



2015-2016 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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 2015-2016

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Rollie Sullivan

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

Official School Name: Two Eagle River School

(As it should appear on an award)

Official School Name Mailing Address: 58020 Old US Hwy 93, Pablo, MT 59855

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

County: Lake County State School Code Number *:

Telephone: : 406-675-0292 Fax: 406-675-0294

Web site/URL: <http://www.bie.edu> E-mail: rsullivan@twoeagleriverschool.org

*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.



A handwritten signature in blue ink, appearing to read "Rallie Sullivan".

Date: 1/14/16

(Principal's Signature)

Name of Superintendent: Mr. Rodney Bird

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

District Name: Two Eagle River School

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

A handwritten signature in blue ink, appearing to read "Rodney Bird".

Date: 1/14/16

(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: Montana Office of Public Instruction

Name of Nominating Authority: Ms. Denise Juneau

(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.

A handwritten signature in blue ink, appearing to read "Denise Juneau".

Date: 1/14/16

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary 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. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

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 ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018



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.

PART II – SUMMARY OF ACHIEVEMENTS

Two Eagle River School, Montana

Fostering Sustainability through Connecting Tribal Values and Traditional Ways of Knowing

Two Eagle River School is a Bureau of Indian Education School that is determined to preserve its traditional ways of knowing and tribal values through engaging in sustainable practices. The school is run by the Confederated Salish and Kootenai tribes as an alternative school for more than 100 students serving a reservation area that covers almost 2000 square miles. Sustainability is articulated in a variety of ways within the school. The commitment of the school community to maintaining their unique cultural heritage is strengthened by the actions being taken to promote sustainable behaviors. Two Eagle River School is located at the base of the Mission Mountains within the Flathead Indian Reservation. The Flathead Indian Reservation is home to the Confederated Salish and Kootenai Tribes of the Flathead Nation. This community has a profound relationship with the natural space that surrounds it on all sides. The process of programming for sustainability has formalized the school's commitment to sustainable practices. The traditional values that permeate this tribal school were brought to the forefront with the development of the school recycling, wellness, and garden program. Each of these initiatives are supported by community-based values within school programming. The school is taking formal steps to improve its energy efficiency of its facilities. Two Eagle River School is now engaged in an ambitious and transformative sustainability initiative. The approach assumed by the school involves students, staff and community partnerships. It is holistic and student-centered; by reinforcing broad program goals through curricular integration, sustainability is becoming more relevant to the students' personal and academic development. By nurturing students' awareness of sustainable practices and then empowering them to take action within the school environment, the school helps to develop more conscientious, active citizens.

The sustainability initiative began with a professional development session in the Spring of 2015. These sessions were continued in August of 2015. The sessions were supported by the Department of Curriculum and Instruction at the University of Montana. The first goal of the professional development aimed at sustainability programming was to provide staff with background information about sustainability, sustainable practices and sustainability education. The staff continues to receive monthly professional development that combines knowledge of sustainability, technology integration approaches and strategies for Writing Across the Curriculum. The professional development also extends into classroom visits, guest presentations for students and individual conferences about their experience and role within the sustainability initiative. After the initial overview of sustainability was provided the faculty and staff began the planning process. The first step in planning the sustainability initiative at the school was to conduct an inventory of sustainable practices. Through this process the school community was empowered and inspired by what was already occurring at the school to foster sustainability. Given the tribal focus of the school it was determined by the staff that the experience of sustainability programming would emphasize traditional tribal beliefs, values and ways of living. On August 19th the staff identified specific values and traditional ways of knowing that would guide the program. Some of the values identified include; care for the land, animals and people, respect for mother earth, stories and seasons as ways of knowing, honoring elder's wisdom, etc.

