



2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools



verification.
ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [] Title I [] Magnet [] Choice

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

Official School Name Westlawn Elementary School
(As it should appear in the official records)

School
Mailing Address: W64 N319 Madison Ave.
Cedarburg, WI 53012-2399

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

County: Ozaukee State School Code Number* 0075

Telephone (262) 376-6900 Fax (262) 376-6992

Web site/URL www.cedarburg.k12.wi.us E-mail psanders@cedarburg.k12.wi.us

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

Paul Sanders Date 2/12/13
(Principal's Signature)

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

District Name* Cedarburg School District Tel. (262) 376-6100

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Daryl Herrick Date 2/12/13
(Superintendent's Signature)

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

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PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school 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 school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, 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 school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

Name of Nominating

Agency Wisconsin Department of Public Instruction

Name of Nominating

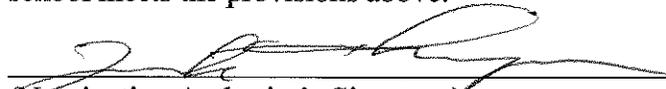
Authority State Superintendent Tony Evers, PhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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school 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 Green Ribbon Schools
Summary of Achievements
for
Westlawn Elementary School**

Westlawn Elementary School (Westlawn) is a small suburban public school serving K-5 students and has strong ties to the community and families it services. Westlawn made significant progress toward achieving all three pillars of the U.S. Department of Education Green Ribbon Schools program due to a whole systems approach to greening their school.

Westlawn students participate in Positive Based Intervention System (PBIS), the foundation of which is to Respect Self, Respect Others, and Respect the Environment. While the staff and students could readily address the respect of self and others, Westlawn sought additional ways to respect the environment outside the observance of Earth Day.

Pillar I: Reduced Environmental Impact

The school received the EPA Energy Star certification for K-12 School Districts in 2008 with a score of 91. The students completed a Green & Healthy Schools energy audit in November 2012. The school upgraded its boilers with a model 85% efficient, which was considered exceptional at the time of installation. Westlawn recently renovated their teachers' lounge, which was designed for energy efficiency and water. The building area meets 20% of green building standards and the school uses passive daylighting. Westlawn also upgraded to energy efficiency lighting and installed occupancy sensors. The school reports a significant reduction in non-transportation energy use. The school also promotes alternative transportation by providing safe pedestrian routes to school.

Westlawn implements various measures to reduce detrimental environmental effects. Students developed and demonstrated leadership roles to address environmental concerns and efforts. For example, they addressed the school staff to practice behaviors and methods that would result in having a more energy efficient school. Westlawn has a recycling bin for paper, plastic, and aluminum in every classroom. In April, students comb the woods and playground to pick up and throw away trash. One year, a collective group of students from all grade levels shared ways to improve the beauty of the school. This meeting lead to the decision of placing trash bins on the playground in the effort to keep it clean of litter. All students regularly use the school grounds for academic learning.

Pillar II: Improved Health & Wellness

The school works to improve both environmental health and student and staff well-being. Although not certified, the school practices as a "Green Seal" district, using all 3M chemicals and follows a chemical management program that follows Green Seal standards. Westlawn has an indoor air management plan and an asthma management plan.

Student and staff wellness are addressed in a wide array of activities. Students participate in a

physical education curriculum that involves Presidential Fitness and setting individual physical fitness goals which are tracked on a monthly basis. Westlawn's guidance program teaches about healthy choices and sets wellness goals, too. Physical education activities include snow shoeing and indoor rock climbing. The Westlawn staff conducts an annual program called "Ride for Reading" in which the Westlawn community is invited on a seven mile bike ride to a local park on a Sunday afternoon. At the request of school staff, Zumba was implemented along with Weight Watchers classes. Westlawn also joined district initiatives such as the Wellness Fair, which screens participants' cholesterol and blood pressure levels. In addition, the school's lunch program offers fresh fruit and vegetables, a salad bar, and whole-grain foods.

