

School Nominee Presentation Form
Edgewood Early Childhood & La ola del Iago Spanish Immersion School

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 2015-2018

X Public Charter Title I Magnet Private Independent Rural

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

Official School Name: Edgewood Early Childhood & La ola del Iago Spanish Immersion School
(As it should appear on an award)

Official School Name Mailing Address:5304 West Wood Drive SE, Prior Lake, MN 55372
County Scott County State School Code Number *:719

Telephone: 952-226-0903 Fax: 952-226-0949

Web site/URL: www.priorlake-savage.k12.mn.us/our-schools/oladellago E-mail: rkucinski@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.



_(Principal's Signature) Date: January 19, 2017

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: January 19, 2017

(Superintendent's Signature)

Nominating Authority's Certifications

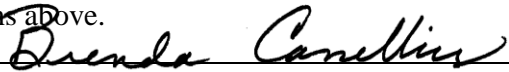
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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

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



Date: January 30, 2017

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Edgewood Early Childhood & La ola del lago Spanish Immersion School Narrative Summary

Edgewood School is a community committed to children from infancy to second grade, as well as their parents and caregivers. Home to Circle of Friends Preschool, Early Childhood Special Education (ECSE), Early Childhood Family Education (ECFE), and La ola del lago K-2 Spanish Immersion School (LODL), Edgewood prides itself on providing young children and their families a safe and nurturing environment that fosters health and wellness, creativity and innovation, STEM knowledge and engagement, and understanding of and respect for the natural world. Set in suburban Prior Lake, Minnesota, Edgewood School is honored to serve over 700 children and adult learners.

From its inception in 2006, Edgewood School has championed innovative practices that reduce environmental impact, improve health and wellness, and lead to more effective environmental and sustainability education. This task is made easier as Edgewood is part of Prior Lake-Savage Area Schools (PLSAS), the only district in the state of Minnesota to have an environmental education program that grows with students from early childhood to high school. Like the rest of the PLSAS, Edgewood uses an interdisciplinary approach to instruction and learning focused on inquiry and real world problem-solving in the 21st Century, applying hands-on science, technology, engineering and mathematical practices with projects and field experiences related to the environment.

During the 2014-2015 school year, Edgewood created a nature preschool option within Circle of Friends, utilizing a place-based education philosophy where the natural environment provides context for supporting STEM learning. In Nature Preschool, students spend as much time as the weather allows engaged in outdoor learning and play. Indoor classroom time is viewed as an extension to outdoor exploration, incorporating natural materials and providing opportunities for students to follow-up on their experiences. Traditional Circle of Friends preschool classes likewise adopted the district's E-STEM initiative, increasing outdoor learning and play opportunities in all preschool classrooms. Early Childhood Special Education is part of both traditional and nature preschool programs, providing inclusive learning opportunities for all students in both indoor and outdoor classroom environments.

While Edgewood's Early Childhood Family Education program has always provided parents/caregivers with the support and information necessary to create healthier environments for the well-being of all children and families, its efforts have more intentionally gone green in the past ten years. ECFE offers classes such as "Think Green" and "Tiny Footprints," to reinforce sustainable decision making in households. It hosts family discovery opportunities emphasizing environmental learning. Just as importantly, ECFE models earth friendly practices by Rethinking curriculum; Reducing consumables; Replacing plastic manipulatives with natural parts; Reusing and Repurposing what we have on hand; and purchasing toys and other items that are made with Recycled products.

La Ola Del Lago, a Spanish immersion elementary program, was started in 2014-2015 school year with 4 Kindergarten classes. Now a K-2 program (K-3 in 2017-2018), Spanish immersion incorporates E-STEM learning while working closely with the school district naturalist. As an immersion school LODL incorporates all facets of the E-STEM curricula and presents it to the students in the target language (Spanish).

To support sustainability and environmental education in all of Edgewood School programs, an under-utilized green space was turned into a nature classroom, incorporating an existing butterfly garden. This classroom space was designed to intentionally provide students with a variety of opportunities and experiences that foster connections between students and the natural world. LODL and Circle of Friends preschool students and ECFE families also visit the district's amazing environmental learning centers (ELCs) at McColl Pond, Hidden Oaks Middle School's and Jeffers Pond, as well as community parks and trails to further extend their explorations and engagement in E-STEM learning.

To foster collaboration across all programs and provide intentional opportunities to incorporate environmental and sustainability education, an Edgewood E-STEM committee was formed. Committee members discuss building-wide opportunities for supporting E-STEM learning, organic waste and recycling programs, wellness projects, etc. As a result of this collaboration, staff are more conscious of their environmental impact and have been able to reduce energy and water consumption and waste production considerably, as verified by MN B3 Benchmarking.

