



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other
documentation of review)

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

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

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

Official School Name North Shore Community School
(As it should appear in the official records)

School Mailing Address 5926 Ryan Road
(If address is P.O. Box, also include street address.)

Duluth MN MN
City State Zip

County St. Louis State School Code Number* 4084-07

Telephone (218) 525-0663 Fax (218) 525-0024

Web site/URL northshorecommunityschool.org E-mail srose@northshorecommunityschool.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 3/19/12
(Principal's Signature)

Name of Superintendent* Ms. Susan Rose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* North Shore Community School Tel. (218) 525-0663

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date 3/19/12
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

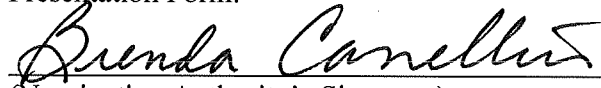
toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local 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, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date March 21, 2012
(Nominating Authority's Signature)

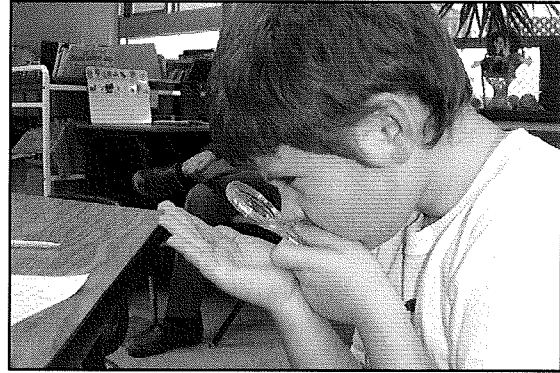
Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.



Nominee
U.S. Dept. of Education Green Ribbon Schools
Summary of Achievements

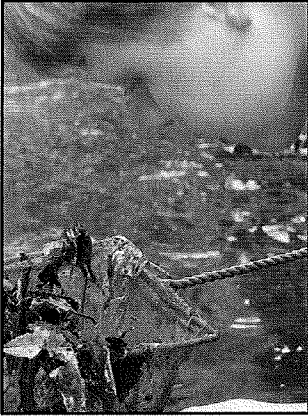


Just a few miles from where waves lap the stone-covered beaches of Lake Superior lies a 40 acre parcel of land. The land, diverse in both natural and built habitat, is home to 658 little hands from 8:00 am until 3:00 pm each weekday. These hands belong to the students enrolled in kindergarten through sixth grade at North Shore Community School, a rural charter school located in northern Minnesota. The operations, physical environment and instruction at our school are driven by a core purpose, the desire to excel in connecting students' learning with their natural and social environments. We believe that this mission is at the heart of the U.S. Department of Education's Green Ribbon Schools program and it drives us towards achieving the program's three goals.

Despite the fact that our building is over 50 years old, significant accomplishments have been achieved as we progress toward a "net zero" environmental impact. These efforts include a reduction in both the use of natural resources and the creation of solid waste.

- 95% of the school's grounds are devoted to ecologically beneficial, instructional use including rain, butterfly and vegetable gardens, as well as a Minnesota DNR supported school forest.
- 75% of the school's landscaping is water-efficient and regionally appropriate with native perennials across our campus.
- Over 51% of our solid waste is diverted from landfills through reuse and recycling efforts.
- 90% of campus-generated food waste is composted via a site-based vermiculture system.
- 100% of cafeteria trays and flatware are washable and reusable.
- 100% of the school's paper supply is post-consumer material and either totally or processed chlorine-free.
- 100% of used colored paper is recycled into student-made paper.
- 85% of the school's cleaning products are "third party certified."
- In 2012, six and a half bus routes were consolidated into five routes resulting in a significant decrease in mileage and therefore fossil fuel reliance.
- Within the last five years, the school's roof and windows have been replaced with energy efficient materials.





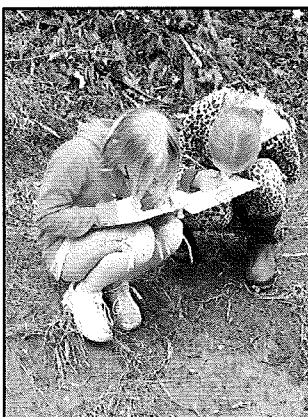
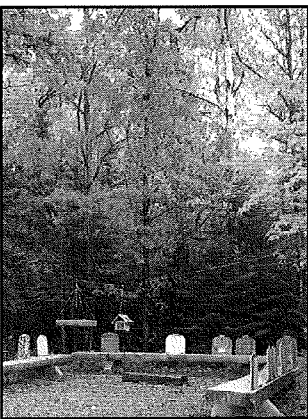
North Shore Community School strives to improve the health, safety and well-being of students and staff. The school boasts a comprehensive environmental health program that takes into consideration the health and safety of our constituents in our facilities management and daily operations.

