

FiveHawks Elementary School
Minnesota



2013-2014 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 Pre-K-12. (Schools on the same campus with one principal, even a Pre-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 verification.



U.S. Department of Education Green Ribbon Schools 2013

Charter Title I Magnet Private Independent

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

Official School Name **Five Hawks Elementary School**
(As it should appear on an award)

School Mailing Address: **16620 Five Hawks Avenue**
(If address is P.O. Box, also include street address.)

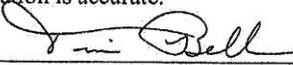
City: **Prior Lake** State **Minnesota** Zip **55372**

County: **Scott** State School Code Number* **011**

Telephone (**952**) **226-0100** Fax (**952**) **226-0149**

Web site/URL **www.priorlake-savage.k12.mn.us** E-mail **tbell@priorlake-savage.k12.mn.us**

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

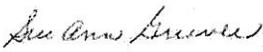

Date 1/27/2014
(Principal's Signature)

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

District Name* **Independent School District 719 - Prior Lake-Savage Area Schools**

Tel. **(952) 226-0000**

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.


Date **January 27, 2014**
(Superintendent's Signature)



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 Pre-K-12. (Schools on the same campus with one principal, even a Pre-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 Minnesota Dept. of Education

Name of Nominating Authority Brenda Cassellius

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

Brenda Cassellius, Commissioner of Education

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



school meets the provisions above.

Brenda Corralis
(Nominating Authority's Signature)

Date

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.

Five Hawks Elementary School Summary Narrative

Five Hawks Elementary School is the birthplace of Environmental Education in Prior Lake-Savage schools, thanks to Jim Hughes and Dar Fosse. Through their infectious enthusiasm, the rest of the staff followed their lead, becoming positive stewards of the environment as well. Five Hawks has been at the forefront of not only the district but the state. Many Minnesota schools have visited, looking to us for leadership as they move forward with embedding state standards and implementing environmental-based learning in their schools.

Our initial goal was to save the land behind our school from further development. Hughes and Fosse approached the City to secure land for a native prairie and Nature Center that was slated to be a new housing development. Once secured, we realized what a gem we had with many different types of learning areas throughout the learning center. After several years of creating lessons across the curriculum, we were very excited to have the Jeffers Foundation approach us with resources in hand to document what Five Hawks had been doing intrinsically to share with others. We pioneered having a naturalist and environmental coordinator on site in Cara Rieckenberg and Jim Hughes respectively. The district realized how well our school was doing on standardized tests and recycling anything that could be recycled. As a result, the district added a 7th plank to its mission statement, ensuring that Environmental Education would have a permanent place in our system.

Once Environmental Education became part of the Prior Lake-Savage schools mission statement, Five Hawks staff spent the next few years conducting district in-services to teach district staff how to incorporate environmental education into everyday learning. Our practices include Junior Naturalists creating videos explaining how to reduce, reuse and recycle daily in the classroom. They collect our recycling bi-weekly and monitor the organics collection in the lunchroom and school-wide. Junior Naturalists are in charge of all bird feeders on-site including fundraising for birdseed, placement of the houses, and periodic cleaning or repair. The Junior Naturalists meet bi-monthly, planning for the use of the outdoor learning center, necessary trail maintenance, and learning something new about ways all students can positively impact the environment.

In 1999, The Five Hawks staff became active in research well beyond the confines of our school or district. As a way to show students the effects of human impact on the world, teachers in 3rd through 6th grade became active participants in the GLOBE program, giving students a world-wide view of the planet. Environmental experiences became more meaningful to all.

Our 5th grade students attend a week-long experience at Wolf Ridge Environmental Learning Center in Finland, Minnesota. The students experience a true adventure in the wilderness, learning even more about the impact they can/do have on the environment, exploring ways to leave a more positive footprint on the world and how to leave it better than they found it. Our 5th grade has earned the Conservation Award Perfect Score 13 years in a row!

The HAWKS is group of parents that help to maintain our outdoor center, helping to create and add new elements to our nature center. This group of parents reaches out to each other and the community to bring a sense of ownership in the outdoor learning center to our community and neighbors. The efforts of this group have added amenities to our outdoor learning areas such as tables and signage that make the spaces even more connected to our mission.

