



## 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 2014

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Charter  Title I  Magnet  Private  Independent

Name of Principal Mr. Kevin Genisot and Mr. Jeff Gulan  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hurley K-12 School  
(As it should appear on an award)

School  
Mailing Address 5503 W. Range View Dr.  
(If address is P.O. Box, also include street address.)

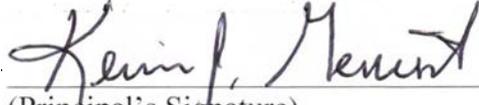
City Hurley State WI Zip 54534

County Iron State School Code Number\* 2618

Telephone (715) 561-4900 Fax (715) 561-4900

Web site/URL www.hurley.k12.wi.us E-mail patritto@hurley.k12.wi.us

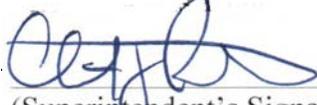
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

 \_\_\_\_\_ Date 1/20/2014  
(Principal's Signature)

Name of Superintendent\* Mr. Christopher J. Patritto  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Hurley School District Tel. (715) 561-4900

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 1/20/2014  
(Superintendent's Signature)

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



## **PART II – SUMMARY OF ACHIEVEMENTS**

### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your 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

\_\_\_\_\_ Wisconsin Department of Public Instruction \_\_\_\_\_

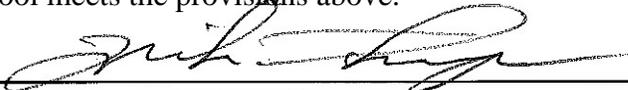
Name of Nominating  
Authority

\_\_\_\_\_ 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



school meets the provisions above.

 \_\_\_\_\_ Date 1/24/2014  
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto: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](mailto: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  
Hurley K-12 School**

Hurley K-12 School, located in northern Wisconsin, strives to have a positive impact on their community and environment. By setting a foundation in the educational setting, the school envisions that students will make these practices part of their daily lives, well into adulthood. The school's strategic plans states: Reduce waste, energy consumption, and carbon footprint, and implement a plan to educate students about healthy lifestyles. Working with limited resources in a rural location where more than 40% of students qualify as economically disadvantaged, Hurley K-12 School has done an outstanding job documenting achievement in all three pillars of U.S. Department of Education Green Ribbon Schools.

**Pillar I: Reduced Environmental Impact**

Hurley K-12 School has worked hard to improve their current facilities with limited resources. To improve energy efficiency, the school replaced lighting and windows, insulated their roof, and upgraded their HVAC system. They are currently working on becoming Energy Star Certified. The school has worked to manage storm water run-off by having regionally appropriate landscaping. They also installed a water bottle filling station to encourage students to reduce the use of disposable plastic water bottles. The school has a 46% recycling rate and has reduced its paper use by nearly 50% in five years. The school shines in educating students about reducing environmental impact. In every grade level from kindergarten to grade twelve, students are engaged in different projects to learn about sustainability and become stewards of their environment. The school formed a "Green Team" in 2002 and revised that team's focus in 2011 to address the goals of this pillar. The team meets monthly.

**Pillar II: Improved Health & Wellness**

The school also has an indoor air quality plan consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools program, a national asthma management plan consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines, and meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality). The school regularly tests for radon and is below the acceptable standard. Hurley K-12 School has received multiple grants to increase availability of healthy food and fitness programs. They have participated in Fuel Up to Play 60 for several years. All elementary students plant a variety of vegetables to be used in the lunch program and sold at the local Iron County Farmers Market.

**Pillar III: Effective Environmental and Sustainability Education**

In the classroom, the teachers have developed and implemented a myriad of projects to increase environmental literacy. From researching local lakes and wildlife to recycling within their school building, students are actively engaged in environmental and sustainability education on a regular basis. Students are also provided with opportunities to be involved outside of the school day, such as participating in a local "Woods and Waters" club or the state's Envirothon and Eletrathon competitions.

**Cross-Cutting Questions**

Hurley K-12 School has developed many community partnerships to sustain their Green Ribbon Schools efforts, including the local Iron County Extension Office, Town of Kimball, Hurley Police Department, Hurley City Council, Iron County Health Department, US Forest Service, Ottawa National Forest, Wisconsin Department of Natural Resources, and Iron County Forestry Department. In addition, their students received an award from the Wisconsin Department of Natural Resources for their research work on the American Marten.

### **Scoring and Highlights:**

The complete state application is too long to include in this nomination submission, so the applicant's information has been summarized in the following pages, aligned with the pillars and elements. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Hurley K-12 School serves 634 students and has 65 Staff.

