



## 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.

### U.S. Department of Education Green Ribbon Schools 2015-2018

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: **Mrs. Kerri Modjeski**

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

Official School Name: **Brooklyn Elementary School**

(As it should appear on an award)

Official School Name Mailing Address: **204 Division Street, Oregon, WI 53575**

(If address is P.O. Box, also include street address.)

County: **Dane** State School Code Number \*: **01468**

Telephone: **608-835-4501** Fax:

Web site/URL: <https://www.oregonsd.org/Domain/227> E-mail: [krm@oregonsd.net](mailto:krm@oregonsd.net)

\*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.

  
\_\_\_\_\_  
(Principal's Signature)

Date: 3-16-2018

Name of Superintendent: **Dr. Brian S. Busler**

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



District Name: Oregon School District

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

*Brian S. Bunker*

Date: 3-19-2018

(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: **Dr. Tony Evers**

(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.

*Michelle Chapman*

Date: March 21, 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

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

On the edge of rural Wisconsin, in the heart of a small town sits Brooklyn Elementary School. Though the school has been there for many years, a newly designed brick façade lines the outside of the building, a testament to the community's continued support of the institution. Brooklyn Elementary welcomes 503 students each day with a staff of 70 teachers, support staff, and bus drivers. Walking through the halls of Brooklyn, you will notice staff and students working to create a healthy and green learning environment.

Brooklyn Elementary provides “a nurturing community focused on authentic, student-centered learning” that integrate five values: whole child emphasis, educational equity, relevant and empowering learning, strong community and family partnerships, and caring and professional educators, through all they do. Their Green and Healthy Initiative is one of the ways they recognize the whole child and all of the things that kids need to learn, grow, and be successful.

The school demonstrate a significant commitment to achieving the goals of the three pillars with 14% of their staff participating on the “Green and Healthy Committee,” which also includes parents and community members. Due to the work of this committee, Brooklyn Elementary has received several awards, grants, and recognitions for their Green & Healthy initiatives. Grants were received from Wisconsin Medical Society, Fiskars, and Play 360. The school was invited to the PEW fly-in to lobby and advocate for a nutrition bill in Washington D.C., 2015. They achieved the highest level of recognition from Green & Healthy Schools Wisconsin and were recognized as a Sugar Maple School in 2017. Brooklyn Elementary has also received all three prestigious health awards available in the state: Driven to Better Health Winner, 2016; Bronze Award from Alliance for a Healthier State; and Wisconsin School Health Award, Gold Level 2015-17. At Brooklyn Elementary School, there is no separation between “green” and “healthy” and the school has demonstrated significant achievement reducing environmental impact and costs, improving health and wellness, and increasing environmental and sustainability literacy.

**Pillar I: Reduced Environmental Impact**

The school has a multi-faceted recycling program. The 3rd and 4th grade Student Green Team helps with classroom presentations, contests, and waste audits. The Green Team talks with students and staff about how even small and easy behavioral changes can make a big impact on the environment. They participate in TerraCycle, recycle milk cartons, and eliminated the use of plastic straws.

In addition to recycling and waste reduction, the school installed two water bottle filling stations and motion sensing sinks in bathrooms. All students and staff were provided water bottles during the school Move-A-Thon to encourage reusable water bottle use. The school has installed solar panels on the building and through a partnership with CESA 10 energy management services, has reduced electricity use. Students and staff turn off lights and electrical devices when not in use. The student Green Team performs random “energy audits” to see which classrooms are conserving energy when they're not in their rooms and students are given the role of “Energy Monitor” to ensure energy is being used responsibly in their classroom.

**Pillar II: Improved Health & Wellness**

Brooklyn staff noticed that students were lacking an awareness of where food came from, and were not eating a healthy amount of fruits and vegetables. The vegetable garden was then started in 2012, as a small garden with a few raised beds. Over the course of the next few years, the garden was moved and expanded to include more raised beds and an arboretum area with trees and flowers. Filled with lettuce, kale, tomatoes, cucumbers, marigolds and more, the garden has become so much more than a class project. This garden allows all students to experience hands-on learning while improving their knowledge of health and wellness. Students who participate in the summer school class, “Gardening with Gusto,” have the opportunity to care for and harvest the school's garden during the summer

months. The students enjoyed the activities so much that the school began to offer salad bar as a part of the lunch menu. Not only do they love cooking with the produce they've planted, but they enjoy packing up excess produce and donating it to local food pantries and food stands in our community. Cared for by staff, students and community members alike, the garden has become a part of Brooklyn, inspiring additional events and experiences that are creating change beyond this tight-knit community.

In addition to the garden, students and the community are encouraged to lead healthy and active lives through a menu of programming. Annual events include the Walk or Wheel challenge, bike rodeo, Seuss on Loose Movement Day, and Beat the Winter Blues Fest. The school organizes monthly challenges such as a fruit and veggie challenge, a healthy recipe contest, and the "Race to Lambeau" walking path challenge. Teachers provide "brain-breaks" by using yoga and GoNoodle to encourage physical activity throughout the school day. The school also established an annual Move-a-thon, which includes various physical activities such as a choreographed flash-mob, a mini boot camp, yoga with real instructors and more, to raise funds for community wellness equipment. In 2013-14, more than \$35,000 was raised by parents and community businesses; these funds were used to build a community par course adjacent to the school's already established walking path, providing a healthy and free way to exercise. The most recent fundraising initiative has added an indoor movement room, which is supplied with kinesthetic and sensory activities and equipment.

