

District Nominee Presentation Form

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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 District 2015-2018

Name of Superintendent:

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

District Name: Superior Public Schools

(As it should appear on an award)

Address: 1003 5th Ave East

Telephone: 822-3600 Fax: 822-3601

Web site/URL: ssd3.us E-mail: srkinney@ssd3.us

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

Scott King

Date: 3/9/18

(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 district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

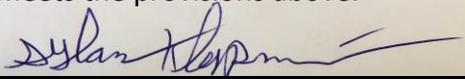
1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights 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: *Montana Office of Public Instruction*

Name of Nominating Authority: *Dylan Klapmeier, Director of Communications*

(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: 03/09/2018

(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:
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.

SUMMARY OF ACHIEVEMENTS

Superior School District #3

Superior, MT

Superior Schools are located in beautiful western Montana, nestled between the mountains and Clark Fork River. Always mindful of our surroundings, Superior School District has made many environmentally friendly changes in the recent past to further enhance and protect our natural location and resources. The district has 273 students with 100 percent free and reduced lunch eligible and close to a 96% graduation rate.

Sustainable playground materials, solar energy, updated recycling, and smarter water fountain and vending options have been critical to reducing our schools' environmental impacts, lowering costs, and improving student health and wellness. Another key initiative to student health and sustainability has been our focus on integrating food sustainability education into our district, giving our students a better understanding of well-rounded diets. Complimentary to our focus on dietary education has been the inclusion of physical wellness programs that engage students in active lifestyle maintenance.

Finally, living in the "last best place", our district feels a responsibility to educate our future citizens in the responsible conservation of our state's vast natural resources and environment. We work with partners to turn our beautiful outdoors into a classroom where students learn about growing their own food, composting, and forestry and conservation practices. These lessons, along with integrated community service, have played a big role in our school and after-school programs.

In conclusion, Superior Schools, while a tiny school in one of the most rural places in Montana, is making a concerted effort to make a big impact not only on our students, but in the community where we live.

Pillar I: Reduced Environmental Impact and Costs

Recycled shredded tires are now the cushion under our playground equipment at the elementary school. Hundreds of tires were used to make this 'mulch', keeping them out of the landfill and causing unnecessary waste. This also replaces the ever constant need for replacement of the previously used wood chips, creates better drainage around the equipment and keeps the kids much drier and protected.



We are also 'on the grid' with the recent implementation of several solar panels located on both the elementary and high school buildings. These were placed in conjunction with Northwestern Energy in hopes of increasing our efficiency and decreasing our impact for energy dependence on outside entities. Along the energy saving lines, we have replaced our antiquated copy machines with much more energy/cost efficient machines, further reducing our footprint.



The cardboard packaging we receive goods in is crushed and recycled. We plan to further use our waste cardboard for outdoor projects to reduce the need for weed mats, excessive mulch and building maintenance. Superior Schools also strongly encourage increased digital storage and decreased printing/waste paper for better waste management.

Superior recently installed drinking fountains with water bottle filling stations, reducing the need for plastic disposable water bottles. Students are encouraged to bring and refill their re-useable bottles, again reducing the amount of plastic waste entering the landfill from our District.



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

In addition to the encouraged increased water consumption, we also replaced the student accessible vending machines with healthy options; no pop is available to students, instead they are able to purchase juice & water as well as whole grain options and less sugary unhealthy snacks. Students are given fruits and

vegetable snacks 3 times a week, and all breakfast and lunches are USDA approved according to the healthy plate rules. Superior also participates in the 'Harvest of the Month' program, which focuses on adding various fruits or veggies to the month's menu. Adding lentils to chili, shredded carrots to cupcakes and creating a kale/apple salad are a few examples of integrating healthy foods into student/staff friendly meals.



A recently replaced/upgraded salad bar is open to students and staff to create their own healthy salads for each lunch, with offerings of healthy options such as beets, peas and boiled eggs for toppings.