Through this tribal focus the staff then developed five committees. The following five committees served to guide the planning, implementation and documentation of a comprehensive school-wide sustainability program. The committees focused on energy, gardening, wellness, curriculum, and transportation. Each committee brainstormed specific initiatives to engage in and to establish the basis for documentation. Once this initial planning phase was completed the next step was to have a school wide assembly. The assembly was intended to provide information about sustainability to the students and to have them engage in



sustainability in a meaningful way. Students worked in small groups to create a graphic, slogan and mission for the sustainability program at the school. Each group presented to the school and then the student body voted on the different options available. The student body of Two Eagle River School chose the following mission and slogan; *To live through our Grandchildren and Go Green or Die Trying*. By helping students to become aware of topics and issues related to sustainability and then empowering them to take action towards those issues within the school environment enables student to become engaged and active citizen in the future. Through assuming different leadership roles within the school different classes of students have the opportunity to learn about and experience sustainable behaviors and practices.

As part of our commitment, Two Eagle River School is aligning itself to the three pillars of the Green Ribbon Schools program. We are addressing the first pillar of reducing environmental impacts and costs through a well-developed recycling and resource efficiency program. An extension of the program can be seen in the school's participation in the Montana Lt. Governor's SMART Schools Challenge. This challenge has three components a recycling challenge, an energy conservation challenge and a green project challenge. To address the second pillar of improving the health and wellness of students and staff, our school is applying a multifaceted approach to wellness that includes strategic nutrition initiatives, increased physical activity, and emotional wellness programming. Through the establishment of a wellness committee efforts are being made to increase the nutrition of the food served at the school. Education plays an important role in the wellness committee's approach. This year we hosted a Thanksgiving feast using traditional foods such as elderberry soup and bison. Purchasing decisions are changing as the school integrates its awareness of healthy eating choices. The decision to enhance the nutrition of the food served at the school is having significant impacts of the welfare of the school community as all of the students who attend Two Eagle River School are on free and reduced lunch.

Curriculum integration has been ongoing and functions as a reflective practice within the sustainability program. Through achieving the third pillar, which consists of effective environmental and sustainability education, students have engaged in experiential and place-based learning activities which enabled them to incorporate sustainability topics into their lived experience. Through a strategic partnership with the University of Montana's department of Curriculum and Instruction our staff and faculty received support and mentoring. Professional development was provided to help frame the program and integrate curriculum into the classrooms. Through careful attention to scaffolding this program ensured that all students receive sustainability education that is meaningful, applied and ultimately transformative. Helping students to see how their actions impact both themselves and others is a primary goal of the program. In demonstrating the ways in which our behaviors shape our environment both now and in the future students have been changed through this sustainability program at Two Eagle River School. Attention to the third pillar consists of effective environmental and sustainability education. Specific examples of sustainability integration can be seen in mathematics as students construct and solve real life math problems related to the local community and the environment. Students applied Geometry as they constructed the school emblem designs on the fence surrounding the school. Evidence of sustainability integration can also be seen in student participation with monitoring Salmon spawning within the local watershed.

Through partnerships with the University of Montana, the US Forest Service, Lake County Division of Environmental Protection, Apple, Confederated Salish and Kootenai Tribes and various other community-based organizations our sustainability program will have the support it needs to succeed. We are already demonstrating and documenting its success. Through our efforts, the sustainability program at Two Eagle River School is reinforcing the value of personal, social, and environmental responsibility through a focus on traditional tribal values and practices.

