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 early learning to 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 and sustainability 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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

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

Official School Name: *Washington Island School District*
(As it should appear on an award)

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

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

_____ Date: *February 15, 2022*
(Principal's Signature)

Name of Superintendent: *Sue Cornell*
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: *Washington Island School District*

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

Date: *February 15, 2022*

(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: *Wisconsin Department of Public Instruction*

Name of Nominating Authority: *John W. Johnson, PhD*

(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: *02/24/2022*

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

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.

Washington Island School

U.S. Department of Education Green Ribbon Schools
Summary of Achievements

Surrounded by the waters of Lake Michigan, Washington Island is a tiny school doing mighty things with limited resources. While the school's motto states "Every Child Matters," each of the 73 students from grades kindergarten to twelve in this community also learn first-hand that what they *do* every day matters.

Pillar 1: Reducing Environmental Impacts & Costs

Two solar arrays—one fixed and the other oscillating to track the sun's movement—provide educational opportunities as well as reduce the school's reliance on fossil fuels. Water is ever present on the mind and low-flow, high-efficiency touchless toilets, sinks and soap dispensers in all bathrooms help conserve this precious resource. The school provided all staff and students with aluminum water bottles and installed touchless water dispensers to teach the importance of "reduce, reuse, recycle" as students can see how many plastic water bottles were saved by utilizing this system. A self-propelling floor scrubber also reduces water usage and chemical waste and improves floor cleaning efficiency.

The school has zero waste from plastic water bottles, milk, juice, or soda containers in the cafeteria as all students utilize refillable aluminum, glass, or other containers not only at lunch, but throughout the course of the school day. Because of the small student population, the school does not offer a hot lunch program, and instead encourages students to use lunch bags (zippered, soft, and hard sided), bento boxes, reusable glass, and plastic containers to transport their food from their homes to the school building. There is minimal waste and recyclables are separated from non-recyclable waste. Additionally, elementary classes have developed an on-going recycling education component in their curriculum that focuses learning on reducing, reusing, and recycling in school, home and community.

Only one school bus is needed to transport students, and many students and staff ride bicycles to and from school during warm weather months.

Pillar 2: Improving Health & Wellness

A deionizing air purification component (I-Wave) coupled with a new dust collection system in the Tech Ed room improve air quality and eliminate odor and particles in the air, reducing bacteria and mold. The district has a no-chemical policy, whereby no toxins are sprayed on

or near the school grounds.

A partnership each fall and spring and fall with Gathering Grounds, a local non-profit community-based sustainable garden, vineyard, and gathering space connects students and the community to their food. During an annual "healthy habit" week students develop healthy snacking and eating, and all students participate in a physical education class daily.

Art therapy, counseling services and other social-emotional services are provided to students through the Door County Mental Health Association and United Way of DoCo.

Students participate in an annual "Island Clean-Up" day, during which we partner with the town to pick up garbage and waste on roadsides, parks, schoolground, beaches, etc.

Pillar 3: Increasing Environmental Literacy

Students and teachers are leading the charge to design and build an interactive forest pathway on adjacent properties owned by Gathering Ground and the school. After exploring the grounds and meeting with the Gathering Ground board members to learn more about how to maximize the space and provide interactive learning opportunities, students split into teams to tackle a design of how to best use the space, reflect sustainable practices, leverage the native and natural resources present already, and offer educational opportunities for 4K-12 grade and other uses along the pathway during all seasons. Student groups presented their designs to a panel and engaged in discussions about how to leverage the outdoor space; something that during the COVID-19 pandemic has become a greater focus in planning for the future.

This ongoing initiative which began in 2020 teaches students the importance of service and giving back to their small community. This project not only strengthens the connection between two organizations, but also benefits community members and visitors who may choose to walk the pathway. What exactly will be included in this area is ultimately in the hands of the students. Design ideas include outdoor classroom stops along the pathway, markers with information about the native plants, sensory walks, a music station, and physical activity stations. Students are building relationships with their classmates and are learning how to work with people in the community to bring this project to life—and all along the way problem solving and being mindful of how this outdoor space will benefit them and Washington Island in the future.