The health and wellness of both people and the planet are important at Edgewood School. The school administration staunchly advocated for the addition of a school social worker and health aid to the staff, both of which are now on site each day. Outside consultants are tapped to share expertise and knowledge with students (both youngsters and adults) on matters such as dental health, personal safety, bully prevention, physical strength and endurance, sleep, and more.

Edgewood School is truly a collaborative effort, involving community, family, business and education stakeholders in its mission to ensure the school is safe, healthy, and sustainable in every aspect and avenue. Staff and students alike are proud of the road travelled thus far, and continue to look for ways to enhance environmental stewardship and personal well-being.

School/District Information

School: Edgewood Early Childhood School & La ola del lago Spanish Immersion

Street Address: 5401 WestWood Drive SE

City/State/Zip: Prior Lake, MN 55372

Website: <http://www.priorlake-savage.k12.mn.us/schools/oladellago/index.aspx>

Principal Name: Richard Kucinski

Principal Email Address: rkucinski@priorlake-savage.k12.mn.us

Phone Number: 952.226.0903

Lead Applicant Name (if different): Richard Kucinski

Lead Applicant Email: rkucinski@priorlake-savage.k12.mn.us

Phone Number: 952.226.0903

School District Name/number (if applicable): Prior Lake - Savage Area Schools - ISD719

Superintendent Name: Dr. Teri Staloch

Superintendent Email Address: tstaloch@priorlake-savage.k12.mn.us

School levels:

Early Learning Center: x

Elementary (PK-5 or 6): x

Other: x (Early Childhood Family Education)

School Type: Public

Describe your school: Suburban

Total Enrolled: 650

Does your school serve 40% or more students from disadvantaged households? Yes or No: No

Percentage receiving Free or Reduced Priced Lunch: 12%

Percentage limited English proficient: 12%

Supporting Documentation

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree Green Schools, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes or No: **Yes**

If yes, enter the program(s) and level(s) achieved: **MN B3 Benchmarking/ Energy Star**

Current ranking for energy star: 97

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. Edgewood's current ranking

2. Has your school, staff or student body received any awards for facilities, health or environment?
Yes

Nature Preschool teacher Anna Dutke received the 2016 Formal Environmental Educator of the Year award from the Minnesota Association for Environmental Education

Four other elementary schools in our district have received the Green Ribbon Award: Jeffers Pond 2012-13, Five Hawks 2013-14, Redtail Ridge 2014-15, and Glendale 2015-16.

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? **Yes**

Percentage reduction: **16%** Over (**07/2009 – 06/2016**):

Initial GHG emissions rate (MT eCO₂/person): **.879**

Final GHG emissions rate (MT eCO₂/person): **.74**

How did you calculate the reduction? **Reductions calculated using State of MN B3 Benchmarking**

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? **Yes** If yes, what is your score? **97**

If score is above a 75, have you applied for and received ENERGY STAR certification? Year **2014**

3. Has your school reduced its total non-transportation energy use from an initial baseline? **Yes**

Current energy usage (kBTU/student/year): **6,341**

Current energy usage (kBTU/sq. ft. /year): **34.5**

Percentage reduction: **22%** Over (**07/2009 – 06/2016**):

How did you document this reduction? **MN B3 Benchmarking**

4. In what year was your school originally constructed? **2006**

What is the total building area of your school? **52,075 square feet**

5. Has your school constructed or renovated building(s) in the past ten years? **No**

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

6. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?
Yes

Average Baseline water use (gallons per occupant): **656.16**

Current water use (gallons per occupant): **557.53**

Percentage reduction in domestic water use: **15%**

Time period measured (**07/2012 – 06/2016**):

Explain how you documented this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports): **MN B3 Benchmarking**

7. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?

Edgewood School practices ongoing preventative maintenance, utility tracking, and site irrigation as needed, as opposed to automatic irrigation to reduce water consumption.

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **40%**

Types of plants used and location: **Native prairie grass is located in areas designated for outdoor learning and other spaces not utilized by physical education classes.**

9. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.

Edgewood School employs a water retention system under the parking lot that acts as a bio retention device in that it lets water sink into soil vs. letting the water runoff.

10. Our school's drinking water comes from: (place an "x" after your choice)

Municipal water source: **X**

11. How does the school ensure drinking water is safe, such as lead testing, well testing, and steps to reduce lead?

Safe drinking water is ensured through regular testing for lead and mitigation practices.

