U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

**U.S. Department of Education Green Ribbon Schools**

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

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Part I – Principal and Superintendent Eligibility Certification.....2

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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.

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

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

Official School Name: Dimensions of Learning Academy
(As it should appear in the official records)

School
Mailing Address: 6218 25th Avenue
(If address is P.O. Box, also include street address.)
Kenosha, WI 53143

County: Kenosha State School Code Number*2793

Telephone (262) 359-6849 Fax: (262) 359-3134

Web site/URL: http://dol.kusd.edu E-mail: dpearson@kusd.edu

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.

Diana Pearson Date 3/14/12
(Principal's Signature)

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

District Name*Kenosha Tel.(262) 359-6320

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.

Michele Hancock Date 3/14/12
(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: Wisconsin Department of Public Instruction

Name of Nominating Authority: Tony Evers, PhD, State Superintendent
(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.

(Nominating Authority's Signature) Date 3/10/12

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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

# U.S. Department of Education Green Ribbon Schools
# Summary of Achievements
# for
# Dimensions of Learning Academy

Dimensions of Learning Academy is an urban public charter school serving grades K-8. They have made significant progress toward achieving all three pillars of the Green Ribbon Schools program. The Academy also is a Step II: Wisconsin Green & Healthy School and a member of the Wisconsin Green Schools Network and Wisconsin Association for Environmental Education.

**Pillar I: Net Zero Environmental Impact**

In 2010, the school received EPA Energy Star certification and has an energy and water efficient product purchasing and procurement policy in place. The school participates in Energy Star as well as Wisconsin Focus on Energy. Each month, the school's energy use is tracked and reported to the Facilities Committee utilizing EPA Energy Star Portfolio manager. Extensive energy audits have been performed by Wisconsin Focus on Energy, and an energy use policy has been implemented. A retro commissioning project has been completed to define areas for improvement as well as to ensure that systems are operating as designed. A boiler from 1952 was replaced with an energy efficient boiler in 2007, and all T-12 lighting has been replaced with T-8 grade lighting to improve energy efficiency.

The school conducted a water audit through the Wisconsin Green and Healthy Schools Program in 2010 and has since promoted water conservation education. A facilities management plan incorporates water fixtures will be replaced with efficiency units. Water conserving/low flow faucets were installed to replace manual high volume units. Meters were installed in 2008 on boiler units to monitor water/usage and therefore detect leaks in the system. Water heater temperature was reduced from 140 degrees to 120 degrees in 2009 as an energy savings measure. The school uses alternative water sources to increase water efficiency such as using grey water for irrigation before the use of portable water. To reduce water contamination, taps, faucets, and fountains at the school are cleaned at least twice annually. This school is no stranger to using alternative water resources used for irrigation. It has diverted water from gutters and downspouts into a garden which serves as a service project for student volunteers through the Green Initiative Program. Rain barrels also help maintain green space on school grounds.

As a result of a transportation audit conducted by the Green Initiative members, the school raised enough money in 2012 to pay for the installation of several posted signs to showcase the new idle free zones. By encouraging the community to "turn the key & be idle free", the school hopes to improve outdoor air quality.

**Pillar II: Net Positive Impact on Health**

The school has an integrated pest management plan in place to reduce and/or eliminate pesticides, meets the American Society of Heating, Refrigerating and Air Conditioning Engineers standard for ventilation of acceptable indoor air quality, and the staff inspects school structures on a monthly basis to ensure that it's free of mold, moisture, and water leakage. The school has a wide array of nutrition and fitness practices built into its curriculum. Some of these programs include having each student spend an average of at least 120 minutes a week in physical education, where at least 50% of the time is spent outdoors. This school was a 2006 Wisconsin School Health Award winner. It has implemented numerous structures programs to keep its students physically active, such as Fuel Up to Play 60, Let's Move, and the installation of a walking track around the playground.

The Green Initiative student club collaborated with Bong Recreational State Park to promote outdoor learning programs for the local community. At each grade level, Health Education is taught and environmental health is embedded within that. Nutritional aspects of local food production are taught, and the social studies curriculum includes "buy local" field trips to the Farmer's Market.