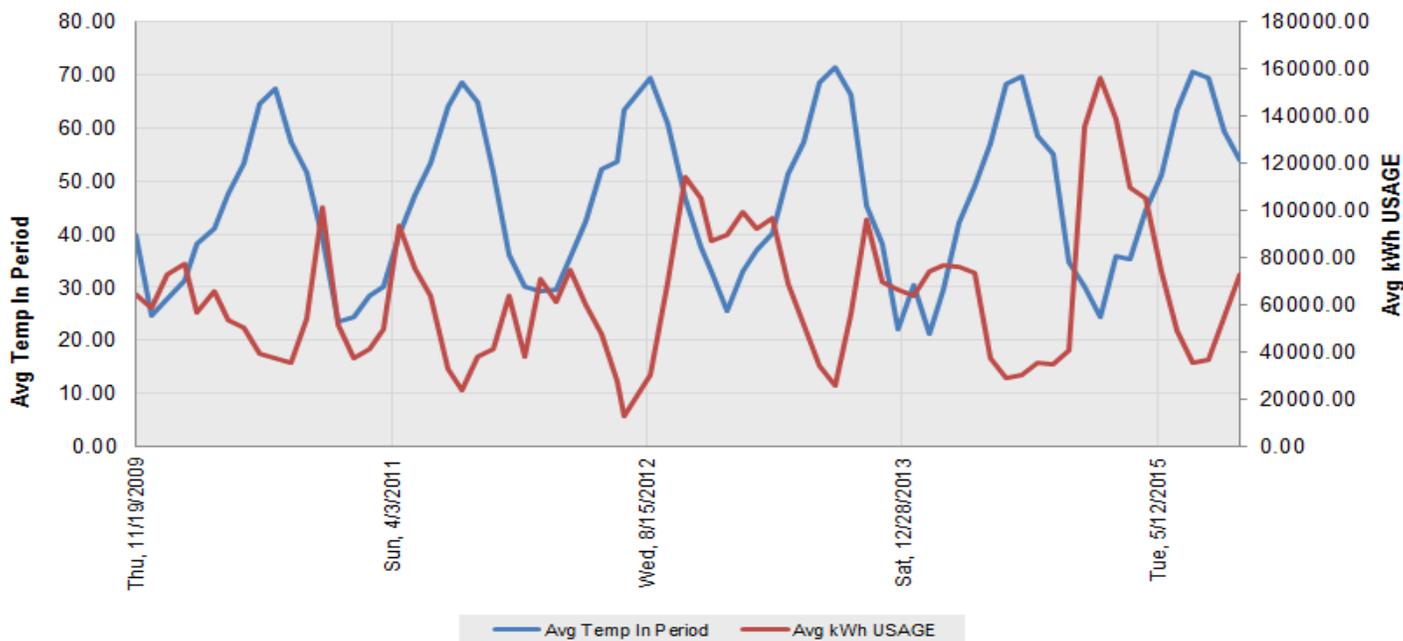


PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Pillar I: Reduce Environmental Impact and Costs

Element IA: Energy

The approach taken by the school to improve its energy efficiency was to identify how and where the school is using energy. After this initial step the school is taking steps to reduce energy usage and overall waste. The major approach assumed by the school involves the establishment of an energy management plan. This plan is intended to decrease overall electricity usage and thereby decreasing the school’s contribution to climate change. An important outcome of the energy management plan is to save in energy costs specific to the facilities budget so that the school can redirect those funds to curriculum and educational programming. The first step in developing the energy/facility program was to have an energy audit conducting by the Bonneville Power Administration. The Bonneville Power Administration conducted an extensive audit that in conjunction with our collected energy data created a baseline of data that is informing future practices to conserve energy usage and reduce energy waste. By using recommendations from that extensive audit we are implementing energy conservation and waste reduction strategies. From the data collected we have determined that the school is on an upward trend of energy consumption. Average kWh usage in the 2012-2013 school year was 805,420. Based on our collections of data and subsequent analysis the projected kWh usage from 2015 is anticipated to be 1,128,204. This significant increase is driving the school’s energy management plan. Through implementing energy efficiency strategies we plan to decrease our overall energy consumption, improve existing energy use practices and foster stronger energy reduction practices.



Major energy efficiency strategies that the school is putting in place includes installing programmable thermostats in each of the classrooms. We are also utilizing power strips with load sensing technology in the computer lab and in offices. Another aspect of the energy management plan includes gradually replacing lighting fixtures and upgrading to LED or T5’s. This process has begun as the school is phasing in external LED lights. Many of the external school lights are now using LED fixtures. This school is working with Mission Valley Power to request retro-active incentive for these fixtures. Given the rural location of the school, the school utilizes three buses. These buses are plugged into the keep the engine block warm during the winter months. The school plans to upgrade the generator block heater to improve their efficiency in



heating the buses engine block. The school will also get a vehicle block heater control for the onsite buses to regulate the energy used to heat them.