Pillar III: Effective Environmental and Sustainability Education

Westlawn integrates environmental education in all grades. The school conducted a "Green and Healthy Launch" in the fall of 2012 where the students participated in sessions that promoted environmental care. With the assistance from a grant and 25 community volunteers, students learned about vermi-composting, ground water care, water conservation, milk carton recycling, healthy eating habits, general physical health, and the importance of caring for the earth. Westlawn teachers followed up with learning experiences and lessons about different topics related to the Green Ribbon initiative while meeting environmental education state standards.

Westlawn also has an outdoor classroom for students and teachers to use in their lessons. Westlawn partnered with a local church and Riveredge Nature Center to implement a woods restoration project in which the invasive species were removed and replaced with native plants. The school now conducts environmental educational learning activities with the Riveredge Nature Center. This is just one example of the many community partnerships that Westlawn developed in Cedarburg.

Cross-cutting Questions

Westlawn is a certified Green & Healthy School in the state of Wisconsin and was awarded the Mayor's Award for its outdoor garden.

Westlawn Elementary School is a small suburban public school in Cedarburg, Wisconsin serving students in grades kindergarten through fifth grade. Westlawn involved students, teachers, administrators, and facility managers in all aspects of making their school a green and healthy learning environment.

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

- Westlawn received EPA ENERGY STAR for K-12 School Districts certification in 2008. They required a score of 75 and had a score of 91. They installed boilers that were considered the top of the line at the time of installation at 85% + efficient.
- Westlawn participates in the state Green & Healthy Schools program and students conducted an energy audit from that program in November 2012. The fourth grade class completed the audit in which they collected numerical data about the temperatures of classrooms, number/types of light bulbs, windows, heating and cooling costs, and appliances throughout Westlawn Elementary. They created line plots to compare the temperatures in the middle of the classrooms, two feet away from a window/outside wall, 4 feet from an interior wall, and by the thermostat. Their data analysis led them to the conclusion that a typical classroom is 68 degrees, which is in alignment with what the district set temperature is, therefore, the windows and rooms for the most part are energy efficient in regards to temperatures. The students then determined that Westlawn Elementary could reduce its energy usage by implementing the following measures:
 - turn off at least one light switch permanently in the classroom by taping it down preventing it from being used;
 - all teachers should put their lcd projectors in sleep mode when not in use.
 - turn off all lights when leaving a room;
 - turn off all hallway lights during the day and rely on natural light from skylights;
 - unplug any/all unused appliances; and
 - power down computers at the end of each day and only power them up when ready for use.
- The school has been renovated in the past 10 years. The most recent renovation was the Teacher's Lounge, which was designed for energy efficiency.
- The building area meets 20% of green building standards.
- The school's renewable energy comes from categorically passive daylighting.
- The school installed energy saving devices including switching to energy efficient lighting and installing occupancy sensors.

- John Koster, the school's facility manager completed the Wisconsin DPI/WASBO Facility Managers Program certification in 2010.
- The school has begun tracking kWh/day information to measure the success of their conservation efforts.
- Energy is taught in the fourth grade curriculum as a part of the Electricity/Magnetism science unit. In addition to learning about the basic tenants of electricity and magnetism (circuits, magnetic fields, types of energy), the students learn about electrical safety and conservation. Students learn the basics of electrical safety. Third grade also addresses energy consumption/reduction as a part of their health unit.
- Each year the Cedarburg Light and Water facility generously sponsors an all school assembly for energy conservation. The presentation is accompanied by a teacher kit/resource for student use as well as access to online resources to teach about energy conservation.