**Pillar III: Environmental and Sustainability Literacy**

Included within classes is the teaching of systems thinking to understand the concept of sustainability. Science classes include plants, insects, erosion, geology, air quality, water quality, and ecosystems. Physical Education is focused on healthy living including environmental factors. A matrix was developed to show the integration of environmental literacy within its curriculum. Decision making, problem solving, inquiry, investigation, invention, and systems analysis are taught, assessed, and reported at all grade levels. Comparison, inference, deduction, classification, error analysis, constructing support, analyzing perspectives, and abstraction are also taught and assessed. All of these reasoning processes are embedded not only in science, but in all subjects. Lifelong learning standards are also taught and assessed; these categories include Critical, Creative, and Self-Regulated Habits of Mind. These processes and Habits of Mind led the school to become involved in environmental education as a natural outcome of their thinking.

Reviewer's comments for Dimensions of Learning Academy

Did not include energy star score
Data missing regarding emission offsets.
Were computers considered in the hazardous waste? Not reflected in data.
Excelled in fitness/health areas
Positive –

- Energy star label, retrofit, air standards
- Pillar 3 – scope and sequence available, sustainability, STEM, career education, critical thinking strong
- Impressed with water and grounds area
- Pillar 1 and 2 had strong parts
- Good civic engagement/Community involvement – what assessment was used to determine proficiency?
- Strong idling policy
- Involved in a lot of national programs

Improve –

- Purchasing
- Food
- Transportation

Cited that "environmentally friendly" options, such as recycled paper were "too expensive."
Project-based education delivery was impressive.
Wide variety of physical fitness initiatives
Environmental/Sustainability integrated throughout curriculum

# Wisconsin Green Ribbon Schools Nomination Application 2012

Response ID: Data

## 2. Certifications

**School Type**

Public/Charter

**By submitting this electronic application, the school principal and district superintendent (or equivalents) on the previous page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.**

**Please note: you must meet all certifications in order to be nominated and continue on with this application.**

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. Early learning centers and post-secondary institutions are not eligible.)
2. The school achieves or comes close to achieving the goals of 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 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.

**By submitting this electronic application, the school principal and district superintendent (or equivalents) on the previous page certify that the following statements 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.***

**Please note: you must meet all certifications in order to be nominated and continue on with this application.**

## 4. Thinking...

**New Page Logic Action**

## 5. Applicant Information

**School Contact Information**

**School Name**

Dimensions of Learning Academy

**Street Address**

6218 25th avenue

**City**

Kenosha

**State**

Wi

**Zip**

53143

**School Website**

http://dol.kusd.edu/

**Principal First Name**

Diana

**Principal Last Name**

Pearson

**Principal Email Address**

dpearson@kusd.edu

**Principal Phone Number**

262-359-3111

**Lead Applicant First Name (if different from principal)**

Lynn

**Lead Applicant Last Name (if different from principal)**

Landre

**Lead Applicant Email**

llandre@kusd.edu

**Lead Applicant Phone Number**

262-358-0024

**Level**

K - 8

**How would you describe your school?**

Public

**District and Code**

2793 Kenosha

**What percentage of students at your school are economically disadvantaged?**
***An "economically disadvantaged" student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program (NSLP).***

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## 7. Cross-Cutting Question

**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, Wisconsin's Green and Healthy Schools Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

Yes

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

Wisconsin Green & Healthy Schools (Implementation Stage to be completed in June 2012) EPA WasteWise Program since 2007-08-Ongoing, Project Learning Tree, Mighty Acorns

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

Yes

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

Energy Star-2010 EPA Tools for Schools IAQ Award-2009 EPA WasteWise School/School District of the Year 2009

**CC3: Please check other state or national green school related programs in which your school is actively involved.**

WGSN
WAEE
Other: Texas Green Ribbon Schools Program

**Does your school participate in the Wisconsin Green Schools Network field program?**

Yes

## 9. Pillar 1 - Element 1A

**Q1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?**

Yes

**Please provide the following information:**

Initial GHS emissions rate (MT eCO2/person) : 150.83
Final GHG emissions rate (MT eCO2/person) : 144.55
Percentage reduction : 6.8
Time period measured (mm/yyyy - mm/yyyy) : 01/01/2010

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? : Energy Star Portfolio

**Q1A2: 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:**

2010

**Q1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

**Please provide the following information:**

Percentage reduction : 3.6
Measurement unit used (kBTU/square food, kBTU/student, annual therms, etc.) : kBTU/square foot
How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Energy Star Portfolio

