



## 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 Mrs. Monica M. Schommer  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Park Elementary  
(As it should appear on an award)

School  
Mailing Address 1209 Park Street  
(If address is P.O. Box, also include street address.)

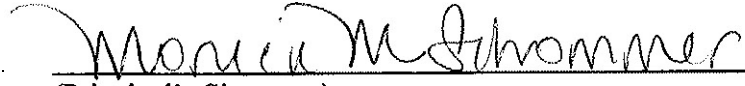
City Cross Plains State WI Zip 53528

County Dane State School Code Number\* 0100

Telephone (608) 829-9250 Fax (608) 798-4943

Web site/URL www.mcpasd.k12.wi.us/park/ E-mail mschommer@mcpasd.k12.wi.us


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

  
(Principal's Signature) Date 1/17/2014

Name of Superintendent\* Dr. Don Johnson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Middleton-Cross Plains School District Tel. (608) 829-9000

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.

  
(Superintendent's Signature) Date 1-20-2014

\*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  
Park Elementary School**

Park Elementary School has been a model site for energy use reduction, outdoor learning environments and annual service learning projects that benefit the environment and community. The school strives to provide relevant and engaging place-based learning opportunities for students to develop life-long habits, problem solving skills and strategies. They are working to create a sustainable structure in the pillars and elements to provide for a permanent shift in school culture towards daily healthy habits and sustainability practices. Located in Cross Plains, Wisconsin, this suburban public elementary school has documented significant achievement in all three pillars of U.S. Department of Education Green Ribbon Schools.

**Pillar I: Reduced Environmental Impact**

Park School has achieved an Energy Star rating for 5 consecutive years. Staff and students conserve energy by using one bank of lights, rather than two or more to teach and learn. In addition, teachers keep their doors closed to maintain room temperature and prevent heating and cooling of the school hallways. The Park School *Energy Super Stars* program initiated this shift in school culture. Classrooms also operate on a heating and cooling schedule and use motion sensors to ensure efficient energy usage when occupied and unoccupied.

Park School teachers have recycling bins in each classroom. Students are taught proper recycling habits to utilize in the classroom and the lunchroom. A milk carton recycling program has been implemented to properly dispose of hundreds of milk cartons used each day. In addition, students go through their lunches and donate unopened and packaged food to the local food pantry.

**Pillar II: Improved Health & Wellness**

Park Elementary School uses nearly all green cleaning products and has developed an Indoor Air Quality Plan using the EPA's Tools for Schools program. Park provides special opportunities for living and maintaining a healthy lifestyle beyond the school day. In the spring, female students can participate in an after school running program called Girls on the Run of Dane County and male students can participate in a running program after school called Let Me Run. Every August, students can participate in a community triathlon, Tri 4 Kids. Park School also provides and maintains an Outdoor Education Center, including the 8-acre Middleton Cross Plains Area School Forest, 9,000 square foot rain garden, vegetable garden beds, a restored lower prairie, an upper remnant prairie, and a site recently cleared for an outdoor classroom. Students are invested in the vegetable gardens through various projects which require planting, weeding, harvesting and sharing. Garden projects vary from year to year, responding to student or teacher interests and community need. The members of the larger community of Cross Plains, Wisconsin, maintain the nature trails within the school forest and the restored prairie. Plastic Ingenuity, a local corporation funded and helps to maintain the rain garden annually.

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

The outdoor and sustainability learning which happens on the Park School Site is often driven by student inquiry and problem identification. The on-going model for learning at Park is that students study an area of interest, which is engaging to them or to a specific staff member. Then a problem or need is identified, committee groups are formed, and specific relevant community resources are contacted to research the area of interest. A specific action plan is developed, staff and students are all taught about the project and provided with the background information necessary to have a strong understanding about WHY this specific project is important to the greater Park School community. In the past Park School's annual service learning projects have included a blood drive, leveled book drive for the Cross Plains Library, 9,000 foot Rain Garden, MOM's Food Pantry Drive, MOM's Food Pantry Garden, Classroom Energy Stars program, Heartland Farm Sanctuary Garden, Coats for Kids and Caps for the Cure. These annual projects provide students with the role modeling, habits, skills and strategies to be resourceful and successful problem solvers now and into the future.

Members of the community have come into classrooms and educated students on the effects invasive species have on the prairie ecosystems of Wisconsin. In addition, controlled burns and organized invasive species removal have provided learning opportunities for students at Park.

### **Cross-Cutting Questions**

The school is working to reach out to the greater Middleton Cross Plains community to provide opportunities for role-modeling healthy choices, to highlight local natural resources and promote ways to improve individual and group sustainable practices using the Park School site as a community resource. This work will ultimately provide the community with a greater sense of ownership for the wonderful outdoor learning spaces available on the Park School site by increasing accessibility and understanding of the unique ecosystems available for teaching and learning.

### **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. Teams of external reviewers and internal reviewers ranked each application, 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.

Park Elementary School serves 356 students and has 56 staff members.

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 had a formal energy audit conducted in November 2013 by the school district energy specialist, who is hired as a district employee support the energy conservation efforts in our schools.

The school has been an Energy Star school since 2008 and in the 2012 calendar year had a 49% energy cost avoidance. The school works with Johnson Controls and Cenergistic to ensure energy efficiency.

From 2003 to 2013, the school has reduced its non-transportation energy use from an initial baseline by nearly 40%.

