



**Glendale Elementary School  
2015-2016 School Nominee Presentation Form**

**ELIGIBILITY CERTIFICATIONS**

**School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

**U.S. Department of Education Green Ribbon Schools 2015-2016**

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Mr. Sam Richardson

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

Official School Name: Glendale Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 6601 Connelly Parkway, Savage, MN 55378

County: Scott State School Code Number \*: 014

Telephone: 952-226-0200 Fax: 952-226-0249

Web site/URL: [GlendaleElementarySchool](http://GlendaleElementarySchool)

E-mail: [srichardson@priorlake-savage.k12.mn.us](mailto:srichardson@priorlake-savage.k12.mn.us)

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



Date: 1/15/16

(Principal's Signature)

Name of Superintendent: Dr. Teri Staloch

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

District Name: Prior Lake-Savage Area Schools

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



Date: 1/16/2016

(Superintendent's Signature)

### **Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

Name of Nominating Agency: **Minnesota Department of Education**

Name of Nominating Authority: **Dr. Brenda Cassellius**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.



Date: 1/27/2016

(Nominating Authority's Signature)

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### **SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

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### **SUBMISSION**

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

Expiration Date: March 31, 2018

### **Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](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.

### **Glendale Elementary Narrative Summary**

Environmental education and sustainability practices are an integral part of everyday life at Glendale Elementary School. On any given weekday you may find the Environmental Education Committee, a team of eager teachers and principal meeting to plan their annual K-5 ESTEM Festival, Junior Naturalists gathering with their teacher advisors preparing to educate students in the school on their organics recycling program, or a team of grade-level teachers organizing snowshoes for an outdoor lesson to observe animal tracks. These practices and routines are a way of life at Glendale Elementary, and a passion for both staff members and students alike.

Limiting the environmental impact of Glendale Elementary School has been a focus since the building's conception. (The school is equipped with an automated energy management system for controlling and maintaining a healthy environment and for running the building efficiently.) Natural daylight is used as much as possible in the lunchroom and in classrooms throughout the building. Glendale has butterfly and perennial gardens planted on the school grounds as well. In addition, there are several birdfeeders that are maintained by the Junior Naturalists for student observation.

The Glendale School location is ideal for learning about the environment. The City of Savage owns and manages the McColl Pond Environmental Learning Center, constructed in 2008, the building is LEED Certified and surrounded by prairie grass and pond life. There is a direct walking path to McColl Pond from Glendale and teachers conduct lessons on plants and animals in all seasons, taking advantage of natural and paved trails, the fishing pier, and wooded areas.

In addition to the building's features and the surrounding grounds, Glendale has maintained an Energy Star account since 2007. The school has participated in the Schools for Energy Efficiency® (SEE) program and received Energy Star certification for 2012, Outstanding Achievement in Energy Reduction from SEE® for 2012, and the SEE® Milestone Award for Most Efficient Use of Energy per Square Footage for 2012.

Daily practices at Glendale also model environmental stewardship and sustainability. Students and staff participate in a district organics recycling program through a partnership with the Shakopee Mdewakanton Sioux Community to minimize non-organic waste and to recycle and compost as much waste as possible. Also, Glendale has purchased reusable plates, cups and flatware for school events.

In alignment with the district's mission to increase environmental education and stewardship, teachers began integrating and assessing environmental science standards in 2001 using the Global Learning and Observation to Benefit the Environment (GLOBE) program. Teachers utilize outdoor spaces, such as gardens, bird landings, water resources, and trails to provide students with opportunities for making scientific observations, interacting with nature, and exercising. In addition, for the past seven years, Glendale has held a school-wide Environmental Education Festival. This festival has been renamed the ESTEM Festival in recent years to incorporate integrated lessons including engineering into the experience for students. Grade-level teachers and specialists plan outdoor, hands-on lessons that engage students in content specific to state science standards. Richardson Nature Center Naturalists partner with our school on that day to teach lessons as well.

Since the 2012-2013 school year, Glendale teachers have introduced more E-STEM projects, an interdisciplinary project focused on grade-level environmental education and science concepts. Our district curriculum adoptions in science and math were chosen based on their alignment with a STEM focus; they are inquiry-based, and have an integrated approach to reading and math instruction. In addition, Glendale students at each grade level use a science notebook to record observations and information to support writing, reading, and math standards within their science instruction.