A year-long program with the Ridges Sanctuary helps reinforce to 4k-8th grade students the appreciation of their local ecosystems and environment. A partnership with the U.S. Fish and Wildlife, Department of Natural Resources, and the Monarch Watch give students first-hand

experiences as scientists as they identify (male and female), collect, and tag monarch butterflies. After releasing them, students input data into the database, which then allows them to track the migration patterns of the identified butterflies over time.

Middle and high school students compete in the Samsung Solve for Tomorrow Challenge annually. Projects identify a community problem that could be solved using STEM practices, and students have taken on the challenges of waste-water management, prevalence of Lime's Disease in the community, accessible outdoor education spaces and the current issue of invasive species management, and bicycle safety. In the 2018-2019 school year, the middle school students won at the state level and proceeded onto the national competition with 49 other U.S. states. In 2019-20 the school placed as a state finalist and in 2020-21 earned state Honorable Mention.

Building upon this, for the past two years, middle school students have been competing in the Climate Superstars Challenge in partnership with the National Environmental Education Foundation where they learn about and discover energy efficiency through environmental literacy tasks. Another STEM experience that middle school students participate in is the annual SeaPerch underwater ROV Challenge. Every year a new Challenge is released with tasks an ROV must accomplish underwater. Students build a PVC-framed ROV from scratch, including soldering a controller to the motors. Students apply the engineering design process as they iterate designs and test them in our community pool. Students practice maneuvering their underwater ROV to prepare for competition. They also assemble an Engineering Design Report and prepare for a presentation in front of judges about their ROV. Students work as a group to problem solve and create the best ROV for the competition. In 2021, Washington Island participated in the Virtual International Sea Perch Competition.

About the Summary and Scoring:

Green & Healthy Schools Wisconsin collects annual information from schools and partners and compiles this data long-term. The most recent data has been included in the application summary that follows along with additional supporting information provided by the applicant. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using common ranking criteria. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Pillar I: Reduced Environmental Impacts and Costs

- ➢ Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power
- ➢ Improved water quality, efficiency, and conservation
- ➢ Reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste
- ➢ Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies

Policies: Washington Island School District (WISD) has the following green and healthy policies:

- environmentally responsible products purchasing policy
- a policy for providing healthy classroom snacks.

Audits: WISD has conducted water and transportation audits in the last 12 months.

Energy: WISD energy measures include LED lighting, an energy efficient HVAC system, an updated building envelope, thermostat temperature setbacks for unoccupied building times, hot water temperature setpoints, monthly monitoring of energy costs by comparing consumption and costs, removed personal appliances such as portable space heaters or mini fridges, and removed vending machines. For an energy provider, we work with WI Rural Energy Cooperative, and we harness renewable solar energy on site (photovoltaic).

View the WISD PV Dashboard:
https://www.sunnyportal.com/Templates/PublicPageOverview.aspx?page=45950b57-5f0e-42f3-88c0-a10ec015caaa&plant=514215dc-1752-4aa6-bfbb-7c43d75f9e1d&splang=en-US

Waste: At WISD, green and healthy principles are implemented at every grade level including classroom recycling bins being used, school waste being separated and recycled, a new HVAC system with a whole-school air purifying system, new electric floor scrubber, new sanitizing backpack spray system used by maintenance, and new roof, windows, and doors.

Transportation: Within WISD, students and staff often ride bicycles to school and/or students are transported to and from the school with an efficient, optimized bus route. The WISD has bussing available for any/all students who require bussing to and from school. The district owns two buses. The district utilizes only ONE bus for each of its daily runs. The district provides this service to 26 students who ride to and from school in the morning and after school, each afternoon.