The school uses the following green building practices to increase energy efficiency:

- ✓ School has an energy and water efficient product purchasing and procurement policy in place. (Last Date Updated: 2010)
- ✓ School has developed an Energy Policy Plan (Date developed: 2010) Comments: This policy document was produced by a cross section of staff incorporating KEEP guidelines.
- ✓ Day lighting

The school installed the following energy saving devices to increase energy efficiency:

- ✓ Switched to energy efficient lighting. Comments: CFL lamps and T-8 fluorescent lamps in all areas.
- ✓ Installed occupancy sensors. Comments: Classrooms have sensors for both lighting and univent operation.
- ✓ Installed vending misers. Comments: Installed in staff lounge
- ✓ Upgraded to a more energy efficient HVAC system. Comments: Yes...through package boilers, new AHUs and web-based DDC control of heating and cooling equipment.
- ✓ Other: Passage lights in the hallways

Park has made tremendous strides toward more efficient operation and reduced energy utilization and increased conservation. Not only has the physical site undergone significant renovation in the form of upgraded energy-based equipment, but the staff has experienced a cultural change which has shifted most from a somewhat passive roll to one integrating their skills and ideas into the daily preparation and utilization of an individual and collective “best practices” regimen. It has evolved into a dynamic, ongoing effort to constantly improve. The school cultural shift towards energy conservation has been so strong that dark hallways and classrooms before the students arrive and after they leave have become the new normal. Teachers do not have any personal appliances in classrooms. All refrigerators and coffee makers are housed in the teachers’ lounge. In the near future, the school would like to update the refrigerators in the teachers’ lounge to be more energy efficient. Teachers unplug all equipment requiring an electrical source over extended breaks. The heat is timed to significantly lower soon after the students leave each day. Computers are turned off daily. Classroom doors are always closed to prevent heating/cooling of hallways. One bank of lights is used instead of two whenever possible.

Park Elementary School has become one of the Middleton-Cross Plains Area School District's most energy-efficient buildings. Built as a state of the art facility in 1965, Park Elementary features efficient HVAC and lighting equipment. In 2004, with the help of Energy Education, Inc. and an energy manager, the district developed a people-based energy management program along with a strategy to address mechanical inefficiencies. Measures were taken to increase the school's overall energy performance across its HVAC and lighting systems. The older forced air heating system was replaced with a modern version utilizing modular boilers, efficient pumps, frequency drives, fans, booster coils, and air handling units. Other HVAC updates included adding new and efficient univents for individual classroom heating and cooling needs, installing a chiller for building cooling, and using occupancy sensors to control start-ups and shut-downs of classroom univents. The insulation was also improved at the building's perimeter, and the hot water loop temperatures are lowered whenever weather permits. The primary lighting upgrades consisted of replacing inefficient metal halide lamps with efficient T-8 fluorescent fixtures in the gym and reducing lighting through delamping. In addition to these structural upgrades, Park Elementary maximized energy efficiency through smart operational strategies. Maintenance and custodial personnel reduce equipment run-times by adjusting HVAC schedules to meet actual staff needs. Staff also institutes, full shut-downs of lights and heating during unoccupied times in the school schedule and controls start-ups and shut-downs of heating equipment during the "shoulder months" in spring and fall.

The school has provided professional development to their staff to ensure proper building operations:

- ✓ WASBO Facility Managers Program certification
  - Name of staff: William Eberhardt Date of Certification: 05/18/2007
- ✓ Practical Energy Management (PEM)
  - Name of staff: Tom Wohlleber, Neal Bickler Date of Certification: 05/01/2010
- ✓ Building Operator Certification (BOC) Name of staff:
  - William Eberhardt

A number of staff members have accepted the opportunity to participate in educational offerings related to energy use and conservation. The KEEP project (K-12 Energy Education Program) is one such opportunity. Some individual teachers register for related training sessions as they become available.

Students and/or staff help identify and/or implement behavioral changes to reduce energy consumption in the following ways:

Park's staff and students have accepted the challenge presented by our various consulting groups through routine interaction with the District's Energy Specialist. Following suggestions offered on a routine basis, they continually demonstrate an interest in and commitment to the concept of reducing energy (Natural gas, electricity, water) through adherence to the basic behavioral guidelines outlined in the School Energy and Education Plan developed in 2010. One example of this effort is the school's “Stars” program, which acknowledged and awarded individual and collective achievement relating to energy conservation at the classroom level. Since the district instituted an Energy Management program in 2004, Park has saved more than \$164,000 in electricity and natural gas. Without the cost avoidance program, Park would have spent more than \$70,000 in energy costs in 2010-11. Instead, the school spent \$43,471, a savings of more than 38 percent. The school district has consistently been in the 86-89 range since 2003. All 10 district schools qualified for the award last year and have had a rating of 75 or above for three straight years.

Although a specific energy curriculum has not been implemented at Park School, the cultural shift has occurred through our school classroom Energy Stars program. In 2011, students began to see stars hung up outside their classroom doors. Later they learned that the stars were given out to classrooms who kept their doors shut, one bank of lights on during instruction, no lights on if the classroom was empty, equipment not in use turned off, and the 30 second rule being followed (picking up chairs and trash from the floor so that the custodians spent less time at the end of each day cleaning with the lights on). At the end of the first year the class with the most stars won hand crank flashlights. Prizes are no longer needed since all students at Park School now see it as the norm to arrive at school with only passage lights on in the hallways, learn with one bank of lights, turn the lights off when you leave a room, and keep the doors closed to prevent heating and cooling of the hallways. Even our kindergarten students know it is very important to turn off the lights and close the classroom doors; but more importantly they know WHY it is important.

Additional progress the school has made towards energy education:

*Energy Super Stars School Classroom* program winners received this notice: Congratulations to Ms. Matthews' class! Each student in her class won a solar/hand crank flashlight for winning the energy star contest in our school. They used less light and kept the classroom door shut whenever they could, to save energy. Thanks to Spectrum (Ray-O-Vac) for donating the flashlights to our reward our winning class! Thanks to the fifth graders for starring the classrooms and generating the graphs to identify the winning class. The contest may be over but all students at Park Elementary School have been encouraged to continue their energy star behaviors.