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

Focus Area: Water

- Westlawn's drinking water comes from a municipal source and the school employs 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 saving
 - Reduced storm water runoff and/or reduced impermeable surfaces.
 - Have placed rip rap at all of the run off areas to slow the infusion and percolation into the ground
 - have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)
- Water testing is done by Cedarburg Light and Water and the school has has a medication disposal policy that helps ensure water quality.
- The school has a rain barrel to collect the water run-off from the roof.
- The fifth graders conducted the water audit under the state Green & Healthy program. It was their finding that there were relatively few ways to better conserve water usage other than conservation. The audit did result in two leaking faucets being fixed. It was the students' recommendation that bi-monthly checks be conducted. The student bathrooms have water sensors at the sinks. The adult bathrooms have faucets. Westlawn School has newer toilet bowls that use lesser amounts of water with each flush. Additionally, the newly renovated lounge includes a tap water filter for teachers to refill water bottles in efforts to reduce the number of plastic bottles.
- The fifth graders presented additional water saving techniques to the entire student body. Students were encouraged to: take shorter showers, turn off the running tap water while washing their hands and brushing their teeth, to use refillable water bottles.

- Water topics are taught in the curriculum in the following ways:
 - Grade 2: Unit - Weather & Water Cycle: In this unit students will observe and track changes in weather. They will understand that the sun is the source of all weather. They will experiment with water as they examine its different forms. Students will learn about water conservation.
 - Grade 4: Unit - Earth Science/ Environmental Science: Earth science investigates all aspects of our planet from its changing surface, to its rocks, minerals, water, and other resources.
 - Grade 4: Unit - Environmental Health: students will learn about protecting the environment and the links between the environment and their own health. They will also learn about potential sources of chemical, fossil, and noise pollution. Students will learn strategies they can use to help conserve water, natural resources, and energy for future generations.
 - Grade 5: Unit - Scientific Inquiry/Environmental: Human interactions, both positive and negative, directly impact the health of the environment. (Discussion includes both land and water)

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

Focus Area: School Site

- Westlawn has a habitat garden that is 200 square yards and they also use a wooded site adjacent to the school site for outdoor learning.
- The school community created an outdoor garden area three years ago and won the “Mayor's Beautification Award.” There are a variety of plants surrounding an amphitheater styled seating arrangement. As part of their Artist-in-Residence program, the children built and decorated bird houses and a mosaic apple sculpture to beautify the area.
- They have worked to make their school woods healthier, safer, and more environmentally sound by removing invasive species such as buck thorn, mustard plant, and burdock, which will result in a healthier ecosystem slowing runoff and erosion. They also created trails throughout the woods and marked the entrances with signs in order to slow erosion and increase access.
- Over the past two years, fifth grade students have planted over 500 native tree species in the Westlawn Woods. Presently, birdhouses are being added to attract a variety of bird species. The Riveredge Nature Center and neighboring church are the collaborative partners in this effort.
- The school ensures safety on the playground by maintaining and replacing the wood chips that are under each playground structure.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

- The school recycles paper, glass, metals, plastics, ink cartridges, cell phones, milk cartons, and batteries.
- Every classroom has a recycling bin for paper, plastic, and aluminum. Mostly paper is placed in these bins. The teacher's lounge, office, IMC, teacher's work room, and conference rooms all have a recycling bin for the same products. Both students and staff are strongly encouraged to place recyclable items into these containers. In all location, recycling bins are placed next to trash cans to encourage recycling and recycling bins are clearly labeled.
- The school has a hazardous waste policy for storage, management, and disposal that is actively enforced. They use a private consulting firm, EMC, for all of the hazard waste identification and contract out annual disposal through certified vendors.
- The school 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.
- The custodial program follows Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard although not certified.
- All hazardous materials are disposed of properly. Sharps and other hazards are properly disposed of in the red bins housed in the bathroom of the Health Room.
The custodian is responsible for the major spills and cleans hazardous waste and follows proper protocol.
- The school conducted a waste audit in 2012.
- Students and staff are encouraged to reduce paper use by using both sides of paper, whether it is copy paper, notebook paper, or loose leaf paper. Many teachers have a "scrap" stack that are used for activities instead of being recycled. The school has started discussions about reducing the amount of lunch trash by using containers in cold lunches instead of bags that are thrown away each day.
- Many projects are done throughout the grade levels that encourage reusing materials. For example, grades 3-4-5 created a parent holiday project this year reusing plastic drink bottles, yarn scraps, old socks, and fabric.
- Recycling & Waste Management are part of the health curriculum:
 - 3rd Grade: In this unit, students learn to understand the importance of the environment we live in and its natural resources. They learn strategies to reduce, reuse, and recycle as well as ways to stop pollution to help protect the environment and keep the community clean.
 - 4th Grade: Unit - Environmental Health: Recycling and reusing products are ways to conserve and help the environment.