Our community partners are many and varied. The Shakopee Mdewakanton Sioux Community provides us with our district organic compost site, prescribed/controlled burns for the prairies, and as a funding source for various projects. Our organic composting efforts began in 2006 with a pig farmer in central Minnesota who would take all of our food waste, process it, and feed his pigs. Once the district outgrew his operation, the Mdewakanton Sioux community rallied with us to create our current system, which takes all our food waste and other organic materials, turning it into rich compost for area residents.

PheasantsForever supplies corn to feed animals throughout the nature center. Eagle Scout projects enhance and maintain our outdoor learning center, the Girl Scouts created a lending library in our garden area to recycle books. The city has been paramount in helping maintain our trails with yearly donations of woodchips and trail maintenance. Five Hawks also partners with the DNR and Scott County Watershed District in mutually beneficial ways.

Environmental Education is a way of life at Five Hawks. We are proud of the road we have traveled, looking to continue as vocal stewards of all our natural resources. We could live in the past; however we choose to move forward, finding new ways to involve our school community in creating a better world for us all.

Minnesota Department of

Education

Five Hawks Elementary School, Summary of Evaluations

Minnesota received three applications for the GRS School Awards and evaluated them using the USED GRS rubric. A team of three reviewers evaluated and scored all three applications individually and then held an in-person meeting to determine the team scores and recommendations. Five Hawks received a composite score of 82 and the other school applications received scores of 67 and 53

Five Hawks is one of six elementary schools in the Prior Lake-Savage School district in the southwestern suburban area of Minneapolis. Both the district and one other elementary school have received the GRS award in the past. With the collaboration of several partners, the school district has placed a focus on environmental education strongly integrated with STEM.

Some of the areas highlighted by the reviewers:

- The School has an Energy Master Plan, and is Energy Star rated at 90 with substantial reductions in carbon footprint (~25%).

- Recycling and diversion rate near 70%, 30% of paper is post-consumer recycled content, The school describes several creative ways the school community practices the 4Rs.
- There is a large amount of physical education time with more than 50% outdoors. In addition there is high quality outdoor time in an on-site nature center.
- Environmental and sustainability concepts are very well-integrated throughout the curriculum. There are strong professional development opportunities

Green Ribbon Schools - School Application 2013-14

School/District Information

School: Five Hawks Elementary

Street Address: 16220 Five Hawks Ave SE

City/State/Zip: Prior Lake, MN 55372

Website: <http://www.priorlake-savage.k12.mn.us/schools/fivehawks>

Principal Name: Tim Bell

Principal Email Address: tbell@priorlake-savage.k12.mn.us

Phone Number: 952-226-0100

School District Name/number (if applicable): Prior Lake Savage Schools, 0719

Superintendent Name: Dr. Sue Ann Gruver

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

School levels: (place an "x" after your choice)

Early Learning Center:
 Elementary (PK-5 or 6): X
 K-8, Middle (6-8 or 9):
 High (9 or 10-12):
 Other:

School Type:

Public: X
 Private/Independent:
 Charter:

How would you describe your school:

Urban:
 Suburban: X
 Rural:

Total Enrolled: **525**

Does your school serve 40% or more students from disadvantaged households? Yes No X

Percentage receiving Free or Reduced Priced Lunch: 17%

Percentage limited English proficient: 2%

Other measures:

Graduation Rate (if high school):

Attendance rate: 96%

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree Green Schools, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes X No

Program(s) and level(s) achieved:

ISD 719 has maintained an Energy Star Portfolio since 2007. Utilities, including gas, electricity and water have been tracked. An independent firm, Bishop Energy Engineering has also been used to corroborate the results. For the past 3 years, the district has participated in the Schools for Energy Efficiency (SEE) program.

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

3. Yes X No

Award(s) and year(s):

Five Hawks received Energy Star certification in 2011 and 2012. We also received Outstanding Achievement in Energy Reduction from SEE for at least 10% reduction in overall energy use for 2010, 2011, and 2012. Five Hawks also received the Energy Star Top Performer Award for 2011.