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

Focus Area: Water

The school's drinking water comes from a municipal source.

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 uses alternative water sources other than potable municipal or well water (i.e. grey water, rainwater) for irrigation.
- ✓ Our school has a smart irrigation system that adjusts watering time based on weather conditions.
  - Comments: swales, storm sewers, catch basins on site
- ✓ Our school's landscaping is water-efficient and/or regionally appropriate.
  - Comments: 9,000 square foot rain garden on site
- ✓ 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).
- ✓ Our school has a medication disposal policy that helps ensure water quality.
  - Comments: Meds not claimed at the end of the school year are taken to the Cross Plains Police Department

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

The perimeter around Park Elementary School has been fitted with a catch basin system for storm water which comes off the roof. In addition, swales have been installed in the green spaces on site to divert water away from the school. 1 1/2 gallon flush valves have been installed on the school toilets and urinals for flow control. The school's kitchen has a water booster and no water storage tank.

Water topics are taught in the curriculum in the following ways:

Third grade students at Park learn about the water cycle, water pollution and water conservation each year. These topics are included units of study in the Foss Science Kits.

2007 Rain Garden Service Learning Project in cooperation with our neighbors Plastic Ingenuity focused on the local Black Earth Creek Watershed



Professional development related to water education includes:

Two staff members have taken or facilitated the Wingra Watershed Teacher Field Experience-Project WET included. Many staff members participate the staff development offerings at Pope Farm and Pheasant Branch Conservancy: These workshops highlight the Larger Yahara Watershed areas and also address ground water and water table issues. In addition, one staff member took part in a day long Earth Partnership field trip to visit a local water pump station, various points in the Yahara watershed, and a local organic farm which uses a variety of water use sustainable practices.

## **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 habitat garden. Approximate size: 9,000 sq. ft. Comments: 9,000 native plant rain garden
- ✓ Our school has a food garden. Comments: vegetable garden beds
- ✓ Our school has a school forest registered with the Department of Natural Resources. Comments: Certified 2008
- ✓ Our school utilizes a community park. Comments: Swamplovers Foundation Inc. Restored land
- ✓ Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
- ✓ Other: Black Earth Creek

Additional progress the school has in place to maintain or improve safe, healthy, and environmentally sound grounds:

- 2001 Park staff restores the nature trail on the school site with consult from DNR landscape architects.
- 2002 2 Park teachers attend UW Earth Partnership for Schools
- 2003 6 Park teachers attend UW Earth Partnership for Schools-Lower prairie inventory
- 2004 K/5th nature buddies plant 50 native plants in the restored prairie
- 2005 All school observation of a prescribed burn on 1 acre of restored prairie
- 2005 Teacher work day-installing Aldo Leopold benches on the upper prairie, removing invasive plants
- 2005 All school seed stomp 1 acre of prairie seed-300 plantings in species clumps in the lower prairie:
- 2006 Plant native woodland plants with a small group of special needs students
- 2007 Fifth grade service learning project-Cooperative rain garden with Plastic Ingenuity.
- 2008 8 acres of land on Park School property is officially certified as a WI State school forest
- 2008 MHS students create a trail map using GPS
- 2009 K students pilot Trees unit developed to align with the K Trees Foss kit
- 2010 1 teacher attended Education for Sustainability input session at the Bioneers conference
- 2010 Fifth grade serving learning project-Garden of giving
- 2010 Arbor Day -Shade trees planted
- 2011 Heartland Farm Garden
- 2013 School Forest Coordinator position becomes an additive
- 2013 2 teachers attend Growing Minds Workshop on garden-based education
- 2013 4 staff members attend Green and Healthy Schools Workshop
- 2013 Harvest Swamplover prairie seeds are harvested to plant on Park's site

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

Park School provides and maintains an Outdoor Education Center on site so a free field trip is available to Park School students with no fuel use-every day of the year. Students and teachers are invited to walk 100 yards out the back door of our school to access resources. Included on Park School's site is our 8 acre Middleton Cross Plains Area School Forest, 9,000 square foot rain garden, vegetable garden beds, a restored lower prairie, an upper remnant prairie, and a site recently cleared for an outdoor classroom. The members of the larger community of Cross Plains, Wisconsin, maintain the nature trails within our school forest and the restored prairie. Plastic Ingenuity, a local corporation funded and helps to maintain the rain garden annually. During the summer of 2013, two Park teachers attended a workshop on garden-based learning called Growing Minds to enhance facilitation of our school gardening projects. Students are invested in the vegetable gardens through various projects that require planting, weeding, harvesting and

sharing. The focus of these projects varies from year to year according to student and teacher interests and community needs. In the spring of 2014 we will be offering an after school club to 2nd and 3rd graders-GO Club-Go Outside Grow Outside. During this club students will be engaged in a variety of activities that utilize our gardens and our school forest trails. Members of the community have come into classrooms and educated students on the effects invasive species have on the prairie ecosystems of Wisconsin. In addition, controlled burns and organized invasive species removal have provided learning opportunities for students at Park.

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

Staff members have participated in many different courses that offer a variety of outdoor education ideas. Some of these courses include Project WET, Project Wild, Project Learning Tree, and Earth Partnership for Schools. Recently 2 staff members participated in a Growing Minds workshop at Troy Community Gardens. Park is moving toward providing professional development on site for outdoor learning after we develop a specific educational action plan for our Park School site. This work will be facilitated through accessing WEEB and WEEF grants.

Additional progress the school has made to encourage educational use of the school grounds, school forests, and outdoor teaching sites:

During the spring of 2013 The Cross Plains Girl Scouts cleared the trail that goes through our 8-acre school forest. They removed invasive plants that included buckthorn and honeysuckle. In addition, the Girl Scouts removed buckthorn from the remnant prairie at the top of our trail. Finally, some scrub trees were removed in order to get an amazing aerial view of the Town of Cross Plains. During the spring of 2013 The Cross Plains Lions Club members and members of the Swamplovers Foundation cleared another section of land near our restored lower prairie for use as an outdoor learning area. They removed invasive plants and trees. The plan is to have third grade students from Park plant seeds collected from the Swamplovers restored land onto this new cleared area.

