regarding health and wellness.

The District has a Safety Committee that promotes good practices to reduce Workers Compensation injuries. The Nurses Office provides CPR and 1st Aid Training for individuals on Code Blue teams and Safety and Restraint training for people involved with Special Ed.

Describe how health, nutrition, wellness, and physical activity are a part of the curriculum in all grades.

At all elementary schools and the Middle School in all grades there is a class that incorporates health, nutrition and wellness. At the High School there is a similar class in the 10th grade.

All schools and all grades have physical education/fitness classes as part of their curriculum and regular requirements.

Pillar III: Effective Environmental and Sustainability Education
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

Focus Area: Environmental and Sustainability Education

- The school district has a K-12 scope and sequence that integrates environmental and/or sustainability education as part of the regular coursework in individual courses.
- The school district has an environmental literacy requirement as a part of the science requirement in elementary and middle school.
- The school district integrates environmental and sustainability concepts throughout its curriculum in the first through twelfth grade in the following ways:
 - In all grades concepts are integrated into the Science Program as follows:

- Life Science
 - Physical Science
 - Earth Science
 - Scientific Reasoning and Technology
- Environmental and sustainability concepts are also integrated into:
 - Science
 - Agriculture science
 - Technology Education and Engineering
- The school district integrates environmental and sustainability concepts into assessments where appropriate.
- The school district offers Advance Placement Environmental Science Courses
 - Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career:
 - Percentage completed = 4.7%
 - Percentage scoring a 3 or higher = 4.3%
 - Optional comments: All passed with 3 or higher 1 student did not take exam.
- The school district's curriculum establishes connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields.
 - Pathways for careers in the environmental and sustainability fields are integrated into multiple disciplinary areas of study.
- The school district's teachers received the following professional development related to environmental and sustainability education:
 - Trainings offered through your local CESA (2 staff members)
 - KEEP (WI K-12 Energy Education Program) (3 staff members)

Describe outdoor learning experiences offered to students at the school each year.

This year Purdy has selected an environmentalist and naturalist to do a two year in residence program funded by the PTO. The initiative will work with students and staff using the surrounding natural areas. He will ensure all 4K to 5th graders receive an enhanced environmental education program. In addition this will help train all classroom teachers to do the same in subsequent years.

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

Focus Area: Environmental and Sustainability Education

- Newly approved courses at the High School which will be starting next school year are connected with STEM environmental and sustainable education.
- The Tech Ed area at the High School has been involved with building a high mileage car for both gasoline and electricity.

- At the High School the newly approved courses for next year will expand their students into green architecture and engineering.
- The school district offers the career and technical student organizations' (FBLA, FFA, and SkillsUSA) that focus on environmental or sustainability topics including growing and selling plants and the construction of a high mileage car with both gasoline and electric.

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

Focus Area: Community Involvement

- The school district creates community partnerships related to the focus areas below
 - Energy
 - Recycling and waste management
 - Environmental health
 - Health and wellness
 - Environmental and sustainability education
- Description of the above partnerships: The District partners with the Fort Health Care & the hospital for Health & Wellness issues. We also interact with members of "Heart of the City" on energy, environmental & sustainable issues. The Facility Manager has been invited to speak at various other schools and organizations, most recently the Cub Scouts, regarding their sustainable initiatives. A community environmental group "Heart of the City" has promoted recycling by providing the schools with attractive and recognizable recycling bins.
- The district's students participate in civic/community engagement in the following focus areas that relate to environmental and sustainability topics:
 - Energy
 - School site
 - Recycling and waste management
 - Environmental health
 - Environmental and sustainability education.
- Description of the above engagement: The Purdy Green Team has been invited several times to present their involvement in Green issues at WASBO Conferences.
- The district's staff contributes to community-based projects from local organizations relating to the following focus areas:
 - Energy
 - School site
 - Recycling and waste management
 - Environmental Health
 - Health and Wellness
 - Environmental and Sustainability Education
- Description of the above involvement: The Facility Manager spoke to students at Conserve School in Northern Wisconsin regarding Fort Atkinson's photo voltaic and

solar thermal systems. He has also spoken to a school in Waukesha regarding Fort's energy program. He also served on a panel on geothermal for several years at the University of Wisconsin.

Cross Cutting Questions

- The school district participates in a local, state, or national school program which asks to benchmark progress in some fashion in any or all of the below focus areas:
 - Department of Energy's Better Buildings Challenge
 - Wisconsin Green & Healthy Schools program
 - The school district's staff and/or student body received the following awards for facilities, health, environment, sustainability or environmental education:
 - Purdy – 2012 National Green Ribbon; District - SE2 Sustainability Energy Efficiency; City of Fort Atkinson Green Recognition Award; University of Wisconsin-Whitewater Environmental Achievement Award; Purdy - Wisconsin Recycle Bowl Winner in Nations-wide "Keep American Beautiful" competition.
 - The school district's students are actively involved in the following state or national environmental/sustainable related programs:
 - Wisconsin Electrathon Competitor
 - Wisconsin Sustainable Schools Coalition
 - The school is developing a story of their success which can be found at:
<http://eeinwisconsin.org/net/content/go.aspx?ran=6865&p=101792&s=101792.0.0.22>
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