Glendale also takes advantage of partnerships within the community to further support student achievement. These partnerships include: a collaboration with St. Catherine University's EcoStars program where elementary classroom teachers host pre-service teachers to teach lessons with a STEM focus and the University of Minnesota Master Gardeners. In addition to these community partnerships, each year fifth graders attend a week-long field trip to Wolf Ridge Environmental Learning Center in Finland, Minnesota. All of these experiences support and extend our environmental curriculum through partnerships with local experts and organizations from our community and our state.

Our dedication to environmental and sustainability concepts are evident based on our students' level of proficiency on the Minnesota Comprehensive Assessments in Science (MCAs). In 2015, 75.6% of Glendale 5th grade students met or exceeded the standards on the Science MCAs. Glendale 5th graders have scored 10-20% higher than the state average since the inception of the state science assessments.

Overall, the staff and students at Glendale believe in the importance of maintaining strong environmental awareness and promoting stewardship and live it each and every day. These daily practices along with our longstanding focus on environmental education exhibits a solid foundation and a strong desire for continued progress.

### Cross-Cutting Questions

1. Is your school participating in a local, state or national program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? Answer yes or no and include program(s) and level(s) achieved.

**ISD 719 has maintained an Energy Star Portfolio since 2007. Utilities including gas, electricity and water have been tracked as well through an independent outside firm, Bishop Energy Engineering. For three years, the district has participated in the Schools for Energy Efficiency® (SEE) program.**

2. Has your school, staff or student body received any awards for facilities, health or environment? Answer yes or no and include award(s) and year(s).

**Glendale received Energy Star certification in 2012. Glendale was honored with an Outstanding Achievement in Energy Reduction Award from SEE® for at least a 10% reduction in overall energy use for 2010, 2011 and 2012.**

### Pillar I: Reduced Environmental Impact and Costs

**Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions** (preference for schools that have used [State of Minnesota B3 Benchmarking](#))

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Answer Yes or No and include details for each of the following items:
  - Percentage reduction, 12% occurring from (07/2013/ - 06/2015)
  - Initial GHG emissions rate (MT eCO<sub>2</sub>/person) 0.8589
  - Final GHG emissions rate (MT eCO<sub>2</sub>/person) 0.7545
  - Offsets
  - How did you document this reduction? MN B3 Benchmarking
  - Does your school have an Energy Master Plan? YES.

- If yes, describe the areas it covers. Targeted reductions in Gas/Electrical utilities. Work with utility companies for best practices in equipment selection.
2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Answer Yes or No and include your score. YES, 92.
  3. If score is above a 75, have you applied for and received ENERGY STAR certification? If so, in what year? Yes, 2012. as your school reduced its total non-transportation energy use from an initial baseline? Yes. Answer Yes or No and include details for each of the following items:
    - Current energy usage (kBtu/student/year) 6,140 kBtu/student/year
    - Current energy usage (kBtu/sq. ft. /year) 44.6 kBtu/SF/year
    - Percentage reduction, occurring from 11% (07/2013 to 5/2015)
    - How did you document this reduction? MN B3 Benchmarking
  4. What percentage of your school's energy is obtained from each of these?
 

On-site renewable energy generation (list percentage and type). 0%

    - Purchased renewable energy (list percentage and type). 0%
    - Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program (list percentage and program type). 0%
  5. List the year your school was originally constructed and give the total building area of your school. **The building was constructed in 1997 and is 90,624 square feet.**
  6. Has your school constructed or renovated building(s) in the past 10 years? Answer Yes or No. If yes, answer the following, as appropriate. **No**

**For new building(s):** List what percentage of the building area meets green building standards, the certification level and year, and give the total constructed area. **NA**

**For renovated building(s):** List what percentage of the building area meets green building standards, the certification level and year, and give the total renovated area. **NA**

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

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? **Answer Yes or No and give details for the following: Yes**
  - Average Baseline water use (gallons per occupant) 1,838 gallons/occupant
  - Current water use (gallons per occupant) 1,073 gallons/occupant
  - Percentage reduction in domestic water use 0%
  - Percentage reduction in irrigation water use 76%
  - Time period measured (06/2012-06/2015)
  - Explain how you documented this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports). MN B3 Benchmarking
8. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices? **Custodians make daily observations to find and fix any possible leaks. Weather patterns are monitored and watering of grass is only done when absolutely necessary. Toilets have flush automatically and have water flow controlled to reduce water use.**
9. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **List types of plants used and location. All plants that are located around our facility are regionally appropriate. The plants located in the front gardens include: dogwood, hostas, hydrangea and iris. The back garden is**