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

### **Focus Area: Recycling & Waste Management**

The school recycles the following materials:

- ✓ Paper
- ✓ Glass
- ✓ Metals
- ✓ Plastics
- ✓ Ink Cartridges
- ✓ Milk Cartons
- ✓ Batteries
- ✓ Other: Light bulbs and markers

Recycling bins are clearly labeled, always placed next to trash cans, and are in the following locations:

- ✓ Hallways
- ✓ Classrooms
- ✓ Lunch Room
- ✓ Staff Lounge
- ✓ Student Lounge
- ✓ Main office

The school composts waste in the following ways:

- ✓ Our school has a small scale, compost demonstration site used primarily for educational opportunities.  
Optional Comments: Currently not in use-used in past years-We plan to compost with our Go CL

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

- ✓ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

- ✓ Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program.
- ✓ All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- ✓ 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.

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

Park School Teachers have 2 recycling bins in each classroom. Students are taught proper recycling habits to utilize in the classroom and the lunchroom. A milk carton recycling program has been implemented at Park to properly dispose of hundreds of milk cartons used each day. In addition students go through their lunches and donate unopened and packaged food to the local food pantry. In the future we would like to create a *Green Stars Recycling Classroom Program* similar to our *Park Energy Stars Classroom Program* to encourage a school culture shift to proper and efficient recycling habits. Our goal would be to provide students with an understanding of WHY recycling is so important. As we did with the Energy Star program, we would train a team of older students to visit each classroom and green star the classrooms, which are recycling properly. We would identify a set of recycling habits we are looking for in each classroom. Our teachers focus on reduction and reuse by use both sides of paper when making copies and encouraging the use paper scraps. Many art projects include recycled products as materials for student work.

### **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).
- ✓ A plan to regularly review bus routing.
- ✓ A policy pertaining to fuel-efficient fleet vehicle purchasing.

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

The school district utilizes routing software to develop the most efficient routes and, in addition, has had consultants review routes and bell times for efficiency.

Additional progress the school has made towards transportation efficiency and decreasing emissions:

The school district has implemented a policy to limit bus idling and emissions. All district buses are equipped with a GPS system that monitors idling. The Transportation Director regularly reviews the idling reports and conduct follow-ups with drivers.

Students who live in town have the opportunity to complete safety slips notifying the school that they will be riding their bikes to school. Families take advantage of this healthy alternative knowing the school is maintaining and enforcing safe practices.

Classes are encouraged to take walking and hiking field trips to visit and learn from our many local resources.

### **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.
  - ✓ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- Comments: We provide acceptable amounts of fresh air as required by ASHREA Standard 62. Recently,

this verification was made by Sustain Engineering, Inc. as part of the Energy Star Award process. Park was rated favorably in this regard.

- ✓ Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- ✓ Our school has installed local exhaust systems for major airborne contaminant sources
- ✓ 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 monthly basis to ensure they are free of mold, moisture, and water leakage.
- ✓ Our school's indoor relative humidity is maintained below 60%. Comments: We routinely test rooms and common areas for excess humidity and incorporate the use of Hobo Loggers. Our levels exist well under 60%.
- ✓ Our school has moisture resistant materials/protective systems installed (i.e. 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.
- ✓ The building was tested for radon in 1990 and the highest level in the building was 2.1 pCi/L. Annual testing for radon is not a requirement in Wisconsin. According to the Department of Health Services, the radon average for this zip code is 6.29 pCi/L, which is just above the EPA recommendations. Schools are encouraged to complete radon testing as a part of becoming a Green & Healthy School.

All asbestos at Park was removed through remediation procedures during the installation of new floors and cabinets. The only combustion appliances on site are the school boilers-There is a carbon monoxide alarm installed in the boiler room.

Carpets are only cleaned during mild weather, and fans and dehumidifiers are used to remove excess moisture to prevent mold. The interior temperature of the building is kept between 68-78 degrees with the relative humidity at 33-55%.

Perforated tiles have been installed around the perimeter of the building to increase drainage. In addition, Park has sump pumps and large room fans to lower the humidity. The roof has been redesigned to prevent water from pooling and it is in good condition. There are no leaking pipes or water faucets on site.

The only staff members that handle chemicals at Park School are the custodial/maintenance staff. At Park Elementary we have two full time staff members (Rodney Esser "Mr. Peanuts" and Matt Ruhland) who serve, as both are custodial and maintenance staff. There is a twice-daily cleaning schedule, which includes both day and night, procedures. Trashcans are emptied daily. The only product used for classroom cleaning during the school year- clean cloth rags with H 2 Orange 2 concentrate, which is a sanitizer/virucide. Custodial staff wears vinyl disposable gloves for cleaning procedures.

The foodservice people clean the kitchen and random visits from the state inspector indicate that there are no violations. Kitchen staff members use: Pro Power Quaternary Sanitizer, Nautilus Metal Safe=Safe for use on aluminum and pewter, Fox River Super Blue Suds Manual Detergent, and Fox River Lime Remover as their cleaning products. The exhaust filters are cleaned as needed.

Procedures are in place for any type of spill that may occur in the building. Most chemicals are purchased in bulk at the district level. Park School has transitioned from Butchers cleaning products to Envirox (Certified Green) for 90% of its cleaning supplies. Chemicals on site are inventoried annually. Any chemical which enters the building must be labeled and registered by completing an MSDS form and must be stored in the central designated location in Park School's head custodial office or the boiler room with locked doors. In addition, the CP fire department is aware of both chemical storage locations.