One of the most important elements of our school's approach to energy is working with local partners and energy providers to receive the guidance and support in accomplishing these goals. As a small rural Bureau of Indian education school we do not have the resources or supports to implement these energy efficiency measures on our own. Through community-based partnerships with our local energy provider Mission Valley Power and the regional energy provider Bonneville Power Administration we are taking real steps to implement each of the above listed strategies. Through these costs and energy saving measures we plan to reduce our energy usage and as a result our overall Green House Gas (GHG) emissions.

Our school's Energy and Water conservation focus for this initial year was to create a baseline of data and build partnerships with energy providers. Although it seems intangible in terms of hard data, the relationships we formed with energy providers and regulators is essential for the long-term success of our sustainability programming. Over a period of several months between August and November of 2015 countless phone calls and follow-up calls emails were made for the purpose of requesting and gathering data. Through our efforts we have built a lasting framework and partnerships between the school and energy providers to program for sustainability. Now that we have the data we have taken steps to aggregate it and format it into data management systems. We are engaging in EnergyCap software analysis for the purpose of identifying areas and strategies for conservation and efficiency gains.

We established that the current energy usage is 1,128,204 kWh annually. With 103 students and a building space of 37,000 square feet we now have the tools to understand our energy use. Our data serves to indicate usage patterns and ways in which we can anticipate and make seasonal adjustments in future years. We drew energy data from two sources. Given our rural location the school uses both electricity and propane to heat it. These energy sources and the data collected help us to frame our consumption amount and patterns. The second step that we have taken in developing our energy/facilities program is examining existing classroom and school-wide practices regarding energy use and consumption. With this data we have developed strategies for minimizing energy use. This data in conjunction with an energy audit conducted by Bonneville Power Administration served to guide the creation of our Energy Management Plan. The plan consists of practices and procedures that are currently being implemented on both the level of the classroom and across the school overall. Using the energy audit data we identified specific areas in which energy conservation could occur through feasible structural/facilities and behavioral changes.

In addition to establishing awareness and having created an internal database of classroom practices focused on reducing energy consumption we conducted a professional development seminar with the support of The University of Montana department of Curriculum and Instruction, aimed at helping staff to become proficient in energy efficiency practices, strategies and curriculum integration approaches. Professional development is offered to help staff convey the message of energy conservation and efficiency to students. The professional development offered also provides strategies for helping teachers to improve energy efficiency within the classroom.

Element IB: Water and Grounds

The school sits on beautiful rolling hills surrounded by forest land. The majority of landscaping consists of grass and sod. Drought resistant native plants adorn the garden located in the front of the school. The football field is irrigated by automatic sprinklers that active at night. After conducting our baseline data review we established that as a school we consume an average monthly amount of 1,445,000 gallons of water annually. This amounts to 13,000 gallons of water per student monthly. A component of our energy management plan is water conservation. We are exploring rain catchment systems. Mainly our approach has

been to create and implement water conservation strategies within the classroom and across the school in order to reduce our usage overall. Our bench mark target after conservation efforts is to have a consumption rate of 9,000 gallons per student monthly.

Element IC: Reduced Waste Production

Two Eagle River School developed a recycling program over the 2015-2016 school year. The first step in establishing the program was identifying where the recycling would go. After identifying a recycling center that would take our recycling materials the school then identified local community partners to provide support and materials to begin the recycling program. The school contacted the Lake County Division of Environmental Protection to request recycling bins. The school is working with Mike Durglo from the Confederated Salish and Kootenai Tribes to provide support in terms of resources, professional development to staff, and give student information sessions. More than 30 bins were delivered to the school. A bin was set up in each classroom and strategically throughout the school. On a weekly basis students then sort the recycling according to type. The recycling material is then taken to the local recycling center. The school utilizes student leadership to guide and facilitate the practice of recycling within the school. Students have assumed a profound leadership role and have created a lasting culture of resource conservation and stewardship through our recycling program. Given the challenges of being a small rural school this is not a small task. The school had to negotiate the fact the recycling pick-up could not occur because of their rural location. As a result teacher's take the recycling to the recycling center on a monthly basis.