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

### **Pillar I: Reduced Environmental Impact**

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

##### Focus Area: Energy

The school conducted an energy audit in January 2013 through Focus on Energy. They do not currently meet Energy Star certification, but plan to achieve certification in 2014. They have reduced their energy use by 30% from a baseline in 2008 to June 2013. In 2009 the school had a wind study done by Lean, Clean Energy, by Sam Simonetta from Denton, Ohio. This was a project out of the High School Physics class project. The study concluded wind energy was not viable.

The school has installed energy efficient (T8) lighting in 2004, upgraded to a more energy efficient HVAC system in 2009, and installed low-E, double hung windows in 2009. The school uses passive daylighting to ensure efficient energy use. They also removed vending machines from the school to save energy and improve health and wellness. The roof was reinsulated and replaced by Durolast thermo-plastic in 2004 and 2008.

The school has implemented behavioral changes to reduce energy consumption in the following ways:

When considering purchases, our team decides on the most cost effective energy wise choices before purchasing. Last year the Physics department developed and implemented a classroom energy monitoring team to recognize positive and negative energy consumption habits at the K-12 building.

Energy is taught in the curriculum in the following ways:

In the 4th grade a unit is done on energy and magnetism (two chapters). Excel energy comes in to do a hands-on Safety program on Electricity and Gas Lines. In HS Chemistry energy concepts are taught at the atomic level as well as energy transfer. Activities include lecture and online simulations emphasizing electricity, circuits and household usage.

Professional development is offered to staff in regarding energy and/or energy education:

Teachers and staff have opportunities to attend Green Schools educational opportunities. The Superintendent has fully backed our goal to become a Green School. Our Science department is fully invested in the areas of energy and environmental education through their curriculum.

Future plans to improve energy efficiency including moving to waterless toilets and motion sensing lights in our facility where appropriate. The school's goal is to make on ongoing effort to save energy and use energy wisely.

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

##### Focus Area: Water

The school's drinking water comes from a municipal source. The school also has a well on school property used for irrigation only.

The school uses the following practices to increase water efficiency and ensure quality:

- ✓ Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- ✓ Our school has a smart irrigation system that adjusts watering time based on weather conditions.
  - Comments: We have our own well for irrigation only
- ✓ Our school's landscaping is water-efficient and/or regionally appropriate.
- ✓ Our school has reduced storm water runoff and/or reduced impermeable surfaces.

- ✓ Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- ✓ Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
  - Comments: We do not have lead in our water.
- ✓ Our school has a medication disposal policy that helps ensure water quality.

Well water is used to irrigate 3 baseball fields and 1 football field.

Additional progress the school has made towards improving water quality, efficiency, and conservation:

Besides metered water faucets we have minimal flush toilets. We have replaced the traditional fountain with a metered bottle filler fountain. Students are able to see the amount used and plastic bottles saved through this device. Third graders use hand sanitizer instead of soap and water to clean hands on their way to milk break.

Students and staff identified and implemented water conservation and increased water quality in the following ways:

All sinks and fountains were monitored for any leaks; none were found. Our restroom sinks have the metering valve faucets.

The school has integrated education about water across multiple grade levels:

In the K-6 Resource Room, teachers can access reinforcing science units covering water, air, and land, and the importance of keeping our water and air clean. Third grade curriculum includes a science unit covering water, air, and land, which teaches students the importance of keeping our water & air clean. The 4th-8th students participate in the annual 'Log A Load' program which addresses forest management along with water mitigation and management. In 8th grade, students study access to freshwater, quality drinking water, water conservation as well as watershed concepts using a Groundwater Model that was granted to Hurley K-12 School.

Students also study the loon population through an annual service-learning project examining the nesting success of area loons. The students worked closely with professionals and professional agencies: the Iron County Land and Water Conservation Department, and Zach Wilson of Northwoods Learning Adventures. Students received a training session on loon ecology and mercury/pH issues along with background on habitat needs. Students then selected lakes for platform placement and launched platforms in April. During the spring trip, students collected data on watershed size and characteristics, dissolved oxygen, temperature, pH, and water clarity. They used field chemistry test kits, secchi disc, topographic maps and water surface inventory books. Data was recorded on a "lake profile data sheet." Loon presence and behavior was recorded. A brief survey of invertebrates was conducted. Return trips to the lakes are conducted in May and July. Water chemistry tests are repeated at return visits. In addition, shoreline buffer and aquatic vegetation transects are completed. Loon presence, nesting status, chick production and chick survival are also recorded.

