



**Redtail Ridge Elementary School, Minnesota
2014-2015 School Nominee Presentation Form**

ELIGIBILITY CERTIFICATIONS

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 grades Pre-K-12.
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 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 2014-2015

Charter Title I Magnet Private Independent

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

Official School Name: Redtail Ridge Elementary School
(As it should appear on an award)

Official School Name Mailing Address: 15200 Hampshire Ave. Savage, MN 55046
(If address is P.O. Box, also include street address.)

County: Scott State School Code Number *: 018

Telephone: 952-226-8000 Fax: 952-226-8049

Web site/URL: <http://www.priorlake-savage.k12.mn.us/schools/redtailridge/index.aspx>

E-mail: byetzer@priorlake-savage.k12.mn.us

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

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

Barb Yetzer

Date: 1-26-15

(Principal's Signature)

Name of Superintendent: Dr. Sue Ann Gruver



(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Prior Lake-Savage Area Schools

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

Sue Ann Gruver

Date: 1-26-15

(Superintendent's Signature)

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 grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Minnesota Department of Education

Name of Nominating Authority: Dr. Brenda Cassellius

(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.

Brenda Cassellius

Date: January 30, 2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools



application to this address.

Summary Narrative

Environmental education and sustainability practices are an integral part of everyday life at Redtail Ridge Elementary School. On any given weekday morning you will likely find: Junior Naturalists meeting with their advisors preparing to educate students in the school on their organics recycling program, Kids Co. kids going throughout the building emptying classroom recycling bins, the E-STEM team of teachers meeting to discuss upcoming E-STEM festivals, and teachers organizing and checking out materials from the Environmental resource area for their upcoming outdoor lesson. These practices are a way of life at Redtail Ridge Elementary, and a passion for both staff members and students alike.

What makes Redtail Ridge successful in embedding both environmental education and E-STEM education into our daily routine is the community who fills the building. From a supportive administrator, to our diligent custodial staff, willing classroom teachers, and tireless support staff all are working towards our philosophy of using the environment to educate children. What makes us unique is the willingness to help each other and draw on each other's strengths. At any time you might see a fifth grade classroom taking a kindergarten class snowshoeing and then next day going again with a group of second graders.

Limiting the environmental impact of Redtail Ridge Elementary School has been the focus since the building's conception. The school is equipped with an automated energy management system for controlling and maintaining a healthy environment and for running the building efficiently. We continue to practice preventative maintenance on our equipment. We have added water efficient fixtures throughout the building. Natural daylight is used as much as possible in the lunch room and in classrooms throughout the building. In 2011 we earned EPA Energy STAR recognition.

In an effort to provide a healthy environment, Redtail Ridge is birthday treat free, participates in farm to school programs, and receives Safe Spaces presentations. In order to promote an active lifestyle, students and staff participate in gym, recess, SMART, and active brain breaks.

Students will be able to track the daily progression of the native prairie and prairie restoration that will begin in the spring. Funds for this native prairie were raised through our participation in and finishing first in the state, winning top prize, the Project Green Sneakers competition, led by our Junior Naturalist team and greatly supported by the community. The implementation of the prairie will be a collaboration between the teachers, students, Dads of Great Students, district grounds crew, and the Prior Lake High School Eco-Team members.

Our community partners are many. The Shakopee Mdewakanton Sioux Community provides us with our district organic compost site. Our organics composting efforts began in 2009, when our doors opened, with a pig farmer in central Minnesota who would take all of our food waste, process it, and feed his pigs. Once the district outgrew his operation, the Mdewakanton Sioux Community rallied with us to create our current system which takes all our food waste and other organic materials, turning it into rich compost for area residents. The Prior Lake Savage Community Education supports both our Junior Naturalist and Little Explorers programs which provide environmental stewardship through leadership and service opportunities. Our partnership with St. Catherine's University Eco-Stars program increases our student's knowledge in environmental engineering and helps the teachers to see how engineering can be taught through an environmental lens.