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

Brooklyn Elementary offers many hands-on, real-world environmental learning opportunities to motivate students to learn. A few projects stand out, including the second grade's "Great Character Gourd Project". Students plant gourds in first grade, harvest them in second grade, and create a main character from a book along with a motion animated story summary. In addition, fourth graders participated in a STEAM project after assessing problems in the garden. They planned, organized, and constructed a handicap accessible pathway and new irrigation system. Students also learn about pollinators and the health of the Earth through hands-on experiences in the butterfly garden in the school's courtyard, and planted a prairie near the school grounds. The science curriculum intentionally integrates teaching environmental responsibility and examining environmental impact and costs throughout all grade levels.

Overall, Brooklyn Elementary is committed to teaching, promoting and practicing healthy habits that will develop future sustainability leaders.

### **About the Summary and Scoring:**

The complete state application is too long to include in this nomination submission, so the information has been summarized in the following pages, aligned with the pillars and elements. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

The summary of the nominee's achievements as reported in their application is presented in each pillar and element below. The focus area is in reference to Wisconsin's application structure.

## **Pillar I: Reduced Environmental Impact**

### **Element 1A: reduced or eliminated green house gas (GHG) emissions**

#### *Focus Area: Energy*

Facilities personnel are trained to operate the building efficiently and hold multiple certifications including WASBO Facility Managers Program certification (2011) and WSSCA -School Safety and Security Coordinator (2016). We work with CESA 10, an energy management services provider, who coordinates with the controls contractor in order to improve user comfort and save energy.

Our building was received EPA Energy STAR certification in 2007(no score found) but the email we found says, "The ENERGY STAR is the mark of superior energy performance and identifies your building as one the most efficient buildings in the nation". We had a school addition in 2015-2016 that was built to LEED silver standards, however, we decided not to pursue certification because of cost.

10% of the total energy use comes from on-site renewable energy, including 36 KWp Photovoltaic (PV)/Solar Electric system installed in 2016 and use of daylighting. BKE implements the following energy efficiency practices and policies:

- Computer power management settings
- Thermostat temperature setpoints
- Hot water temperature setpoints
- Optimized programming of occupancy sensors
- A central control system to remotely monitor and control heating and cooling equipment
- Monitor energy usage by tracking monthly energy consumption and costs
- Guidelines for limiting personal appliances such as portable space heaters or mini-fridges
- Follow a schedule for regular maintenance of HVAC equipment

The new cafeteria, office areas for administration and three new classrooms to our building have motion sensor lights to conserve energy. Other classrooms throughout our school have these as well. Other upgrades include:

- Energy efficient lighting.: T8s in all current, LED's in new areas
- Occupancy sensors.: For lighting purposes in all areas - had for 10+ years
- Energy efficient HVAC system.: DDC Controls 2015
- Carpeting/flooring: linoleum(marmoleum) floors in classrooms
- Roofing: constantly monitoring roofing materials and insulation
- Windows: many windows replaced in 2016
- Doors: many doors replaced in 2016
- Equipment (e.g. kitchen, offices): with renovation all equipment is Energy Star
- Vending misers or have removed vending machines.: Vending misers
- Heating, Ventilation and Air Conditioning (HVAC): DDC Controls 2015
- Variable Frequency Drive: With addition in 2016

While BKE demonstrated a reduction in energy, we are currently monitoring our building energy usage again because we need to find a new baseline with our newly renovated building. Next school year, we plan to try to educate staff and students how to further bring down energy usage in our new space. We will be able to compare to our baseline data from this school year.

Our school encourages students and staff to turn off lights and electrical devices when not in use. We also encourage reducing consumption of paper materials in our classroom. In addition, we utilize solar panels on our school building. Our student Green Team performs random “energy audits” to see which classrooms are conserving energy when they’re not in their rooms. Some classrooms have student power stations to allow students to charge their electronic devices when absolutely necessary.

Following our school’s energy audit in 2014-15, our staff came up with the “kWh Challenge” to see which classrooms could conserve the most energy. Staff members were given a sticker to put on one of their two light switches to reduce the amount of energy used for lighting. We also compared our total energy consumption with the two other elementary schools to see which school was the most energy efficient. Staff members were encouraged to get rid of their classroom fridges, microwaves and other small appliances unless they were deemed necessary.

All staff are also encouraged, via email and newsletters, to unplug all appliances and electronics before weekends and long breaks off of school. We only use our laminator on Tuesdays and Thursdays to conserve energy. Staff members close blinds at night to help insulate our classroom. We keep our thermostats free and clear of all heat generating equipment.

Staff attended a professional development session with the Energy Manager and Sustainability Specialist for CESA 10 to learn about energy efficiency tips as well as how to teach these practices to our students. All staff members also receive weekly emails containing helpful energy tips to implement in our classroom.

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

### *Focus Area: Water*

Our drinking water comes from a municipal water supply from groundwater source. Our school uses the following activities to conserve water and protect water quality:

- Meters water use and documents water use to identify substantial changes in water use.
- Conducts annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify opportunities for savings.
- Educates students and staff on what should and should not go down the drains.
- Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- Has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- Has medication disposal policy.
- Has a chemical disposal policy that helps ensure water quality.
- Inspects and cleans the school septic system per state requirements (as applicable)

Our school has the following equipment to help conserve water:

- Low-flow toilets (1.6 gallon per flush (gpf)),
- Hi-lo flush toilet valve (liquid up 0.8 gpf, solid down 1.6 gpf green valves),
- Faucets with properly timed automatic shut-off
- Efficient dishwashing equipment.

Students and staff are actively involved in planning and implementing water conservation and/or protection activities. In 2016 the Girl Scouts presented “Water Conservation” to our school. They went above and beyond by showing videos to all of our classes and making posters for around the school. These were a great reminder of why it’s important to conserve water. At our 2015 Move-A-Thon every student in our building received a reusable water bottle. They have been encouraged to bring these to school ever since.