**Q1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation : none

**In what year was the oldest part of your school constructed?**

1911

**What is the total area of your school in square feet?**

31,000=building 82,000 sq ft=property

**Q1A5: Has the school been newly-constructed or renovated in the past ten years?**

Yes

**Please provide the following information regarding the construction in the past 10 years (above):**

**Q1A6: Does any part of the applicant's existing school building meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

**Please provide the following information regarding the existing building above:**

**Q1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

Yes

**Please provide the following information:**

List offsets used : Reducing electrical
Change from baseline : Need to look up

**Q1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

School has an energy and water efficient product purchasing and procurement policy in place
Other (please describe): The District is an active participant in Energy Star as well as Wisconsin Focus on Energy. Each month our energy use is tracked and reported to the Facilities Committee at KUSD. Our usage is also entered into the Energy Star portfolio manager. Extensive energy audits have been performed at every building within Kenosha Unified School District by Wisconsin Focus on Energy and an energy use policy has been implemented. A retro commissioning project has been completed on every building to define areas for improvement as well as to ensure that systems are operating as designed. Weekly building energy use inspections are conducted to determine compliance. Results of the Energy inspections are shared with the Facilities Management, building Principals and Head Custodians.

**Q1A9: Has your facilities manager completed the Facility Managers Program certification?**

Yes

**Name of Facility Manager**

Lynn Landre

## 10. Pillar 1 - Element 1B

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

Yes

**Please provide the following information:**

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : Energy Star portfolio

**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 uses alternative water sources (ie. grey water) for irrigation before potable water.
Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
Our school's landscaping is water-efficient and/or regionally appropriate.
Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)
Our school has a medication disposal policy that helps ensure water quality.

**Please provide the following information about your school's landscaping**

What percentage or your total landscaping is considered water-efficient or regionally appropriate? : 80
What types of plants are used and where are they located? : drought resistant and native species

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

We have diverted water from gutters and downspouts into a specially built garden along the west elevation of our building. The garden serves as a service project for student volunteers in our Green Initiative (GrIn) Program. Rain barrels have been placed onsite to help maintain newly established (2010) green space on the school grounds.

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

City of Kenosha inspects our water

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

Municipal water source

**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)**

Our school conducted an audit (Wisconsin Green and Healthy Schools Program) in 2010 and has since promoted water conservation education throughout our learning community. A facilities management plan incorporates that water fixtures will be replaced with efficiency units as the existing come to end life. Water conserving/low flow faucets (MVP Metering Cartridge) have been installed to replace manual on/off high volume units in six sinks since 2009. Meters were installed in 2008 on boiler units to better monitor make up water/usage and therefore have a system to detect leaks in the system, which did not previously exist. Boiler (1952 firetube) was replaced with an energy efficient sectional boiler in 2007 and steam lines are connected to Hoffman coil system to increase return water temperature to our boiler thereby reducing the gas usage to heat condensate for reuse in the system. Water heater temperature was reduced from 140 degrees to 120 degrees in 2009 as an energy savings measure.

## 11. Pillar 1 - Element 1C

**Q 1C1: What percentage of the school's 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). : 16 cubic yards
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 8 cubic yards
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). : 0
Recycling Rate = ( (B + C) ÷ (A + B + C) x 100) : 50%

**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)**

too expensive at present

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

too expensive at present

**Q 1C4: Please provide the following information about your school's hazardous waste**

How is the amount generated calculated? : weight/number of bulbs
List the types of hazardous waste generated : Battery and CFL recycling center,chemicals
How is hazardous waste monitored? : Annual safey review

**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 has a hazardous waste policy for storage, management, and disposal that is actively enforced.
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

**Which green cleaning standard is used?**

**Which recycling program is used?**

IT department of our school district recycles, we send to them

**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? : 20%
What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Johnson Wax

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

We participate in the Environmental Protection Agencies WasteWise Program and utilize their online tracking (ReTrac) to assist us with indicators and tracking efforts associated with our schools overall waste streaming. We also utilized student driven inspections through our participation in the Wisconsin Green and Healthy School Program.

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

45%

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

Wisconsin Green and Healthy Schools Program (Transportation Audit) 2010

**Q1D2: Which of the following policies or programs has your school implemented:**

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

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

As a result of the 2011 transportation audit conducted by volunteer members of our Green Initiative through the Wisconsin Green and Healthy Schools Program, we have worked to fundraise monies in 2012 that paid for the installation on several posted signs to showcase our new idle free zones. By encouraging our learning community to "turn the key & be idle free" we hope to improve outdoor air quality around our neighborhood and for our students and model environmentally sound and responsible behavior and practice. We are the first school in our city to do this.