- 5th Grade: Unit - Environmental Health: In this unit students learn about the environment, what is harmful to it, and what people can do to protect it. Topics include natural resources; land, water, and air pollution; conservation; recycling; and the importance of living in a positive, protected environment.
- The school recently put into place a milk carton recycling program. Students in fifth grade are planning and organizing implementation. They predict a big reduction in lunch trash from this small change.

Element 1D: Use of alternative transportation

Focus Area: Transportation

- The school offers safe pedestrian routes to school as a transportation option. Staff crosses children at the end of the school day when traffic patterns are heavy.
- The school reports that 15% of the school's staff and or students walk to/from school; 3% of the school's staff and or students bike to/from school; 13% of the school's students ride the bus to/from school; 2% of the school's students and staff carpool (at least two people in the car), totaling 33% engaging in alternative transportation. Because many of the students live within walking distance of school, they are strongly encouraged to walk, ride bike, or scooter during the warmer months and when the weather is nice. Families in the same neighborhood are asked to carpool to save on gas and pollution.
- One of the fourth grade classrooms presented at an all-school meeting about ways to reduce the emissions around Westlawn. They encouraged the student body to walk, car pool, bike, skateboard, and/or scooter to school.
- Transportation is included in the curriculum in the following ways:
 - 3rd Grade Health: What can you do to stop pollution and save our natural resources?
 - 4th Grade Health: Burning of fuel and other materials causes air pollution.
 - 5th Grade Health: How can air pollution harm my health?

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

- The school 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.

- Has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
- Meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- Has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- Has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- Staff visually inspects all the school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- The school's indoor relative humidity is maintained below 60%.
- Has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
- There are no wood structures on school grounds that contain chromate copper arsenate.
- Prohibits smoking on campus and in public school buses.
- Have combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide.
- All of the ground contact classrooms at the school have been tested for radon within the last 24 months.
- The school's chemical management program consists of the following:
 - Chemical purchasing policy (low or no-VOC products)
 - Storage and labeling.
 - Training and handling.
 - Hazard communication.
 - Spills (clean up and disposal)
 - Uses third-party certified green cleaning products from 3M
- The school has a pest management policy and applies pesticide only when needed and outside of student contact hours. The school has an IPM coordinator and implemented a program through Wisconsin's IPM Manual. Pesticides are applied by an employee who is certified to apply pesticides and contracts with a certified and licensed pesticide applicator. The school posts notices during the time of pesticide application and for at least 72 hours following application.
- The school 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.
- The school enforces a policy in which students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.
- Students and staff wear appropriate personal protection equipment when working with chemicals in the classroom. Fifth grade students have a unit on matter and chemistry in which they wear protective eye gear when necessary.