Pillar I: Reduced Environmental Impact and Costs

1A Energy(please note that preference will be given to schools that have used the [State of Minnesota B3 Benchmarking](#))

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

Percentage reduction: **23.7%** Over (01/2007 – 08/2013):

Initial GHG emissions rate (MT eCO₂/person): **599.4/605 = 0.99**

Final GHG emissions rate (MT eCO₂/person): **384.95/731 = .75**

Offsets: **No** How did you calculate the reduction? **State of MN B3 Benchmarking**

Does your school have an Energy Master Plan? **Yes**

If yes describe the areas it covers:

The plan is School Board policy covering energy, waste, and water.

The School Board and Superintendent authorize the Director of Operations/Transportation to coordinate the energy efficient building operation and behavior practices for staff and students in accordance with best practices for energy conservation. Such regulation and conservation procedures are intended to result in consistent implementation of energy usage throughout the district.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? **Yes**

If yes, what is your score? 90 If score is above a 75, have you applied for and received ENERGY STAR certification? **Yes** Year: **2012**

4. Has your school reduced its total non-transportation energy use from an initial baseline?

5. **Yes**

Current energy usage (kBTU/student/year): **3,941,767/605 = 6515**

Current energy usage (kBTU/sq. ft. /year): **58.13**

Percentage reduction: **24%** Over: 9/2007 – 9/2013

How did you document this reduction? **Data is from the MN B3 Benchmarking website.**

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

On-site renewable energy generation: **No** Type:

Purchased renewable energy: **No** Type:

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

5. In what year was your school originally constructed?

1974

What is the total building area of your school?

67,940 square feet

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

For new building(s): Percentage building area that meets green building standards:

Certification and level: Total constructed area:

For renovated building(s): Percentage of the building area that meets green building standards:

Certification and level: **no certification received** Renovated area: **entire building**

1B Water and Grounds

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

Average Baseline water use (gallons per occupant): 1991 gallons per year

Current water use (gallons per occupant): 1764 gallons per occupant, per year

Percentage reduction in domestic water use: **3.1%**

Percentage reduction in irrigation water use: (included in above totals)

Time period measured: 01/2013 – 12/17/2013

How did you document this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports)?

Energy Star Portfolio Manager, district reports.

8. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?

Our boy's bathroom urinals are being fitted with flush valves that will conform to current water consumption standards (summer of 2014). The remodeling efforts this summer changed our outdated hot water/softener system, upgraded the fire sprinkler system and replaced the 40 year old boilers.

Our overall water savings would have been much higher, but summer renovations of water lines, water softening system and boilers elevated our consumption.

9. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 60%
Types of plants used and location:

Our landscape efforts take into account our yearly calendar. Most of the plant material thrives with the attention given by nature without interference from us. Our shrubs require general maintenance once or twice a year. Blooming plants, such as our hydrangeas', are very self-sufficient and thrive on runoff from the rooftop. The rain garden has a specific set of plantings that can withstand various degrees of moisture. The native prairie is kept free of as much noxious weeds as we are able.

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

No other methods of irrigation are used other than diverted run-off from the roof top downspouts and mother nature.

11. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces.

We have a rain garden runoff system for one of our parking lots. Part of our blacktop/sidewalk system has been designed to divert roof top run-off to the nature center, eliminating the diversion to the storm sewer. The actual storm drain itself runs directly into the nature center.

12. Our school's drinking water comes from:(place an "x" after your choice)

Municipal water source: **X**

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

The district follows state and federal guidelines of checking at least every 5 years.

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

Irrigation water is supplied by municipal water sources.

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

We test as required, every 5 years. Filters on all water fountains are changed on a fixed schedule or whenever needed, whichever comes first.

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

Our school site rests on 33 acres designated as set aside acres. We have a native prairie we seed with milkweed every year, a rain garden on site, and a variety of garden spaces. We collaborate with the city of Prior Lake and the Shakopee Mdewakanton Sioux for maintenance.

1C Waste

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **Trash: 8 yd container, 80% full, 1X week = 25.6 yards per month**

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

Card Board: 6 yd container, 100% full, 1 X week, 24 yards per month

Rigid containers: 2 yard container, 100% full, 1X week, 8 yards per month

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

Organics: 6 yard container, 110% full, 1X week, 26.4 yards per month.

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$: **69.5%**

Monthly waste generated per person = $(A/\text{number of students and staff})$: **0.042 yds/student**

17. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)?