Each classroom has a bin for recycling. Every teacher has been given a list of items that can be and cannot be recycled by our local recycling company. In addition to the classroom bins, recycling bins are located in the teacher's lounge, office, copy room, school hallways and computer lab. A list of recyclable items is posted next to recycling bins that are located in the common areas around the school. When the bins fill students from the math class collect them and measure them. The school is recycling all the materials that the local refuse takes with the future goal of students implementing recycling in their own house based on their experience at school.

The materials are transported and measured by students. Paper is collected in each classroom. Plastic and Aluminum is collected in bins throughout the school. In the staff lounge there are two bins, one for recycled magazines and one for newspapers. There is a cardboard recycling container that has been established outside the building near the main garbage dumpster. Twice a month, students with the help of a designated staff member collect the recycling from the bins.

One of the most important elements of the recycling program at Two Eagle River School is the effort being made to reuse materials. The school has an ethos of resource conservation. Teachers often reuse paper materials more than once and for varied purposes. Binders and notebooks with useable paper are recycled for next year's students. If paper copies are needed, teachers are encouraged to use a low-toner font and select paper from the student-maintained "one side used" box next to our copy machine, and to print on both sides if using new paper. We are also eliminating disposable flatware in our cafeteria, and promote student use of reusable bottles for their beverages.

Another element of the Two Eagle's recycling program is the shift away from using paper products in the first



place. The school was recently awarded an Apple grant. As a result the school has received an I-Pad for each student to use. Through receiving professional development directly from Apple and the University of Montana's Department of Curriculum and Instruction on how to integrate digital technology into classroom learning steps are being taken to foster student work in the digital environment. This practice will significantly reduce the paper used at the school and also reduce the amount of recycling that occurs. The promotion and use of digital technology is allowing the school's effort to reduce resource consumption to be actualized.

Element ID: Alternative Transportation

Given the rural character of the school very few students drive to school. The majority of students use the buses provided for by the school. Students on the Flathead Reservation live in very rural place that are significant distances from the school. One of the innovative strategies used by the school to increase transportation efficiency strategies is having students use their SMART devices when they are not planning to come to school. This strategy allows the drivers to know if students need to be picked up. Another approach used by the school to manage transportation efficiency is having students reactivate a route is a student missing more than 3 consecutive days of school. The majority of teachers at the school live in in surrounding communities, more than 20% of the staff car pool to the school on a regular basis. In the spring and fall the school promotes bicycling to school. A school pick-up and drop-off route is designated to reduce the idling of cars.

Pillar II: Improve the Health and Wellness of Students and Staff

Element IIA: Environmental Health

In order to ensure a safe and secure school regular facilities maintenance is a priority at Two Eagle River School. Regular inspections of the school's heating and air ventilation systems are conducted to ensure compliance with state and county requirements. An important step that supports this commitment by the school was a on sight review by Bonneville Power Administration that examined the school's energy use, air distribution systems and provided feedback on possible strategies to improve both air quality and energy efficiency of the school.