In 2012 Prior Lake Savage Area schools became the first to adopt a district-wide E-STEM,



Environmental, Science, Technology, Engineering, and Mathematics, approach in the state of Minnesota. This was the springboard for the Redtail Ridge teachers to continue integrating environmental education, while working to embed engineering across the curriculum. From the first professional development offered to the Redtail teachers the excitement to intertwine environmental education with engineering exploded throughout the building. This year, opportunities we have added, consist of Explore Lab Kits from The Works and Engineering is Elementary curriculum and trainings. Whether it is a water filtration system in fifth grade or a bird's nest in Kindergarten the engineering and design process has an environmental focus.

Our dedication to environmental and sustainability concepts are evident based on our students level and proficiency on the Minnesota Comprehensive Assessments in Science. In 2014, 86.1% of Redtail Ridge fifth grade students met or exceeded the standards on the science MCA's compared to the state average which was 61.2%.

Overall, the staff and students at Redtail Ridge not only believe in the importance of strong environmental awareness and promoting stewardship, but also live it each and every day. This is evident from classroom experiments on the effects of pollution on plants sitting in hallway windows, students following our waste dispersal program, a class sitting in the outdoor boulder garden recording observations in their science notebooks, naturalists heading out to replenish bird feeders, and environmentally centered morning meetings.

Green Ribbon Schools - School Application 2014-15

School/District Information

School: **Redtail Ridge Elementary**

Street Address: **15200 Hampshire Ave.**

City/State/Zip: **Savage, MN 55046**

Website: **www.priorlake-savage.k12.mn.us**

Principal Name: **Barb Yetzer**

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

Phone Number: **(952) 226-8003**

Lead Applicant Name (if different): **Amy Jahnke**

Lead Applicant Email: **ajahnke@priorlake-savage.k12.mn.us**

Phone Number: **(952) 226-0031**

School District Name/number (if applicable): **Prior Lake-Savage Area Schools #719**

Superintendent Name: **Dr. Sue Ann Gruver**

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

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

Elementary (PK-5 or 6): **X**

School Type:

Public: **X**

How would you describe your school:

Suburban: **X**

Total Enrolled: **660**

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

Percentage receiving Free or Reduced Priced Lunch: **15.7%**

Percentage limited English proficient: **17.6%**

Cross-Cutting Programs

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

Yes or No: **Yes**

If yes, enter the program(s) and level(s) achieved:

EPA ENERGY STAR-84

Beat the Peak Challenge- 70 Redtail Ridge families with MVEC electric voluntarily signed up to reduce energy usage on 11 “peak” days between Memorial Day and Labor Day. Our school was one of the top schools and received \$500

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

Yes or No: EPA ENERGY STAR

If yes, enter the Award(s) and year(s) received: **2011**

Pillar I: Reduced Environmental Impact and Costs

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used [State of Minnesota B3Benchmarking](#))

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes or No: **Yes**

Percentage reduction: **10%** Over (mm/yyyy - mm/yyyy): **12/2009-11/2010**

Initial GHG emissions rate (MT eCO₂/person): **593.86/540= 1.1**

Final GHG emissions rate (MT eCO₂/person): **534.35/614=.87**

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

Does your school have an Energy Master Plan? Yes or No: **Yes**

If yes, enter a description of the areas it covers:

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

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

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes or No: **Yes**

If yes, what is your score? **84**

If score is above a 75, have you applied for and received ENERGY STAR certification?