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

71%

**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)**

Boiler (1952 firetube) was replaced with an energy efficient sectional boiler in 2007. Boiler is on a Paragon clock with Day/Night settings which are faithfully monitored resulting in efficient adjustments. Interior vestibule doors are closed during heating season since 2009 and an all school procedure was put in place for classes passing through the building that ensure that drafts are minimized at all times. This measure has contributed to energy savings since began. All T-12 lighting has been replace with T-8. Hallways and seldom occupied areas were retrofitted with motion sensors Outdoor sconces were replaced with day/night halogens Mercury Vapors were replaced with more energy efficient bulbs/less hazardous. All classrooms/rooms practice "lights out" when not in the room. Faculty supports this !00%. Adjustable lighting is used (1,2,or 3 bulbs) by teachers in each classroom.

## 13. Pillar 2 - Element 2A - School Environmental Health

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

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.
Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
Copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications are all available and in an accessible location.
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.

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

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design

for the Environment approved cleaning products.
Our school prohibits smoking on campus and in public school buses.
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

## 14. Pillar 2 - Element 2B - Nutrition and Fitness

**Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)**

Our school has implemented Fuel Up to Play 60
Our school participates in Movin' and Munchin'
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.
Our school is a Wisconsin School Health Award winner
Our school has implemented a Let's Move program

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

**In what year did you receive the Wisconsin School Health Award?**

2006

**Our school garden supplies food for our cafeteria.**

**Please describe the Let's Move programs you have implemented (such as Let's Move Salad Bars to Schools or Let's Move in Indian Country)**

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)**

Presidential Fitness Testing, Camp Pottawatonie, Girl Scout Challenge Course at Woodhaven, Go Healthy Club (2009, 2010), Going Green for your Cardiovascular Machine 2008, Recharge Your Cardo System Program, ReBuild Your Strength Program, Renew Your Energy, Relax Your Mid, A.F.T.E.R Program, PE SPARKS Program, Fitness Break, Pollution Pick-Up Games, Equipment Manager Student Club, Creating games that link healthy behavior/actions with environmental topics in Physical Education classes at all age/grade levels (Energy Renewal Yoga, Bee Green, Fishing for Fitness, etc), Games Every Playground Should Play, Playground equipment was chosen based upon PE curriculum to target upper body strength and balance. "Stations" on each piece of equipment are taught to students so they can successfully attain goals and keep fit as they grow older in our K-8 school. There is a walking track around the perimeter of the playground. Students rake leaves or shovel snow during Fitness Break as a choice activity.

**Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?**

**Q 2B3: 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)**

We partnered with Subway in a healthy nutrition campaign in 2007-08 PE teacher integrates cross curriculum in health, science and other subjects the Movin Miles Program and an annual all school event in the month of February to promote American Heart Associations Healthy Hearts Campaign. This year's theme is Don't get stung by Heart Attack or Stroke-Bee Heart Healthy, Honey! The program is so vast and broad across curriculum that further details will be provided if application is accepted. We maintain a school safety webpage, with hyperlinks to community partners We facilitate a fitness break instead of traditional recess to encourage physical activity. We purchased an adjacent property to create a green space for physical activity previously absent in our urban environment. Our school is the first and only Wisconsin school to be a Mighty Acorn participant. We partner with Bristol Woods Rec Area to provide volunteer community stewardship and outdoor activity for students at our school. Our enrichment student club (GRIN) collaborated with Bong Recreational State Park to

promote/facilitate outdoor learning programs for the local community. Our school is a member of WSSCA and WSC and maintains a safety website for our learning community

## 16. Pillar 3 - Elements 3A-3C

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

Our school offers environmental or sustainability-specific classes.
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 the environmental or sustainability literacy knowledge or proficiencies that students are required to demonstrate before they leave this school. (Maximum 200 words)**

**What percentage of your students take environmental or sustainability classes?**

**What are the title(s) for the "green" classes your offer?**

Health (Grades K-8), PE (K-8), Social Studies (K-8), Science (K-8)The Colorful Farm, Mooing, Milking, and Munching, and Growing a Healthy Wisconsin,