In regards to hazardous chemicals Park follows the Right to Know law which is publically posted on site: You as a public employee have the right, under the Wisconsin public employee' RIGHT-TO-KNOW LAW, to be informed about hazardous chemicals and substances in the work place.\*

**EMPLOYEES MUST BE PROVIDED WITH:**

\* A List of all hazardous chemicals and information on toxic substances, pesticides, and infectious agents

in the workplace.

- \* Have Access to Material Safety Data Sheets and container labels.
- \* Formal training in proper procedures for managing hazardous chemicals.
- \* A written chemical hazard communication program.

There are no hazardous chemicals or mercury on site, although hazardous chemical containers are on site in case of unforeseen spills. Fuel (gasoline) is stored on school grounds in a locked garage. Park School has not used pesticides on site since 2012. At the district level pesticide use is at .0008333 gallons per student per year-5/6000. There is a district wide policy for pest management. Staff members are provided with a set of gloves in case they are in a situation where it is important to protect themselves from exposure to blood borne pathogens. Staff members are trained annually on how to deal with blood borne pathogen exposure. Custodial staff members provided with vinyl gloves and protective goggles.

Park School has an indoor air quality plan developed using EPA's Tools for School Action Kit. Park meets the ASHRAE standard. Areas around all air intake handlers are free from any obstructions, animal droppings, and idling exhaust. Air handling units are at 2 school entrances that have filters that are dated and replaced semi-annually. Classroom univent filters are dated and replaced semiannually. Cages are vacuumed and wiped down at the same time. The Gym air handler filters are checked and replaced 4 times per year and more often depending on gym use. An air sampling tube ALARM indicates the accumulation of dust/dirt that collects due to outside conditions. Filter chambers are vacuumed and wiped down as need. Library air handler filters are replaced semi – annually. Filter chambers are vacuumed annually. Park School has installed entryway mats, which are 22 feet long to catch dirt at all of our school entrances. These mats are vacuumed daily. Staff members are alerted to students with allergies, asthma, and other health issues that are impacted by air quality, and individual student plans are in place to address their needs. In addition, there is a district wide policy on animals in the school. Classroom animals are not allowed and pet visits need prior approval and are infrequent. Classroom teachers do have insects on site for scientific observations for short periods of time.

Staff members are trained annually on Blood Borne pathogens.

Chemicals are not present in the classrooms except for H 2 Orange 2 Concentrate; MSDS forms are completed for any item that comes into the school, including household cleaning supplies. The school has a chemical management program that includes:

- ✓ Storage and labeling.
- ✓ Training and handling.
- ✓ Hazard communication.
- ✓ Spills (clean up and disposal).

The Middleton –Cross Plains School District has a trained IPM coordinator.

The use of pesticides is the last course of action taken by the district; less hazardous means are utilized first. The school takes the following actions to prevent exposure to pesticides:

- ✓ Our school has an employee who is certified to apply 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
- ✓ Pest control policies, methods of application, and posting requirements provided to parents and school employees.
- ✓ Copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications are 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.

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

### **Focus Area: Health & Wellness**

The school provides the following to promote nutrition and fitness:

- ✓ Our school offers fresh fruits and vegetables.
- ✓ 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. Comments: 2010-Produce use is dependent on annual student projects
- ✓ Our school participates in a Farm to School program or other program to use local, fresh food. Date established: 2010
- ✓ Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- ✓ At least 50% of our students' annual physical education takes place outdoors.
- ✓ Our school promotes hand washing for staff and students.
- ✓ Other: Tri 4 Schools, Girls on the Run (2011, 2012, 2013, 2014), Let Me Run for Boys (2014)

Park Students are offered at least one fruit and one vegetable daily for hot lunch. Skim and 1% milk are also offered each day for lunch and daily milk break. Hand washing is included several times a day in our daily schedule, especially before lunch and in classrooms where students have been identified as having food allergies. Each classroom has a sink for hand washing. Park School participates monthly in the Farm to School Program. Students do not have access to vending machines at Park.

Park students participate in outdoor recess for 175 minutes a week. During recess students have access to developmentally appropriate playground equipment and grassy fields.

The school offers the following types of outdoor education, exercise and nature-based recreation:

During the fall and spring a Walking loop is delineated through the use of flags on Park School's Green Spaces. The Nature Trail through our school forest is used in all seasons (except during the hunting season) for hiking to the top. The route takes 30-45 minutes round trip depending on the student group. Staff members also access the trail to hike or snowshoe during lunch and after school. Grass type skis are used on site for physical education. Students also snowshoe on site in the winter as part of physical education and for classroom celebrations.

Park Students have physical education 4 times for 30 minutes per six day cycle taught by a trained PE instructor, Diane Matzke who shared, "In Physical Education, we are always taking advantage of the good weather to be outside for lessons. About 10 years ago we created a quarter mile course/path for students to challenge themselves to walk, jog or run without stopping. As an added challenge we ask students to do what we call "team in three". Each class tries to have every student complete a quarter mile without walking in 3 minutes or less. We also like to take advantage of the lower prairie of the Park Elementary School Nature Trail when we can. The district has a set of snowshoes and CAT skis for which the nature trail is a perfect setting. The students can exercise and appreciate nature along the way. Our future plans include offering is a par course. We hope to add equipment and/or signs each year for exercise stations students can use during Physical Education, recess and with their families during after school hours."

After school, Park students participate in soccer, t-ball, football, basketball, Girls on the Run, and Let me Run programs. In addition Park students participate in Math 24, Destination Imagination, Drama Club, Journalism Club, Puppeteer Club, Boy Scouts, Girl Scouts, Kidsafe (an on-site after school program for students who need a safe place to be. At-risk students are offered scholarships to attend this program.) Some of our students and families participated in Tri 4 Schools and raised \$800.00, which will be used as seed money to create a par course on our school grounds.