Element 2B: Nutrition and Fitness

Focus Area: Health & Wellness

- The school has a wellness policy.
- The hot lunch program offers a variety of healthy choice meal options for students each day. Besides two main entrees, students have the opportunity to eat off of the salad bar. Only healthy snacks are allowed to be eaten during daily snack time.
- Staff members have many opportunities to participate in healthy lifestyle options encouraged by the district wellness team. Some examples include yoga, zumba, snowshoeing, daily mental health checks, and a yearly wellness walk.
- The school provides the following options to promote nutrition and fitness:
 - has a salad bar during lunch
 - offers fresh fruits and vegetables
 - uses whole grain foods
 - has restricted access to foods and beverages of minimal nutrition value
 - has an on-site indoor exercise room available to students and staff
- The school garden supplies food for the students in the cafeteria, a cooking or garden class, or to the community.
- The school has a policy for harassment and bullying.
 - Policy Description: The Cedarburg School Board has a harassment policy which was revised in March of 2009. It states that they are “committed to maintaining and ensuring a learning and working environment that is free of harassment or intimidation toward students and employees. The District will not tolerate any form of illegal harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders.” This is a portion of the opening paragraph of the policy.
- Students at Westlawn have access to a licensed school nurse every day of the week for a total of 16.5 hours. When the nurse is not in the office, other staff and parent volunteers are available to children in need.
- The school psychologist is available to students and staff a total of 15 hours, but is flexible to be present when needed. He works with students individually, observes classroom behaviors, and is available to staff for problem solving and discussions.
- The school counselor works part time, 3 days per week, for a total of 20.25 hours. She teaches classroom lessons, holds small group discussions, and meets with students individually during that time.
- Both the school psychologist and counselor help families in need of outside care. They are knowledgeable of county-wide services and make recommendations and suggestions as needed.
- Health measures are integrated into assessments.
- The school promotes hand washing for staff and students.

- The school offers nature-based outdoor recreation. Westlawn Woods is used for snowshoeing during the winter months and students learn how walking in snowshoes burns extra calories because they need to lift our feet higher off the ground in order to walk. They use a grass area for teamwork activities and many other lead up games for sports, weather permitting. Children can use the climbing wall that is a standalone piece of equipment at their convenience during recess or after school, along with the additional five climbing structures.
- Westlawn promotes many programs that promote health and wellness to staff including:
 - Ride for Reading
 - Hoops for Heart
 - Jump Rope for Heart
 - Winter Wellness Challenge
 - Zumba
- The school integrates health & wellness into the curriculum and has established goals for all grade levels.
 - Grades K-5 have a Health curriculum with structured learning targets and activities. There is shared responsibility between the Phy Ed teacher, classroom teacher, and guidance counselor in delivering the lessons and activities to the students.
 - The Health curriculum addresses nutrition and healthy lifestyle topics. The Physical Education curriculum was recently updated and includes relevant age appropriate learning targets and lessons at all grade levels. The gym is equipped with a rock climbing wall, snow shoes, Dance Dance Revolution, and about every type of physical education equipment that can be found. The students fill in monthly fitness activity calendars that are used as a part of their report card grade. They set personal, physical fitness goals and work to attain them under the guidance of the physical education teacher.
- The school engages staff, students, and the surrounding community to promote health enhancing behaviors and wellness. The school engages students in health enhancing behaviors in gym classes, recess, and regular classroom activities. The students participate in outdoor exercise before school and twice during the school day (the exception being the fifth grade with only one noon recess and one additional Friday afternoon recess). Under the direction of the physical education teacher, the school annually participates in Jump Rope for Heart, Hoops for Heart, and recently sponsored a walk for juvenile diabetes. The school has seen extreme success and participation of this event, raising close to \$10,000 last year. The outdoor play area has numerous climbing structures, basketball hoops, a football/soccer area, baseball diamond, four square grids, and tether ball poles. The students are formally instructed how to play all the various activities during the first two weeks of school. The principal has instituted the Winter Wellness at Westlawn for staff engagement. Staff are encouraged and rewarded for their active participation in this six week event.

Staff members engage in various physical exercises and record their time. The alternating partners makes for fun and variation.

- The staff has weekly salad bar. Every Wednesday, all interested teachers bring a set item from "the salad wheel" and enjoy a healthy salad. This long standing tradition is eagerly anticipated and much appreciated.
- Each Monday a staff member brings in a birthday treat in honor of a fellow staff member's birthday. Many teachers include healthful options as a food choice - veggies, fruit, and other alternatives to sugary sweets.
- Class parties have also taken on a different menu. They now do ¼ sweet, ¾ healthful. Each Halloween, winter, and Valentine's Day class party included veggies, fruit, popcorn, or crackers/cheese options. The school reports that the children enjoy eating the healthier food options. This has been in practice for the past five years.