- NSCS exceeds state expectations regarding nutrition, fitness and time spent outdoors (even in our northern climate at 46° 47' 0" N).
- The school greenhouse supplies up to 20 pounds of mixed greens each year to the cafeteria.
- NSCS participates in a Farm-to-School program.
- Each spring students tap maple trees on campus, gather sap and enjoy a pancake breakfast, served with maple syrup produced by their efforts.
- 100% of the milk we serve is certified rBST/rBGH free from local dairy farms.
- Students participate in a minimum of 170 minutes of physical activity and/or outdoor learning each week including 90 minutes of Physical Education.
- A nutritional program that includes additive awareness and food planning is taught at all grade levels. The program is supplemented with monthly nutritional newsletters and an elective cooking class.
- The school has a Wellness Committee designed to provide leadership to the school on issues related to the physical, emotional, social, intellectual, spiritual, environmental and occupational health for students, staff and the local community.
- This winter the school secured a local grant allowing employees to receive a massage or participate in yoga classes.
- 100% of classroom and office lighting has been replaced with full-spectrum fluorescent lights.



The classroom at North Shore Community School extends far beyond four, man-made walls driving us towards the goal of 100% of our graduates being environmentally and sustainability literate.

- In an effort to increase civic engagement and environmental literacy, interdisciplinary learning is facilitated at each grade-level through year-long environmentally themed questions that consider both the social and natural environment.
- Teachers develop two to three Environment as Integrating Context (EIC) lessons each month.
- Place-based learning and curricular integration ideas are generated and enhanced during monthly grade-level meetings with the school's Environmental Educator.
- Environmental Education is offered to all students 60 minutes each week as a special subject, similar to PE.
- Environmental learning extends beyond standard programming; older students participate in elective classes that include Winter Outdoor Skills and Phenology Animation.
- Environmental themes are required components of school field trips; kindergartners travel to Tom's Logging Camp to study historical logging methods and fourth graders visit the Lake Superior Marine Museum to explore the maritime heritage of Lake Superior.
- 90% of faculty participates in site-based professional development focused on environmental concepts and instructional practices. 100% of faculty are invited to attend in off-site trainings including Project Learning Tree, the National Green Schools Conference and the annual Minnesota Environmental Education Conference.



SCORE (out of 100 points): 84

APPLICANT INFORMATION

Name of School: North Shore Community School

Response ID# (top of 133
page one on
application):

Reviewer (name): Josh Leonard

PURPOSE - This form is used to evaluate proposals based on criteria and associated points delineated in the Minnesota nominations for the US Department of Education Green Ribbon Schools program. In addition, reviewers must provide comments on the strengths and weaknesses of the proposals for each criterion, and comments overall about the proposal at the end. Clear, substantive and constructive comments explain for the record the scores given to the proposal, and also help in the debriefing of applicants who request a follow-up conversation after receiving their scores.

Background: The U.S. Department of Education Green Ribbon Schools criteria state:

"Inspiring schools to strive for 21st century excellence, the Green Ribbon Schools recognition award will recognize schools that have achieved or are making demonstrable progress toward 1) having a net zero environmental impact; 2) improving the health and performance of students and staff; and 3) ensuring the environmental and sustainability literacy of all graduates. These three 'Pillars' of the Green Ribbon Schools award will serve as guideposts to motivate states, tribes, districts, administrators, faculty, parents and students to create the most productive, enriching, and efficient schools possible. The demonstrated combined achievement in these three areas serves as the basis for the Green Ribbon Schools award."

Instructions: The nature of this particular application design requires that you exercise your best, impartial judgment as an expert in this field when scoring individual applications. The following worksheet offers some guidance on how to assign points within each Element, but you should feel free to deviate from this if it is clear to you that the situation warrants it. Your job as a reviewer in general is to look for "demonstrable" and "quantified" progress towards the Elements of three Green Ribbon pillars or goals, and score applicants in relation to each other on this as best you can.

Some items to keep in mind as you consider how many points to award in each element:

- The application includes some overlapping questions - each is a reasonable way to at least partially assess progress toward that element, which can make it difficult to assign points without "double-counting".
- Some questions simply may not apply to a particular applicant, which makes scoring that question especially difficult. This clearly occurs in at least two situations:

1. An older school (not modernized or renovated in the last 10 years). For example, an older school with renovations greater than 10 years old could automatically lose points through no fault of their own.

2. An elementary school. For example, elementary schools may not have specific graduation requirements and rarely if ever offer career technical education.

There may be other such situations as well, perhaps private or charter schools without a cafeteria, for example. In such cases, a school should not be automatically penalized for being unable to answer a question that simply does not apply to them. Therefore, you should take this into consideration as best you can when assigning points in that element.

Green Ribbon Pillar and Elements

(CC) Cross Cutting Questions – 5 points Under this factor proposals will be evaluated based on the extent to which the school identifies participation in Green School programs and/or awards for environmental and sustainability efforts:

1 point School participates in a program that benchmarks progress.