Every staff member has a reusable water bottle and encourages students to bring in their own. We have two “Water Bottle Filling” stations that automatically turn on and off. In addition, during our school renovation there were motion sensing sinks installed in the bathrooms.

Our School Business Administrator utilizes the website “Energy Watchdog.” On this site he is able to see graphs for the water consumption of our school. If/when he notices trends are off he will have the janitorial staff looking for leaks in the building, running toilets, and/or hoses that have not been shut off. Furthermore, he shares the graphs with the Green and Healthy Teacher Team at our school and we are able to see if/when we use more water. This year, our staff is finding a new baseline for water consumption based on the building renovations.

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

### *Focus Area: School Site*

Our school uses the following landscaping practices:

- use of mulch and native plants to reduce watering needs,
- landscaping designed to be water-efficient and/or regionally appropriate
- use of broom or blower to clean driveways and walkways, careful application of fertilizers to reduce runoff impact

Our school has the following runoff or stormwater practices:

- Rain water collection and use for irrigation
- Downspouts directed to vegetated areas,
- Mowing, leaf collection, and snow removal managed to keep removed materials off impermeable surfaces,
- Use of leakproof lids on dumpsters or other outdoor waste collection bins

Our school has the following deicing practices that help protect water resources:

- Snow & ice are removed with shovels, plows, or snowblowers before salt is applied
- Salt applicator is not paid by volume of salt applied
- Salt is only applied when temperature is above 15 degrees F
- Salt is stored in an enclosed location away from surface water bodies including wetlands

BKE has a number of different types of outdoor grounds on the school site that help protect water quality and provide learning opportunities for students:

- Our school has a habitat garden. Approximate size: 100 yards by 50 yards
- Our school has a food garden. Approximate size: 30 yards by 30 yards
- Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
- Our school uses a community park. Approximate size: Brooklyn Legion Park (approximately 400 feet by 800 feet.)
- Our school has integrated natural features into the playground area.
- Our school has an arboretum.
- Our school has a walking path/par course equipment
- Our school has an outdoor classroom space that is a pavilion.
- Our school uses a water body within driving distance to fish or do aquatic habitat explorations.

Safety is our top concern at BKE. Our PE teacher actively teaches about safety on the par course equipment, walking path and throughout other areas of our school. Our school maintenance staff ensures that all of our school grounds are functioning to the best of their ability. Our Green and Healthy team works closely with our maintenance staff in all of our endeavors.



## Element 1C: Reduced waste production

### *Focus Area: Recycling & Waste Management*

Our school conducted an informal waste audit of all waste generated in January 2017. Our school recycles the following materials:

- Paper
- Glass
- Metals
- Plastic Containers
- Ink Cartridges
- Cell Phones
- Milk and Juice Cartons
- Batteries

Our school is working to try to host an e-cycle this spring. Recycling bins are clearly labeled and placed next to trash cans in the hallways, classrooms, lunch room, staff lounge, and main office. Staff recently attended a composting workshop and started composting spring 2017. Many different teachers and students have participated in TERRAcycle over the years.

The school has a policy on the proper storage, transportation, and disposal of regulated wastes that is actively enforced and followed at our facility.

- Hazardous Waste - Bloodborne pathogens training
- Needles - brought to local clinic
- Epi-pens - brought to local fire station
- Used Oil - brought to Village Used Oil Collection

We do not have hazardous cleaning chemicals. Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program.

At our school the 3rd and 4th grade Student Green Team (guided by staff) helps implement changes to encourage waste reduction, reuse, and recycling behaviors. This year, to kick off the Recycling Event there were two kids from the Green Team who went into each classroom K-4. They showed a video on the importance of recycling then they did a lesson using a PowerPoint with the classes on items that could and could not be recycled. There was also a 3rd-4th grade poster making contest for students to show what can and can't be recycled. The winner of this contest had their poster printed and used throughout the entire school. Furthermore, as part of this initiative we had one month where the classroom garbage and recycle bins were "audited" by the Student Green Team. If the garbage didn't have recyclables in it or vice versa the class earned a "badge/award" for the day. Once classes received 15 awards they were able to choose a class party. We felt this was a good way to kick off good recycling habits. The next initiative for the Teacher and Student Green Team is to teach about reuse and begin composting in the spring.

In addition to our latest initiative, described above, last year our PBIS team did a Pirate Pollution and Recycling video and activity.

In addition, at the start of this school year, milk cartons were not being recycled at our school. There was a previous practice in place that didn't have them being recycled due to messiness. Now, we have each classroom allow students to rinse and put their milk cartons in a bin to be recycled. All of the milk cartons are then brought to one of three main recycling locations in the school. In addition, at lunch, students are now taught to dump out their milk and recycle their milk cartons.

A few staff members at our school noticed that hundreds of plastic straws were being used each day to for students to drink their morning and lunch milk from. After talking with some colleagues an email was sent out to all staff on how easy it would be for us to "reduce" this waste and straws were pulled from all classrooms and the lunch room within a week. Staff participated in the Green & Healthy Schools Workshop on Composting in Schools in Stevens



Point, 2016 Green and Healthy Schools Institute at Kromrey Middle School and attend quarterly Green and Healthy meetings.