Yes or No: **Yes** Year: **2011**

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

Yes or No: **Yes**

Current energy usage (kBTU/student/year): **4,413,258/614 = 7,187.7**

Current energy usage (kBTU/sq. ft. /year): **49.03**

Percentage reduction: **10%** Over (mm/yyyy - mm/yyyy): **12/2009 – 11/2010**

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

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

On-site renewable energy generation: **0%** Type:

Purchased renewable energy: **0%** Type:

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

5. In what year was your school originally constructed? **2008**

What is the total building area of your school? **90,011**

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

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

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

Yes or No: **Yes**

Average Baseline water use (gallons per occupant): **1,178 gallons per occupant**

Current water use (gallons per occupant): **936 gallons per occupant, per year**

Percentage reduction in domestic water use: **20%**



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

Time period measured (mm/yyyy - mm/yyyy): **11/2012 – 10/2014**

Explain how you documented this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports):

MN Benchmarking B3

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

Answer: **We added water efficient fixtures throughout the building and practice preventative maintenance on all the equipment.**

9. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **60%**

Types of plants used and location: **Native grasses on the berms and two rain gardens to collect surface run-off from parking lots.**

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

Description: **No other methods of irrigation are used.**

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

Description: **Redtail Ridge has a two rain gardens to collect surface run-off from upper and lower parking lot surfaces and three ponds also for run-off and excess water storage.**

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

Municipal water source: **X**

Well on school property:

Other:

13. How does the school ensure drinking water is safe, such as lead testing, well testing, and steps to reduce lead (50 word max):

Description: **The district follows state and federal guidelines every 5 years for lead.**

14. What percentage of the school grounds are devoted to ecologically beneficial uses such as natural areas, rain gardens, and run-off buffer? **40%**

Description (50 word max): **Redtail Ridge has two rain gardens, a large berm, and three ponds devoted to run-off and to excess water run-off. This spring we have plans to return a significant parcel back to native prairie to support all kinds of wildlife. Through this project we will be removing non-native invasive species. This will also eliminate lawn maintenance, reducing the environmental impact of non-native grasses and our carbon foot print.**

Element 1C: Reduced waste production

16. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? Note that



Minnesota Statutes, section 115A.151 requires that schools must recycle a minimum of three material types. Complete all the calculations below to receive points.

Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **Trash: 4 yard container, 80% full, 1X week = 13.9 yards per month**

Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **Single Stream: Card Board/ Rigid containers: 6 yard container, 100% full, 2 X week, 52 yards per month**

Monthly organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **Organics: 6 yard container, 110% full, 1X week, 26.4 yards per month.**

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

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

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

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

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

Corrosive liquids: **None**

Toxics: **None**

Mercury: **None**

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

How is this measured?

Health office maintains accurate and detailed records.

How is hazardous waste disposal tracked?

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

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



Description: **Food Service switched from Styrofoam to organic materials in 2010, and outside vendors must conform to our policies. We do participate in an organics recycling program to minimize non-organic waste and to recycle and compost as much waste as possible. A water filter has been installed to encourage the use of re-useable bottles. All electronic devices are disposed of at the district level or by a certified outside company.**

Element 1D: Alternative Transportation

21. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.) **100%**

How is this data calculated? (50 word max)

Answer: _____

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

Designated carpool parking stalls: **Yes**

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

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

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

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

Description: _____

23. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Describe: **Our school district contracts for bus services reviewing semi-annually for equipment needs. We try to be as efficient as possible with routes and student loads.**

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

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

Element 2A: Integrated school environmental health program

Describe your school’s Integrated Pest Management efforts, including IPM/green



certifications earned, routine inspections, pest identification, monitoring, record-keeping, pesticide reduction notification of staff and parents etc. (100 word max)

Description: We have adopted IPM standards as our protocol for our management system, working hard to avoid any chemical use for pests. Any pesticides used is tracked by district Health and Safety staff. Students are prohibited from entering any area where pesticides may have been used until product information guidelines are followed.

Which of the following practices does your school employ to minimize exposure to hazardous contaminants? State yes, no or not apply and explain with specific examples of actions taken.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools: **Yes**

Our school prohibits smoking on campus and in public school buses: **Yes**

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.): **Yes**

Our school uses fuel burning equipment (such as boilers, water heaters and ovens) and has taken steps to protect occupants from carbon monoxide (CO): **Yes**

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

Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules: **N/A- we are an asbestos free building**

Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six: **N/A**

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: **N/A**

Our school has working local exhaust systems for major airborne contaminant sources: **Yes** Describe how your school controls and manages chemicals routinely used in the school (including science, shop and maintenance) to minimize student and staff exposure. (100 word max)



Description: Only custodial and kitchen staff routinely use cleaning chemicals with ventilation or after school hours.

Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)? None

What percentage of all products is third-party certified? 40%

Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel. (100 word max)

Description: We contract bus services. Buses are replaced when they are over 10 years old. Bus routes have been consolidated and constantly evaluated for efficiency and avoidance of duplicate routes.

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

Description: Daily observation by custodial and maintenance staff for signs of moisture and proper mechanical ventilation. Our staff uses a School Dude ticketing system for identifying needs and tracking the completion in a timely manner.

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

Description: We practice preventative maintenance on our ventilation equipment along with extensive controls for excellent monitoring.

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



Description: Our lunchroom has one entire wall of floor to ceiling windows with daylight harvesting controls for fluorescent lighting. Students are able to enjoy the natural sunlight. Natural daylight is available to most classrooms via windows and doors. Our building is equipped with an automated energy management system for controlling and maintaining a healthy environment while occupied as well as for efficiency when unoccupied.

Describe any other actions your school takes to manage indoor environmental hazards such as ice arena contaminants, PCBs, kitchen equipment, and air quality in swimming pools. Including doing periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Description: Indoor maintenance staff (district level) and building custodial staff perform mock OSHA walk through at least one a year; use IAQ surveys and perform weekly building inspections. Informal inspections are done on a daily bases to avoid minor issues becoming major complications.

Element 2B: Nutrition and Fitness

Which practices does your school employ to promote nutrition, physical activity and overall school health? State yes, no or not apply and explain with specific examples of actions taken. (50 word max each) - please attach answers on a separate document)

Our school participates in the USDA's Healthier US School Challenge. **No**

Our school participates in a Farm to School program to use local, fresh food: **Yes**

Our school has a fruit, vegetable and greens salad bar: **Yes**

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

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

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

Percentage: **35%** Type: **Fresh fruits and vegetable are organic. All disposable trays, bowls, etc. are biodegradable.**

Our students spent at least 120 minutes per week over the past year in school supervised physical education: **Students at Redtail Ridge Elementary School in all grade levels spend more than 120 minutes per year in school supervised physical education through physical education classes, recess, Go-Noodle activities, SMART activities and additional classroom recess opportunities.**

At least

50% of our students' annual physical education takes place outdoors:

Yes. All Physical Education classes are outside weather permitting.

Health measures are integrated into assessments:

Physical fitness testing is administered twice per year for all students assessing flexibility, upper body strength, abdominal strength, leg strength, and endurance. The results are shared with the students and their parents, but the score is not used as a grade on the report card in physical education.

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

Describe the type of outdoor learning activities, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and describe the frequency of use. (100 word max)

The Redtail Ridge outdoor boulder classroom and the city park nature trails are used for observing, writing, nature journaling, and teaching. Daily, within our boundaries, we enjoy observing the wildlife that roam through our fields, inhabit the three small ponds, and snap pictures with our trail cam of nocturnal animals. We are in the development stage of turning an acre of open grass field into a more productive learning space. We are planting a half acre native prairie with kid created interpretive signs, apple trees, and an Eagle Scout is installing bird features to attract more birds.

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

In an effort to provide a healthy environment, Redtail Ridge is birthday treat free. Grade levels have developed an active or alternative way to celebrate. Students are encouraged to bring healthy snacks daily. Every kindergartner receives a well-balance, food service prepared breakfast. In order to promote an active lifestyle, students participate in physical education, recess, SMART activities, and active brain breaks throughout their day. Staff have opportunities through our FIT program to participate in Zumba, yoga, and healthy incentives. All grades participate in Fun in the Sun, a day spent outside playing field games. In the winter classrooms buddy up to go snowshoeing.