2-3 points In addition, school has received one award

4-5 points In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program

1 **Subtotal (0 to 5 points)**

Comments:

No evidence of participation or recognition from other green school or environmental programs. Later in the application an Energy Star rating is mentioned.

Pillar I: Environmental Impact and Energy Efficiency– 30 total points

Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.

(1A) Element IA: Improved energy conservation/energy-efficient building(s) - 15 points: Under this factor, proposals will be evaluated based on how well the application clearly and completely addresses buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). They should demonstrate reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

1-5 points School demonstrates some reduced energy use

6-10 points School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.

11-15 points School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.

13 **Subtotal (0 to 15 points)**

Comments:

Energy Star rating of 77%, 3.2% on-site renewable energy generation. No other efforts, certifications or progress was noted in this section. 4,500 sq ft were constructed in the past 10 years, but no description of energy efficiency in the new construction was provided. Later, in section D the application describes, in detail, in-floor heating, use of natural lighting, energy efficient windows and natural rubber flooring.

(1B) Element IB: Improved water quality, efficiency, and conservation – 5 points: Under this factor, proposals will be evaluated based on how well the application addresses improved water quality, efficiency, and conservation:

1 point The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.

2-3 points In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.

- 4-5 points In addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).

4 **Subtotal (0 to 5 points)**

Comments:

A 75% reduction in water use at a hand washing station is fantastic! Especially since students were involved in the data collection and analysis for the water use reduction. 75% of school landscaping is native. No mention of irrigation system – whether there is no irrigation needed is not clear. No gray water system. No mention of runoff reduction.

(1C) Element IC: Reduced waste production and improved recycling and composting programs – 5 points:

Under this factor, proposals will be evaluated based on how well the application addresses reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream:

- 1-2 points School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with some recycled content; uses some “third-party certified” cleaning products; and describes a few creative ways the school community practices the 4Rs.

- 3-4 points In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.

- 5 points School also has made substantial, measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards; and describes several creative ways the school community practices the 4Rs.

5 **Subtotal (0 to 5 points)**

Comments:

The school makes considerable efforts towards toward solid waste reduction. Beyond traditional 4R strategies, used “colored paper is recycled into handmade paper by students”

(1D) Element ID: Use of alternative transportation to, during, and from school – 5 points: Under this factor, proposals will be evaluated based on how well the application addresses expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies:

- 1-2 points School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.
- 3-4 points In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.
- 5 points In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.

5 **Subtotal (0 to 5 points)**

Comments:

There are some logistical problems given their rural location, but this school is leveraging alternative transportation as much as possible.

Pillar II: Healthy School Environments– 30 total points

Goal: The school improves the health and performance of students and staff

(2A) Element IIA: An integrated school environmental health program – 15 points: Under this factor, proposals will be evaluated based on how well the application documents an integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds:

- 1-5 points School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.
- 6-10 points In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses “third-party certified” cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.
- 11-15 points School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).

13 **Subtotal (0 to 15 points)**

Comments:

In addition to complying with all relevant state laws, the school uses “third-party certified” cleaning products and implements an IAQ program. No mention of IPM. It sounds like conventional pesticides/herbicides are used.

(2B) Element IIB: An integrated school environmental health program – 15 points: Under this factor, proposals will be evaluated based on how well the application addresses high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.):

- 1-5 points School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.
- 6-10 points School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.
- 11-15 points School also purchases a substantial amount of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.

13 **Subtotal (0 to 15 points)**

Comments:

North Shore Community School does not purchase food that is certified "environmentally preferable," but has many alternative programs that increase healthy eating and living with a strong emphasis on local production/distribution. 22-33% of physical education time is outdoors. Given the extremely cold climate, this is understandable. In addition to physical education there is an outdoor learning program about 60 minutes per week.

(3A) Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems - 20 points: Under this factor, proposals will be evaluated based on how well the application addresses interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems:

- 1-5 points School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.
- 6-10 points School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.
- 11-15 points School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.
- 15-20 points School has an E/S graduation/ matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for all grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.
NOTE: EPA may also consider information from other sources, including agency files, for evaluating the factors under Programmatic Capability and Past Performance.

18 **Subtotal (0 to 20 points)**

Comments:

The school has an environmental educator on staff. Over 90% of staff participate in E/S professional development several times annually. No environmental literacy graduation requirement described, but this is a K-6 school. Information on environmental literacy expectations for 6th graders leaving the school would have been helpful.

(3B) Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills - 5 points: Under this factor, proposals will be evaluated based on how well the application addresses use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy:

1-3 points School sometimes integrates E/S into science courses; makes some connections to E/S careers; and provides some additional evidence about links to STEM.

4-5 points School frequently integrates E/S concepts into STEM courses; curricula makes many connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.

4 **Subtotal (0 to 5 points)**

Comments:

E/S is thoroughly integrated into curriculum. Specific examples given in science and a Junior Achievement program regarding marketing worm tea made from school worm colonies. No examples of E/S integration given in math or other courses.