In the 9<sup>th</sup> grade physical science class, students built fish cribs on the Turtle Flambeau Flowage and ice-fished using tip up/downs created during a unit on simple machines. The purpose of the crib project is to enhance the amount of woody habitat available to fish and other aquatic organisms. This year twenty-five conventional log fish cribs were constructed near the shore of Lake Bastine area. Hurley students worked with the Wisconsin DNR, the Turtle-Flambeau and Trude Lake Property Owners Association (TFFTLPOA) and the Turtle -Flambeau Flowage Association Inc. This project was featured in the TFFTLPOA spring newsletter.

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

### **Focus Area: School Site**

The school uses the following types of outdoor grounds on or near the school site:

- ✓ Our school has a food garden in partnership with UW Extension
- ✓ Our school has a school forest registered with the Department of Natural Resources.  
Approximate size: 120 acres

- ✓ Our school utilizes a wooded site adjacent to the school site. Approximate size: 50 acres
- ✓ Our school utilizes Riccelli Park, a community park. Approximate size: 5 acres Comments: Riccelli Park
- ✓ Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching. Approximate size: 50 acres
- ✓ Our school has integrated natural features into the playground area.

ENVIROTHON uses our school forest, wooded land adjacent to school which will be registered as part of our school forest. WOODS and WATERS uses the Iron County forest. We are partners in the improvement of Kimball Park, Saxon Harbor County Park. Students completed service learning projects to clean up and use the area for grade school science education for geology. We use the Weber Lake Park for fishing with DNR and Special Education classes K-12 for spring fishing outing.

The school encourages educational use of the school grounds, school forests, and outdoor teaching sites in the following ways:

On May 21, 2013 Ms. O'krongly's class was involved in a service learning project to increase nesting success of area loons. The students work closely with professionals and professional agencies: Iron County Land and Water Conservation Department. Students receive a training session on loon ecology and mercury/pH issues along with background on habitat needs. Students then select lakes for platform placement and launch platforms in April. During the spring field trip, students collect data on watershed size and characteristics, dissolved oxygen, temperature, pH, and water clarity. They use field chemistry test kits, secchi disc, topographic maps and water surface inventory books. Data is recorded on a "lake profile data sheet." Loon presence and behavior is recorded. A brief survey of invertebrates is conducted. Return trips to the lakes are conducted in May and July. Water chemistry tests are repeated at return visits. In addition, shoreline buffer and aquatic vegetation transects are completed. Loon presence, nesting status, chick production and chick survival are also recorded.

Eighth graders do orienteering outside, soil activities, weather observations, plant ID, pond macro-invertebrates and algae ID. Several grades snowshoe and cross country ski throughout property for physical exercise, and several grades plant the local city areas and school grounds with flowers and vegetables. Outdoor games with all grade levels are done outside. PSA at the High School level is done in digital media classes. Several grade levels clean up litter in and around school and at local beaches yearly. English students write and observe nature, and shop classes build benches, produce carts and vegetable signs for garden use. The Envirothon team uses our school grounds to train competitors to learn about wildlife, forestry, soils, and aquatic studies. Service Learning projects have included flower planting around school and through our city, and clean-ups through the school grounds and forest and in the city. Environmental classes use LEAF, Project WET and Project WILD.

Professional development offered to staff regarding use of school grounds school forest, and/or outdoor teaching sites in the following ways:

We recently received a \$5,000 grant through WEEB to provide professional development for staff training and educational use of our school forest. We are currently applying for an additional \$20,000-\$40,000 forest use grant.

## **Element 1C: Reduced waste production**

Focus Area: Recycling & Waste Management

The school's Green Team conducted a formal waste audit in 2011.

The school recycles the following materials:

- ✓ Paper
- ✓ Glass
- ✓ Metals
- ✓ Plastics
- ✓ Ink Cartridges
- ✓ Cell Phones
- ✓ Milk Carton
- ✓ Batteries

We recycled our E-Waste on October 5, 2013 through 5 R processors LTD.

The school has a 46% recycling rate. Recycling bins are clearly labeled, always placed next to trash cans, and are in the following locations:

- ✓ Hallways
- ✓ Classrooms
- ✓ Lunch Room
- ✓ Staff Lounge
- ✓ Main office
- ✓ Sports Fields

Comments: We received the grant for the 50 Recycling Bins from DNR. The school also purchased (2) Brute 60 Gallon Recycling Containers w/ Lids, (10) 23 Gallon Square Recycling Bins, (9) 60 Gallon Bin I Recycling Bins, (15) 14 Gallon Curbside recycling Container, and (8) Deskside Recycling Containers. We also recently wrote a letter to the Hurley Education Foundation asking for \$2000 to purchase more recycling containers for needed areas. We have all blue recycling containers. We also have proper signs above each recycling containers. We have Single-Stream Recycling to make it easier for the staff and students.