We are currently in the process in building a new Jr. High, to replace an aging and unhealthy existing structure. Energy saving lights, heating and water systems are part of the construction plans, further making Superior Schools more environmentally responsible.

Superior School District prioritizes nutrition and fitness as well. The policies & procedures include these focus areas for students; access to nutritious food throughout the school day (our students receive 100% free breakfasts & lunches each school day, as well as a HRC feeding program for lunches during the summer months), education that helps them develop lifelong healthy eating behaviors, and opportunities to be physically active before, during, and after school. The guidelines for nutrition enable the school-based menus to promote fresh fruits, vegetables, and whole grains. Fats, sugars, and excess saturated fat and sodium are always evaluated to be reduced or eliminated. Processed foods are replaced with fresh and cooked homemade whenever possible.

An important connection to sustainability that is prioritized by the District is a menu and procurement plan that integrates local sustainable foods into meals served to students within budgetary guidelines. The wellness plan also includes a focus on providing Farm-to-School components. The District supports a Farm-to-School program to help students eat more nutritious foods and promote healthier lifelong eating patterns; support the local economy and local farmers (local Idaho potatoes & Wheat Montana flours); and teach students about the origins of their food and how their food is grown. The District's Farm-to-School

program provides hands-on educational experiences to connect students with the source of their food. This program links nutrition education with the classroom, the lunchroom, the school garden and local farmers. Each classroom 'owns' their own garden box; those classes follow STEAM guidelines to grow, monitor and harvest the fruits, veggies or herbs that they have chosen to grow. One example of the Farm-to-School program was Crunch Day. For this event students across the District enjoyed locally grown apples from around the Bitterroot Valley.

Student snacks follow USDA's Fresh Fruit and Vegetable Program standards. This program serves healthy items (some are totally new to students) 3-days a week. As part of the Wellness plan the District offers professional learning opportunities and resources for staff when feasible. The goal is to increase knowledge and skills about promoting healthy behaviors in the classroom and entire school.

Physical education includes the 'Fuel Up To Play 60' program. This program encourages students to play and play hard for at least 60 minutes a day. The elementary school actually schedules recesses so that students are afforded 60 minutes of play/exercise time per day, in addition to their regular PE classes. Those classes also include CPR/First Aid for the older students, 'workout Wednesdays' & healthy body image and healthy relationship education for all.

Pillar 3: Effective Environmental and Sustainability Education

Last year we created our 'School Garden/Outdoor Classroom', open to the entire district, both staff & students. This area is used for science experiments such as erosion & light refraction as well as growing plants, herbs and flowers. Each classroom has their own raised bed and several have already started growing items such as winter garlic and flower bulbs. Students then track the plants' growth using charts, graphs and projection plans. As we expand our garden plans, recycled bathtubs will become planters and waste cardboard turned into walkways throughout the garden area. We are currently working on a 'reuse, reduce, recycle' project with used milk cartons as well.



Students and staff have been trained on the dos and don'ts of composting with the donation of a large composter to our garden area. Scraps from our fresh fruit and vegetable program as well as appropriate kitchen waste are taken to our compost bin, creating useable dirt for raised beds and garden projects. A worm farm for additional compost material is in the works as well, and will begin as soon as we can safely have worms delivered to us due to the current cold weather.



Last summer Superior 21CCLC hosted a camp dedicated entirely to teach kids about the lost culinary art of preserving. Pressure canning of fruits and vegetables, various jams and jellies and several varieties of pickles and fillings were made using re-useable glass jars, drying of herbs (which we grew), the making of jerky and water bath preserving methods finished out this class. Teaching kids that there are many ways to reduce wasted food products, use what is around you and become more self-sufficient was our goal; with the positive responses we received back from parents and community members, we achieved it with flying colors.





One of our local partner agencies, the USFS, or more specifically the Superior Ranger District, is a huge part of our curriculum. They do environmentally based education throughout the year for all classes, complete with our local Smokey the Bear character to enforce the importance of responsible forest use, fire safety & trail/land use. Mineral County boasts 82% of federally or state owned lands, plenty of wild places for classes to explore and investigate both during school and out of school time.