- 8-10 students use their bicycles during the spring, late summer and fall to ride to and from school.
- 10 students drive to school in their family-owned vehicles. This number includes the sibling(s) they transport in these private vehicles.

- 9 students are transported to and from school by their parents-guardians each day.

Water Conservation Measures: WISD participates in multiple water conservation measures including educating students and staff about what should and should not go down the drains, installed low flow toilets or hi-low flush valves, and faucets with properly timed auto shut-off. We have also installed touchless water fountains and soap stations, and installed self flushing, high efficiency toilets.

Eco-Friendly Landscaping: WISD uses native or water efficient planting and either does not use fertilizers or does so through careful application to reduce runoff impact.

SNOW: WISD removes snow and ice before salt is applied.

Pillar II: Improved Health and Wellness of Students and Staff

- ➢ High standards of Whole School Whole Community, Whole Child health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and
- ➢ an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

Health and wellness at WISD includes social, emotional learning practices for staff and students; renovated bathrooms, new tiled flooring, new HVAC system, including a whole-school air purification system, energy efficient, touchless sinks, soap systems, and toilet; touchless H2O fountains.

Wellness committee: WISD has a health and wellness committee.

Food: The WISD does not have district hot lunch program. Our district is a small, rural island district, which does not have the student numbers, the personnel, or the [industrial] kitchen facility to offer such a program for our students. The cost effectiveness of such a program would disenable any family to afford a “hot lunch.” There are microwaves available for student use, if students need to heat their food.

Outside: At WISD, students and staff spend a minimum of 2 hours, beyond recess or sports, learning outside. These opportunities include Rec Center availability, after school adult walking club, Real Appeal staff wellness program, student after school swim lessons, teen nights, club sports -interscholastic sports programs for student

AIR Quality: WISD has implemented the following procedures in the past 12 months to improve indoor air quality, utilization of green cleaning products and an improved energy recovery ventilation system to bring in fresh air for use in the HVAC system.

Drinking Water: The drinking water within WISD is tested for lead and other contaminants.

Wisconsin does not require radon testing and Washington Island School is located in an area where 62% of homes tested were below the 4.0 pCi/L threshold.

Pillar III: Increased Environmental Literacy

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

Green teams: WISD has a green team. Students participate in many community projects to design, create, and implement programming for the lands adjacent to the school, the Gathering Grounds farm harvest to create outdoor education spaces, walking and running trails, and an outdoor pavilion.

The WISD students have been the main drivers in the School Forest Project, creating outdoor educational space, trail systems (that are also handicapped accessible), partnership in harvesting fruit and veggies from Gathering Ground.

Professional Development: WISD staff have professional development opportunities related to green and healthy principals including a program-based learning partnership with MindSpark and the Samsung Solve for Tomorrow partnership to assist staff and students with the Forest Pathway Project.

Outdoor Spaces/classrooms: At WISD, students have outside recess daily unless it is below 0-degrees. Classes are held outside on warmer days, using the picnic tables built by students in the shop class. WISD grounds have walking and running trails, an outdoor pavilion, and we are designing a first pathway for educational purposes with an outdoor classroom.

Communication: WISD communicates green and healthy practices and accomplishments to students, staff, and families through our school Facebook page, on our school website, a monthly Bucks Bulletin in the local paper, monthly Board of Education meetings, and Gathering Ground board meetings.

Curriculum: WISD's school-wide initiative, The School Pathway Project, is a problem-based learning enterprise that allows students to design, create, collaborate with the community, and each other to connect the school to the outdoors for education and wellness.

GATHERING GROUND: GG partners with the school to offer hands-on learning about sustainable agriculture. Students at all grade levels participate in agricultural projects on the Gathering Ground farm site, located adjacent to the school building. These activities have included: planting in the orchard and vineyard, grafting and pruning grape vines, and tracking and data management of growth and trends on specific plant varieties.