Pillar III: Effective Environmental & Sustainability Education

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

Focus Area: Environmental & Sustainability Education

- The school has a K-5 scope and sequence that integrates environmental and/or sustainability education as part of the regular coursework at all grade levels.
- The school integrates environmental and sustainability concepts within the curriculum from kindergarten to 5th grade in the following ways:
 - Kindergarten--Plants and Seeds: Five Senses Discovery; Garden Explorations
 - First--Insects and Their Kin: Five Senses Discovery; Soil Secrets
 - Second--Animals and Food Chains: Amazing Adaptations; Community Explorations
 - Third--Secret Lives of Plants: Amazing Adaptations; Pond Interactions
 - Fourth--Maple Sugaring and Life in Water: Animal Survival Strategies; Wisconsin's Glacial Landscapes
 - Fifth--Energy Solutions; Dirt on Soils
- Each grade level has a field trip scheduled to the Riveredge Nature Center. In addition, staff from Riveredge visit Westlawn to work with individual grade levels. The experiences are named above. Each focuses on the environment and sustainability.
- Environmental and sustainability concepts are integrated in the following subject areas:
 - Science (outlined in previous units described)
 - English language arts: writing in a journal
 - Art/Drama: Students in art make nature forms projects.
 - Health education (outlined in previous units described)
 - Music: Students in music learn and perform Earth songs.
 - Physical education: Students in physical education participate in snowshoeing

- The school integrates environmental and sustainability concepts into assessments in the following ways.
 - Kindergarten: writing and illustrating in a science journal
 - First grade: What are 2 ways we use Earth's natural resources? (writing with pictures)
 - Second grade: habitat assessment; rainforest biome assessment
 - Third grade: being developed
 - Fourth grade: essay question: write a conservation message encouraging people to conserve water, energy, or paper
 - Fifth grade: environmental education via Peterson's Pond unit; letter written to tell about the pollution in the pond
- Eight-five percent of the school's students demonstrate high levels of proficiency in these assessments averaged for all grade levels.
- Students are asked to help with sustainability on Earth Day with a school grounds clean-up. Fifth grade students have helped plant native species into the school forest each year in the spring. Some students have helped our Westlawn Dad's Club in the Westlawn Woods, as well.
- The school's teachers and staff received professional development related to environmental and sustainability education:
 - Aquatic WILD (2 staff members)
 - KEEP (WI K-12 Energy Education Program) (1 staff member)
 - Project WET (2 staff members)
 - Project WILD (2 staff members)
- Students at Westlawn have opportunities to be outdoors during the school day in the capacities of visiting the learning garden, visiting the school forest, playing at recess, participating in any physical education activities that are taken outdoors, and working with the Riveredge staff (depending on the content of the activities).
- Teachers took part in a professional development opportunity before the start of the school year in which a plant expert from Riveredge Nature Center walked them through the woods. Riveredge staff helped teachers identify plant and animal life evident in the woods, brainstorm lesson/activities to do with children of different ages, and informed them of the continued efforts in removing invasive species and planting of native plants.
- Additionally, grade level representatives spent two full days at a Teacher Inservice at Riveredge Nature Center. Their goal was to develop monthly student activities that would highlight the environmental education curriculum. These activities were then shared with their grade level cohorts.

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

Focus Area: Environmental & Sustainability Education

- All grades, with the exception of first and second, have taken their classes to the learning garden. Activities include, but are not limited to, read alouds, descriptive and poetry writing, and science lessons (using the 5 senses, recording plant observations, and plant classifications). The first and second grade teachers plan to begin using the garden this year.
- Some of the same activities listed above are done in Westlawn Woods, as well. Along with these, students also observe a habitat throughout different seasons, make observations, and write about their learning. They test temperatures of air and soil, do soil rubbings, find evidence of plant and animal life, and measure leaf litter.
- Teachers are creating outdoor classroom kits for student use, which include a hand lens, cardboard “clipboards,” soil augers, soil thermometers, anemometers, spoons, containers, and other exploration materials. Each grade level completed a unit for teachers to use with their students in the Westlawn woods.
- Fifth grade students have a science workbook that it integrated throughout the year focusing on STEM.