Ensuring good air quality within school occurs by changing filters and regulating air intake and outtake. A schedule of changing the Air Handlers filters is maintained as this air then goes directly to the VAV boxes which regular and control for heat within the building. The school's use of a VAV box over a constant-volume system allows for the temperature control to be more precise, it reduces the compressor wear over time and most importantly uses lower energy consumption by system fans. Pneumatic controls are present throughout the building. These controls allow school personnel to control air flow within the building. The additional benefits of a VAV system to the school related to sustainability and promoting a positive learning environment is less fan noise and additional passive dehumidification. Ensuring a dry and well ventilated school environment reduces the likelihood of mold within the facility. When mold is identified the school immediately contacts external mold abatement experts to check and conduct a mold abatement. Given the climate of Pablo this is not a common problem but is addressed when necessary, especially in months that have more precipitation. Heating is provided within the school by an electric boiler that was installed in 2014 to improve energy efficiency and reduce emissions. There is a secondary gas boiler in place as a backup system. Hot water is circulated to the main air handler and to each individual VAV box for zonal reheat capabilities. In this way the building areas and specific classrooms have the capability to use and apply the benefits of passive solar heating and can adjust appropriately when necessary to ensure an efficiency and well balanced learning environment.

The school works hard to ensure the environmental health and wellbeing its school community. The school utilizes support from local, regional and state entities. The school plan to use the Integrated Pest Management (IMP) approach to pest abatement. In using this management approach the school will work to make effective decisions that minimize pests an reduce potential for reoccurrence of pests in the future. The school is in the process of evaluating the pesticide usage amount and will determine ways to minimize usage. Safeguards are put in place to ensure that neither staff nor students have any potential risk exposure to cleaning products. In addition to all cleaning products being secured in a locked room, they are also clearly labeled and marked. The school purchasing practices seek to purchase environmentally safe and non-harmful products. The school plans to use the IAQ tools to follow the framework outlined by the EPA. Through careful **organization** the school will take steps to create a taskforce that addresses facility/health needs through the IAQ framework. These needs will be **communicated** in a manner that calls for appropriate personnel to **assess** the issues addressed within the school. In conjunction with the personnel the taskforce will **plan** appropriate strategies to **act** to address the issues. Finally both the taskforce and the appropriate personnel will **evaluate** the measures taken to solve the issues pertaining to HVAC, moisture and mold, integrated pest management, cleaning and maintenance, materials selection, source control and energy efficiency.

Element IIB: Nutrition and Fitness

- [✓] Our school prohibits smoking on campus and in public school buses.
- [✓] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- [✓] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)
- [✓] Our school does not have any fuel burning combustion appliances
- [✓] Our school has tested all frequently occupied rooms 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 OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- [✓] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Improving the activity level of students is a particular priority for the school. Evidence of outdoor education and kinesthetic activities can be seen in a variety of areas throughout the students learning experience at Two Eagle River School. In Science students goes for field walk every week. In these walks students identify native and invasive plant species. In Physical Education students are taken outside weather permitting as much as possible. Native American games are played to connect students to their traditional heritage while also engaging them in physical activity. The emphasis on promoting physical activity can be seen in the many field trips the school sponsors. On December 22nd that students were taken to Missoula, MT to watch a University of Montana Basketball game. Even though Two Eagle River School is relatively small it has basketball teams. Basketball plays an important role in the lives of students at the school and for the community overall. Fostering and promoting engagement of basketball has been a focus in getting students more physically active. Other field trips that foster students activity includes skiing/snowboarding trips made to local ski areas, the games and activities that coincide with Elders and Native American Awareness week hosted by the People's Center.

Mike Durglo from the Confederated Salish and Kootenai Tribes is helping the school to establish a school/community garden. Land has been identified and construction of a deer fence will begin on a school garden that will allow community members to participate and engage in gardening at the school. This school/community garden will serve as a mechanism for integrating healthy and student grown food into the



students diet at the school. Additionally curriculum integration is planned for the Spring of 2016 to highlight healthy eating choices as students work and experience activity within the garden. The school garden