**extensive with river birch trees along with many plants that do not require watering throughout most of the year.**

10. Describe alternate water sources used for irrigation. (50 words max) **None**
11. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max) **A storm retention pond is on site adjacent to the lower entrance to the school parking lot.**
12. Describe where your school's drinking water comes from (municipal water source, well on school property, other). **Municipal water source.**
13. How does the school ensure drinking water is safe, such as lead testing, well testing, and steps to reduce lead? (50 words max) **The water is tested regularly for lead.**
14. What percentage of the school grounds are devoted to ecologically beneficial uses such as natural areas, rain gardens, and run-off buffer? (50 words max) **Approximately 25% of the school grounds have been developed as flower gardens in the front of the school and the Glendale Gardens in the back of the school adjacent to the playground. Teacher leaders, parents and student groups have maintained the gardens by weeding, watering and planting bulbs or flowers.**

#### **Element 1C: Reduced waste production**

15. What percentage of solid waste is diverted from a landfill or incineration due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? **Note that Minnesota Statutes, section 115A.151, requires that schools must recycle a minimum of three material types. Complete all the calculations below and list them clearly in your application to receive points.**
  - A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected).  
**Trash = 17.32 Yards per month**
  - B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected).
  - C. **Recycling = 34.64 Yards per Month**
  - D. **Monthly organics diversion (food to people, food to hogs and/or composting) volume(s)** in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected).  
  
**Organics Recycling = 25.98 Yards per Month**
  - Calculate your Recycling and Diversion Rate =  $((B + C) \div (A + B + C) \times 100)$ .  
**60.62/77.94 x 100 = 77.8%**
  - Calculate your monthly waste generated per person =  $(A \div \text{number of students and staff})$ . **The waste monthly waste generated is 0.025 Yards per person.**
  - What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council? **(If a product is only 30 percent recycled content, only 30 percent of the cost should be counted.) 30%**
16. List the types and amounts of hazardous waste generated at your school. (Note that Minnesota Statutes, section 121A.33, bans mercury in Minnesota schools.)
  - Flammable liquids **We store gasoline in a flammable materials cabinet in outside storage.**
  - Corrosive liquids NA

- Toxics NA
- Mercury NA
- Other (list types) How is this measured? **The gasoline is stored.**

How is hazardous waste disposal tracked? **Minnesota Pollution Control Agency hazardous chemical permitting.**

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

**Recycling electronics has become a more important job for our school as technology ages. Electronic equipment that is no longer in use is either repurposed or recycled by the district. The district contracts with retrofit companies to handle proper disposal of fluorescent ballasts, lamps and electronic equipment.**

## Element 1D: Alternative Transportation

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

How is this data calculated? (50 words max)

**71%**

**7 buses that deliver students, average load is approximately 60 = 426 and we have documented the number of students who walk or bike is 41.**

**$(426/600) \times 100 = 71\%$**

19. Has your school implemented any of the following? List all that apply.

- Designated carpool parking stalls. **No**
- A well-publicized no idling policy that applies to all vehicles (including school buses). **No**
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. **Yes**
- Safe Pedestrian Routes to school or Safe Routes to School. **No**
- Describe activities in your safe routes program and other events to encourage students to walk, bike or carpool, including number of participants. (50 words max) **The students are not dismissed to walk home until after the buses have left the parking lot safely.**

20. Describe how your school transportation use is efficient and has reduced its environmental impact. **(50 words max) The transportation routing is examined and reviewed continually to maximize capacity and eliminate excess trips. Our contracted bus providers replace any vehicle that is over 10 years old.**

21. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. **(100 words max) Our school has unique access to McColl Pond and students have been taught how to safely cross the street to continue on to the nature area. No buses are needed for our students to attend activities at the McColl Pond facility or nature area.**