12. What percentage of the school grounds are devoted to ecologically beneficial uses such as natural areas, rain gardens, and run-off buffer? **10%**

Edgewood's parking lot assists with reducing storm water runoff, and there are expansive natural areas with deep-rooted prairie grass areas.

Element 1C: Reduced waste production

13. What percentage of solid waste is diverted from landfilling or incinerating 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 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): **16.67**

- B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **31.33**
- C. 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): **22.5**

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$: **76.35%**

Monthly waste generated per person = $(A/\text{number of students and staff})$: **.022 cubic yards per person per month**

14. 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% recycled content, only 30% of the cost should be counted)? **30%**

15. 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: **Gasoline**

Corrosive liquids: **N/A**

Toxics: **N/A**

Mercury: **N/A**

Other: **N/A**

How is hazardous waste disposal tracked?

Minnesota Pollution Control Agency hazardous chemical permitting

16. Describe other measures taken to reduce solid waste and hazardous waste, use recycled materials, and properly dispose of hazardous materials. Include electronic devices.

Gasoline is stored in a flammable materials cabinet in an outside storage unit. Electronic equipment that is no longer in use is repurposed, redistributed, or recycled by the school district. When safe, unused equipment and other supplies are incorporated in classroom makerspaces and tinker labs so students may explore engineering and design concepts. The school district contracts with retrofit companies to handle proper disposal of fluorescent ballasts, lamps and electronic equipment.

Element 1D: Alternative Transportation

17. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.)

Edgewood School and La ola de lago serve families and their children from birth through second grade. Due to the nature of the school's programming, the age of students, and the hazards of local roadways, the majority of children come to school

either with parents/caregivers or in vans and buses. However, some families do bike to school with their children in warmer weather.

18. Has your school implemented any of the following? (place an “x” after all that apply)

A well-publicized no idling policy that applies to all vehicles (including school buses): **X**

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

19. Describe how your school transportation use is efficient and has reduced its environmental impact.

Routes are reviewed annually to maximize student ridership and efficiency, recognizing hazards that exist along routes.

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

Element 2A: Integrated school environmental health program

- 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.

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 Schools are used. Edgewood School and Prior Lake – Savage Area Schools strive to avoid use of any pesticide and prefer mechanical traps in these cases.

- Which of the following practices does your school employ to minimize exposure to hazardous contaminants? State yes, no or not apply and explain with specific examples of actions taken.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA’s IAQ Tools for Schools:

Yes, through Tools for Schools. A site survey is conducted and building automation supports troubleshooting and identifies issues. The district’s Director of Operations works with an Environmental Assistance Company to develop and administer this process.

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. Edgewood School does not allow mercury in any products purchased.

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. Edgewood has excellent ventilation in appropriate areas, and carbon monoxide monitors are located in all appropriate spaces.

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, regular testing for radon.

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. Edgewood works with Field Environmental Services, an outside consultant, to assist with ongoing work through health and safety assessments.

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: **Yes**

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure:

Yes, all such materials have been removed.

Our school has working local exhaust systems for major airborne contaminant sources.

Yes, i.e. shops, kitchens, restrooms, science areas

- Describe how your school controls and manages chemicals routinely used in the school (including science, shop and maintenance) to minimize student and staff exposure.

Science storerooms and curriculum are reviewed annually for best practice of eliminating unnecessary hazards. Edgewood custodians have a process in place to store and use chemicals safely when needed.

- 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.

- 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.

The bus company has vehicles on a 10-year replacement cycle to make them more efficient.

- 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.

Daily custodial inspections are made for any water intrusion. Repairs are completed promptly to replace any seals, windows or roof leaks.

- 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 or 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.

De-stratification fans are installed. The daily use of the building's automated system troubleshoots potential issues. Repairs are completed as needed in a timely manner.

- Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc.

Regular maintenance of filters is practiced, along with routine vacuuming to help 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 cafeteria to reduce the impact of the sound generated during use.

- 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.

A preventative maintenance schedule coupled with regular inspection keep leaks from becoming a major issue. Building maintenance staff diligently monitor the building, repairing any signs of condensation, leaks or mold.

Element 2B: Nutrition and Fitness

- Which practices does your school employ to promote nutrition, physical activity and overall school health? State yes, no or not apply and explain with specific examples of actions taken.