100% of the school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free. Due to the entire staff trying to conserve paper by using double sided copying and electronic communication to parents and teachers using computers for assignments, we have decreased the amount of paper needed by our district. In 2008/09 our case paper order was 306; it has been reduced to 156 cases in 2013/14! We have been sending the Board of Education "Paperless" Board Packets via DropBox for the Board Meetings. Board of Education members utilize their computers during the meeting. Our Clerk takes minutes from a form given to him via a zip drive. The zip drive is returned to the Administrative Assistant for processing the Board minutes. We also use e-mail instead of paper copies for most K-12 communication, such as newsletters, PTO letters, and lunch menus. In the K-6 Resource room, we reuse discarded/outdated penmanship paper and scratch paper for math or draft writing assignments. In fifth grade, teachers use the Smartboard & dry erase boards as much as possible to conserve paper.

The school composts waste in the following ways

- ✓ Our school has a small scale, compost demonstration site used primarily for educational opportunities.

The school takes the following actions to minimize and safely manage hazardous waste:

- ✓ Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. Comments: 9,000 lbs of Computers were sent to Apple for the Apple Recycling Program.
- ✓ Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

All hazardous waste is brought to the Michigan Transfer Station, and Rock Refinery Co. comes to dispose of the contents. All hazardous waste products from Science labs were picked up our local CESA facility. Waste oil is brought to Giovioni's local hardware.

Additional progress the school has made to reduce waste, increase recycling/composting, or eliminate hazardous waste:

Our building supervisor met with our waste management provider to help provide the most efficient recycling dumpster and waste dumpster. We have a new floor scrubber, the T5 ECO Scrubber; this is a non-chemical floor cleaning machine. We will also be switching to a towel dispenser that reduces waste.

Waste reduction, reuse and recycling behaviors are encouraged in the school in the following ways:

Staff was in-serviced on the changes as we began the recycling initiative. We had an all school assembly to educate the students on the new way of processing our waste.

Students are encouraged to recycle and all bins are labeled with how to use. Student volunteers gather recycling bi-weekly from all indoor bins to bring to Recycling Bins for Waste Management. At the student milk break all cartons are recycled. At lunch a custodian is at the collection bin to ensure recycling.

Waste reduction and recycling are part of the curriculum in some/all grades:

In the K-6 Resource Room, teachers can access reinforcing grade level lessons about recycling through the use of visuals and technology. These resources include literature to increase understanding of how our actions (disposing of waste materials) affect our environment/world. Every grade level addresses the need to reduce, reuse and recycle through creating educational posters and students at many grade levels take part in our effort to recycle as much waste as possible. Kindergarten students participate in a week-long recycling unit and also plant flowers by reusing plastic water bottles. First grade includes a unit on recycling, including art projects using recyclable materials (baby food jars, paper towel rolls, Christmas cards). In first through third grade, recycling education is also integrated into Speech and Language Therapy. Third grade Title I curriculum uses the book *Where Does the Garbage Go?* by Paul Showers and students discuss the importance of the disposal of waste in an environmentally-friendly manner in order to minimize its consequences on humans as well as the environment. 4th grade curriculum includes a natural resources unit, a waste unit, and an energy unit. Sixth grade classes use the Smartboard for language arts and reduced paper waste by NOT using workbooks as we did in the past. We re-use our water bottles and try to fill them up instead of buying new bottles each time. Eighth grade Earth Science includes a unit on recycling, reusing, and reducing the consumption of natural resources. Students create pamphlets to encourage recycling, reusing, and/or reducing the consumption of natural resources. Students also compare nonrenewable versus renewable for energy production. Recycling is encouraged in all aspects of science class throughout the year. High school students run Midget Brew coffee shop and use recyclable coffee cups. Middle and high school art classes frequently used recycled materials in their art projects (discarded books for "Altered Books", cardboard fruit trays for painted Holiday Trees, empty plastic bottles to decorate for "hanging Art Pieces", etc.). In Biology courses, waste management concepts are reinforced during Bell Work, while studying ecology, and all through the year. Composting is done throughout the school garden.

Professional development for staff regarding waste reduction and recycling is offered in the following ways:

Staff were sent to Green School in-service days to learn more about the process of becoming a better green school. They returned to evolve into a community based team working toward the Greenest possible Team!