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

### Element 2A: Integrated school environmental health program

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, pesticide reduction notification of staff and parents, etc. **(100 words max) The district notifies parents annually by publishing the Pest Management policy. Custodians work carefully to monitor the building with routine inspections and investigate reports by staff members. The EPA's Tools for School are used. The building and district strive to avoid use of any pesticide and prefer mechanical traps in these cases.**
  
2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Answer Yes, No or Does Not Apply and explain with specific examples of actions taken. **(50-word limit for each response)**
  - **Our school has a comprehensive indoor air quality management program consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools. Yes, through use of Tools for Schools. A site staff survey is conducted and building automation supports trouble shooting and identifies issues.**
  - Our school prohibits smoking on campus and in public school buses. **Yes**
  - Our school is in compliance with Minnesota Statutes, section 121A.33, and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.) **Yes. We do not allow mercury in any products purchased for school.**
  - Our school uses fuel burning equipment (such as boilers, water heaters and ovens) and has taken steps to protect occupants from carbon monoxide (CO). **Yes. Carbon Monoxide monitors are in place.** Our school has identified and properly manages or has removed, where applicable, asbestos- containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules. **Yes**
  - Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead-containing paint may be disturbed in areas used by children under the age of six. **NA**
  - Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. **No treated lumber or wood is on the playground.**
  - Our school has working local exhaust systems for major airborne contaminant sources. **Yes**
  - Describe how your school controls and manages chemicals routinely used in the school (including science, shop and maintenance) to minimize student and staff exposure. (100- word max) **Our custodians have a process in place to store and use chemicals safely when needed.**
  
3. Our school has sampled frequently occupied rooms in the last five years at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L. **Yes**
  
4. Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)? Green products are used when practical.  
What percentage of all products is third-party certified? **NA**



5. Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel. (100-word max) **The bus company has the buses on a 10 year replacement cycle to make them more efficient.**
6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (100 word max) **The daily custodian inspections for any water intrusion. Repairs are completed promptly to replace any seals, windows or roof leaks.**
7. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline of 15 cubic feet per minute (cfm) of fresh air per occupant). Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100-word max) **De-stratification fans are installed. The daily use of the building's automated system to trouble shoot potential issues. Repairs are completed as needed in a timely manner.**
8. Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc. (200-word max)

**Regular maintenance of filters is practiced, along with routine vacuuming help to reduce pollutants in the air. A preventative maintenance program is adhered to with our HVAC system. Air samples are taken twice yearly. The cafeteria and many of the classrooms have natural lighting via windows on the south and west and east walls of the cafeteria. Sound panels have been installed in the gym and in the cafeteria to reduce the impact of the sound generated during the class or lunch time.**

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

**A preventative maintenance schedule, along with regular inspection, keep leaks from becoming a major issue. Our building maintenance staff conscientiously monitors the building, repairing any signs of condensation, leaks, or mold.**

## **Element 2B: Nutrition and Fitness**

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? Answer Yes, No or Does Not Apply and explain with specific examples of actions taken. (50-word max for each)
  - Our school participates in the USDA's Healthier US School Challenge (also list level and year). **No**
  - Our school participates in a Farm to School program to use local, fresh food. **Yes**
  - Our school has a fruit, vegetable and greens salad bar. **Yes**
  - Our school has an on-site food garden. **Not at this school at this time.**
  - Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. **NA**
  - Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance). List percentage and type.

- Our students spent at least 120 minutes per week over the past year in school-supervised physical education. Students have 100 minutes of physical education class experience and outdoor recess for an additional 100 minutes per week.
- At least 50 percent of our students' annual physical education takes place outdoors. **Yes**
- Health measures are integrated into assessments. **No**

11. At least 50 percent of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program). Describe the type of outdoor learning activities, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and describe the frequency of use. (100-word max)

**The City of Savage's McColl Pond ELC and nature area are used year-round for outdoor learning, nature hikes, snowshoeing, classroom space and fishing/water exploration. The City of Savage and Glendale have partnered to create docks, trails and storage for outdoor learning supplies. McColl Pond is used for ESTEM Festivals (K-5), Snow Fest (5<sup>th</sup> Grade) and Winter Wonders. Our Physical Education department partners with Hyland Hills to provide skiing opportunities each year for 5<sup>th</sup> grade students. The 4<sup>th</sup> grade students participated in the Water Festival with U of Minnesota. A Peaceful Playground is maintained by Dads of Great Students and Scouts.**