Our school participates in the USDA's Healthier US School Challenge: **No. Edgewood School focuses on cleaner labels and scratch cooking.**

Our school participates in a Farm to School program to use local, fresh food: **Yes. Edgewood partners with several local farms for breakfast and lunch meals. Vendors include:**

- Wozupi Tribal Gardens for fresh organic produce
- **Ferndale Farms for local free-range and antibiotic free turkey products.**
- **Thousand Hills Cattle Company for local, grass fed beef products**
- **Thompson's Apple Orchard for local apples**

Our school has a fruit, vegetable and greens salad bar: **Yes. Students are provided with a choice of fresh produce daily.**

Our school has an on-site food garden: **Yes, shared with WestWood School. The garden is planted and maintained by a collaborative group of teachers, students, Community Education staff, and class participants.**

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community: **Yes. Students in the summer program were responsible for harvesting the garden. Students used the produce to create healthy snacks for the program.**

Our students spent at least 120 minutes per week over the past year in school supervised physical education: **Yes. Students have 100 minutes of physical education class each week, led by qualified district teachers, plus outdoor recess for an additional 100 minutes per week, supervised by Edgewood School personnel.**

At least 50% of our students' annual physical education takes place outdoors: **Yes**

Health measures are integrated into assessments: **No**

At least 50% of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program): **No**

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.

Edgewood School incorporates daily outdoor learning experiences for all students. Common activities include nature walks, snowshoeing, fishing, ice fishing, sledding, and animal tracking. Early childhood programs use outdoor classroom spaces and butterfly garden daily to provide nature play and learning experiences. All classes (PreK – 2nd) regularly utilize stump corner to hold morning meetings and outdoor lessons. The school grounds also has a nature trail complete with interpretive posts along the way, educating about plants and animals that reside on the school grounds. Classes also visit the neighboring middle school's environmental learning center and Lakefront Park for additional E-STEM education.

- Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

Edgewood School partners with families to promote student choices that lead to optimal fitness and good health. Teachers implement brain breaks, yoga, and dancing in the classroom. ECFE classes provide parents/caregivers with research-based strategies for meeting nutrition and physical development goals in their homes. A family nature club, hosted by nature preschool teachers, provides families with monthly opportunities to explore parks and environmental learning centers in Prior Lake & Savage.

Breakfast is provided to all Kindergarten students and offered to students in grades 1-2nd.

Recess is held before lunch and allows students more time outside.

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

- Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? () Yes () No

If yes, describe the health-related initiatives or approaches used by the school:

Any students with concerns have individualized health plans.

- Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? () Yes () No

If yes, describe these partnerships:

Edgewood School partners with ROCK (Reaching Our Community's Kids) to provide backpacks of food for the weekends. The Safe Spaces Program visits and gives a presentation on safety and appropriate body touch. A local dental hygienist visits early childhood programs in February to educate about oral health as part of Children's Dental Health Month.

- Does your school have a school nurse and/or a school-based health center? () Yes () No
- Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):
- **La ola del lago (LODL) has a social worker to provide resources for teachers, students and families, serve as a mental health resource, and promote positive school climate. The social workers also lead small group activities (based on parent and teacher referral) to address topics such as self-esteem, self-regulation, family change, social skills, etc.**
- **Second Step social-emotional curriculum is utilized by both LODL and Early Childhood programs to teach skills for learning, emotion management, empathy and problem solving.**
- **LODL celebrated National bullying prevention month with a school-wide anti-bullying program in October.**
- **PST (Problem Solving Team) was implemented at LODL this year. This is a team-based approach to assist teachers in providing school-wide (Tier I) interventions and also used to provide support for students needing more individualized interventions (Tier II and III).**
- **LODL's special education teacher provided staff with a mini-in-service on behavior management tips.**

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? State yes, no or 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: **Yes**

Environmental education and outdoor learning is incorporated into all programs at Edgewood, starting with our youngest learners (infant-5yrs) in Early Childhood Family Education and Preschool classes thru Spanish Immersion (K-2nd).

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. **Yes**

Each day teachers have multiple opportunities to lead hands-on environmental learning. Nature preschool incorporates a place-based education model that utilizes the outdoors as a classroom to foster development of social and academic skills. ECFE E-STEM classes introduce young learners and their parents/caregivers to environmental education, science, technology, engineering and math. ECO Time Cards were created in collaboration with the Jeffers Foundation to further support environmental education. Each card includes a greeting, activity, and news and announcements. Other Connections: E-STEM Festival (K-2), McColl Pond Field Trip (PreK), district naturalist, Three Rivers Park Partnership, Jeffers Foundation, The Works Museum

- Environmental and sustainability concepts are integrated into assessments. **Yes**

K-2 students learn concepts and are assessed on topics including Earth, Physical and Life Science. Skills are scaffolded 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.

Students in Edgewood School preschool and LODL record observations, reflections, and data in nature journals and science notebooks. Criteria has been developed to assess student growth.