Approximately 30% of our office paper is considered recycled post-consumer fiber and meets federal procurement guidelines.

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

Flammable Liquids:

We do have a gas utility cart that uses flammable liquid (gasoline). The fuel is drained each winter and disposed of in an environmentally approved manner.

Corrosive liquids: **None**

Toxics: **None**

Mercury: **None**

Other: **Sharps: our one-gallon size container is emptied once per year.
Blood contamination is very rare.**

How is this measured? **Health office maintains accurate and detailed records.**

How is hazardous waste disposal tracked?

The Health Office (building) and Health Department (district) record incidents and deliver to local hospital for proper disposal. Blood contamination is documented at the building and district level. When it occurs, items are red-bagged and picked up separately by our waste hauler and handled as hazardous.

19. Describe other measures taken to reduce solid waste and hazardous waste, use recycled materials, and properly dispose of hazardous materials. Include electronic devices. (100 word max)

Food Service switched from Styrofoam to organic materials in 2010, and outside vendors must conform to our policies. We do participate in an organics recycling program (since 2008) to minimize non-organic waste and to recycle and compost as much waste as possible. A water filter has been installed to encourage the use of re-useable bottles. We compete in the America Recycles Bowl each year since 2011. All electronic material is disposed of at the district level or by a certified outside company.

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

What percentage of all products is third-party certified? **Green Seal**

1D Alternative Transportation

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

90.4%

How is this data calculated? (50 word max)

8 buses that deliver students, average load is 50 = 400

Documented students who walk, bike is 75

475/525

22. Has your school implemented any of the following? (place an "x" after all that apply)

Designated carpool parking stalls: No

A well-publicized no idling policy that applies to all vehicles (including school buses): **X**

Vehicle loading/unloading areas at least 25 feet from building air intakes, doors, and windows: **X**

Safe Pedestrian Routes to school or Safe Routes to School: No

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

Students who walk/bike to school are allowed to leave right away if they use the designated paths home. If they have to cross our busy street, they wait for an adult to

ensure safe passage. We train/implement our 5th graders (50+) as crossing guards to monitor our crosswalks.

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

Our contracted bus providers replace any vehicle that is over 10 years old. Bus routes have been consolidated and are constantly evaluated for efficiency and avoidance of duplicate routes.

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

2A Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

We have embraced IPM standards as our protocol for our management system, working hard to reduce our chemical footprint. Any pesticide product used is tracked by custodial staff. Students are prohibited from entering any area where pesticides may have been used until product information guidelines are followed. All pesticides are stored in a locked cabinet in the custodial supply area, away from any traffic within the school.

2. What is the volume of your annual pesticide use (gallons/student/year)?

.014 gallons per student per year.

Describe your efforts to reduce use:

IPM guidelines are strictly adhered to. We use pesticides as a last resort, trying to maintain our facility without use. Cost is not the main factor when deciding what means to use for pest eradication. We work hard to keep our spaces clean, free of pest "attractant" and safe for students. Our custodial staff prefers to use mechanical means to trap pests and release them as appropriate.

3. Which of the following practices does your school employ to minimize use of and exposure to pesticides? Place an "x" after all that apply and provide specific examples of actions taken.

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides and pest control policies, methods of application, and posting requirements are provided to parents and school employees in accordance with the Janet B. Johnson Parents' Right-to-Know Act (Minn. Stat. § 121A.30): Yes No

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location: Yes No

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label: Yes No

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label: Yes No

The treatment of any area is done after student hours allowing at least 8 hours of elapsed time. We try to have our minimum be 12 hours or more.

4. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Place an "x" after all that apply and provide specific examples of actions taken.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools: Yes No

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

Our school prohibits smoking on campus and in public school buses: Yes No

School district policy prohibits smoking/tobacco use in all facilities, grounds and buses. Signage is posted as a reminder.

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.): Yes No

All mercury has been removed from our building. "Mercury dogs" have been used to search for traces. This is aligned with district health and safety management.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO): Yes No

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

Our school does not have any fuel burning combustion appliances: Yes No

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

Yes No

Currently in process of testing. Last test was completed in 2011.

5. Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules: Yes No

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

6. Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six: Yes No

This is a current and on-going process. We do not delineate any area. Our intent is to be 100% lead free.

7. Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: Yes No

We have 0% wood timbers or playground equipment, using only recycled plastic materials.

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

Our cleaning schedule begins when students/most adults have left the building for the day or in unoccupied areas. Hazardous waste is removed in a timely manner and is not

accessible to persons not trained in safe handling. Our protocol calls for immediate removal and safe disposal.

9. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

Regular maintenance of filters is practiced, along with routine vacuuming help to reduce pollutants in the air. A preventative maintenance program is adhered to with our HVAC system. Air samples are taken twice yearly.

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

Bussing is contracted out of the district. The contract does stipulate that buses must conform to current standards. Buses cannot be used in our system once they are 10 years old.

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

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

A preventative maintenance schedule, along with regular inspection, keep leaks from becoming a major issue. Our building maintenance staff conscientiously monitor the building, repairing any signs of condensation, leaks, or mold.

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

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

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

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

Our multipurpose room has one entire wall of floor to ceiling windows. Students are able to enjoy the natural sunlight, as well as watch the birds feed all winter. Natural daylight is available to most classrooms via windows and doors. Our building is equipped with an automated Energy Management System through Siemens for controlling and maintaining a healthy environment while occupied, as well as for efficiency when not occupied.

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

Indoor maintenance staff (district level) and building custodial staff perform mock OSHA walk-throughs at least once a year; use IAQ surveys for staff feedback, and perform

monthly building inspections. Informal inspections are done on a daily basis to catch minor issues before they blossom into major events.

2B Nutrition and Fitness

17. Which practices does your school employ to promote nutrition, physical activity and overall school health? Place an "x" after all that apply and provide specific examples of actions taken, focusing on innovative or unique practices and partnerships.

18. Our school participates in the USDA's HealthierUS School Challenge. Yes No

Level and year: **K-12, 2005. We currently participate in the Healthy Hunger Free Kids Act.**

Our school participates in a Farm to School program to use local, fresh food: Yes No

We purchase apples from 3 local orchards. We also receive watermelon and cherry tomatoes from Prior Lake and rice blends from Bemidji, MN.

Our school has a fruit, vegetable and greens salad bar: Yes No

Every student, grades 1 – 5 has a salad bar option available every day we serve lunch.

Our school has an on-site food garden: Yes No

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community: Yes No

Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance):

Percentage: **0%** Type: **Cost prohibitive at this time.**

Our students spent at least 120 minutes per week over the past year in school supervised physical education: Yes No

Between scheduled physical education classes, outdoor recess, and environmental activities, our students receive more than 120 minutes of supervised physical education.

At least 50% of our students' annual physical education takes place outdoors: Yes No

Health measures are integrated into assessments:

Physical fitness tests are administered twice per year at the elementary level for all students. The results are provided to students and parents but are not used as a factor for student grading in Physical Education. Health measures are not integrated into assessments/grades at the secondary level.

At least 50% of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program): Yes No

19. Describe the type of outdoor education, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and the average number of minutes your students are outside each week. (100 word max)

We are fortunate to have a Nature Center that consists of 33 acres right outside the doors of the classrooms. Within this acreage, we have two prairies, wetlands, a forest, five various gardens, an amphitheater, outdoor classroom gazebos, learning platform, floating dock and a firepit, many connected by approximately 2 miles of trail. All is adjacent to our playing fields which are partnered with our local youth athletic groups. Our six play areas have permeable recycled engineered woodchips.

Outdoor classes frequently stop to observe spontaneous events in the outdoors. Students are able to spend 130 minutes weekly outside with supervision.

20. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

Our school-wide daily snack cart program makes healthy choices an easy option for parents. Our birthday policy prohibits sugary snacks.

Our Award winning Obstacle course incorporates family fitness with the invitation to participate with their child during school hours or evening opportunities. With over a hundred volunteers, parent and community members are a vital component for snowshoeing and cross country skiing on our expansive outdoor grounds. Orienteering and geocaching are supplemental activities.