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

**In 2014, the district implemented a Kindergarten breakfast to all students in the classroom and offered it to students in grades 1-5. The school has offered a Birthday Book program in lieu of treats for students. Each April, students have participated in an Earth Day Story Walk. Recess is held before lunch and allows students more time outside. The school has a parent-student led Snack Cart option and teachers work with students to bring Nutritious Snacks each day. The school has used a SMART Gym area for movement-based learning. Teachers implement brain breaks, yoga, and dancing in the classroom.**

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

13. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? Answer Yes or No. If yes, describe the health-related initiatives or approaches used by the school.

**Yes. Glendale has emphasized the importance of student health in a variety of ways. The students at Glendale have a Birthday Book program and birthday treats are no longer allowed at school. The health office has worked with parent groups to provide vision/hearing screening annually and to provide a snack cart for students. Our school promotes hand washing as an initiative for preventative care and wellness promotion. We also have the materials for the hand washing glow germ presentation. The school nurse does Classroom Health Plans and Individual Health Plans when needed for chronic conditions. The health office provides resources for medical and dental care, for families in need. Our school nurse has provided vouchers for free vision exams and glasses for students who qualify. The health office staff work closely with Scott County Public Health for recommendations and resources also. School events such as winter snowshoeing, Earth Day walk and allowing water bottles in the classroom support student health as well.**

Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? Answer Yes or No. If yes, describe these partnerships.

**Yes. We partner with Homeland Health for the flu shot clinic for staff and their families each year. Our School Nurse has been a mentor for a PLHS student through the PLHS mentor program. The district hires an educator from Rescue 4 Life to run the MERT drills and do the training for our MERT teams. The nurses also are part of the following groups and collaboratives: South Central Nurses, MDE Third Party Billing, Scott County All Hazards, Scott County Public Health, and Greater Metro Nurse Coordinators. The Savage Police Department support our School Resource Officer and all safety drills throughout the year. Our District FIT committee promotes health and wellness with all staff. Activities are organized, contests are held around fitness and resources are shared to promote healthy eating and stress reduction.**

**14. Does your school have a school nurse and/or a school-based health center? Answer Yes or No. Yes. We have a school nurse, Becca Friendsuh and a school health aide, Lisa Theis.**

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

**At Glendale, the school has focused on providing students with a positive school climate by emphasizing on the Responsive Classroom skills, CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control). Students are also introduced to the anti-bullying lessons each fall through a visit from the school's social worker, Wanda Ryan, and the principal. The school has celebrated Unity Day each year and also has 5<sup>th</sup> grade student leaders, CARES Agents, who support anti-bullying lessons during All School Meetings. Our 4<sup>th</sup> grade students attend the Kindness Retreat sponsored by Youth Frontiers to learn more about removing bullying from the schools. Each year, a grant provides the opportunity to have Safe Spaces facilitator Claire Newman present on personal boundaries and safety. Students attend assemblies for anti-bullying, self-control and care for the earth. Each classroom has cross-grade buddies to support friendships with students of different ages. 5<sup>th</sup> grade leaders attended WE DAY 2015 after completing service learning projects for the school, community and people in other countries.**

### **Pillar 3: Effective Environmental and Sustainability Education**

- 1. Which practices does your school employ to help ensure effective environmental and sustainability education? Answer Yes, No, or Does Not Apply and explain with specific examples of actions taken, highlighting innovative or unique practices and partnerships.**
  - Our school has an environmental or sustainability literacy requirement beyond state academic standards and graduation requirements. (100-word max)**

**Students at Glendale participate in environmental education and outdoor learning beginning in kindergarten. The district's Framework for the Future indicates our vision is to have our sustainable environmental focus recognized at the state and national levels. One of the strategic directions is to expand and embed environmental focus across the district. The time and resources dedicated by teacher leaders to integrate environmental education into students' learning experiences has resulted in this being the norm.**

- Environmental and sustainability concepts are integrated throughout the curriculum. (100-word max)**
  - Replacement lessons – the district science committee created replacement lessons for our Science curriculum. These lessons allow teachers the opportunity to replace textbook lessons for hands-on environmental learning.**
  - Eco Time Cards in collaboration with the Jeffers Foundation ECO Time Cards were created to support Morning Meetings. Each card includes a greeting, activity, and news and announcements to support our environmental education.**