## Element 1C: Use of alternative transportation

### *Focus Area: Transportation*

The following transportation-related to reduce vehicle emissions, fuel consumption, and traffic, and/or promote physical activity to get to school where safe and possible opportunities are currently offered:

- Bike racks, showers, lockers, and/or other bike amenities.
- Organized bike “trains”
- Walking School Bus program
- An informal plan or program to encourage walking
- Consistent, clear communications to families regarding transportation options and policies.
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- A plan to regularly review bus routing to optimize passenger/miles driven ratios
- School bus contracts include restricted idling and/or use of newer, retrofitted or alternative-fuel powered buses

We are in the midst of trying to create more efficiency in school bus routes. It is in the infancy stages, but we are attempting to decrease miles which would decrease emissions. The school’s bus contractor conducted a formal or informal transportation audit.

Students participate in an annual “Walk or Wheel Challenge” each fall. Furthermore, there is a “Community Bike Train” each spring. Our school hosts a “Bike Rodeo” supported through Physical Education class where every student learns and gets “certified” as knowing how to ride their bikes and follow the rules of the road.

The staff at BKE take many “Walking Field Trips” to the few small businesses/parks in our village. Staff and PTO work hard to connect parents for carpooling options. The PTO creates and manages an optional directory. In addition, parents are reminded about carpooling options for extracurriculars and different sporting events that students participate in after school.

## Pillar II: Improved Health & Wellness

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

#### *Focus Area: Environmental Health*

Our custodial staff and our pest management specialist are all fully trained in many issues and protocols dealing with environmental health in our schools. Each custodial team must report and work together with the district office to make sure they are abiding by our district policies regarding environmental health. Our school has a formal health and safety program. We do not have labs using chemicals.

- Our school has a comprehensive indoor air quality management program that is consistent with EPA's
- Indoor Air Quality (IAQ) Tools for Schools
- Our School has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander
- Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the

- HVAC system.
- Our school has CO alarms that meet the requirements of the National Fire Protection Association Code 720
- Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage
- Our school's indoor relative humidity is maintained below 60%
- Our school has moisture resistant materials/ protective systems installed (i.e. flooring, tub/shower, backing, and piping)
- There are no wood structures on school grounds that contain chromate copper arsenate
- Our school has combustion appliances that are annually inspected to ensure they are not releasing carbon monoxide; OR not applicable - the school does not have combustion appliances
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months

The school has a chemical management program.

- Chemical purchasing policy that supports low or no-VOC products and substitution when less hazardous alternatives are available.
- Storage and labeling.
- Training and handling.
- Hazard communication.
- Spills (clean up and disposal).
- Selecting third-party certified green cleaning products.

Our custodial staff have been trained how to properly store and use chemicals in an efficient and safe manner. Our custodial staff have also been fully trained in correct spillage protocol. Our buildings are checked at least once monthly for any issues. The use of chemicals is used RARELY, only when absolutely necessary. When any chemicals are used, a posting is supposed to go up immediately to indicate the use of chemicals. Students and staff are not allowed to go near that area for a certain period of time. Our chemical/pesticide staff ONLY uses chemicals before/after school hours and on weekends or during long vacation periods...never when people are present.

The school has an integrated pest management (IPM) coordinator who annually participates in a Department of Agriculture, Trade and Consumer Protection IPM training seminar. Our custodial staff also participates in any mandatory state trainings on this topic as well. Our custodial staff works together and communicates regularly about the pest management needs of our building. Our pest management coordinator checks ALL buildings once per month and documents his visits. If there is a serious incident, he always comes before/after school hours when students and staff are not present. He uses chemicals rarely, only when absolutely necessary. Our custodial staff teams up with other schools to problem solve around issues that may require the use of chemicals to see if there are other alternatives.

- Our school has an employee who is certified to apply pesticides.
- Our school contracts with a certified and licensed pesticide applicator.
- Our school posts a notice at the time of pesticide application and for at least 72 hours following application.
- Our school provides pest control policies and methods of application to parents and school employees and meets posting requirements.
- Our school makes available copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide application in an accessible location.
- Our school prohibits students from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Our student GREEN TEAM has been working on researching alternatives to using pesticides in our BKE Garden. Since our BKE Garden was established, we have NOT used any pesticides and we want to continue doing that. So far, our student GREEN TEAM has discovered a few organic methods to try in our garden, such as the use certain herbs and differentiating the spacing and location of certain plants.

Our Garden team gets together monthly to talk about how to improve our garden and what changes need to be made. We also have periodically met with other districts (Middleton, Verona) about garden problem solving, especially around the area of organic gardening.

Our ENTIRE staff goes through Blood Borne Pathogen training at the beginning of every school year.

## Element 2B: Nutrition & Fitness

### *Focus Area: Health & Wellness*

Our school believe students' physical, mental and psychological wellness is an important component in their ability to learn. We have a wellness committee that includes administration, food service staff, community representatives, parents, students from the high school, and staff from each school level. This committee meets quarterly to review and assess progress on our school's health and wellness evaluation.

- Our school participates in the National School Breakfast Program.
- Our school participates in the National School Lunch Program.
- Our school has a salad bar.
- Our school or district has a policy for healthy classroom snacks.
- Our school has a garden that supplies food for our students in the cafeteria,; Summer 2016
- Our school prohibits advertising and promotion of less nutritious foods and beverages on school property.
- Our school has on-site indoor and outdoor physical activity facilities available to students, staff, and the community.

Our school provides a safe, secure and respectful learning environment for all students in school buildings, on school grounds and school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. We consistently and vigorously seek to eliminate bullying.