**What percentage, of said class(es), is environmental and/or sustainability content?**

**Please describe your school's environmental or sustainability curriculum integration. (Maximum 200 words)**

At each grade level, Health Education is taught and environmental health is embedded within that. Nutritional aspects of local food production are taught through the Wisconsin Dairy Council and Milk Marketing Council on field trips. Our Social Studies curriculum includes a local focus including "buy local" field trips to the Farmer's Market, and a standards based focus for how resource availability shaped the locations of towns and cities throughout history. Included within our classes is the teaching of systems thinking to understand the concept of sustainability. Science classes include plants, insects, erosion, geology,air quality, water quality, ecosystems. Physical Education is focused on healthy living including environmental factors. An alignment matrix was developed which shows the integration of environmental literacy within our existing curriculum. When we make decisions about environmental issues we use criteria that address sustainability.

**Does your school have a documented scope and sequence for integration of environmental and sustainability education across the curriculum at all grade levels?**

Yes

**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)**

These assessments are integrated within the aligned subject areas. Students are assessed on the academic content standards and benchmarks for Science, Social Studies, Health, and PE. Homework and performance based projects align with the grade level specific benchmarks. Student are assessed on Lifelong Learning benchmarks as a part of the rubric for projects. 95% of our students score proficient or better.

**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)**

Staff participated in a TEAM-building workshop in August of 2011. Exercises were based on "Journey to a Caring Classroom". Outdoor "Low Ropes" type team building challenges were introduced so that all teachers could facilitate them. This was developed into a team building matrix of activities for each grade which will allow students to develop their Lifelong Learning Habits of Mind. Teachers are coaches of these skills. Middle School teachers were trained for Outdoor Education retreats at a local camp. A team of teachers/staff (6) attended a Service Learning Conference so we could integrate our green initiative and service learning. This led to our participation in the Mighty Acorns program. Reduce, reuse, and recycling programs are reviewed regularly during Staff Development with teachers so they may facilitate them in their classrooms. The school culture

over the past 12 years has evolved to embrace more environmentally friendly and sustainable practices. Since 2000, this has always been based upon our premise that to be a Lifelong Learner we must be aware of our resources and their use. For the past two years and more we at Dimensions have been committed to the wise use of resources.

**Q 3A2: If your school serves grades 9-12, please provide the following information:**

**Q 3B1: 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)**

We use the Dimensions of Learning framework for complex reasoning processes here at Dimensions. Decision making, problem solving, inquiry, investigation,invention, and systems analysis are taught, assessed and reported on our report cards at all grade levels. Comparison, inference, deduction, classification, error analysis,constructing support, analyzing perspectives and abstraction are also skills we teach and assess. All of these reasoning processes are embedded not only in Science education, but in all of our subjects. Lifelong Learning Standards are also taught and assessed on our report cards. These are organized into Critical, Creative, and Self-Regulated Habits of Mind. Use of resources, setting standards, taking a stand when information warrants it are some specific examples of these assessed skills. These processes and Habits of Mind led us to become involved in Environmental Education as a natural outcome of our thinking here.

**Q 3B2: 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)**

**Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?**

Yes

**If not in all grades, please specify which grades.**

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

100%

**Please provide the following information:**

What percentage of these projects focus on environmental or sustainability topics? : 50%
What percentage of students completed such a project last year? : 50%

**Q 3C2: 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 subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

social studies=map skills, gps, latitude and longitude, students are given a map and compass to find their way around nature center science= eradicate invasive species at nature center and identify native trees and plants math= math skills are used to quantify effective eradication of invasive species language arts= we journal outdoor experiences, we read a wide variety of environmental subjects and "buddy" with grade levels health= environmental health impacts, stewardship responsibilities for the greater benefit of society is covered at length

**Q 3C4: 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)**

Pringle Nature Center/Mighty Acorns Program= environmental community service learning Farmers Market= promote healthy eating habits Wisconsin Green and Healthy School Program= GRIN (enrichment grades 3-8) EPA Sunwise, WasteWise Programs Our school partners with the local high school environmental club (Bradford High School Environmental Club) Kenosha Public Museum= Nancy Matthews (curator of Ed) works annually with students during planned field trips

**Q 3C5: 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)**

We assess students four quarters each year regarding their standards based integration of reasoning skills. It is on our report card from K-8th grade. Environmental and sustainability literate students are strong thinkers capable of investigating any topic and creating their own conclusions. This is the mission of our school. It is reflected in our graduates.

## 18. Thank You!

**Submit Application**