Most recently, middle and high school students worked in teams to develop plans and a design for a new forest path connecting the school property, neighboring theater building, and Gathering Grounds. Design plans have been presented to a panel of local agency representatives. Work is underway to bring the design plan to full completion. On and in the forest path, students have included inclusive outdoor work and gathering spaces, art installation spaces, exercise and physical activity options, performance space, and nature immersion throughout. Students are studying and including access and use options for the disabled. The path will be open and available for public use.

*Middle school students are collecting, interpreting, and analyzing data within the Chestnut tree orchard at GG. This work began in the Spring of 2021. Russell Rolffs, Farm Manager and President of GG, tried to find the best variety and method of growing Chestnut trees, and discovered there is little research out there, so he jumped at the opportunity to involve students in a long-term study. All students in grades 6-8 are grouped in teams to measure, record, and analyze data collected from each and every tree in the orchard. Half the orchard is part of the test group and part of the orchard is left as a control group. The test subjects are pruned and left to grow within tubes, while the control groups are not pruned and exposed to grow in the elements. The circumference of the tree, height overall, and area of the canopy over time will be recorded. Students enter data into a spreadsheet, graph results, and ponder over what they notice over time. The vision is to see in 3-5 years, the amount of growth and fruit (chestnuts) reaped from the orchard.

Learn more about Gathering Ground: https://gatheringgroundwi.org/

STEM-STEAM-STREAM

Samsung Solve for Tomorrow Competition
2018-19 - WI State Winner: Island Waste-Septic System
2019-20 - WI State Finalist: Lyme Disease-ticks
2020-21 - Honorable Mention: Outdoor Living Classroom
2021-22 - WI State Winner: Invasive Species-Great Lakes Goby

Since 2018, Washington Island School has entered the Samsung Solve for Tomorrow Contest in order to engage students in proposing a solution to a problem in their community using STEM. Each year students brainstorm issues that they want to tackle within our community. Once we narrow in on a problem, students decide how they will solve it. Based on the list of projects above you'll see our students have a deep commitment to making our community a better place. Throughout the process students use the engineering design process to build models and prototypes. Students connect with experts out in the field and partner with community organizations to tackle their solutions. Students are fully engaged in the process from start to finish. Students designed models of septic systems and analyzed the amount of waste from tourism to year-round residents. Students determined the tick population was connected to the mice and deer population on the island, so they designed a trap to capture mice, administer permethrin, and send them back to their nests to eliminate the number of ticks passed to humans through the mouse vector. This year's 8th graders are working with Great Lakes Invasive Species experts to design an underwater trap to capture female gobies to reduce the population. Invasive goby will invade native bass fish nests and eat all the eggs, decimating future populations. Students are working with college professors and experts to build a trap that lures in the fish using an underwater speaker tone. Learn more about the Samsung Solve for Tomorrow Contest: https://www.samsung.com/us/solvefortomorrow/.

Every other year, students from 1-12 grade participate in a day out on Rock Island. A State Park located a mere 15-minute passenger ferry ride from Washington Island. Students have worked with Naturalists, Botanists, Geologists, and Historians to learn about the life, history, and fauna found on the island. Each grade level focuses on an area of interest. Elementary students learn about glaciers, fossils, and early civilizations in order to fossil hunt, and explore cave paintings and formations they visit during the day on the island. Middle schoolers have studied topics in order to identify native plants, discover historical markers, and work to preserve the nature of the park's environment. High school students have worked with historians to learn about the first settlers and about the life of Chester Thordarson, as well as how the Niagara Escarpment shaped the land.

Students participate in Island Clean Up every spring. Students spread out across the island and around the school grounds to pick up trash after the snow melts and before tourist season begins. All K-12 students participate and sort between garbage and recyclable materials.

Middle School 6th grade students surveyed the entire school population in 2021 about their water usage and tracked all the ways that water is used in the school. After collecting survey information and their own data about water sources in the school, they proposed ways to realistically reduce the amount of water used in some key areas where waste was greater and unnecessary.