Park Students have daily access to a school nurse or nurse's aide, school social worker, guidance counselor, and school psychologist. Students have developmental guidance for twice a month. Every morning the entire school recites the "Hands Pledge- I will not use my hands or my words to hurt myself or others." Daily announcements and the pledges are student led. The school district has a zero tolerance policy for bullying and offers students and parents a bully hot line and a website to report bullying.

**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

Environmental and sustainability education concepts are integrated throughout the curriculum in grades pre-

kindergarten through five:

Sustainability concepts are imbedded in the school's culture and daily practice through role modeling at every grade level. Environmental education is embedded into math, science, social studies, English, economics, exceptional needs, health education, physical education, and technology classes.

Math-During our Energy Stars classroom program, students created graphs displaying the number of stars each classroom had earned for proper energy habits. Annual service learning projects provide real life applications in many subject areas. Opportunities for student transference of knowledge in all subject areas are created during each of these Service Learning projects.

Students have the option of joining the following environmentally or sustainability focused clubs:

2010 Roots and Shoots Club: Heidi Ropa-Park Parent initiated the creation of a chapter of Roots and Shoots at Park Elementary under the leadership of Amy Callies. They offered 4-6 week sessions of after-school nature camp to 20 students in the fall and spring. Each week the natural environment around Park School was explored. The group also enjoyed a walk to Black Earth Creek to go birding with a local birder, studied macro-invertebrates with a middle school science teacher, dissected owl pellets after hearing a short presentation on owls and hiked along the nature trail behind the school.

In 2010 and 2011 Sue Brumm offered an after school gardening club to ensure students had the skills needed to maintain the garden beds over the summer with the assistance of their families. The produce collected during the summer months was donated to the local food pantry.

There will be a 2014 GO Club (Go Outside, Grow Outside) facilitated by Amy Callies (Kindergarten Teacher) and Jodi Klare (Third Grade Teacher). "We will be offering an 8-week session nature club to twenty 2nd and 3rd graders. During our club we will go off site to explore the Black Earth Creek and the Ice Age Trail. On site we will be planting in the Park School Vegetable gardens and composting, hiking the Trail up the Glacial Bluff to our remnant prairie, which overlooks the entire Town of Cross Plains. We will explore the insects and birds that live in the Park School Rain Garden. We may even be lucky enough to observe the bluebirds which nest in the bluebird house we have placed on site."

Professional development offered to ensure environmental and sustainability education includes:

- ✓ Aquatic WILD - Number of staff (4)
- ✓ Trainings offered through local CESA - Number of staff (4) Comments: Green and Healthy Schools
- ✓ Earth Partnerships Program - Number of staff (6) Comments: 2003 2004 visits from teachers throughout the nation to Park School in 2008, 2009, 2010
- ✓ KEEP (WI K-12 Energy Education Program) –Number of staff (4)
- ✓ LEAF (WI K-12 Forestry Education Program) –Number of staff (3)
- ✓ Leopold Education Project - Number of staff (1)
- ✓ Project Learning Tree – Number of staff (1)
- ✓ Project WET - Number of staff (4)
- ✓ Project WILD - Number of staff (4)
- ✓ Related university level course - Number of staff (2) Comments: Wingra Watershed Field Experience
- ✓ WI Center for Environmental Education Sustainability Course/Workshop/In-service - Number of staff (1) Comments: Wisconsin Bioneers-Sustainability for Schools workshop
- ✓ Other in-service, training, workshop, or course: (2) Growing Minds-Garden based learning

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

Each grade level at Park School accesses the outdoor learning areas on site to address the current Foss Science Curriculum requirements. Students study and compare the different ecosystems/habitats present on site: prairie, woodland, remnant prairie, rain garden, lawn, and vegetable gardens. Students participate in grade level plantings in our prairies and vegetable beds. Students collect seeds and learn about native and invasive species. Students learn about native tree species and native plant species. Students learn about the root systems of native plants in our prairie and rain garden areas. Information about their local Black Earth Creek Watershed is shared. Appreciation of the strong geological (glacial) history unique to Cross Plains

and other communities along the Ice Age Trail is enhanced through hiking the trails and visiting the state office located in our community. Students learn about the different living organisms which inhabit the various outdoor areas: deer, fox, garter snakes, bull snakes, toads, bluebirds, red tanagers, nuthatch, chickadees, woodchucks, squirrels, chipmunks, voles, earthworms, beetles, pill bugs, ants, bats, owls, hawks, raccoon etc. Students learn about land restoration and prairie burns. Students create habitats including: birdhouses, rabbit and food source plantings.

We are planning to add new signage and create new maps of all of the outdoor areas to encourage public use. Ideally we are hoping to have our School Forest become a spur trail of the Ice Age trail network since our remnant prairie and open oak woodland are very unique to a public school setting. Our long-term plan includes applying for WEEB and WEEF grants to develop long term educational and sustainable maintenance plans for our site.

Park School students have many opportunities to go on field trips that provide a variety of outdoor and indoor learning opportunities. This past year students visited the following sites to learn about their environment, restoration, conservation, and sustainable practices: The Cross Plains LEED certified library, The International Crane Foundation, Swamplovers Foundation Restored Land, The Black Earth Creek, The Henry Vilas Zoo, Heartland Farm Sanctuary, The Pheasant Branch Conservancy, The Black Earth Campus of the Aldo Leopold Nature Center, The Aldo Leopold Nature Center (one of our teachers is a summer naturalist for the center). Fourth grade students visited Devil's Lake State Park to enhance their understanding of WI geography and history (glaciers, effigy mounds, Native American beliefs, etc.). Fourth and fifth grade students are inspired and enjoy hands on learning experiences at UW-Madison's Engineering Expo. Students visit the Pope Farm Conservancy each fall and spring.