The largest portion of the Superior Ranger Districts & Superior School District's partnership is what we call 'SOS' or Superior Outdoor School. 2018 will mark the 50th consecutive year that USFS & Superior Schools have taken the 6th grade class to the USFS Savenac Tree Nursery for a week of education, experiments and intense hands-on learning. This is often the first time some children have ever touched a fishing pole or been exposed to life without cell phones or 24/7 video games. Pond study & ecology compass training, orienteering and insect studies are just a tiny portion of their week. Tree measuring, fungus investigation, bow/arrow safety and shooting and responsible ATV use are other offerings throughout the week. One day is dedicated to the Idaho part of our local history by hiking the Pulaski Trail outside of Wallace, touring the Idaho Silver Mine and stopping by the Mullan ID IFG fish hatchery on the journey home, followed by an evening of astronomy. This is a residential camp with students staying M-F, 24/7. Nutritious meals and snacks are always a large part of SOS as well, with kids being allowed to 'eat as much as they want as long as they don't waste it and at least try everything' offered. Current administrators and teachers alike attended SOS during their time as Superior 6th graders and still fondly remember their time and experiences while there. For the past 15 years of SOS, each 6th grade class has been 'gifted' a plot above camp where each student plants his or her own evergreen tree. When these trees reach maturity it is the understanding between USFS/Superior Ranger District and each student that that tree is theirs and available to them to harvest for their very own Christmas tree.

STEAM activities are always being integrated into school day as well as after school and summer projects as well. We are lucky enough to be a 21st Century Community Learning Center (21CCLC) school, which enables us to create programming, purchase equipment and offer things such as summer robotics, technology camps, mad scientist camps as well as art programs making Ukrainian eggs and the studying/making Native American crafts. Our school garden/outdoor classroom is tightly linked to the

21CCLC programs well, with many STEAM activities taking place in the garden. Soil pH testing and remedies for particular plants and graphing temperature fluctuation in the composting bin are also hands-on learning that our students are exposed to. Rain-barrels are also strategically placed to capitalize on any rainfall we receive and used to water our container gardens during the hot, albeit short, summer season.

Teaching our students to live healthy lives is also part of our STEAM language here. Coupled with our nutrition and physical education programs, we also take part of various health and community student based activities. The Mineral County Fun Run is a once a year, county wide (to include 3 schools' PK-6th graders, approx. 370 participants 5K (or 1 mile for the littles) that is followed by a healthy collaborative lunch, then varying stations teaching railroad safety, yoga and drug/alcohol education.

Additional STEAM activities here in Superior include the Unicef Kid Power program. This program of the Unicef USA Corporation gives kids the power to end global malnutrition, look beyond their own backyards and save lives. Kids go on virtual missions to unlock food packets for severely hungry & malnourished children around the world. Students wear 'power-bands', much like Fit Bits. The more kids move, the more points they earn that then unlock food supplies to underserved kids around the world. This technology and physical activity is paired with nutrition lessons, making the Unicef Kid Power program a well-rounded STEAM activity. For more details, please research schools.unicefkidpower.org

Superior works in Collaboration with the Montana Food Bank Network (MFBN) to supply kids with out of school time nutrition. Governor Bullock recently stated "One in five Montana kids are hungry and have food insecurity on a daily basis". In Superior, that is simply unacceptable. From September 8, 2017 to February 23, 2018, Superior Schools have given out 1,792 Backpack Meals to students. In that same time period over 2,151 pounds of additional food items (not including fresh donated fruits, vegetables & other items) were given out to our PK-12 students. We have seen a huge change in kids coming back to school after a weekend or long break; kids are no longer hungry all weekend, so Monday mornings can be much more productive for them. Math and writing is on their minds instead of just thinking about how empty their bellies are. In addition, over 300 personal hygiene items have been handed out as well as coats, hats, gloves and many other clothing items out of our share closet. Community collaboration, MFBN sponsorship and many grants are how we started and keep this vital part of our student outreach going. (See attached newspaper article) Missoulian, November 2017

Using a variety of sources, discounted purchases from the Montana Food Bank Network, a backpack meals program, \$10,000 from Town Pump, short-term grants, one-time donations from locals and a heck of a lot of grit school leaders have spent the past decade stitching together services for students in need. Because of those efforts, students "are worrying about their math, not their bellies, said administrative assistant Dawn Bauer, who organizes the school's new food pantry and other programs housed in the former office space.