(3C) Element IIIC: Development and application of civic engagement knowledge and skills - 10 points: Under this factor, proposals will be evaluated based on how well the application addresses development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community:

1-3 points School has civic projects related to environment and sustainability in some grades; occasional meaningful outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.

4 -7 points In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.

8 -10 points School receives full credit when all grades have civic projects; when all grades have meaningful outdoor learning experiences; and when the quality and quantity of community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.

8 **Subtotal (0 to 10 points)**

Comments:

Strong community partnerships. Strong outdoor education opportunities with Wolf Ridge ELC as a sponsor to the North Shore School's charter. Weak on civic projects.

Worksheet:

| <u>Possible points</u> | <u>Score</u> | |
|------------------------|--------------|----------------------------------------|
| 0-5 | 1 | (CC) Cross Cutting Questions |
| 0-15 | 13 | (1A) Element IA |
| 0-5 | 4 | (1B) Element IB |
| 0-5 | 5 | (1C) Element IC |
| 0-5 | 5 | (1D) Element ID |
| 0-15 | 13 | (2A) Element IIA |
| 0-15 | 13 | (2B) Element IIB |
| 0-20 | 18 | (3A) Element IIIA |
| 0-5 | 4 | (3B) Element IIIB |
| 0-10 | 8 | (3C) Element IIIC |
| | 84 | TOTAL SCORE (out of 100 points) |

APPLICANT INFORMATION

Name of Organization: North Shore Community School

Response ID#: 133

Reviewer Name: Josh Leonard **Error! Reference source not found.**

Overall strengths of the proposal:

Outdoor education and campus, healthy nutrition and local sourcing, community networking. This includes having Wolf Ridge ELC as a sponsor for their Charter status, regular interaction with WRELC staff in birding programs etc, and they have an environmental educator on staff. Charter schools, especially in rural locations, have to do a lot with a little. North Shore Community School is incredibly resourceful integrating E/S into their curriculum and greater community. School building renovations reduced energy consumption and increased environmental health for the school population.

Overall weaknesses of the proposal:

Lack of detail in specific instances – civic engagement, environmental literacy expectations upon ‘graduating’ as a 6th grade student, and other line items mentioned in the evaluation above. North Shore Community School is very consistent with an environmental ethic with many initiatives. However their program could be improved by linking their efforts with statewide and national efforts. For example: Minnesota Environmental Literacy standards and other local, regional or national programs like LEED certification were not mentioned in the application. This is most notable in the lowest score received in Cross Cutting Questions (1 of 5 points awarded). I believe this application for Green Ribbon Schools is a great start in that direction.

1. Page One

Thank you for your interest in completing the Green Ribbon Schools application for Minnesota schools. In order to complete this application, schools are asked to provide basic information and complete a series of questions, including short narratives. You will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. Once you begin your application, you may save and return to it at any time before submitting the final version.

You must submit your application no later than February 22, 2012.

Introduction: The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two-step process. The first step is to complete and submit this form to be selected as a state nominee. If the school is subsequently selected, the second step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Each state may submit up to four nominees to ED. Upon review, ED will then award approximately 100 Green Ribbons from these nominees. Selected schools will receive a plaque and flag, be invited to the national ceremony in June in Washington D.C. (no funding is currently available to support travel to D.C.) and will be visited by an ED representative later in the year for a local ceremony.

Background: Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

Pillar I goal: The school has a net zero environmental impact

Pillar II goal: The school has a positive impact on the health and performance of students and staff

Pillar III goal: 100% of the school's graduates are environmentally and sustainability literate

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars. You are competing with other schools to see who has made the most progress and there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations).
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking. However, given the ambitious goals of the program, schools making exemplary efforts in one pillar or a variety of elements are strongly encouraged to apply.
3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible. However, you may not be able to answer "yes" to all the questions or provide answers in all cases.
4. If your school is being actively considered, additional documents supporting your answers may be

requested.

As you'll see in the application form below, the Minnesota Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save and return to it at any time before submitting the final version.

You must submit your application no later than February 22, 2012.

We hope the application will serve as a self-assessment tool for your school and community. If this self-assessment is not already part of your school culture, then working on this application will be very informative for everyone in your school. The application also includes numerous resources linked to the specific questions. Please use them as a guide and an opportunity to learn about more resources that can improve your green school efforts.

If you have any questions, please contact Minnesota's Green Ribbon Schools program coordinator, Jeff Ledermann, 651-582-8602.

2. Page Two

By submitting this electronic application, the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 7 and statement 12 are true. *In no case, is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.
3. The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.
4. The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.
5. The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.
6. The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.
7. The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
8. Neither the applicant 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.

9. OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.

10. 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.

11. 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.

