



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

Official School Name Purdy Elementary School  
(As it should appear in the official records)

School  
Mailing Address: 719 S Main St.  
(If address is P.O. Box, also include street address.)

Fort Atkinson, WI 53538-2297

County: Jefferson State School Code Number\* 1883

Telephone: (920) 563-7822 Fax: (920) 563-7837

Web site/URL: www.fortschools.org/purdy E-mail: purdy@mail.fortschools.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.

Rick Brietzke Date 3/15/12  
(Principal's Signature)

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

District Name\* Fort Atkinson Tel. (920) 563-7807

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.

Dr. James Fitzpatrick Date March 15, 2012  
(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.

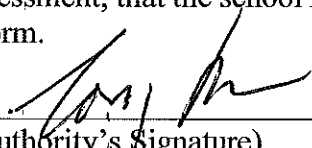
Name of Nominating

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

3/20/12

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](mailto: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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

**U.S. Department of Education Green Ribbon Schools  
Summary of Achievements  
for  
Purdy Elementary School**

Purdy Elementary School (Purdy) is a rural public school serving 4K-5<sup>th</sup> grade students, over 40% who qualify as economically disadvantaged. Purdy has made significant progress toward achieving all three pillars of the U.S. Department of Education Green Ribbon Schools program due to a dedicated facility manager, teachers, and the work of their student Green Team. The school is also a part of Wisconsin's Green & Healthy Schools program, and their facility manager sits on the Wisconsin Sustainable Schools Coalition.

**Pillar I: Net Zero Environmental Impact**

Purdy became an Energy Star certified school in 2011 with a score of 97. Purdy uses the EPA Portfolio Manager to document their energy use and generates 5% of their energy through on-site renewable energy systems. Additionally, the school offsets greenhouse gas emissions through geothermal heating and cooling and solar voltaic panels. Purdy has implemented the Facility Energy Assessment Matrix from EPA's Guidelines for Energy Management. The school reduced wattage of all lamps without any reduction in lighting quality. Water is conserved and mitigated through utilizing occupancy sensors, having environmentally friendly, low maintenance landscaping on 100% of the school grounds, and inspecting all fixtures on a regular basis. Purdy's Green Team recognizes classrooms that are demonstrating the most "green" behavior. Purdy has an aggressive recycling program for both non-hazardous and hazardous waste and uses 50% recycled paper (percent by cost). The school also utilized recycled tire chips for playground safety and uses Green Seal cleaning products. Seventy-three percent of students walk, bike, bus, or carpool to school, and 70% of the bus fleet uses compressed natural gas. The school has established a "Safe Routes to School" program and the Green Team hosts "walk to school" competitions.

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

Purdy has programs in place for pest management, chemical management, indoor air quality, and mercury and meets the American Society of Heating, Refrigerating and Air-conditioning Engineers standards for indoor air quality. Purdy has a School Healthy Advisory Council, participates in the USDA's Healthier School Challenge program, Farm to School program, and gets students physically active for at least 120 minutes weekly. Good nutrition is taught in both health and science classes. The school has a fitness program called "Purdy Pacer Program" that promotes running and walking and supports adventure education with ziplines and climbing walls.

**Pillar III: Environmental and Sustainability Literacy**

Environmental literacy and sustainability are integrated throughout the curriculum. Students participate in the "Green Team," "Green Expectations for Purdy School," and "Wetland Walks." The school rehabilitated a wetland area with local funding and created a scrape with a 200 foot

boardwalk over it. All classes take trips during various seasons to study animal and plant life, soils, create writing experiences, drawing or collecting for art classes, etc. The wetland hosts up to four nesting mallards each year that hatch broods in the open air courtyard and pond area surrounded by the school. An internet “mallardcam” is installed for each nest until hatched upon which the hen and ducklings are marched through the school and across the street. After the mallards hatch, the “mallardcam” is switched over to “robin cam” mode throughout the duration of the nesting season. The school takes in “wildlife in need of help” which is turned over to responsible wildlife shelters and rehabilitation centers.

Purdy Elementary School integrates environmental concepts into science fair experiments, math, persuasive writing, etc. Students study the effects of cloud cover (or temperature or time of day) on solar voltaic output of the solar panels or which surfaces contain the most bacteria. English language arts courses have students write a story about experiences while walking through the wetland area using the boardwalk or describe the experience with the five senses while sitting on the boardwalk. Science and literacy integrate technical reading skills by helping students know how to read the WE Energies sponsored information kiosk and understand how much energy the school is using versus generating.