#### Our School...

- has a School Health Advisory Council (SHAC) or school wellness committee.
- has implemented a comprehensive school physical activity program (CDC) or implemented the DPI Active Schools: Core 4+.
- is a Wisconsin School Health Award winner.
- has taken the Alliance for a Healthier Generation assessment (school health index) for physical activity and nutrition.
- is an Alliance for a Healthier Generation National Healthy Schools Award winner.
- has a Fuel Up to Play 60 program (National Dairy Council and NFL).
- has a Let's Move Active Schools program (SHAPE America and Alliance for a Healthier Generation.
- has implemented the Nutritious, Delicious Wisconsin curriculum.
- uses the Got Dirt? or Got Veggies? resources.
- integrates health measures into assessments.
- offers opportunities for students to be physically active outside of physical education classes (e.g., recess, open gym, before/after school programs, classroom activity breaks).
- promotes or supports walking and bicycling to school.
- promotes hand washing for staff and students.
- has Physical Education curriculum based on state standards and grade-level outcomes for physical education.
- participates in the Presidential Youth Fitness Program.

During the 2015-2016 school year, Brooklyn Elementary was chosen to be the winner of the Driven to Better Health and Wellness program ran by DPI and Wisconsin Children's Hospital. We also won the Bronze level award for our school in the Alliance for a Healthier Generation program at the national level. For the state of Wisconsin, our entire school district (all 6 schools) won a gold level award for the Wisconsin School Healthy Award.

In 2015 our school won a National Award through Let's move: Active Schools. Also, at the beginning of the 2016-2017 school year, our building received a \$1,000 grant from the Fuel up to Play 60 program. We used this money to help jump start our BKE movement room by filling it with exercise equipment.

Our school is blessed with a full-time nursing assistant who administers medications, communicates closely with parents, and takes care of the general well-being of our staff and students. Our school district also has two full-time registered school nurses that are shared across all of our six buildings. Our RN works to create an extensive health plan for students with allergies and/or other medical needs. She offers various professional development opportunities for all staff and parents.

Our school psychologist works closely with our district social worker, counseling staff, special education staff, and PBIS team. She offers professional development as well as leads IEP meetings and communicates data clearly to parents and staff. She also helps with in class observations and behavior plans with specific students.

Our district social worker mainly assists with our homeless population of students by communicating about resources available, as well as helping families find temporary housing and stability. Our district social worker also works closely with our Family Resource Coordinator.

Our full-time counselor works with students every day in various settings. She leads bi-monthly classroom lessons to teach about emotional health and wellness as well as other safety concerns. She also runs multiple specialized groups such as divorce care groups, friendship groups, self-control groups, etc. Furthermore, she meets with students individually based on their PBIS needs or emotional wellbeing. Our families love that she sends home pamphlets with counseling options and suggestions.

All of our staff and families are reminded weekly of these resources in our school's staff newsletter AND our Brooklyn Bobcat Briefs newsletter that is sent home to families. We also post frequent updates on our website.

BKE offers many types of outdoor education, physical activity, and nature-based recreation opportunities for staff and students:

**Outdoor Education:** We have a BKE school garden, walking path, par course equipment, outdoor classroom/pavillion, outdoor classroom arboretum, BKE prairie and our BKE school mini-forest.

**Physical Activity:** Our BKE running club takes place before school once a week. Students of all grade levels are encouraged to attend as well as their families and our staff members. If the weather cooperates, we frequently use the walking path for the running club. If not, we run indoors. Our staff also has started "staff workout Mondays" that happen during our contract time on Mondays from 3:00-3:30. Our "staff workout Mondays" was initiated by our Green and Healthy Team by asking permission from our school's administration to use contract hours to boost the physical and mental well-being of our staff. Our PBIS team created a series of instructional videos to practice specific yoga, brain gym, and brain break exercises for students. Our PBIS team also encourages us to take frequent movement breaks with our students by using resources such as, Go Noodle, dance videos and pedometer challenges. A specific yoga pose or movement activity is taught as part of our bi-monthly PBIS lessons across all grade levels.

**Nature-Based Recreation Opportunities:** Our school community partners with local nature preserves in our area to offer community events such as candlelight hikes, fun runs, kids' triathlons, nature walks, and snow shoeing hikes. Information about these events are posted on our website as well as sent home with families. Our school's nursing assistant lives on a horse farm and runs an incentive program with our neediest students to earn therapeutic time with horses.

We have our BKE student Green Team consisting of 16 third and fourth graders in our building. This team help with many all school initiatives. Most recently, this group of kids paired up to teach a school-wide lesson about getting our bodies healthy by eating healthy foods, moving daily, and getting enough sleep. Students read the book "Recharables" to all classes and did an activity to help kids understand the message of the book.

These students have brainstorming sessions for goals that the student Green Team wants to implement each year. Our student Green Team members had to complete an application to become a member of the Green Team. By the end of each school year, these students are full-fledged leaders in our health and wellness initiatives.

Finally, there is a big push to offer another alternative to unhealthy, sugary birthday treats. For about 4 years, we have implemented a birthday cart option for students that is ran by our special education department. When a student

has a birthday, some of our students in special education bring the birthday cart to each classroom. The birthday student can bring in \$5 to pick a piece of playground equipment (such as a four square ball, sidewalk chalk, insect cage, skip its, etc.) for their classroom. Students really look forward to playing with this new equipment at recess time. This encourages healthier birthday celebrations district-wide AND gives our special education students the power to choose new items to be offered on the birthday cart. Being in charge of the birthday cart, also gives our special education students structured, meaningful movement breaks throughout the day.

Our staff Green and Healthy Team meets a few times per month to run our student Green Team as well as plan and organize all school Green and Healthy events. Our goals this year have been to implement a salad bar twice a month as a healthy alternative for pizza huts days. Our BKE salad bar started in the fall and will continue throughout the school year. It is our hope that we would eventually be able to use produce from our BKE garden in our salad bar, and have salad bar days occur more frequently.