Early Childhood teachers use Desired Results Developmental Profile to assess preschoolers on ecology and knowledge of the natural world.

- Professional development in environmental and sustainability education is provided to all teachers. **Yes**

Teachers receive training in a variety of areas related to environmental and sustainability education, including E-STEM lesson planning, outdoor learning,

Engineering is Elementary curriculum, project and inquiry based learning, science notebooks, and Star Lab. New teachers to the district receive an overview training of Environmental Education during new teacher workshop. In addition, Sue Mohn (district Naturalist) meets and plans with all teams in the district to support E-STEM implementation throughout the year. Early Childhood and Family Education teachers participated in year-long E-STEM & nature play training by Patty Born Selly, instructor at Hamline University.

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge?

Edgewood teachers recognize that the natural environment provides an authentic and engaging context for teaching STEM skills and concepts. Through outdoor inquiry-driven experiences, teachers are able to incorporate activities that address grade-level standards and content. iPads are frequently used for follow-up research and/or documenting and sharing the learning that happens outside. Student participation in organics recycling provides practice in math, science and literacy skills as well as an understanding of how their individual actions impact the natural environment and one another. Edgewood teachers also use lesson plans created by the Prior Lake-Savage Area Schools curriculum committee to incorporate outdoor learning.

3. How does your school use sustainability and the environment as a context for learning green technologies and career pathways?

As an early childhood school (PreK-2nd grade), Edgewood School is focused on building the foundation for being interested in and learning about green technologies and career pathways, by fostering a positive connection between students and the outdoor environment through outdoor learning. Students are introduced to environmental careers through engagement with community experts, including our school district Naturalist Sue Mohn, Richardson Nature Center Naturalists, and MN DNR FiN Specialists. As an E-STEM district, additional opportunities throughout the student's education experience will build upon the foundation of knowledge and experience we create during their time at Edgewood.

4. Describe students' civic/community engagement projects integrating environment and sustainability topics.

Outdoor learning experiences provide the opportunity to foster positive experiences and relationships between students and the natural environment. La Ola Del Lago students participate in citizen science by tagging Monarch butterflies. The project integrates studying the culture of Mexico and Monarch butterfly migration and conservation. Edgewood students pick-up trash as they encounter it, participate in garden cleanup and planting, maintain bird feeders year-round, and learn to treat the plants and animals they encounter with respect. Students learn the connection between their actions and the impact on the local environment - leading to students actively making choices caring for our planet.

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,

highlighting 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.

Edgewood School integrates sustainability and environmental education in all that we do, whether working with families, preschoolers, or students in our K-2 Spanish Immersion School. Many of our families utilize Kids Company, a community education childcare program that incorporates E-STEM opportunities before and after school, as well as during the summer months for PreK-2nd grade students. Several Edgewood teachers partner with Community Education to offer additional E-STEM courses during the school year, including Puddle Stompers (early childhood) and Little Explorers (K-2nd graders). In the summer, teachers offer E-STEM themed camps and family education classes. Throughout the year, Prior Lake-Savage Area Schools (PLSAS) Family Nature Club provides families with monthly opportunities to explore outdoor learning centers in Prior Lake & Savage with other families and PLSAS teachers.

Starting in 3rd grade, the Jr Naturalist club will be available to our LODL students. Jr Naturalists are 3rd-5th grade student leaders that work with an advisor to educate teachers and students about district-wide initiatives (ie. organic waste program) as well as other environmental issues and projects identified by the students (zero-waste lunch challenges, energy reduction, etc.). Currently the WestWood School Jr Naturalists support LODL in addition to WW.

6. Describe your partnerships (e.g. business, community, informal education, colleges) to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

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. Jeffers Foundation also provides nature journals for our preschool students and educational materials for our families in ECFE. The City of Savage allows Edgewood teachers to use classroom space at McColl Pond Environmental Learning Center at no cost. Richardson Nature Center naturalists provide classes during our E-STEM festival, incorporating topics or concepts identified by the teachers and grade-level standards. Partnership with Mdewakanton Organic Recycling facility has allowed us to reduce trash waste in our school, while also providing students with the opportunity to learn about recycling and organic waste programs. The MN DNR FiN program provides fishing equipment and instruction for our teachers and students. Local Eagle Scouts and Girl Scouts have helped equip outdoor learning spaces by providing a sundial; nature trail that includes educational signage to educate teachers, students and community members about the plants and animals that reside on the school grounds; and items that support children's interactions with the natural environment in our nature classroom (fairy houses, bridge, "tree fort" stage