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

Focus Area: Community Involvement

- The school fosters many community partnerships.
- Westlawn works with Cedarburg Light and Water each year. They sponsor energy safety/conservation program for students.
- The school developed a new partnership with their neighbors, Faith Lutheran church to support the Woods Restoration project. They even supply lunch to the volunteers.
- The school is working with Waste Management to develop the milk carton recycling program.
- The school connected with the Cedarburg Forestry/Cedarburg Green groups. The Cedarburg Forestry has planted several trees in conjunction with Arbor Day at Westlawn. Cedarburg Green helped sponsor a booth at their Green & Healthy launch in addition to teaching students about evergreen tree identification and benefits.
- The school’s students participate in civic/community engagement projects relating to environmental and sustainability topics that focus on Environmental Health, such as though the woods restoration project. The school described it in the following way: “Our woods restoration project was a vision our principal had. He wanted the woods to become an integral part of our school. He approached the teachers about the project, and to be honest - it was received with a luke warm response. "Huh? We're busy... What about the tests?" However, the staff agreed to the project, not really sure of what we were getting into.

A few months later, our principal had successfully received a grant from the Cedarburg Education Foundation that would bring in Riveredge Nature Center to help construct a plan to restore the woods. Great. Slight problem...we only owned about one fifth of the woods. The local church owned most of the property and the city of Cedarburg owned the rest. Enter the collaborative piece of the project. The school suddenly had a community partnership with Faith Lutheran church and the city of Cedarburg. Everyone agreed to participate in the project and plans moved forward.

With the assistance from Riveredge Nature Center's naturalist, Mrs. Phyllis MacKenzie, the plan was put into action. Before we knew it, the dad's club's chainsaws were a buzzin', Boy Scouts and Westlawn families were a haulin', and the removal of the buck thorn was underway. The woods began to take on a whole different look as pathways and cleared areas began to appear.

In addition, students at each grade level had the opportunity to enjoy a lesson out in the woods with a Riveredge naturalist that worked into their environmental education/science curriculum. The students love the woods - and really enjoyed seeing it through a new lens of an outdoor classroom! Now we had kids snow shoeing through the pathways looking for evidence of animals and discussing their adaptations. Kindergartners were marveling at dirt and bugs!

In the spring, the fifth graders brought in shovels and again, under the direction of the naturalists from Riveredge, learned all about planting native trees - many being only a foot high! 300 hundred newly planted native trees later, our woods continued to take on its new appearance.

The following year, in efforts to further fund the project, a group called "Wisconsin Gives Back" offered to sell calendars with the proceeds going back to Westlawn. This local group provided another year of funding for the restoration project. Students again had the benefit of working with a naturalist in the woods and more buck thorn as well as burdock and garlic mustard were removed. Over 150 trees were planted during that year - slightly larger than in the previous years. The Boy Scouts created cages for them to keep the deer and rabbits at bay. One Eagle Scout created a sign explaining the restoration project after we experienced vandalism and theft of some of our trees. It truly takes a village - during the drought of 2012, a very dedicated Dale Erickson and Phyllis MacKenzie, alongside some community service student volunteers watered those 150 trees (and the church paid for the water as the school doesn't have outside spigots in the back). With no students present during the summer, that act was love of the earth and gift of the heart.

So, that now brings us to the third year of the project. Now, happily the district is

funding the Riveredge partnership for students and teachers, we have pathways, cleared areas, native trees, and two more sections of the woods to clear. We have begun to develop outdoor exploration kits for student use. The kits are a part of the environmental education curriculum that is now a part of our science curriculum. It is a work in progress. The children now better understand the complexity and depth of the project as they each had a personal tour on the Green & Healthy Launch day. The goal - to turn the project over to the students and school as the fifth year will sunset the formal relationship between Riveredge and Westlawn. We want the kids and community to assume the leadership role.