Coordinated School Health, Mental Health, School Climate, and Safety

Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No

If yes, describe the health-related initiatives or approaches used by the school:

Chemical Health Week-Students pledge to be chemical free and choose alternative healthy choices like reading a book, playing outside, drawing, rather than using chemical substances.



Resources for Families-We provide vision, dental, and immunization resources to families, along with information for public health and mental health resources in the community.

Health Care-There is a nurse and/or health aid available for health services daily along with a school social worker available to meet with students and/or families daily. Redtail Ridge has an RN that serves as our Health Aide along with a district nurse assigned to our building.

Project Alert- Our 5th grade students participate in the Project Alert Program to promote healthy living and ways to decline chemical substances.

Community Speakers-Dentists and fire fighters speak with the grade K-2 about healthy and safe living.

Daily Breakfast Program-Redtail Ridge provides free or reduced breakfast for students who receive free or reduced lunch and breakfast for full price to any other student.

Healthy Alternatives- Redtail Ridge does not allow students to bring birthday treats to school. Purchasing a Birthday Books for our Media Center, acknowledging the students birthday, is encouraged.

Technology Safety- The school media specialist has created personalized and unique curriculum and lesson plans which teach all our Redtail Ridge students about internet safety. NetSmartz Kids and Common Sense Media are web-based resources that are used and our 4th and 5th grade students participate in an Internet Scavenger Hunt.

Safe Spaces-All grade level students receive a Safe Spaces presentation. This presentation provides the students with the tools to protect themselves through personal safety education.

Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes

() No

If yes, describe these partnerships:

Savage Police- Redtail Ridge partners with our district police liaison. He participates in our lockdown and fire drills. The Savage PD also participates in our lockdown drills and then debriefs with our Building Crisis Response Team.

Savage Fire Department- Our local fire department provides fire safety programs for our K-2 students. Fire fighters come to teach the students about fire prevention and fire safety through a presentation.

Rotary Club- This local organization provides donations of winter hats and mittens/gloves to families in need at Redtail Ridge which help keep children warm during the winter months.

Mdewakanton Sioux Community-This Community supports the efforts of helping the school compost food waste and recycle paper, glass, plastic, and metal products. They have also been very generous in providing funds to support our 5th grade students' trip to

Wolf Ridge.

Adult Volunteers- We have many volunteers, including retired teachers that come to work with different grade level students. This support increases students' self-esteem within academic content areas.

Does your school have a school nurse and/or a school-based health center? (X) Yes

() No

Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

Positive Behavior Intervention and Supports (PBIS)-All students and staff understand and demonstrate the same behavioral expectations and consequences. Acknowledgement for students demonstrating positive behaviors towards themselves, others, and the world.

Responsive Classroom- Redtail Ridge Elementary School believes in and utilizes the Responsive Classroom principles and strategies. This approach is based upon educational research and a firm belief in the importance of social skills and emotional intelligence. This approach leads to an improved school climate, higher student achievement and greater teacher effectiveness.

CARES Student of the Month-Each month a student from each classroom is chosen because they have been demonstrating the selected CARES of the month. CARES stands for Cooperation, Assertion, Responsibility, Empathy, and Self-Control.

Buddy Classrooms-A primary grade is matched with an intermediate grade level to complete various indoor and outdoor activities. It allows for older students to mentor and be role models for younger students.

Partners Always Learning and Sharing (PALS)-High school students are paired with elementary students to help promote a positive connection and increase self-esteem in an area the student is struggling with at school. This could be academically, socially, or behaviorally.

Scott County-Referrals are made to community health, mental health, and safety resources by school social worker and school nurse.

Disability Awareness-The Special Education staff promote a week of disability awareness to the entire school. This is done through the use of presentations of adaptive equipment, speakers, books, and video clips.

Junior Naturalists-Third, fourth, and fifth grade students apply to become a Junior Naturalist. As a Junior Naturalist, students are expected to promote and teach others about keeping the school, environment, and the world a healthy place by reducing, reusing, and recycling all types of items.