## **Element 1C: Use of alternative transportation**

### **Focus Area: Transportation**

The school offers the following transportation options:

- ✓ A well-publicized, no idling policy that applies to all vehicles (including school buses).
- ✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. Optional Comments: We installed a lane in the main lot area for this purpose 2013.
- ✓ A plan to regularly review bus routing. Optional Comments: Our transportation coordinator routinely monitors capacity for possible adjustments.
- ✓ Safe Pedestrian Routes to school or Safe Routes to School. Describe: Applying 2014, We are also proposing a tax levy to fund the bike path proposal.

Through conducting a transportation survey, the school found that 50% percent of students ride a bus and another 26% carpool (76% of total student body) and 51% of staff carpool to school. The school monitors bus ridership to reduce routes when possible. Our bussing contractor has 9 busses in the fleet that are always five or less years old for efficiency. Busses/vehicles are in loading areas at least 35 feet from building air intakes, doors, and windows. Ridership and route efficiency is analyzed on a yearly basis. Idling only done during below zero temperatures.

Transportation issues and outdoor air quality are part of the curriculum in some/all grades:

Students in 7th and 10th grade are required to take Biology/ Life Sciences, and each incorporate environmental concepts. 8th grade students take Earth Science which has curriculum based on environmental concepts. High school students are required to be part of a service learning project.

A K-12 Walk to School Day in the spring (for all students, parents, and community members) encourages

healthy exercise for all members of our community. Classroom teachers regularly have walking field trips for educational opportunities. Students in grades K-3 walk to Riccelli Park instead of taking a bus for our end of the year field trip. The 1st grade walks to City Hall during their unit on community. High School students in the local 4H program are designing the Trailhead for the Penokee Trail system for our new walking/biking path for our community, and 10th grade biology students worked on this in the fall of 2013. About 18 sophomores in Diane O’Krongly’s biology class at the Hurley K-12 School have been working with representative from the Iron County University of Wisconsin-Extension office to plan and design a trailhead for a proposed non-motorized trail in Hurley. The students involved in the project created and circulated a survey in order to understand what the residents of Hurley wanted at the trailhead. Student’s designs were based on the survey data collected. Several staff members on the Transportation committee are collaborating on the walk/bike path system which will be going to a school referendum.

**Pillar II: Improved Health & Wellness**  
**Element 2A: Integrated school environmental health program**

Focus Area: Environmental Health

The school has fully complied with the state law prohibiting elemental mercury and has an indoor environmental quality plan.

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

- ✓ Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
- ✓ Our school has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander. Comments: Classrooms are deep cleaned yearly and cleaned nightly
- ✓ Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines. Comments: School policy dictates asthma triggers that are banned for student safety.
- ✓ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- ✓ Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system. Every fan has its own outside air intake
- ✓ Our school has installed local exhaust systems for major airborne contaminant sources, and filters are changed regularly
- ✓ Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- ✓ Our staff visually inspects all our school's structures on a daily basis to ensure they are free of mold, moisture, and water leakage.
- ✓ Our school's indoor relative humidity is maintained below 60%.
- ✓ Our school 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.
- ✓ Our school prohibits smoking on campus and in public school buses.
- ✓ Our school has combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide.
- ✓ All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- ✓ Radon tests for our school tested at or below 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. According to the Department of Health Services, the radon average for this zip code is 2.03 pCi/L.

The school has a chemical management program that includes:

- ✓ Chemical purchasing policy (low or no-VOC products).
- ✓ Storage and labeling.
- ✓ Training and handling.
- ✓ Hazard communication.
- ✓ Spills (clean up and disposal).
- ✓ Selecting third-party certified green cleaning products.
  - 100% of all cleaning products are certified. All products used by our district are certified Green bought from Delco and are the brand Tenent.

The school controls and manages chemicals routinely used in the school to minimize student and staff exposure:  
Our school uses material data sheets for all chemicals.

The school uses the following practices to reduce exposure to pesticides:

- ✓ Our school contracts with a certified and licensed pesticide applicator.
- ✓ Our school post a notice at the time of pesticide application and for at least 72 hours following application
- ✓ Copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications all available and in an accessible location.
- ✓ Students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Chemical safety and awareness and mercury information are part of the curriculum in some/all grades:

All Science classes address and educate students on safety practices within their classrooms. This includes chemical awareness and safety. Students and staff wear appropriate personal protection equipment when working with chemicals in classrooms.

## **Element 2B: Nutrition & Fitness**

### Focus Area: Health & Wellness

The school follows the district wellness policy:

We will strive to provide a healthy nutritious lunch program for all students. Our menu will offer educational literature to all parents monthly. Snacks will be healthy choices. Lists of these will be provided for parents.