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

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

Annual service learning projects (The framework for these service learning projects was created by our guidance counselor for many years-Deb Conway) provide real life application of STEM subject areas. The following were the student groups that worked on the 2007 Rain Garden project:

- Site Design-Students met with Landscape Architects to design the rain garden-This required computer, math, and science knowledge to take soil samples, measure the area of the rain garden and the spacing of the plants
- Education-Students had to learn about the topography of our school site and the Black Earth Creek and develop a presentation about WHY the Rain Garden served a need- (to filter the storm water run-off before it entered the Black Earth Creek.)
- Outreach-Students had to learn about technology in order to create a Public Service Announcement about the Rain Garden Project which was broadcast on the District TV channel
- Volunteers-Students had to coordinate all the volunteers to plant the Rain Garden including community members, middle school students and every student and staff member at Park School.
- Operations-students had to coordinate unloading 4,000 plants, acquiring all the tools necessary for planting and coordination of the entire project. Canteen-Students were in charge of water and snacks donations.

At Park School we engage students in environmental and sustainability literacy by providing hands-on, relevant, place-based projects through partnerships within the Cross Plains community. These projects provide students with the opportunity to transfer the skills and strategies they have learned in their core subject areas including STEM to real life learning situations. These projects vary from year to year according to the needs of the community and student, family and staff interests. Fifth grade students create plant terrariums and study landforms, pollution, and ecosystems using the learning areas on site. Fourth grade students at Park Elementary collaborated with high school students from Clark Street School this school year. High school students visited and did an initial pre-assessment regarding what fourth graders understood about environmental issues and sustainability. The high school students took what they learned and prepared a variety of creative lessons and activities that educated and heightened awareness about healthy global/environmental practices. They interacted and shared information with the fourth graders for another project that is being planned for the spring of 2014. This will be the second year classrooms will participate in a Cuban Art Exchange through Children Are The Hope (CATH). An educator comes to our school and



teaches us about cranes, their global significance and environmental issues related to cranes and their habitats (wetlands). Students also learn about Cuba. We send messages regarding protecting and valuing cranes to students in Cuba using art as our common language. Last year Park educators collaborated with Ice Age Trail educators and staff. Students and teachers hiked the IAT with members from that organization. We learned about the trail, its maintenance and history. Students spread seeds at a new prairie site. Some of the students hiked and visited the prairie during the summer with a Park teacher. We plan to continue this collaboration. Students in our fourth grade classrooms are able to snack on only fresh fruits or veggies during milk morning break. Two fourth grade science units address environmental awareness, health and sustainability. During the “Structures of Life” unit students explore the structures and life cycles of plants and animals. The “Earth Materials” science unit studies rocks and minerals, as well as our natural resources. Both units provide hands on, discovery learning. Many students explore these topics further and prepare presentations to share with classmates. Third graders learn about the beginning concepts of energy and how to conserve it as well. In the fall of 2013, 3<sup>rd</sup>-5<sup>th</sup> grade students were taught about invasive species and land restoration from the Swamplovers Foundation. The third graders took a field trip to the Swamplovers restored land and collected seeds from native plants to add to our restored prairie in the spring of 2014. The second grade students study plant life cycles by observing grass grow and other plant seeds. Students observe seasonal changes in plants on site and visit Olbrich Gardens to learn about in depth. Second grades also make daily weather observations for the entire school year and learn how to understand and interpret weather forecasts. First grade students study the life cycles of a variety of insects, which are brought into the classroom for scientific observations; Luna moths, maggots to flies, mealworms to beetles, butterflies, praying mantises, and walking sticks. They visit Aldo Leopold Nature Center to observe the pond habitat and learn about macro – invertebrates. Park Kindergarten students study trees throughout the seasons on site. Throughout the entire year Kindergarten students visit the various ecosystems/habitats on site and observe the plant and animal life during different seasons. Pond water is brought into the classroom and students learn about the pond habitat and observe macro-invertebrates using various tools. In addition Kindergarten classrooms go outside daily during the last two months of the school year to record their scientific observations in a nature/phenology journal in a variety of habitats located on site at Park School.

Each school year is different and highly dependent on the current student, staff and community need. Our school engages in a variety of service learning projects. These projects are student driven and many of these projects involve the outdoor learning areas we have on site or shifting the school culture towards better sustainable practices-energy reduction/recycling.

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

#### **Focus Area: Community Involvement**

The school has community involvement many of the focus areas (Water, School site, Environmental Health, Health and Wellness, Environmental and Sustainability Education)

Description of community partnerships/involvement:

- Community field trips-Third Grade Teacher Jodi Klare states, “I have been in charge of organizing several field trips that focus on outdoor experiences, sustainability or both. Our Cross Plains community offers Park students many walking field trip and short bus ride opportunities. Here are some that I have organized in the past: a visit to the public library, a trip to the Black Earth Creek in conjunction with the On the Creek Fly Shop as our guides, the Swamp Lover’s Foundation and the Black Earth Aldo Leopold Campus. The Rosemary Garfoot Library is the first LEED (Leadership in Energy and Environmental Design) library in the state of Wisconsin. The highlights we learn about when we tour the premises: rain garden outside the building, energy efficiency elements inside and outside the building, water savings and the use of recycled materials throughout the entire building. We have written facts about this library and produced T.V. shows (with the help of the Media Production Manager at the High School) to inform the public about this wonderful model of sustainability. The Black Earth Creek trip has helped us make connections about what we learn in our Foss Science kit related to water with the real world. We get a chance to catch and view insects (macro-invertebrates) with magnifying glasses that indicate a clean water stream. Once, we were fortunate to have someone from the DNR come out and shock the water so they could catch fish to show us the large variety in the stream. Both of the field trips that are short bus rides have us enjoying acres of preserved prairies, sedge meadows and savannas. The site maintained by the Swamp Lover’s also hooks up

to the Ice Age Trail – something I’m hoping to tap into soon. The wagon ride and opportunity to get dirty and maybe even a little wet is an experience we cannot provide in the classroom. The time spent at Swamp Lover’s has students identifying plants, flowers, trees, grasses, birds, insects, biomes, and much more! The Black Earth Aldo Leopold Campus has wonderful resources for inside classroom experiences (taxidermy animals) and for outdoor experiences (mature woods, unglaciated hiking trails, prairie remnants, outdoor classroom setting and more). These wonderful places are all literally in our backyard. We are extremely fortunate for their proximity and for the opportunity to visit and learn from these stewards of the Earth.”