They are now able to identify why our woods are taking on a different look. They understand how invasive species can destroy an ecosystem and the importance of maintaining the native species to preserve it. They know what the buck thorn looks like - as well as garlic mustard and burdock. Who knew burdock was invasive? Most of us didn't! Another fun find? The poison ivy...who knew?

The staff and students have a better understanding of the history of our woods. We didn't know that there used to be a river running through it - or that it was used as a dumping ground once upon a time. Now, we see where the water carved its niche and why we're leaving the dumping area undisturbed.

Our hope is that after being actively involved in this project, students and their families will continue the restoration project and actively work to keep the invasive species out. Even better, as the children grow and become leaders in their communities they will take on their own restoration initiative because this experience was such a positive one.

What started as a casual conversation at a faculty meeting is now a reality. Our woods and this project are seen as a badge of honor. Who knew one caring steward of the earth could initiate such change? It is our hope that the Westlawn Woods Restoration project will continue to include the students, staff, community, and church populations and continue to forage new friendships and make amazing progress for years and years to come. A mountain can be moved - all it takes is for someone to begin carrying stones. Thanks to Dr. Paul Sanders, we can tell this story."

- The school shared another story of a project involving student civic engagement: "When we returned from the Green & Healthy workshop that was sponsored by the DNR in Green Bay, we knew this would be a great project for our kids. We were looking for something the kids could take on, research, and be excited about. It was the project based learning activity we needed. The morning we were going to ask for help, we were given some bad news at our faculty meeting - yet one more something from nothing for teachers...and then we were up next to ask for people to volunteer to

help with this school wide project. I still had my heart in my throat...and here we were, taking on one more thing...and asking others to join. When our staff heard about the project, to become a Green & Healthy School - much to our delight and surprise, they were all on board. We couldn't believe it. Before we knew it, our whole 3-5 grade level team was taking on a topic and we were planning a day long launch to begin the Green & Healthy school initiative.

Three months and two grants later, we had full day of activities all structured around the Green & Healthy topics. We had acquired 25 community volunteers to lead workshops/break-out sessions for the students to get a better understanding and bigger picture about why were taking this project on. We had the giant Earth Balloon for the kids to sit inside (it was 17 feet tall) and see what their beautiful planet looks like - inside and out! Staff members help secure physical therapists, dentists, nurses, nutritionists, environmentalists from all over the community - and as far away as California to come spend the day teaching the children about the importance of taking care of the earth.

The kids participated in:

- vermi composting
- milk carton recycling
- ground water use/protection
- water conservation
- healthy eating
- nutritious snacks (sponsored by the local Piggly Wiggly)
- environmentalist David Stokes informed and entertained our K-2 students
- woods restoration
- arborists
- Rockwell - alternative forms of energy
- animal protection from Schlitz Audubon Nature Center

The staff then directed their classes and led them through the completion of the Green & Healthy surveys. It was a very empowering experience as the kids could gather the information (it was very well aligned with our math work and the scientific method). Then, they synthesized the data and developed two or three ways we could make that area improved. Next, they had to present their findings to the entire K-5 student body. This involved everyone - staff and students - with ways to improve the health of our school. It is now part of our common language. The teachers continue to bring the lessons and ideas to the forefront at our team meetings and in the classrooms. Our project is far from over. This is not a "one shot deal". Our plan is to make this a part of our school culture and climate. We look forward to the progress and for more growth and learning opportunities to achieve that goal."

- Westlawn participates in the state Green & Healthy Schools program.
- The school was awarded the Mayor's Award for its outdoor garden.
- The school is developing a story of their success which can be found at:
<http://eeinwisconsin.org/net/admin/default.aspx?s=0.0.0.2209>