The school provides the following options to promote nutrition and fitness:

- ✓ Our school has a salad bar during lunch.
- ✓ Our school offers fresh fruits and vegetables. Comments: Our school garden provides food for our cook and salad bar.
- ✓ Our school uses whole grain foods.
- ✓ Our school has restricted access to foods of minimal nutrition value.
- ✓ Our school has restricted access to beverages of minimal nutrition value.
- ✓ Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- ✓ Our school has an on-site indoor exercise room available to students and staff.

The school has a policy for harassment and bullying:

The School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students. Harassment means behavior toward a student or group of students based, in whole or in part, on the their sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under state, federal or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to- female, female-to-male, male-to-female, or female-to-female.

Additional progress the school has made towards improved health and wellness specifically related to the school facilities and policies:

Our school applied for and was granted two grants, a Security Health Grant (2012) and Mohammad Ali Peace Garden Grant to create a school garden. We have a fully functioning area on site. Our committee has been granted money for cross country skies for the lower elementary grades to improve healthy exercise and wellness. 25 sets are already purchased from grants from the Brain Nasi Foundation. Grant for Fresh Fruit and Vegetable Grant applied for 04/01/13. General Mills Champions for Healthy Kids Grant applied for 2/02/13.

Students have been involved with all school garden planting. Harvested veggies are used in the lunch line. We have been awarded the American Birkebeiner Ski Foundation Young Skier Development Grant. We used this grant to purchase additional 10 sets of ski Nordic equipment.

The school provides the following resources for staff and student social well-being:

Our school collaborates with the local county (Iron Co.) services for team approach for families and students in crisis. (CST) Our school CORE team meets weekly to meet the needs students. Social services provides mentors for students in need, meeting weekly in and out of school. Students in PreK-6 receive weekly classes form our guidance counselor. The HS has a full time counselor as well.

The school employs the following practices to promote nutrition, physical activity and overall school health:

- ✓ Our school has implemented Fuel Up to Play 60. Date Established: 2011
- ✓ Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- ✓ Health measures are integrated into assessments.
- ✓ Our school promotes hand washing for staff and students.

The following types of outdoor education, exercise and nature-based recreation is available:

Across grade levels students take advantage of the winter recreation activities. We have snowshoes and cross country skis for teachers to take their classes out. High School students in their junior year downhill ski.

The following professional development, training, or programs are offered to staff regarding health and wellness:

Time during in-service time is provided for all staff to be certified in CPR and Defibrillator training yearly.

Health, nutrition, wellness, and physical activity are a part of the curriculum in all grades:

Our school offers physical education and health classes as well as cross curricular activities available for all students to ensure health and lifestyle education. Teachers have taken part in Nutrition Education classes offered through the UW Extension office yearly. Each grade level is given 6 weeks of classes serving nutrition and healthy lifestyle choices. All elementary students plant garlic in the fall and a variety of vegetables in the spring to be used in the lunch program and sold at the farmer's market. Summer school garden club maintains the garden and then sells at the local county Farmers Market. Fall harvest is used on the lunch line and in the preparation of meals. Area Master Gardens and University Extension personnel collaborate throughout the garden project.

Second, third, and fourth grade students participate in 6 weeks of Cross Country Ski Program. Third grade students also participate in SISU Kids' Cross Country Ski Race and 3rd and 4th grades snowshoe.

The school engages staff, students, and the surrounding community to promote health enhancing behaviors and wellness:

Our Green School subcommittee, Healthy Lifestyle Committee consists of a group of school, county, and community members. They meet monthly to create and follow through with action plans for physical activity and school nutrition goals.

Additional progress the school has made towards improved health and wellness among staff and students at the school:

We have provided education materials for our students and parents. We have created a healthy snack policy for the school. Created and expanded the school garden. Obtained and used snowshoes and cross country skis for students and adults. Participated in the SISU Ski race with two grade levels grade, with expectations to expand to a third grade level. We hope to purchase our own grooming equipment in the future.

### **Pillar III: Effective Environmental and Sustainability Education**

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

##### **Focus Area: Environmental & Sustainability Education**

The school has a scope and sequence that integrates environmental and/or sustainability education as part of the

regular coursework at all grade levels:

We use the Houghton Mifflin PK-6 Science Curriculum and integrate environmental education into the Common Core Standards.