12. The school and the district (if the school is a public school) meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

3. Page Three

School Contact Information

Independent School District Number (if applicable)

4084

School Name

North Shore Community School

Street Address

5926 Ryan Road

City

Duluth

State

MN

Zip

55804

School Website

www.northshorecommunityschool.org

Principal First Name

Susan

Principal Last Name

Rose

Principal Email Address

srose@northshorecommunityschool.org

Principal Phone Number

218-525-0663 x 118

Lead Applicant First Name (if different from principal)

Lead Applicant Last Name (if different from principal)

Lead Applicant Email

Lead Applicant Phone Number

Level

Elementary (PK - 5 or 6)

1. School Type

Charter

How would you describe your school?

Rural

2. Does your school have at least 40 percent of your students from a disadvantaged background?

Yes

4. Page Four

Application Outline:

| <u>Green Ribbon Pillars and Elements</u> | <u>Points</u> |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts 5% | 5 points |
| <u>PILLAR ONE: Net zero environmental impact: 30%</u> | |
| Element 1A: Zero greenhouse gas (GHG) emissions | 15 points |
| Energy | |
| Buildings | |
| Element 1B: Improved water quality, efficiency, and conservation | 5 points |
| Water | |
| Grounds | |
| Element 1C: Reduced waste production | 5 points |
| Waste | |
| Hazardous waste | |
| Element 1D: Use of alternative transportation to, during, and from school | 5 points |
| <u>PILLAR TWO: Positive impact on student and staff health: 30%</u> | |
| Element 2A: An integrated school environmental health program | 15 points |
| Integrated Pest Management | |
| Contaminant controls and Ventilation | |
| Asthma control | |
| Indoor air quality | |
| Moisture control | |
| Chemical management | |

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 15 points

Fitness and outdoor time

Food and Nutrition

Ultra Violet (UV) safety

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate: 35%

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems 20 points

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 points

Element 3C: Development and application of civic engagement knowledge and skills 10 points

TOTAL 100 points

5. Page Five

QCC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, Project Learning Tree's Green Schools!, Environmental Initiative's Minnesota Environmental Education Award or Minnesota Pollution Control Agency Governor's Award for Pollution Prevention)?

No

Which program(s) are you participating in and what level(s) have you achieved?

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

No

Please list the awards you have received and the years you received them.

6. Page Six

Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

B) Improved water quality, efficiency, and conservation.

C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

7. Page Seven

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

No

Please provide the following information:

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes

If your school received the certification, please note the year it was achieved and the score received:

2011-2012 school year; SCORE: 77

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

No

Please provide the following information:

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 3.2%

Purchased renewable energy : 0%

In what year was your school constructed?

1961

What is the total building area of your school?

36,000 square feet

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

What is the total constructed area? : 4500 sq ft.

Percentage of the building area that meets green build standards (for example, B3 Benchmarks, LEED, CHPS, Green Globes or other standards) : 0

Which certification did you receive and at what level? : n/a

What is the total renovated area? : n/a

Q 1A6: Do any parts of your existing buildings meet green build standards (for example, B3 Benchmarks, LEED, CHPS, Green Globes, or other standards)?

No

Please provide the following information:

Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has submitted data into the State of Minnesota's B3 Benchmarking website

8. Page Eight

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

No

Please provide the following information:

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school's landscaping is water-efficient and/or regionally appropriate.

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 75%

What types of plants are used and where are they located? : Boreal natives are planted throughout the 40 acres

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Q 1B3: Our school's drinking water comes from:

Well on school property

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Last year our 4th graders conducted a water audit at NSCS and found we were using large amounts of water on a daily basis at our sole student hand washing station. By estimating the number of times each student washed their hands, measuring the volume of water coming out of the fixture and multiplying these numbers over the entire student population, the students found over 1,000 gallons of water were being used each day. This information was passed along to the business office and resulted in the installation of a high efficiency hand washing station. Over the last two weeks, we conducted the same investigation with this year's 4th graders and found that NSCS students now use about 250 gallons of water a day – only a quarter of last year's usage.

9. Page Nine

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 24

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 24

Recycling Rate = $((B + C + D) \div (A + B + C + D)) \times 100$: 51%

D - Monthly food waste volume in cubic yards diverted as food to pigs x number of collections per month x percentage full when emptied or collected). : 1

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : composted on-site

Q 1C2: 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, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost

should be counted)

100%

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

100%

Q 1C4: Please provide the following information about your school's hazardous waste (In 2007, the Minnesota Legislature passed a law banning mercury in elementary and secondary schools)

How much hazardous waste does your school produce (lbs/person/year)? : 0.064

How is the amount generated calculated? : Visual computation by receiving entity

List the types of hazardous waste generated : Florescent bulbs, batteries, paint

How is hazardous waste monitored? : As soon as it is generated, it is disposed of at an authorized facility

Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school practices green chemistry in the academic setting by using chemicals with less hazardous characteristics

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

Which green cleaning standard is used?

Q 1C6: Does your school use "third party certified" green cleaning products?