**-ESTEM Connections – Development of a school-wide garden, bird feeders, butterfly gardens, McColl Pond Partnership, Three Rivers Park Partnership, district/community partnerships, The Works, St. Catherine’s Eco Stars, Wolf Ridge, ESTEM Festival, building of ESTEM resources, Maker Space, Globe program.**

- Environmental and sustainability concepts are integrated into assessments. (100-word max)

**-Science Assessments – K-5 students learn concepts and are assessed on topics including Earth, Physical and Life Science. Skills in all topics areas listed are scaffold from year to year. Lessons are connected to Minnesota standards and assessed based on common assessments used throughout the district. This ensures continual and sustainable scientific learning.**

**-Science Notebooks – Students notebooks are used to record observations, reflections, and data. Criteria has been developed to assess student growth.**

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

**Teachers receive training in a variety of areas including ESTEM trainings for engineering kits and Engineering is Elementary from the Minnesota Science Museum. New teachers to the district receive an overview training of Environmental Education during new teacher workshop. Historically, the District Naturalist would provide trainings on topics such as Science Notebooks, Inquiry Lessons or Star Lab. Currently, Sue Mohn (Richardson Nature Center Naturalist) meets and plans with all teams in the district to support ESTEM implementation throughout the year.**

2. For schools serving grades 9-12, provide:
  - Percentage of last year's eligible graduates who completed an AP Environmental Science course during their high school career.
  - Of students who took the test, what percentage scored a 3 or higher?
  - List all other environmental courses available. **NA**

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

**Students learn about ESTEM throughout each day. The district-wide ESTEM focus has provided learning opportunities through integrated lessons and activities. All students in the district participate in the organic recycling program daily. Teachers integrate technology using Smart Boards, IPADS, and Chrome Books for learning. Google Drive and Schoology are used to create and collaborate with each other. Coding and design challenges are provided in media class and classrooms. Three animals, two turtles and a tiger salamander, are a part of the school community. The Glendale Gardens are used by for natural observations, measurement, temperature tracking or learning about symmetry,**

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

**In 5<sup>th</sup> grade, students study STEM careers through the Junior Achievement Biztown experience. The National Geographic Science curriculum features STEM careers. The ESTEM Festival includes naturalists and local meteorologists. Junior Naturalists participate in Field and Leadership Day to learn about the environment and projects. Teachers and classes access the McColl Pond ELC building each school year. The LEED Certified building’s unique green features support learning. The engineering and design of the building includes geothermal heating, recycled organic material for cabinets and a grass roof. 5<sup>th</sup> grade classes received tours of the facility from Parks and Natural Resources Superintendent, Jon Allen.**

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

**The students have worked with the City of Savage's Jon Allen to plant wildflowers on city land. The school held recycling drive for used Christmas Lights and sponsored the Green Sneakers project. Currently, the Junior Naturalists are leading a monthly "Bills for Beaks" fundraiser to support birds around the school gardens. A recycling program that benefits other students in Minnesota is the Coats for Como drive led by our Student Council. Families donate coats and snow pants for students for those in need. Each student received milkweed seeds to plant in our community which helped to replenish the monarch butterfly population.**

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

**Students at Glendale have many options for learning about the environment and STEM. Community Education provides numerous options for learning outside of the school day. Each summer teachers lead Camp Invention for students and Eco-Adventure Summer Camps have been popular. The school-aged child care program, Kids Company, provides students with engineering and design challenges. The program has invested in technology and Makerspace materials for students. In the past, Kids Company students planted a tree on Earth Day and supported garden care. The Junior Naturalists are students in 4<sup>th</sup> and 5<sup>th</sup> grades who meet monthly to lead projects and learn about the environment. Last year, students and staff participated in an Earth Month Photo Contest and Planting Challenge. Each year, our PTC parent group sponsors a winter STEM event including a variety of STEM groups including the high school robotics teams and First Lego League participants. Groups such as the Bakken Museum and The Works offer demonstrations to students and families.**