Another goal of our Green and Healthy staff team was to start a “staff workout day” during our school hours to promote physical fitness and stress relief. We started “staff workout Mondays” during late fall from 3:00-3:30. During this time, staff are welcome to take a break from their daily schedules to workout at an intensity level of their choice with colleagues. Our PE teacher leads more intensive workouts while staff members that want a less intensive workout can watch a video or run or walk on the walking path.

Our G and H team also partnered with our BKE PTO, to revise our food policy at all PTO events. Instead of serving unhealthy foods, our all-school PTO events (dances, carnivals, cookouts, etc) now offer fresh fruits, vegetables and sandwiches from our school district’s kitchen. Our PTO also started moving away from classroom incentives such as ice cream and pizza parties, and now offers fruit and veggie parties!

Our staff has participated in professional development to support brain breaks, whole brain teaching, mindfulness, Brain Gym, fine and gross motor exercises and movement in the classroom. In kindergarten, students learn about healthy behaviors and the influences that can affect these behaviors. Students also learn how to identify people who provide health information and where to located them.

In first grade, students learn about the importance of proper hygiene, healthy eating, physical activity and dental care. We also teach about vital community leaders and how and when to call 911.

In second grade, students are taught about the function of four major body organs: brain, heart, lungs and stomach. They learn how to protect each of these organs and set personal healthy and safety goals.

In third grade, students understand concepts related to health promotion and disease prevention. They develop, implement and set goals for a healthy lifestyle related to drugs and alcohol, nutrition, sleep and cleanliness.

In fourth grade, students start to learn about the differences between males and females and their health needs.

The majority of physical activity is taught in PE. Students have 30 minutes every other day as well as about 50 minutes of outside play time a day. Classroom teachers also are responsible for incorporating movement breaks into our daily schedules.

Additional actions to promote healthy behaviors and overall wellness of staff, students, and the surrounding community: This year, Brooklyn Elementary will be hosting their fifth annual Move-a-thon. This event gets kids up and moving through more than ten different activities which focus on physical fitness. Some of the stations include a boot camp run by our local fitness center instructors, sponge tag, wii dance and yoga. Our move-a-thon totals two hours of continuous movement. The whole school participates at the same time. We have a healthy snack and water break to refuel during the middle of the event. We have raised funds through this event through pledges and used this money to for our indoor movement room and parcourse equipment for our school’s walking path and fit course.

Several times each school year, Brooklyn has a “Try It Day” where a new fruit or vegetable is introduced during our lunch hour. Staff and volunteers then take data on student’s opinions of the new foods and how many students were trying the food for the first time. Photos and information is sent home to families about each “Try It Day”.

We also have an annual healthy recipe challenge once per year where families submit a healthy recipe onto our facebook page. At our school wide Beat the Winter Blues Fest, students and families voted on their favorite healthy recipe! The winning family received a grocery gift card to buy healthy food!

Our 4th grade leaders helped to design, implement and our school-wide pedometer challenge. Every day, students report their total number of steps to their homeroom teacher who then shared their class data with a 4th grade student. The student then graphed the school's data to show how many steps we got as a group. A 4th grade staff member bought a set of pedometers so every classroom could have one pedometer and one representative of their classroom collect steps for the class each day. This was not a competition, just a way to encourage students to be active!

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

#### **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems**

*Focus Area: Environmental & Sustainability Education*

BKE is an organizational member of the Wisconsin Association for Environmental Education. In addition the other professional learning opportunities mentioned throughout this application, four staff members have been trained to use Project WILD in their classrooms.

We daily utilize all of our outdoor classroom spaces including: our BKE garden, walking path, par course equipment, outdoor classroom/pavilion, centrally-located outdoor arboretum, our movement room, our BKE prairie and our BKE school mini-forest.

**BKE Garden:** This is one of our most used outdoor classroom sites across all grade levels. In the spring, we organize an all-school planting schedule that strongly coordinates with our 2nd and 4th grade plant unit in science. Our kindergarten classes learned about the relationship between marigolds and the protection they provide our garden. Our first grade classes planted and learned about different types of herbs that grow well in our climate. Second grade classrooms planted gourds and other vegetables on vines. They use these vegetables during their fall reading character unit AND during their Native American social studies unit. Our third grade classes planted tomatoes and peppers and learned about ideal growing conditions. Our fourth grade classes overtook the leadership of the BKE garden by planting the remaining produce such as: beans, cucumbers, peppers, raspberries, strawberries, lettuce, etc. In the summer and fall, we also have students harvest the produce in our garden.

Not only does our BKE garden correspond well with meeting our science standards, we also are able to integrate social studies, math, writing and reading standards as well. For example, our third and fourth grade classes learned about area and perimeter by using our raised garden beds. Our first grade classes also used our garden space to find and explore various habitats and write about them in our science journals.

**Walking Path/Par Course Equipment:** We have a 1/3 mile walking path that is a part of our playground area in the back of our school. In the last few years, we have done various fundraisers to purchase 12 par course stations for students and adults of varying ability. Teachers often use the walking path and the equipment for movement breaks throughout the day. In addition, our PE Classes and OT/PT teachers use these as a part of their curriculum. We also have many all-school challenges throughout the year such as our "Race to Lambeau" mileage challenge in the spring. For this challenge, younger students were paired with older students to try and run or walk the distance to Lambeau Field and back. Third graders also use the walking path to practice various mapping skills and to learn about the compass rose. The office staff/PBIS team often uses the walking path and equipment as a intervention tool to promote positive behavior and an active lifestyle.

**Outdoor Classroom/Pavilion:** Pending the weather, EVERY grade level uses this space to teach any curriculum area. The pavilion has 6 picnic tables and lots of space to accommodate multiple classrooms. One of our favorite uses for this space is to do reading buddies across grade level groups. Kindergarten loves to use the pavilion to marry the letters Q and U at the end of the year. We have had many beautiful wedding receptions here in the spring!