Yes

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 85%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

NSCS students and employees make conscious efforts to reduce solid waste. These practices are inherent in our operations and align with the schools mission statement which highlights connecting student learning with the natural environment. Paper consumption is limited through two-sided copies, making copies on the back side of paper that has only been used on one side and electronic forms, electronic documents posted on shared servers, and electronic external and internal communication. In addition, colored paper is recycled into handmade paper by students. Standard recycling (glass, plastic, paper) is supplemented with less traditional recycling such as toner cartridges, glossy paper and plastic bags/wrap. The cafeteria is virtually waste-free through the use of washable trays, silverware and cups. Furthermore, students are responsible for placing all waste and recyclables into containers in the lunch room; this includes recyclables (e.g. milk and cereal cartons), compostable food waste and garbage. Curricular and non-curricular items, as well as office supplies, are reused whenever possible (e.g. envelopes, file folders, teacher materials) through a teacher/office exchange system. Solid and hazardous waste reduction is evident even in some of the smallest, yet frequently used items at school, dry erase markers, which have been replaced with refillable/recyclable markers.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

92%

How was this data collected and calculated? (Maximum 100 words)

Because the school is located in a rural setting with roads unfit for children to walk or ride bikes (no sidewalks or shoulders), students are either driven to school or take a bus. Parents need to notify the bus garage if their children will not ride the bus to and from school. 8% of the student population is driven to school with 4% of that number carpooling.

Q 1D2: Which of the following policies or programs has your school implemented (Minnesota schools are required by state law to reduce the unnecessary idling of school buses in front of schools, and reroute bus parking zones away from air-intake vents):

Q1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

We have placed our buses at sites in the area that would give us the least amount of deadhead miles and thus giving the most efficient routes. We also consolidated our routes from 6 ½ to 5 routes last year, which is a significant reduction in miles, equipment wear and tear and fuel savings/emissions reductions. Our buses are all 2008 or newer, thus they have the most modern and up to date and efficiently running engines.

Q1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?

95%

Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

NSCS and the school property owner, Duluth Township, are committed to reducing and/or eliminating environmental impacts and improving energy efficiency. Given the fact that the school was built in 1961 this commitment requires persistent efforts. Within the past five years, NSCS, in cooperation with its landlord, has replaced the roof and all windows with energy efficient materials, removed virtually all asbestos in the school (the school will be 100% asbestos free within the next three years), and built an addition with numerous green features. The addition includes radiant in-floor heating, natural rubber flooring and capitalizes on the use of natural light. Students and employees contribute to the reduction of waste and energy efficiency on a daily basis. Employees and classes of students can be observed working with the lights off given appropriate natural lighting. Students, including kindergartners, are empowered to take responsibility for their impact on the natural environment in a number of ways including turning out classroom lights if they are the last to leave, limiting the number of towels they use to dry their hands, sorting recycling in the classroom and dumping classroom recycling bins in central locations at the end of each day.

10. Page Ten

Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

11. Page Eleven

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Pest control policies, methods of application, and posting requirements are provided to parents and school employees in accordance with the Janet B. Johnson Parents' Right-to-know Act (Minn. Stat. § 121A.30).

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

**Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation?
(Please check all that apply)**

Our school visually inspects all structures on a regular basis for evidence of mold, moisture, and water leakage and identified issues are addressed promptly.

Our school prohibits smoking on campus and in public school buses.

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

Our school meets the recommended Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline of 15 cubic feet per minute (cfm) of fresh air per occupant.

Our school is in compliance with Minn. Stat. § 121A.33 to eliminate the purchase, storing or use of elemental mercury or an instrument of measurement containing mercury for any purpose. (This does not apply for fluorescent bulbs, mercury thermostats, switches, and gauges for heating, ventilation and air conditioning (HVAC) systems).

All of the ground contact classrooms at our school have been tested for radon after changes to the building foundation or ventilation system, or within the past 5 years.

Does your school annually inspect combustion appliances to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): Yes

12. Page Twelve

**Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health?
(Please check all that apply)**

Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.

Our school has an onsite food garden.

Our school garden supplies food for our cafeteria.

Our school participates in the USDA's Healthier School Challenge or another nutrition program.

**Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program.
(Maximum 100 words)**

The nutritional programs that are offered at North Shore Community School start with a comprehensive unit for all grade levels K-6 in Physical Education. This unit addresses: food groups, MyPlate and proportion sizes, additive awareness and food planning at the appropriate grade levels. It is enhanced by grade level classroom discussions, monthly nutrition newsletters sent home, nutritional tidbits on monthly hot lunch menus, and an elective cooking class for grades 5 & 6. Educational posters are placed in the cafeteria, on the Physical Education bulletin board and other places throughout the school.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students, including features such as trails, natural playgrounds, gardens, habitat projects, outdoor classrooms and any other features designed, implemented and/or used by students and teachers. (Maximum 200 words)

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

None of our food is certified as "environmentally preferable." We do participate in the Farm to School program through our food distributor Upper Lakes Foods. We use local produce when possible. In addition, we serve produce from the school's greenhouse and garden, about 13 pounds of mixed greens and pumpkins so far this year. Our milk is certified rBST/rBGH free and is from local farmers and delivered by a local business. Our distributor offers food from area businesses in Wisconsin, Minnesota and the Dakotas. The napkins we use in the cafeteria "meets or exceeds EPA Comprehensive Procurement Guidelines for minimum post consumer recycled fiber content."