All School Meetings-Once a month the entire school body comes together to share successes for the month. Students are named CARES Student of the month, Caught Caring students are recognized, one grade level "highlights" an expectation or theme for the month, CARES Super Hero's come to share messages with the students about the

school's expectations.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? State yes, no or not apply and explain with specific examples of actions taken, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement beyond state academic standards and graduation requirements. (100 word max): **Yes**

Redtail Ridge Student's exposure to Environmental Education and E-STEM starts in Kindergarten. All students throughout our building keep a science notebook in which they are reading, experimenting, and reflecting like a scientist and about their science life. Our Media center houses specific Environmental Education resources for both staff and students. It includes but is not limited to identification books, picture books, and non-fiction texts, all of which help support and enhance our curriculum. National Geographic is our science curriculum. All new curriculums are chosen with an E-STEM lens. Our roots are in environmental education and we are further developing this foundation to include engineering and technology.

Environmental and sustainability concepts are integrated throughout the curriculum. (100 word max): **Yes**

Interdisciplinary Environmental and sustainability lessons are taught to all students' kindergarten through fifth grade. Teachers have been trained through professional development and have access to essential and supplemental environmental lessons to be used across the core instruction curriculum. As a Responsive Classroom District we have instituted the use of Eco-Time Morning Meeting cards which work to strengthen environmental and sustainability concepts through kinesthetic learning. In addition the MN Weatherguide calendars are posted in every classroom and used throughout the building for morning calendar time, math, and nature journaling. Environmental and sustainability practices are a focus across the curriculum including a focus on: scientific drawings in Art and music class taught in the outdoor classroom.

Environmental and sustainability concepts are integrated into assessments. (100 word max): **Yes**

When assessing our student's ability to gather and analyze data we go outside to collect temperatures, location of the sun, identify trees, and calculate the dimensions of trees. All grade levels use their science notebooks to demonstrate their understanding of environmental, scientific, and engineering concepts. Assessments consist of paper and pencils tests as well as hands on activities. Students are taught environmental concepts throughout our school day. Due to this, environmental concepts are used to assess our student's ability to meet MCA standards. A few teachers are exploring the use of computer tests and classroom response systems to reduce the amount of printing.

Professional development in environmental and sustainability education is provided to all teachers. (100 word max): **Yes**



This year, Redtail Ridge staff is partnering with a naturalist from Richardson Nature Center for further E-STEM lesson development. Our partnership with The Works Museum and the development of E-STEM explore lab kits at each grade level further our commitment to E-STEM professional development for teachers and learning for all students. The Works will enhance our environmental and engineering learning but will not produce unnecessary waste. Monthly, at staff meetings, our environmental committee shares a “Green Moment” or update, acting as a springboard for seasonal activities. Redtail Ridge’s library is the home to an extensive collection of non-consumable environmental resources that are well labeled, easily accessible, and checked out frequently.

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (100 word max)

Every grade level in our building has at least one E-STEM Learning Festival a year. This is an entire day focused on interdisciplinary, environmental, and sustainability lesson connected to grade level standards. All lessons take place outside and utilize our outdoor learning spaces throughout every season. Festival lessons have included: animal adaptations, hibernation, snow physics, biomimicry, and engineering water filters. This year, teachers are piloting a new writing curriculum and one of the units focuses on “writing like a scientist”. The students are learning how to compose lab reports, formulate questions, and revise their experiment.

3. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (100 word max)

Redtail Ridge has incorporated Engineering is Elementary curriculum this year. Each grade level chose a kit, such as second grade: windmills, to promote global awareness and learning of green technologies. Redtail Ridge offered (EiE, Engineering is Elementary) trainings for teachers to ensure confidence and promote teaching in each classroom. We expose students to various environmental career opportunities such as the DNR. For example, kindergarten invites a speaker from the Department of Natural Resources each spring to educate the students on a future career in the DNR. Our Junior Naturalists have toured a local recycling facility furthering their knowledge on green career pathways.