Environmental and sustainability education concepts are integrated throughout the curriculum in grades pre-kindergarten through twelve:

Environmental education is integrated into science, social studies, health education, physical education, and technology education. We incorporate environmental education in our cross curricular activities. 8th graders have the Loon Nest project. The high school Woods and Waters Club (<https://next.hurley.k12.wi.us/groups/woodsandwaters/>) currently studies the American Marten; this is the 13th year of the program and twenty-five students are involved. Students work with community partner Zach Wilson to create a yearly report that compiles all the information collected during research and trapping outings, which is provided to the school board. In addition six students volunteered (during their spring break) to present the report to the annual meeting of Wisconsin County Foresters. In March, 2012, students represented the Hurley's Woods and Waters research team at an award ceremony in Madison to receive the Wisconsin Department of Natural Resources' "Come Back Champ" award for their work with the American Marten. This year was the 40-year anniversary of the Wisconsin Endangered Species Act, the law that protects the state's rare wildlife and plants. As part of the Department of Natural Resources year-long celebration of this anniversary, each month a "Comeback Champ" was named by the Bureau of Endangered Resources to shine the spotlight on an individual, organization or business that has played a critical role in the recovery of a particular endangered species.

The Biology class is developing the Bike Trail head plan for our proposed bike path to school. Technology classes have created PSA on the environment. Health classes address a broad spectrum of personal as well as community health education, social studies classes have environmental impact education of past generations as well as service learning projects to be stewards of the Earth. Science education includes environmental issues and solutions as well as offering clubs that promote activism and data collection on behalf of local organisms. Summer school wood shop made vegetable cart and arbor for the school garden.

In the fall of 2012, 11th grade wrote and delivered speeches to the Land and Water Conservation department regarding conserving conservation in our area. High school students can participate in the Envirothon (<https://next.hurley.k12.wi.us/groups/envirothonhurley/>).

Six students presented at the Green School Youth Summit on Thursday, April 19th 2012 in Stevens Point. As part the of the Green School network in Wisconsin our students shared with students from other schools how they are helping their community. Hurley students told about their on-going research study of the American marten, an endangered mammal in Wisconsin and their work with removing garlic mustard, an exotic invasive plant.

The school integrates environmental and sustainability concepts into assessments:

This is not a school wide initiative but rather an individual classes including biology, Earth science that are incorporating environmental and sustainability topic concepts to include assessments in this area. 85% of students evidence high levels of proficiency in these assessments.

Students have access to environmentally and/or sustainability focused clubs:

Our Woods and Waters Club, Envirothon team, Electrathon team.

Professional development offered to ensure environmental and sustainability education include:

- ✓ Aquatic WILD - 4 staff
- ✓ LEAF (WI K-12 Forestry Education Program) 2 staff
- ✓ Leopold Education Project - 1 staff
- ✓ Project Learning Tree - 3 staff
- ✓ Project WET - 2 staff
- ✓ WI Association for Environmental Education Event (Winter Workshop, Spring Adventure Workshop, Annual Conference) - 1 staff

- ✓ WI Center for Environmental Education Sustainability Course/Workshop/In-service - Course/Workshop Training Title\_\_\_\_\_ 1 staff
- ✓ Other in-service, training, workshop, or course: Two staff attended the Green School Seminar in Green Bay, Wisconsin. Our science department teacher has taken four courses at Trees For Tomorrow, Wisconsin Wetlands, Wildlife Research, School Forest Workshop, Wilderness Survival. WEEB Grant obtained 5/17/13.

Our administration has allowed three half days for planning and creating educational staff development for two staff members in the last year for school grounds and forest usage.

Outdoor learning experiences offered to students at the school each year include:

Woods and Waters Organization, LOON platform building, Earth Day collaborating with Extension 8th & 4th grades.

Our School Forest/Grounds Committee is currently composing a request for a WEEB School Forest Grant. The received a \$5,000.00 Educational Planning Grant which is being used to write the WEEB School forest plan.

Being awarded the WEEB grant would enable our staff to receive environmental education training through great programs such as: LEAF, Project Wild, Project Wet, or some other program popular with our staff.

Additional ways the school integrates environmental and sustainability education:

Hurley's Woods and Waters Project is starting its eleventh year of research and education. To date, several hundred students have participated in the project at a variety of levels: from creating and completing a field research project over periods of months or years. During the winter, students have studied the fisher (*Martes pennata*), American Martin (*Martes Americana*), and their terrestrial habitats. During spring and summer the project shifts to aquatics, working on common loons and lake management.