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

The school green house has grown thirteen pounds of greens this year. Pumpkins planted in the 3 Sisters Garden were used to make pumpkin bars. Cucumbers, tomatoes and zucchini were purchased from neighborhood farms. Breads and dairy are bought from Minnesota bakeries and dairy farms. Maple syrup extracted from onsite trees and boiled down in the kitchen is

offered every spring in the cafeteria. Working with our Wellness Committee, we have guidelines for staff and students. Using a Northeast Service Cooperative grant, staff participated in NSCS parent-taught yoga or have a 20-minute massage given by a staff member's parent, a homeopathic practitioner. Along with natural light from recently installed high R-value windows, full spectrum florescent lights were mounted in each classroom. Students are taught about UV protection and skin health. They participate in 90 minutes of physical education each week (22-33% outdoors) and have purposeful movement and exercise integrated into the classrooms. Each grade has at least 20 minutes of outdoor recess per day on the two playgrounds, one which was recently built by staff and parents. They are also involved in outdoor learning opportunities on average of 60 minutes per week.

13. Page Thirteen

Pillar 3: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.**
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.**
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.**

Each question in this section is designed to measure your school's progress toward Pillar 3.

14. Page Fourteen

Q 3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply)

Environmental and sustainability concepts are integrated throughout the curriculum.

Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

In our environmental education activities, we perform basic classroom assessments on our student retention of environmental content. For example, in kindergarten throughout the winter, our students construct and monitor bunny restaurants, which are piles of aspen branches in the woods created to monitor snowshoe hare activity. At the end of the winter, they perform an assessment identifying the components of snowshoe hare habitat, food preferences, track identification and differentiating signs of a snowshoe hare from other animals in the woods.

Please describe professional development opportunities available in environmental and sustainability standards.

Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

North Shore Community School regularly provides internal staff development opportunities to all licensed staff. In the 2011-2012 school year, we will provide three training events totaling 5 hours, covering strategies of how to integrate environmental education into standard classroom curriculum. Ninety percent of our licensed staff participate in these in-house trainings facilitated by the North Shore Community School environmental educator and the EIC committee. Both the Director and our environmental educator regularly promote opportunities for regional trainings including Project Learning Tree, DNR School

Forest, Jeffers Foundation, the yearly state EE conference and other pertinent events such as a David Sobel workshop at UMD in March.

Q3A2: If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career : n/a

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : n/a

Please describe other environmental or outdoor education courses available to your students, including honors, International Baccalaureate or other general courses on the environment, sustainability or the outdoors and how many students were enrolled in each course during the last school year. (Maximum 200 words)

In addition to art, physical education and music, an environmental education specialty class is scheduled every week for all of our K-6 students. Every two weeks, the NSCS environmental educator enters the classrooms to deliver environmental education lessons. During weeks when the environmental educator is not in the classroom, teachers are responsible for delivering an environmentally themed lesson to their students that pre-teaches for the next week's class or follows up on the lesson from the previous week. Teachers track the number of times their students go outside to learn during the year, with the expectation that they average at least once a week. Twenty to twenty-five percent of the teaching staff go above and beyond these expectations and regularly have their students outdoors for classroom curricular activities three to four times a week.

Q3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

NSCS science classrooms are geared towards environmental and sustainability concept integration. In our first grade classes, our science teacher raises mealworm beetles, milkweed bugs and painted lady butterflies as a platform from which to discuss growth, change and habitat components. In our second grade classrooms, our science teachers maintain an indoor plant growing system to conduct experiments, such as plant response to varying degrees of light, plant growth in a crowded container and presence or lack of fertilizer. This system runs throughout the course of the year. In our sixth grade classrooms this year, the social studies and science teachers have collaborated to look at the effects of aerated and non-aerated worm tea on plants by making observations and taking measurements of plant growth and condition. This activity is a follow-up to our Junior Achievement BizTown activities in those classrooms, as committees have been created to test, market, label and promote worm tea that we make from our school worm colonies. In our pilot year, this project shows great long-term potential for environmental and curriculum integration in our upper grades.

Q3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Please describe these college and career connections. (Maximum 200 words)

Q3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement or service learning project at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

Given our age-range, not all projects are self-selected.