The school created strong community partnerships with the Fort Foundation, Physicians Plus, the Purdy Parent-Teacher Organization (PTO), and local donations to rehabilitate wildlife areas for school and local use. The wetland area and boardwalk are open to the community including a sister elementary school with a slightly higher population of low income and minority students. The courtyard area has a tree nursery, and trees are transplanted by students and the Boys and Girls Club each year.

This year the school selected environmentalist and naturalist David Stokes to kick off a two-year naturalist in residence program. The school’s PTO is funding this initiative which will hire naturalist(s) to work with students and staff using its natural areas. The naturalist will ensure all students receive an enhanced environmental education program and help train all classroom teachers to do the same in subsequent years.

Reviewer Comments for Purdy Elementary School

School rated strong in solid waste reduction effort, transportation efforts, outdoor experiences. The inclusion of students through the “Green Team” and the “Caught Being Green” program was excellent.

School received Energy Star 2010, Recycle Bowl 1<sup>st</sup> Place 2011-12 – both very positive. School participates in the Green & Healthy Schools program.

Positives: Water sensors, purchasing, lighting retrofit, outdoor classroom/naturalist program  
Known work to reduce environmental impact overall as a district is very good, including energy star awards/pv/geothermal, etc.

Room for growth/improvement in documentation showing reduction and recycling of hazardous waste, curriculum integration, civic engagement, food systems. More information would have been helpful to determine level of civic engagement and classroom curriculum integration.

Prior knowledge of impressive outdoor classroom/wetlands on the site



# 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...

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New Page Logic Action

## 5. Applicant Information

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### School Contact Information

**School Name**

Purdy Elementary School

**Street Address**

719 South Main Street

**City**

Fort Atkinson

**State**

WI

**Zip**

54843

**School Website**

[www.fortschools.org/purdy](http://www.fortschools.org/purdy)

**Principal First Name**

Rick

**Principal Last Name**

Brietzke

**Principal Email Address**

[brietzker@fortschools.org](mailto:brietzker@fortschools.org)

**Principal Phone Number**

920-563-7822

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

Dennis

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

Kuchenmeister

**Lead Applicant Email**

[dennisk@fortschools.org](mailto:dennisk@fortschools.org)

**Lead Applicant Phone Number**

920-563-7808

**Level**

Elementary (PK - 5 or 6)

How would you describe your school?

Rural

District and Code

1883 Fort Atkinson

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).*

40+

## 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's Green and Healthy Schools Program: Action and Implementation

**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, Nestle Recycle Bowl- Wisconsin First Place 2011-2012

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

Other: Wisconsin Sustainable Schools Coalition

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

## 9. Pillar 1 - Element 1A

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

Yes

**Please provide the following information:**

Final GHG emissions rate (MT eCO<sub>2</sub>/person) : 327/Yr

Time period measured (mm/yyyy - mm/yyyy) : 01/2011 - 12/2011

**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:**

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

Yes

**Please provide the following information:**

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kWh and Therms/SF/Yr

Time period measured (mm/yyyy - mm/yyyy) : 01/2011 - 12/2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : EPA Portfolio Manager

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

On-site renewable energy generation : 5%

Purchased renewable energy : 0%

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

1955

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

82600 sq feet

**Q 1A5: Has the school been newly-constructed or renovated in the past ten years?**

No

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

**Q 1A6: Does any part of the applicant's existing school building meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

No

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

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

Yes

**Please provide the following information:**

List offsets used : Geothermal Heating and Cooling and Solar Volaic Panels

Current total GHG emissions (MtCO2e) : 327

Time period measured (mm/yyyy - mm/yyyy) : 01/2011 - 12/2011

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

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

School has an energy and water efficient product purchasing and procurement policy in place

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

**Q 1A9: Has your facilities manager completed the Facility Managers Program certification?**

Yes

**Name of Facility Manager**

Dennis Kuchenmeister

**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?**

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 conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

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

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Our school has a medication disposal policy that helps ensure water quality.

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : Low maintenance plants and trees

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)

We have a municipal water source that is checked at least annually.

**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)**

All bathroom faucets and most urinals and water closets flush on demand with the use of occupancy sensors.

## 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). : 54

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 36

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 40

**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)**

50%

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

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

How much hazardous waste does you school produce (lbs/person/year)? : 0

How is the amount generated calculated? : We don't throw any out-gets recycled or disposed of properly

List the types of hazardous waste generated : lighting, computers and parts

How is hazardous waste monitored? : It is all collected, tagged and properly processed.