Community Education uses our Outdoor facilities to offer classes. Our before and after school daycare considers our Outdoor area as a vital part of their program.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Place an "x" after all that apply and provide specific examples of actions taken, highlighting innovative or unique practices and partnerships. **(please attach answers on a separate document)**

Our school has an environmental or sustainability literacy requirement. Yes No

Five Hawks students' exposure to Environmental Education begins in kindergarten. Through the use of Science notebooks the students are reading, writing, drawing, and reflecting about their science life. Our media center houses specific Environmental Education resources for our students and staff. It includes picture books, identification manuals, non-fiction text as well as fiction. All materials support our curriculum and add a layer of complexity for our students. National Geographic is our science curriculum and allows us to use Explorer magazines and leveled reading materials to reach all students, thus expanding our ability to teach literacy skills in multiple curricular areas.

Environmental and sustainability concepts are integrated throughout the curriculum. Yes No

Five Hawks is the creator of the district-wide environmental curriculum that is used to deliver instruction in all buildings. 20 years ago, Jim Hughes and Dar Fosse created environmental lessons to replace existing lessons. After such a successful endeavor, the staff expanded this effort. Using the existing Minnesota standards, ways were discovered to replace indoor lessons with outdoor environmental lessons in all subjects. The district adopted our curriculum. Five Hawks teachers instructed all teachers in the district with methodology to successfully use the outdoors to teach Minnesota standards.

Building upon our success of creating outdoor environmental lessons, replacement lessons were written in all content areas, utilized by all instructional staff. Examples include using math by creating data tables to keep track of weather, water usage and tree types. Art brings the students outdoors to teach scientific drawings and artwork using natural materials to create unique art. Social Studies students use our forest as an re-enactment of the Oregon Trail, orienteering, and creating maps. During Music, students create songs of the natural world using instruments. Physical Education allows students to track animals. Observations were made that there were no pheasant tracks as in the past. Additional feeders were placed and pheasant tracks are being seen again.

Environmental and sustainability concepts are integrated into assessments. Yes No

Assessments consist of paper and pencil tests as well as hands on activities. Our Physical Education classes monitor fitness levels by using pulse oximeters while students are doing various different activities. Students are taught environmental concepts throughout the day and in all subject areas. Due to this, environmental concepts are used to assess our student's ability to meet MCA standards. When assessing our student's ability to gather data and analyze data, we use our outdoor learning center. Last year our first and fourth grade teams took sample data to decide the health of our forest and our water areas. After analyzing the data, the group was able to determine our forest and water are healthy. When our sixth grade was looking at the dissolved oxygen of our stream, they realized that due to the building around our pond, the oxygen levels had dropped dangerously low. They presented their findings to the city council and the construction team had to change their building requirements. Science notebooks provide another venue to assess our student's understanding of concepts. First graders are required to make scientific drawings to show their understanding of predators and prey. Owl pellets are dissected to discover animals eaten.

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

Five Hawks 5th graders scores on the MCAIII Science assessment have increased by 10% over the last two years.

Professional development in environmental and sustainability education is provided to all teachers. (200 word max): Yes No

The staff at Five Hawks received training in many areas: GLOBE, Project Wet, Project Wild, and Project Learning Tree among the most well-known.

We have hosted several teacher-centered environmental seminars, hosted by Jeffers Foundation, Three Rivers Nature Center, and Richardson Nature Center.

For several years we received numerous training opportunities as a result of our relationship as the founding school within the Jeffers Foundation framework. This relationship availed us many opportunities to train, be trained.

A partnership with St. Catherine's University, St. Paul has resulted in collaborative lessons in our school where Five Hawks teachers become learners, taking an active role with a student from the University as the instructor.

Our environmental committee helps to educate staff at every meeting with a "Green Moment", acting as a springboard for a seasonal activity outdoors.

Staff advisors for our Junior Naturalists help to bring the sustainable aspect of being a naturalist to our students, and relaying the information to staff, either through junior naturalists or at a staff meeting.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed an AP Environmental Science course during their high school career: N/A

Percentage scoring a 3 or higher: N/A

3. How does your school use sustainability and the environment as a context for learning across all academic disciplines; and in particular, in science, technology, engineering and mathematics thinking skills and content knowledge? And how are your green school efforts integrated into that learning? (200 word max)

Environmental education is an integral part of how we teach. Literature circles emphasize environmental themes, often taught in the biome that is featured in the literature. Nonfiction instruction employs leveled science readers that emphasize the natural world. All students use Science Notebooks to record findings, questions, thoughts, procedures, drawings, data and more. By purposely using science notebooks, our MCA scores have increased (a 10% growth over the last 2 years). Another benefit from science notebooks is an increase in student problem solving skills. As an E-STEM district, we are constantly pursuing ways to use the stem concepts in all subject areas.