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

n/a

Please provide the following information:

Q3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of academic subjects in contexts, engage the broader community, and develop civic skills. Also describe any regular school-based trips to environmental learning centers or similar activities. (Maximum 200 words)

NSCS regularly creates opportunities to incorporate place-based and experiential education models and project design into our core classes. Each grade has an environmentally-themed question that runs through the year tied to curricular concepts. For example, our first grade theme is insects and we cover standards dealing with changes in nature, systems made of parts and insect life cycles. We provide monthly meetings of grade level teams with our environmental educator to develop integration opportunities in the curriculum to include place-based and environmental themes. Our first year of this has proven valuable; we consistently develop 2 - 3 lessons each month at each grade level. NSCS prides itself on engaging community members and resources to deliver relevant material to our students. Betsy Bowen visited to discuss nature-art connections. Local greenhouse owners helped start indoor plant activities in 6th grade classrooms. Paper mill representatives have visited to discuss the importance of recycling. Additionally, Wolf Ridge brings their raptor, bird banding and Star Lab programs to our school. Our 6th graders spend 5 days at Wolf Ridge ELC. Our students participate in yearly forestry workshops at Lester Park in Duluth.

Please share how environmental and outdoor learning is integrated into other school programs, including before and after school, during the summer and other enrichment opportunities. Examples include child care programs, community education courses and student green teams, environmental or outdoor clubs (Maximum 200 words)

Each grading term at NSCS includes the opportunity for older students to choose an elective class that meets each Friday. Elective offerings in the past have included the following: Greenhouse – growing and propagating plants in our school's greenhouse; Bird Brains – discussing features and behaviors of birds, including a session of bird banding with naturalists from Wolf Ridge ELCo; Geocaching – an introduction to the growing sport of geocaching on our school grounds; Winter Outdoor Skills – discussion and application of survival skills such as map and compass use, fire starting and shelter building, as well as practice with cross-country skiing, and snowshoeing; Digital Outdoor Photography – using a camera to document and enjoy the outdoors; Phenology Animation – using digital technology to create and record changes in the environment. Additionally, our sixth grade classrooms are responsible for managing, weighing and recording the volume of glossy paper our school brings in as a fundraiser, which over the last three years has delivered over 98,000 pounds of paper and generated nearly \$10,000 in revenue for our environmental education programs. Sixth graders also manage our worm colonies, weighing and delivering the waste to the bins in the greenhouse.

Q3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Each year, NSCS partners with UMD to host outdoor education and Masters of Environmental Education students leading classes in formal education settings. UMD students lead lessons in the classrooms and serve as a model of EE methods to our classroom teachers and develop experience using EE to achieve academic standards. NSCS is part of the DNR School Forest program, allowing us access to wide range of curriculum development resources, professional resources within the DNR and Forest Service, as well as guidance in our forest management plan. Wolf Ridge ELC acts as our charter school's authorizer and provides a wide range of resources that we use in our school. Each year, Wolf Ridge provides on-site programming including bird banding, raptor presentations and a mobile Star Lab experience to our staff and students. Additionally, Wolf Ridge actively promotes trainings, workshops and conferences to our staff to enhance professional development efforts within our school. As a charter school, the NSCS facility is owned by Duluth Township, creating a unique collaboration between local government and our school that mutually benefits both entities in terms of community education, community outreach, coordinating recycling activities and facilities management for improvement. Oftentimes, NSCS executes a stewardship project to improve our environmental education sites while at the same time improving landscaping from the township's perspective. Additionally, NSCS coordinates a glossy paper recycling program with New Page Corporation and several area businesses, including two hospitals, two veterinary clinics, a dentist office and several departments at UMD to collect and deliver glossy paper to the New Page mill for recycling. Over the last 3 years, we have delivered over 98,000 pounds of paper, generating nearly \$10,000 used to enhance our environmental integration activities as the school.

Q3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Kindergarteners travel to Tom's Logging Camp to study historical logging methods. First grade travels to the Great Lakes Aquarium and hosts a commercial fisherman to discuss resource use and management. Second grade hosts USFS educators to learn about the BWCA and "leave no trace" ethics and travels to the Duluth Zoo for a closer look at animals. Third grade travels to the Tower/Soudan mine to study historical and modern mining methods. Fourth grade visits the Great Lakes Aquarium and Duluth Shipping Museum for environmental and natural history education. Fifth and first grades visit a local farm to study gardening and raising lambs, chickens and rabbits. Fifth and sixth grades travel to Hartley Nature Center for a day of environmental education. Fifth grade also travels to Split Rock Lighthouse State Park for a day of natural history and hiking and also participates in forestry days at Lester Park in Duluth. Last year, sixth grade traveled to the Knife River to plant white pines and again to bud cap trees as part of a restoration effort. NSCS recycles 100% of milk and juice cartons and uses reusable trays and silverware in our cafeteria.

15. Page Fifteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

16. Page Sixteen

Thank you for submitting a Green Ribbon Schools application for Minnesota schools.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of February 22, 2012.

If you have any questions, please contact Minnesota's Green Ribbon Schools program coordinator, Jeff Ledermann.

Email Confirmation

Feb 22, 2012 12:10:05 Success: Email Sent to: srose@northshorecommunityschool.org

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

Response Location

| | |
|------------------------|-----------------------------|
| Region: | United States |
| Region: | MN |
| City: | Eveleth |
| Postal Code: | 55734 |
| Long & Lat: | Lat: 47.3241, Long:-92.4646 |