To foster healthy eating within the context of the sustainability initiative at that school as guided by tribal values and practices the school hosted a Native American Thanksgiving Feast. The feast replaced many of the high fat foods associated within Thanksgiving with more traditional foods that the tribal community eats. The purpose of the event was to combine culture and heritage with healthy food choices. This event helped the school to recognize and celebrate National Native American Heritage Month. The wellness committee developed a menu consisting of a Bison Roast, Salmon with Huckleberry Sauce, Roasted Vegetables (Red Potatoes, Carrots, Onions, Squash and Corn), Elderberry Soup and Pumpkin Bars. In helping students and the broader community to connect with traditional foods allowed for meaningful education about health and nutrition related to traditional diets to occur. The wellness committee is also conducting an inventory of the food purchasing that occurs at the school. They are phasing in over the course of the year purchasing decisions that reduce the volume of both packaging and processed food served at the school. As the school garden is established in the spring the school plans to integrate fresh produce grown at the school into the school diet.

Pillar III: Provide Effective Environmental and Sustainability Education

Element IIIA: Interdisciplinary Learning

Topics of sustainability are integrated throughout the curriculum. The comprehensive nature of the content allows for sustainability to be addressed through both formal and informal learning experiences. Learning is made real as students collect recycling and then measure it through different mathematical procedures and processes. Curriculum Integration focuses on connecting sustainable topics to traditional tribal values and practices. In addition to integrating different topics related to sustainability within the classroom several specific lessons have been applied for the purpose of curriculum integration of sustainability. For example in the language arts and history classrooms activities related to carrying capacity and receiving a letter from the future have been taught. These lessons allowed students at the school to relate the topic of sustainability to classroom learning and their activities within the school and personal lives.

Element IIIB: STEM Content, Knowledge, and Skills

Two Eagle River School is being transformed as a result of a special grant from Apple as part of the ConnectED program. This grant provides a comprehensive 1:1 technology solution for every student and teacher. The grant allows for students and teachers to have access to apple hardware, software and support services. The grant allows apple technology to enrich classroom learning and provide meaningful learning opportunities to students. This process has also allowed the school to significantly improve its internet connectivity. The grant is strategically being integrated into the school's sustainability initiative. Through the use of digital technology and web-based learning, teachers are engaging students in highly meaningful ways. Professional development has been provided that help teachers understand how to use educational apps for both learning and assessment. Through the use of different Writing Across the Curriculum strategies teachers are able to foster a high degree of student engagement to improve their writing skills without having to rely on the traditional pencil and paper. Technology integration at Two Eagle is changing how students relate to learning and is shaping how they understand the ways resources are consumed. The grant allows for an Apple TV in every classroom, iPads for every student. All of the teachers have access to an iPad Mini and a



MacBook for instructional purposes. Two Eagle River School was recently provided with a 3D printer. This printer was awarded through a grant. The printer will be used to support student learning regarding design and technology integration. One intended connection between the 3D printer and the school's sustainability initiative is to make explicit connections to resources and manufacturing. Through designing things with the 3D printer students will be able to directly understand the process of manufacturing the steps involved and the resources required. A focus within the sustainability initiative at the school is helping students and staff understand how to use the technology appropriately. One aspect of the technology use is educating the school community about how to power down the devices in order to conserve battery life.

An important example of STEM within the school emerges from the science program at the school. Students often go into the field and engage in hands-on experiences. One example of this comes from the students' experience at a regional lake. During this experience the student worked with game and fish to document spawning Salmon. Not only is this activity of science in action, it is also highly culturally relevant to the students. Salmon spawning has deep cultural ties to the heritage and tradition of the Salish and Kootenai tribes. Scientific processes and methods were used to collect data that is applied to a working science database and the students' monitoring and stocking action project. Students learned about the implications on policy that resulted from science data collection and analysis. Their actions informed policy decisions. They realized their scientific work has lasting policy and habitat implications. Based on the data that they collected and analyzed, policy recommendations for fish stocks and regeneration rates were made. In addition to directly working to understand and improve fish management the students at Two Eagle River School also participate in the annual Flathead Lake Honoring Ceremony. Students also took and evaluated water and mud samples to test the health of the local environment. Through this testing process students were able to determine firsthand the importance of maintaining the health of the local environment. This ceremony combines Montana Fish, Wildlife and Parks agency with the Confederated Salish Kootenai Tribe fisheries to create an educational experience for students that combines experiential science education with a traditional tribal honoring ceremony. Student learned about and participated in fishery management, lake water quality, water and boat safety, fishing techniques and fish care.