**Arboretum:** Located in the middle of our school, the arboretum is an open space filled with trees, bird feeders, an picnic tables. This secluded area serves as an ideal small group workspace or an area for peaceful individual work.

**Movement Room:** This area is in the beginning phases but we currently have exercise equipment such as bikes, balance balls, scooters, tumbling mats, and tools to improve hand/eye coordination. This is an ideal space for students to move and get out their aggression or energy.

**BKE Prairie:** Fourth grade directly uses this with their science curriculum by teaching students about the seeds of the prairie and how these plants grow. Our Brooklyn Fire Department comes every few years to do a controlled prairie burn with students.

**BKE School Mini-Forest:** During the 2016-2017 school year, we partnered with nascar and Madison International Speedway to begin our BKE school forest. Twenty-two trees were planted in the fall, one by every classroom.

Our BKE Green and Healthy committee organizes and promotes staff to utilize the various outdoors spaces in our school. In addition, our principal provides class initiatives for participating and using the outdoor spaces. For example, the buddy classes that won the Race to Lambeau challenge, won an extra recess supervised by our principal.

Staff have participated in professional development to promote use of school grounds school forest, or outdoor teaching sites. Some of our staff had had training in mindfulness, Brain Gym, fine and gross motor exercise as well as movement ideas for the classroom. Our Green and Healthy Team has had more extensive training from various resources such as The Green and Healthy Schools Wisconsin Institute and from UW-Stevens Point. We also work closely with a local garden expert who is also a parent of a student at our school. This mentor helps plan our planting and harvesting schedule as well as teaming with us to help achieve our future goals for our outdoor spaces.

In planting trees for our school forest, teachers and students learned about how trees help off-set the harmful environmental emissions of cars. We hope to continue this program yearly.

Currently, our goals for the future of our outdoor classroom spaces are to add a hoop house to our garden as well as more classroom seating near the garden for teaching purposes. As we are using these spaces more and more, seating has become a top priority. Our school is also in the process of figuring out how to implement a sustainable composting system school-wide. Two of our Green and Healthy team members attended a composting seminar during the 2016-2017 school year and are now partnering with community members and parents to get our composting pile up and running.

We have a student GREEN TEAM consisting of 3rd and 4th grade students in our building. This amazing group of students plans school-wide events pertaining to our Green and Healthy initiatives. Part of their jobs include taking care of indoor plants in the winter, teaching younger students about sustainability using various resources, and organizing a school-wide recycling campaign.

Our student GREEN TEAM is in charge of coming up with new ideas that relate to environmental literacy. They also are environmental/health leaders in our building and often keep other students up to date with changes in our building regarding sustainability and environmental literacy. This team also holds brainstorming sessions at their common recess time. Topics brought up at these sessions have included: recycling, energy sustainability, healthy eating, movement ideas, salad bar implementation, etc. Our student GREEN TEAM is in the planning stages of a school-wide recycling competition. The purpose of this competition is to educate all students on WHY we recycle and HOW we recycle. In the past, our GREEN TEAM put together a "lights off" BKE challenge where the winning classroom was deemed the most energy efficient. One BKE staff member was in charge of documenting it all.

Our Adult Green Team members are currently focusing on updating our curriculum to better support the Green and Healthy Schools' mission. Staff is highly encouraged to take their classes outside for curricular purposes at least once per month. During the spring, fall and summer school sessions, we are encouraged to take our classes outside once per week for curricular purposes. Outdoor learning experiences offered to students at the school include:

- McKenzie Environmental Center field trips



- Green Project (sustainability research and building)
- BKE Pavilion (outdoor learning area)
- Terrace Town Green Project (program run by the Monona Terrace)
- Student driven recycled book donation
- Public Service announcements about water conservation and sustainability (all ran by students in our building)
- Student GREEN TEAM creates the watering, planting, harvesting, winterizing schedule for our BKE Garden
- BKE School Forest (still in early planning/implementing stages)
- BKE Compost Pile (still in early planning/implementing stages)
- Student planned Fruit and Veggie Challenge
- Our BKE Garden
- Our BKE walking path
- Olbrich Botanical Gardens Field Trips
- Kindergarten team goes on a field trip to a local farm at the beginning of each school year

We have a “turn off” light campaign in our building. All grades, K-4, learn about pollution and participate in Earth Day activities. In addition, environmental literacy and sustainability concepts are taught in the curriculum the following ways:

- Kindergarten: teaches about how humans can impact the land, water, air and other living things and takes yearly field trips to the McKenzie Center
- First Grade: Air and Weather unit, Water Cycle unit; Clean Earth unit focused on what reduce, reuse, recycle means;
- Second Grade: Pollination/Insect unit, Chemical Reactions unit; Changing the World unit: Helping the Environment unit; Earth’s Systems unit which identifies the importance of water and where it can be found; Endangered animals unit (National Wildlife Federation Endangered Animal Week)
- Third Grade: Community Rights and Responsibilities unit discusses reduction, reusing, and recycling; Earth’s Systems Unit on water and climate related issues, properties of water, earth day activities on water pollution, some teachers use Project Wet. 4<sup>th</sup> graders also learn about how different traits in a plant or animal can be affected by environmental surroundings.
- Fourth Grade: Government and Citizen unit teaches students about benefits of carpooling, biking, etc. Annually fourth grade students also plant trees on Arbor Day and visit the Discovery Center in Madison and come back with resources to take home to their families.