- Current Community Partnerships include: Plastic Ingenuity Rain Garden, Swamplovers Foundation members, Cross Plains Lions Club, Cross Plains Girl Scouts and Junior Achievement Future Partnerships: Cross Plains Boy Scouts and The Ice Age Trail Alliance-Fourth Grade Teacher Brenda Autz shares, “Park Elementary School has the opportunity to partner with community members and organizations including the Ice Age Trail Alliance (IATA). As a long-standing member and previous secretary of my local chapter, I plan to help facilitate this community connection. We are fortunate to have the state office/education center of the IATA on our Main Street in Cross Plains, WI. The trail runs through Cross Plains and has the potential to include our school nature trail as a spur trail connecting us to a state hiking trail. This idea has been discussed and has good potential. Community connections strengthen schools and form partnerships that sustain projects and include families in community initiatives beyond the days and years that children are in school. Use of the Ice Age Trail fosters an appreciation of nature, volunteerism and develops a sense of community and global ownership. The health benefits of being active and outside are important in a time when the rate of childhood obesity and health problems related to a sedentary lifestyles are increasing.”

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

**Service learning project timeline:**

- 2007 Fifth grade service learning project -Cooperative Rain Garden with neighboring corporation Plastic Ingenuity working towards a Green tier certification from the Wisconsin Department of Natural Resources. All Park Staff and students along with 215 middle school students from Glacier Creek and Cross Plains community members planted more plants than there are people in Cross Plains including 4,000 native plants in the 9,000 square foot rain garden! All fifth grade students at Park School participated on committees to plan, design, coordinate and plant the rain garden. The community was invited to assist with the planting. The entire rain garden was planted in a day and a half due to rain. Plastic Ingenuity was our funding source with a matching grant from Landscape Architect Consult = \$12,150.00. We also received funds from Plant Dane Matching Grant-\$7,200.00 as a native plant grant. The total project cost was \$19,350.00. Plastic Ingenuity continues to maintain the rain garden twice a year
- 2010 Fifth grade service learning project-Garden of Giving (Initiated and Facilitated by Sue Brumm and Steph Weiss-Former Fifth Grade teachers)-All fifth grade students participated on committees to plan, design, coordinate and plant a food pantry garden that included raised vegetable beds with a square foot watering system. The garden beds were weeded and produce was collected weekly and donated to the Middleton Food Pantry by the families who volunteered to assist over the summer. A fifth grade student initiated this project idea after the class had visited the food pantry the previous year during a separate service-learning project. Park School received \$4000.00 after winning 2 national School Garden contests to fund this project.
- In 2011 Steph Weiss, a fifth grade teacher who volunteers at Heartland Farm Sanctuary initiated this service-learning project. Students learned about all the animals the farm adopts and their need for food and shelter. Students visited a farm and then created a specific vegetable bed set aside to grow food specifically for the animals at Heartland Farm Sanctuary.
- During the fall of 2013, Third graders took a field trip to the Swamplovers Foundation Restored land and collected native plant seeds, learned about invasive species and land restoration. The seeds they collected will be planted on our Park School Site in the spring of 2013.

Community involvement where staff contribute to the community-based project of local organizations as

representatives of the school:

- Wingra Watershed Field Experience-Amy Callies (Kindergarten Teacher) has worked or volunteered with the Friends of Lake Wingra over the past five years to write grants and support programs that support educating other teachers and the public about the Wingra Watershed. Over the past five years these funds have provided an annual weekend workshop for local teachers to learn about the Wingra Watershed. Over the past two years she has received funding and assisted with Free Science Thursdays-an evening workshop offered in the summer each Thursday at Wingra Boats to educate the public about the Wingra Watershed. During the summers, Amy is a hired naturalist at Also Leopold Nature Center in Monona. In addition, she volunteers for Blue Mound Nordic to teach cross-country skiing to youth at Blue Mound State Park. "I actively search for ways to get kids outside to lead an active and healthy life-style."
- Ice Age Trail Alliance-Brenda Autz (Fourth Grade teacher) has been an active member of the Ice Age Trail Alliance for over 10 years. She has organized in school and summer hikes to educate students about the trails, vegetation and wildlife. She initiated an annual trail run for National Trails Day, a free event that encourages people of all ages to hike or run local trails.
- Children Are The Hope (CATH) - Brenda Autz is an executive board member on Children Are The Hope an organization that provides opportunities for students at Park and other Wisconsin Schools to experience a global and environmental project with students in Cuba.
- DNR- Luke Kramer is an active volunteer with the Wisconsin Department of Natural Resources, responsible for the control and eradication of invasive plants on private lands.

#### **Cross-cutting Questions**

- The school received the following awards for facilities, health, environment, sustainability, or environmental education:
  - Energy Star Award 2008-2013
  - Lands' End "Way To Grow" national contest winner-\$3500.00
  - Midwest Garden national contest winner-\$500.00
- The school is developing a story of their success which can be found at:  
<http://eeinwisconsin.org/net/org/info.aspx?p=111945&s=111945.0.0.2209>