While participating in this project students have been exposed to outdoors skills such as snowshoeing, canoeing, and orienteering. All have been trained in using scientific equipment and have learned about monitoring methods such as forestry surveys, soil surveys, water quality monitoring, and wildlife surveying. Throughout the years many students have also been invited to present their findings at a variety of professional conferences and meeting. Students compete in the Wisconsin Envirothon each year ([envirothonwi.org](http://envirothonwi.org)).

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

Focus Area: Environmental & Sustainability Education

We have four staff members participating in the STEM Workshop with the focus: Energy and School Site at the Ashland Great Lakes Visitor's Center in Ashland, Wisconsin on February 24, 2014.

Science classes applied to our Hurley Foundation to create a Weatherhawk station at our school in 2013. The Foundation funded the system for the classes to use it as a learning tool. Our new WeatherHawk weather station is configured to measure wind speed, wind direction, air temperature, relative humidity, barometric pressure, solar radiation and rainfall.

Junior high classes are currently conducting a Winter Severity Index. This index is an ongoing observation biologist use to monitor the impact weather has on the deer population in Iron County

The Hurley School District has invested funds to upgrade the Technology Education and Science Departments. We will be partnering with local businesses to design curriculum to help us focus on electronics, robotics, and other STEM related items.

We look forward to growing this program. It will key to involve parents and students in the planning of this program. Interest will grow over time as all become more aware of the program and what it can offer our students.

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

### Focus Area: Community Involvement

The school has community involvement all of the focus areas (Energy, Water, School site, Recycling and waste management, Transportation, Environmental Health, Health and Wellness, Environmental and Sustainability Education)

Description of community partnerships/involvement:

- Our Green School Committee at the Hurley K-12 has become a community partnership working to create the greenest school in the North woods. Our committee meets the first Wednesday of every month. We have several subcommittees that have their own individual action plans that they are working on. Several of the committees are either in the process of looking at grants to apply for, writing grants, or waiting to hear if grant work submitted has been selected. We have gone from a small group of teachers who took on recycling at our school, to five very active subcommittees all working to meet the goal of becoming a “DNR Green School” at the highest level. Our hopes for the future include a Safe Routes to School bike path, eventually becoming the Penokee Range Trail System, increasing our health as a population through good food choices and exercise, using our school forest as a classroom, and decreasing our carbon footprint through wiser energy usage. We realize these are lofty goals which will take a tremendous amount of time, money, and commitment. By working together as a school and community, we will accomplish this goal. The Green and Healthy School Forestry and Grounds Committee is composed of community members, parents, teachers, and staff from several different natural resource agencies.

Members of our committees are: Ronda Olkonen HSD Staff Committee Chair Ron Ahonen, Town of Kimball Will Andreson, UW Extension Chris Colassaco, Hurley Police Dept. Sam Davey, Regional Trail representative Mark Fedora, Parent Jamie Francis, Hurley City Council member Mitch Koski, Mayor of Montreal Leola Maslanka, Represents City of Montreal/Hurley School Mae Moderson, Hurley School Secretary/Parent Joe Pinardi, Mayor of Hurley Kevin Trevillian, Project Engineer, Coleman Engineering Joy Schelble, UW Extension Garth Stengard, Civil Engineering Manager/Coleman Eng. Mark Surprenant, CADD Drafter/Designer, Coleman Eng. Zona Wick, Iron County Health Dept. HSD Staff Andrea Krall HSD Staff Blake Nelmark HSD Staff Mel Oja HSD Staff Diane O’Krongly HSD Staff Andrea Mackey HSD Staff Chris Tweiten HSD Staff Troy Puisto HSD Staff Kevin Genisot Hurley Elementary Principal Billy Trcka HSD Staff Dan Rye, HSD Staff HHS Physics Students Neil Klemme, UW Extension Melinda Nasi, Hurley K-12 Food Service Dept. Patti Bertagnoli, Community Member Andrea Newby, UW Extension Joy Schelble, UW Extension Zona Wick Iron County Health Dept. Ian Shackelford- Botanist/US Forest Service, Ottawa National Forest Gary Vander Wyst- WDNR Forest Specialist Laura Fedora- Scotsford- Parent Volunteer Monica Kolpin- HSD Staff Karl Linnemanstons- Iron County Forestry Department Forester Kelly Martinko- WDNR Forester Mercer Station Diane O’Krongly- HSD Staff Zach Wilson - Naturalist Educator

Community involvement where students participate in civic/community engagement projects related to environmental and sustainability education:

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### **Cross-cutting Questions**

- The school participates in two statewide competitions each year: Envirothon and Electrathon.
- The school received the Wisconsin Department of Natural Resources' "Come Back Champ" award for their work with the American Marten.