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

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

**Which green cleaning standard is used?**

**Which recycling program is used?**

Purdy Elementary School exceeds State standards for recycling.

**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? : 30%

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)**

No computers, lightbulbs, batteries, inkjet cartridges or other hazardous chemicals end up in landfills. In the past two years the school has purchased 200,000+ pounds of recycled tire chips for playground safety. Gargage bins and the dumpster is regularly checked by our student Green Team.

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

73%

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

Student Green Team surveys done as part of Green and Healthy School- Survey and Inventory and Green Team "Walk to School" Competitions.

**Q 1D2: 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).

Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

Our school participates in a "Safe Routes to School"

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

**Q 1D3: 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):**

Our school promotes carpooling, gives "Caught Being Green" slips for walkers, bicydists and carpoolers. The school uses safe walk routes, safety patrols, etc. About 70% of the bus fleet uses buses equipped with CNG.

**Q 1D4: 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.)?**

100%

**Q 1D5: 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)**

All lighting is fluorescent with many classrooms and offices fitted with occupancy sensors, the Green Team provides Eartha the

Frog to classes demonstrating the most "Green" behavior (no recyclables in the garbage, projectors off when not being used, lights off when unoccupied, "daylighting" when practicable, computer monitors and computers off when not in use, utilization of computer "auto off" software to turn off inactive computers, "green expectations" promotional videos are shown and available on our website, etc. Four years ago in our lighting initiative we reduced the wattage of all lamps from 32 to 30 watts with no reduction in lighting quality. We are now reducing the wattage from 30 to 28 watts with the same results.

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

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

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's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

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

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): no combustion appliances

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

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

Our school has a School Health Advisory Council (SHAC)

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

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

Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.

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

We meet or exceed USDA guidelines and have an active committee in our school district promoting good nutrition. Good nutrition is part of our health and science curriculum.

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

**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)**

The Purdy Pacer Program promotes running and walking a 1/4 mile course throughout the school year. Each year students run/walk hundreds of miles. It is funded in part with a partnership with Physicians Plus. The school also offers an extensive adventure education program featuring two ziplines, four climbing walls, and three cargo nets and climbing ladders. The school also offers a nature walk through a wetland area via a boardwalk. The latter promotes fitness, relaxation and nature appreciation.

**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.)?**

**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)**

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

**Q3A1: 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.

Our school offers courses that are heavily embedded with environmental and/or sustainability content.

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 you offer?**

Green Expectations for Purdy School, Wetland Walks

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

100

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

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

**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)**

**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)**

The John Muir Academy has offered environmental classes. Only 10% of the teachers have taken a related class.

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

**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)

Purdy Elementary School frequently integrates environmental concepts into science fair experiments, math, persuasive writing, etc. Ex. study the effects of cloud cover or temperature or time of day on solar voltaic output of the school's solar panels, which surfaces contain the most bacteria, etc. Write a story about your experiences while walking through the wetland area using the boardwalk, describe what your five senses experience while sitting on the boardwalk, be able to read the Wisconsin Energy sponsored site and tell how much energy the school is using vs generating, etc.

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?

Not at all

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?

Please provide the following information:

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)

The school has rehabilitated a wetland area with local funding. A scrape was created and a 200 foot boardwalk was installed over the top of it. All classes take trips during various seasons to study animal and plant life, soils, create writing experiences, drawing or collecting for art classes, etc. In addition the school has up to four nesting mallards each year. The mallards fly into and eventually hatch their broods in open air courtyard/pond area surrounded by the school. An internet "mallardcam" is installed for each nest until hatched upon which the hen and ducklings are marched through the school and across the street. After the mallards hatch the mallard cam is switched over to "robin cam" mode through the duration of the nesting season. Because of the school's reputation it does take in "wildlife in need of help" which are turned over to responsible wildlife shelters and rehab centers. The same courtyard area has a tree nursery. Trees are transplanted by students at Purdy and other schools and by the school's Boys and Girls Club each year.

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)

The school has utilized the Fort Foundation, Physicians Plus, the Purdy PTO and local donations to rehabilitate wildlife areas for school and local use. The wetland area and boardwalk are open to all in the community including a sister elementary school with a slightly higher population of low income and minority students.

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)

This year the school has selected environmentalist and naturalist David Stokes to kick off a two year naturalist in residence program. The school's PTO is funding this initiative which will hire naturalist(s) to work with students and staff using the surrounding natural areas. The naturalist will ensure all students 4K to 5th grade receive an enhanced environmental education program. In addition this will help train all classroom teachers to do the same in subsequent years.

## 18. Thank You!

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**Submit Application**