4. Describe students’ civic/community engagement projects integrating environment and sustainability topics. (100 word max)

Redtail Ridge has participated, and won, in the collection of sneakers for Project Green Sneakers, shoes to be recycled or redistributed to people in need. We also have collection drives to recycle keys, ink cartridges, lights, and cords all of which are heavily supported by our community. During the month of February we host a school wide book swap encouraging reusing books instead of buying new. Last summer over 70 Redtail



Ridge families with MVEC electric voluntarily signed up to “Beat the Peak”. They pledged to reduce their electricity consumption when notified. Many Eagle Scout candidates use our grounds to their final project, benefiting both our school and the community.

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

Redtail Ridge through a partnership with Community Education offers the students an opportunity to participate in a Little Explorers program, grades kindergarten through second, and Junior Naturalist program, grades three through five. These programs empower students, expose them to additional environmental experiences, and promote and provide environmental stewardship through leadership and service opportunities.

Our Positive Behavioral Intervention and Support team developed a school wide expectation manual which includes outdoor learning expectations. This provides students with consistent outdoor learning rules and a sense that being outside is an extension of the classroom and not recess.

Kids Company, our before and after school care program, offers many opportunities for students to experience an outdoor adventure, from playground time to nature related activities. The staff checks out environmental resources, such as binoculars, identification books, and identifyers to take the kids out birding to enhance their outdoor experiences.

Every year our fifth graders attend a week long field trip to Wolf Ridge Environmental Learning Center in Finland, Minnesota. For the past six years we have developed a positive rapport and relationship with Wolf Ridge. This experience supports and extends out environmental curriculum in a new setting.

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

Our partnership with Shakopee Mdewakanton Sioux has had a major impact on our school wide trash dispersal system. Through this partnership all students are trained to identify trash, recycle appropriate material, compost material, and re-useable materials. The Junior Naturalists have written, directed, and filmed i-movies reinforcing the waste dispersal system for the school.

We have partnered with St. Catherine’s University EcoStar program, welcoming students for a seven-week Pre-service experience with an environmental/E-STEM focus. This focus



on E-STEM has helped our staff see connections which allows for insight to make current curriculum work within the E-STEM frameworks.

Redtail Ridge dads have formed DOGS, (Dads of good students). This group has cleaned up invasive species outdoors, cleared trails for better accessibility, and is building bird feeder stands for the first grade built bird feeders.

A Richardson Nature Center Naturalist has met with each grade level for half day collaboration. Our partnership has allowed teachers to co-write and co-teach the developed lessons. This has been valuable as the staff is given the confidence and skills to teach the lesson independently the following years.

Redtail Ridge Elementary Can...



I can observe our class



I can nature journal



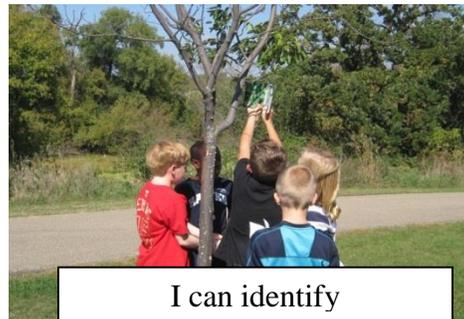
I can use scientific tools



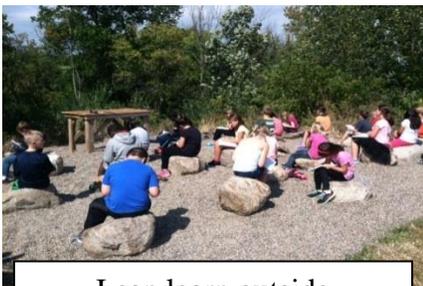
I can engineer



I can recycle



I can identify



I can learn outside



I can collaborate



I can use a scientific



I can learn no matter the season