Every grade level has a part in our environmental efforts from exploring the world of insects, to a “seed stomp” to ensure milkweed growth for butterflies, to planting an erosion control break of pine trees; the nature center belongs to the students.

An emotional connection with the environment creates a natural bridge for students to express themselves with more depth in writing. Our school wide poetry units are institutionalized across grades. Since inception of using the outdoors to write poetry, our students are more engaged in the writing process.

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

Since 1990, Five Hawks has been a recycling pioneer, beginning with paper/plastic/aluminum. We pride ourselves on giving students the knowledge they need to make wise choices and act as stewards of our land. Our science curriculum highlights scientists who have devoted their lives to make our planet a greener place to live. Our recycling efforts, from the pig farmers to the compost site, are highlighted with video visits to the recycling center and farms.

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

The district-wide Junior Naturalist program began at Five Hawks under the direction of two staff members and generous support from the Jeffers Foundation. The program empowers students to make wise choices, propose “a better way to live” ideas, promotes stewardship of the land and of our resources, and creates leaders within the program and our schools. Each year our students undertake projects that support our environment. The junior naturalists collect used printer cartridges to ensure proper disposal, we have participated in the Green Sneaker campaign to teach the concept of re-use and/or recycling. Many Eagle Scout candidates have used our nature center as a springboard for their capstone project, benefiting both our school and the community.

Five Hawks students work with the DNR in a clean water campaign each spring to help plant pollution and erosion control plants along our wetland areas, and help restock our lakes with fish. Each fall and/or spring, our third grade students do a “seed stomp” in the prairie to help grow milkweed for the butterflies.

Our earth day celebration consists of plantings, cleaning up after a long winter, and preparing for the upcoming season.

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

For the last 10 years we have held an outdoor Environmental Festival in October. Each grade level has a theme, with teachers planning meaningful, engaging lessons for the outdoors. The lessons must match a grade level or department standard. All activities are hands-on and can be done rain or shine. Each year, the Three Rivers Conservation District lends staff members who teach an environmental concept based on the theme for the grade level.

Students are also outdoors often to extend the classroom beyond the walls of the building. Each grade level takes time to explore the natural world, from kindergarten's study of rocks to 5th graders using geo-caching and spending a week at Wolf Ridge, an environmental studies camp, experiencing a true outdoor learning event.

First through 3 grade students learn to snow shoe in a natural environment, and our 4 – 5 grade students learn to cross country ski right on our own property!

6. Describe your partnerships (e.g. business, community, informal education, colleges) to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Our partnership with St. Catherine University's EcoStar program, hosting students from the University for a Seven week Pre-service Experience has been valuable. The focus on E-STEM has helped our staff see the connections and make current curriculum work within the E-STEM framework. The Shakopee Mdewakanton Sioux has a major impact on our school as a whole. The Sioux community fire department is integral in keeping our native prairie pure, providing funding for a variety of endeavors, and teaching us how to maintain our area holistically.

The Spring Lake Watershed District, Pheasants Forever, DNR, and School Forests are all valuable resources we partner with to provide students with opportunities to experience the impact they can have on the environment.

Our parent group, called the HAWKS, also helps to supply necessary "person" power to maintain and grow our outdoor areas.

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

Kids Company, our before and after school care program, offers many opportunities for students to experience the outdoor adventure, from playground time to field trips to the Science Museum of MN. Any material that the school has is available to the program if it can fill an educational need.

The district community education program offers opportunities for students to participate in a science or inventor's fair, hosts summer Eco-Camp focusing on environmental education, and is a willing partner for our Junior Naturalist program.

The Junior Naturalist program teaches a core group of students to be wise stewards. These students then can become the voice to others to act in an environmentally friendly way, in both word and action.

All students (K-5) are trained to identify trash (that which cannot be reused, recycled or composted), recycle-appropriate material, compost material, and re-useable material. Parents often comment about how seriously students take our efforts, making sure their family is recycling as well.