Science integration can also be seen in how the school community engages with the butchering and skinning of animals. The school has created two tanning racks for the purpose of teaching students about the process of tanning hides. In order to expose and educate students about the significance of butchering, skinning and tanning animals this area has been created at the school. In the process of butchering the deer, elk and bison that come in to the school students are directly experiencing the anatomy and physiology of the animals. They are also learning important process for preserving the hide and meat. Students learn about how to preserve the meat through traditional smoking and drying practices. They also engage in different practices related to tanning and preserving the hides. These hides are then used for multiple purposes such as making clothing, shoes, jewelry, or many other traditional purposes.

An additional element of design occurs within the Home Cultures class at the school. In this class students learn to use the many sewing machines that that school has. The home cultures program plays an important role within the school as it serves to connect the students with their traditional tribal values and ways of living. One example of design application comes when students create quilts that include both traditional and contemporary designs. The quilting program at Two Eagle River School allows students to work



collaboratively to apply geometric principles and applied crafting skills to create intricate and sophisticated quilts. In addition to quilting students also work to create larger projects, such as teepees.

Element IIC: Civic Knowledge and Skills

Two Eagle River School has a strong tradition of civic and community-based engagement. Civic engagement is fostered during Elders Week. The goal of Elders week is to strengthen bonds between Two Eagle River School students and tribal elders. Elders week involves a series of activities that connect the community with students at the school through sporting events, BBQ's, traditional Native American games, and a school sponsored Pow Wow. Students play a central role in organizing, facilitating and implementing the different community-based events.

Another important activity that Two Eagle River students participate in to support community sustainability occurs by facilitating Native American Awareness Week at the Confederated Salish and Kootenai cultural center. The People's Center hosts a year event that brings students from around Western Montana to learn about and engage in tribal culture and activities. Students at Two Eagle River School guide many of the structured activities during this week-long event.

Within their Salish language class, students at the school host a free clothing drive. For the second year in a row the school has sponsor a free clothing drive. Hundreds of community members use the school to donate clothing or to collect clothing. The students organize, clean and distribute the clothing. This event benefits the community immensely during the Holiday season. Students also create stuffed animals to give away to families in the region who are in need during the Holiday season.

One of the most important tribal-based activities that the school conducts each year is a school visit to a sacred site called Medicine Tree. Every year the school takes the students down into the Bitterroot Valley to conduct a visit to Medicine Tree. The sacred Medicine Tree is central to the Salish Tribal creation myth. The school community was able to join together with the broader community to make offerings and to pray.

Two Eagle River School – Mission Mountains Student Picture (located directly East of the School)



Two Eagle River School Student Art Project – Photos of Nature



Two Eagle River School Traditional Quilt Made by Students



Two Eagle River School Annual Student Pow Wow



Two Eagle River School Student Created Moccasins



Two Eagle River School Sustainability Assembly



Two Eagle River School – Traditional Meat Smoking



Two Eagle River School Butchering in Preparation for Drying



Two Eagle River School –Participating in Flathead River Honoring Ceremony



Two Eagle River School Student Created Sustainability Program Logo and Graphic



Two Eagle River School –Native American Drum Building



Two Eagle River School – Student Made Native American Jewelry and Drum



Two Eagle River School – Student Advisement for Clothing Drive



**Two Eagle River School-Native American Feast for Thanksgiving Menu
Parent-Teacher Conference Dinner**

November 24, 2015

Bison Roast

Salmon with Wild Huckleberry Sauce

Roasted Vegetables (Red Potatoes, Carrots, Onions, Garlic, Squash, Corn)

Bannock Bread with (Serviceberry) Jam

Elderberry Soup

Pumpkin Bars