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

**The school has had a long-standing EcoStars partnership with St.Catherine's University involving pre-service teachers learning from Glendale teachers. The local Scout troops have developed tree walks and repaired gardens as part of Eagle Scout projects. Every year fifth graders from across the district attend a week long field trip to Wolf Ridge Environmental Learning Center located in Finland, Minnesota. This field trip supports and extends our environmental curriculum in a new setting. The Mdewakanton Sioux community supports this trip making this affordable for families. The Mdewakanton Organic Recycling facility has also allowed for waste reduction and student learning about recycling at school. Richardson Nature Center provides naturalists for the ESTEM festival and the district partners with Three Rivers to have a naturalist support teachers. The DNR provided fishing equipment during the festival. Master gardeners and Cara Rickenberg were key to the Glendale Gardens while Sailor's Nursery donated plants. The City of Savage, along with Community Education, provide environmental education camps and classes at McColl Pond ELC. The Jeffers Foundation has supported instruction through development of curriculum including the Eco-Time Responsive Classroom Morning Meeting components and the writing of the Freshwater Society Weather Guide Calendar In-the-Classroom lessons.**

## Environmental Education at Glendale



The wooded trails allow students to build and study the plants and animals of Minnesota. Students can practice orienteering, collect data and transfer learning from the National Geographic science lessons to the real world. The McColl Pond ELC and the trails around the natural area are directly across the street from the school. Teachers plan learning opportunities throughout the year in the outdoors. Community Education classes and City of Savage events are held here as well.



Richardson Nature Center naturalists share amphibians with students during a lesson in one of McColl Pond Environmental Learning Center's classrooms. The partnership with the naturalists supports learning with hands-on exploration for students and professional development for teachers. For the past two years, naturalists have provided curriculum planning support, taught and co-taught lessons for science and engineering. This is one example of the many great partnerships with the district and school.



The ESTEM Festival, held each fall, is a fun-filled day of active, hands-on learning. Students in all grades participate in a rotation of classes with the majority of the experience outside for one full day. The students have had experiences testing water samples, digging for earth worms, catching and analyzing insects and fishing off the pier. Students learn about sustainability and how to care for the earth when they join Glendale for kindergarten.





The McColl Pond ELC building in the City of Savage is an outstanding resource for students. Glendale students are a short walk from this environmental education gem. Classroom space and large gathering spaces both inside and outside are used regularly for lessons and activities. Students learn about the engineering and design of the building and teachers benefit from the resources stored on site. Butterfly gardens, wooded trails and a fishing pier allow for educational experience that can't be replicated in a traditional classroom. The City of Savage has been an outstanding partner with the school and district.



The fourth grade students work on a science assignment at along a trail at McColl Pond nature area using field desk and their science notebooks. The Glendale Environmental Education/ESTEM team has created an equipment room specifically for outdoor learning experiences.



Teachers bring students to McColl Pond in all seasons. Here, students use snowshoes to learn about animal tracks in the snow. Students are taught how to dress appropriately and learn – no matter the weather.



The City of Savage and Three Rivers Park Richardson Nature Center Naturalists collaborated with 5<sup>th</sup> grade teachers to complete a study of snow and ice. Here students learn about the engineering of tools for ice harvesting. Students also played Native American games on ice and studied winter's natural beauty on snowshoes.



The Environmental Education team organized an Earth Month plant and vegetable growing challenge. Each class shared the results of their planting and watering at an All School Meeting. Earth Month also featured an all school "Story Walk" and a photo contest allowing students to highlight nature.





Students and their families try the King Tec Robotics Team's mini-robots during a PTC (Parent Group) ESTEM Night at Glendale. This annual event provides students with STEM experiences and teaches about STEM careers. Students participate in ESTEM activities during the school day with ESTEM challenges, hands-on activities from The Works and Science Museum of Minnesota. Families value the Environmental Education provided in Prior Lake-Savage and take advantage of many opportunities before and after school as well.



The Glendale Gardens provide students with an on-site nature area. Students learn about the plants in the garden, changes that take place during each season and help with garden maintenance. Teachers and naturalists partnered with master gardeners and a local nursery to create this valuable space. Students have created stepping stones for each classroom in collaboration with the school's art teacher, Mrs. Guswiler. In this picture, an example of a parent group cleaning and improving the garden is shown. Groups including the DOGS (Dads of Great Students), families, former students, Junior Naturalists, classroom groups and Cub Scouts have participated in cleaning, weeding and watering the gardens.