Dozens of kids come each day to pick up snacks or the materials to make meals at home. The pantry's walls are lined with stacks of cans and bags of nonperishable goods, which Bauer divides into portion-sized Ziploc bags for the kids. One shelf includes small drawers filled with spice blends Bauer mixed for spaghetti sauces, tacos and other meals.

For a second year, the school will operate a Crockpot Club, giving a cooker to students who need one and providing some basic cooking lessons. The students then will be sent home with ingredients and recipes to cook for themselves or their families over the weekend. Over the summer, the school taught many area kids how to dry herbs and preserve foods.

Mineral County has one of the state's highest unemployment rates, 6 percent, and the median household income of \$36,031 is 24 percent lower than the statewide figure, according to federal and state statistics. About a decade ago, Superintendent Scott Kinney, then principal, started a clothes closet where students in need could pick up coats, shoes, boots, gloves, hats, underwear and other items. Soon, he set up a program for laundry services. Kids in this community had challenges with something as simple as clothing, he said. Bauer has given coats to several kids already this year. They tell her, "Well, my mom said she'd buy me one next payday". She responds, "It's cold now. Let's go get you one".

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From there, the school started a backpack meals program, then the Crockpot Club and now, thanks to a grant, have the full-fledged pantry. Another grant supported the creation of an outdoor classroom, where students learn math and science while growing foods that ultimately can be used in the lunch room or in after-school life skills programs.

Bauer looks for every opportunity she can to stock the pantry as cheaply as possible. Recently, she called incident commanders at two nearby fires to ask if they had any food left over as their camps wound down. They did, and so for the first few weeks of school students were able to take home extra snacks. "We take care of our own here", Bauer said. "I graduated here, the superintendent graduated here, our principal did, a lot of our teachers did. We are raising our kids here. It's personal for us, you know? When they're here, they're our babies."□

Kinney agreed.

"Social service agencies, when I was growing up, were a lot stronger. Those don't really exist in rural Montana anymore", he said, proud that his staff and students are learning self-sufficiency and the value of a community that looks out for each other. "We ask, "How do we get this done?" instead of bemoaning the state of education in Montana."

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The efforts have caught the attention of television stations in Missoula, the Missoulian as well as community organizations and other Western Montana schools who hope to replicate some of Superior's programs.

On Friday, Superior students walked across the playground and a street to Mineral Community Hospital to pick up 729 pounds of food. They loaded pasta, tuna fish and peanut butter into a truck that was driven back to school where students carried it all into the pantry. For the month of October, hospital employees will collect food for the school. Its first donation was accrued in just six days. CEO Ronald Gleeson saw it as

a natural extension of previous efforts to collect coats, hygiene products and school supplies for students. “We’re a part of this community and we need to support it” he said.



Superior School Pantry



In conclusion, Superior Schools, while a tiny school in one of the most rural places in Montana, is making a concerted effort to make a big impact not only on our students, but in the community where we live. Re-using prom decorations for a father-daughter dance, planting flowers for centerpieces on the local nursing home dinner tables or re-using cardboard for a base around our recycled cast-iron bathtubs on our garden, Superior Schools are always on the lookout to find other uses for items; to teach our kids how to better take care of themselves for their future health and well-being and environmentally enhance and protect this beautiful place in Montana we call home. Through our Garden-to-Table programs, 21st Century After School/summer activities and academic STEAM studies, it is our hope to demonstrate to our students the importance of self-worth & reliance, how the choices they make now not only affect them but many others as well as their environment and how to always reach for the stars in this wonderful world we call home.