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

*Focus Area: Environmental & Sustainability Education*

Kindergarten students communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Third Grade students learn about how environmental changes may affect living things in the surrounding area. The focus is on problem solving these environmental concerns.

In third and fourth grade students learn the definition of energy as well as the conservation of energy and energy transfer. Furthermore, they explore the relationship between energy and energy forces as well as problem solving various engineering problems around the topic of energy. We recently started implementing EIE (Engineering is Elementary) units into each grade level. For example, this curriculum has an energy unit called: Now You’re Cooking: Designing Solar Ovens.

Fourth Grade students participate in “Terrace Town” in which students create a scaled model of a sustainable mini-community using recycled materials. Their community has to include a variety of different components to be able to participate in the program. Once the “Terrace Towns” are all created, they are taken to the Monona Terrace to be

judged by surrounding school districts. This is a great way to promote reusing, recycling and other social studies concepts! Fourth grade also has a unit on erosion/weather/environmental problems using STEAM activities.

### Element 3C: Development and application of civic knowledge and skills

#### *Focus Area: Community Involvement*

Community partnerships is a HUGE strength of our school! We strive to go above and beyond in expanding and maintaining our relationships with community members and businesses.

Here are the partnerships our school has made/participated in during the 2016-2017 school year:

- A representative from NASCAR came into our school to teach about Arbor Day. This is an important school-wide program that was started in order to offset the amount of emissions made by the Madison International Speedway. As part of the program, each class planted tree to start our School Forest. This was made possible through our partnership with the National Arbor Day Foundation.
- We team up with the local Wintergreen Nursery every year. They donate trees and other plants to help with fundraising and sometimes they offer education within our building as well.
- Every other year our school school participates with the Director of Public Works and the Emergency Management Director for the village of Brooklyn and learns about how to burn our School Prairie and why it is helpful and necessary.
- At the end of every school year, our school hosts a school-wide Moveathon including yoga Instructors, Personal trainers, boot camp directors, and other volunteers from the communities. This is a huge community event that promotes health and wellness while also fundraises money for our school. In the past few years, we have purchased playground equipment, materials for our school's movement room, and parcourse equipment for our students and community members to use.
- We have teamed up with Weber Realty for the past 5 years. They help donate and offer their sponsorship to our yearly MoveATHon for our community.
- We have partnered for two years in a row with the Wisconsin Children's Hospital to participate in the Driven to Better Health Program through the Department of Public Instruction. During the 2015-2016 school year, Brooklyn Elementary WON the competition by documenting all of the health and wellness initiatives our students and staff participated in last school year. As a reward, Donald Driver visited our school to teach more about health and wellness.
- During this school year, we partnered with Findorff Construction to plan and building window boxes in our cafeteria. Our student GREEN TEAM planted a many colorful plants and created a "watering schedule" to ensure that our living cafeteria decorations would be taken care of throughout the school year.
- Our school has teamed up with the high school construction classes AND the Brooklyn Area Firefighters/EMS to build our Garden Shed that was dedicated to a retired teacher from our building. These two organizations build and installed our shed for us over the summer of 2016. We use the shed to store tools and supplies for our BKE Garden.
- Our First Grade team partners with the volunteers and staff at Olbrich Botanical Gardens every year during our habitat unit in science. The staff provides many resources and activities that we can use within the classroom and to give to our first grade families.
- Our school partners with a few Master Gardeners in our area. Last school year we started donating left over fruits and vegetables from our Garden to local families in need.
- The Brooklyn Mural-In 2106 the school used Move-a-thon funds to create a school mural depicting Brooklyn's past, including the train station, creamery, and old brick high school, and the present including

our school with the new addition in 2016 and the future blasting off into space. This was painted by a local community member.

Community partnership(s) in which students participate in civic and community engagement projects related to any or all of the focus areas:

- Our Fourth Grade team participates in a 2-3 day event every year called Pioneer Days. During Pioneer Days, students learn about the ways of life (and the hardships) that people endured during the 1800's. Many community members volunteer to make this event possible. We have one volunteer who orchestrates a battle reenactment as well as a volunteer who comes in and teaches students how to do basket weaving and candle making.
- Our whole school partners with Junior Achievement which is a social studies program that is taught at each grade level. Depending on the curriculum, our JA representative teaches about sustainable communities, supply and demand, etc.
- Our school is in the process of purchasing the "Junior Master Gardener Program" and plan to begin implementation into curriculum in the 2017-2018 school year.
- Every spring the fourth graders are taken on a "walking history tour" of our small town with a community member. Then they compare and contrast our current community with the past. Also, they are able to make posters about how people have affected the community in good or bad ways.
- Each year our fourth grade team plants trees on Arbor Day as part of one of their science units in a local public park. We use resources from the Arbor Day Foundation and we partner with the Director of Public Works for the village of Brooklyn in order to help with this special project.

Community partnership(s) in which school staff participate in local community-based projects related to any or all of the focus areas:

- Wisconsin Healthy Alliance Awards (We always participate and enter data for this program every year.) Our Green and Healthy Staff team is passionate about these initiatives.
- Our Green and Healthy Adult Team creates a multitude of informative videos to share with our school and community members. Recent videos have included topics such as: our BKE salad bar, playground safety, Yoga and Brain Break tutorials, exercise videos, bus safety tips, etc.
- Two members from our BKE Green and Healthy Adult Team are participating in the community Environmental Task Force made up of many community members and volunteers.
- Two other members from our BKE Green and Healthy Adult Team are participating in members of the district wellness committee.
- Our whole Green and Healthy Adult Team went to the 2015-2016 Green and Healthy conference at Kromrey Middle School in Middleton. We spent our day collaborating and learning from neighboring school districts.
- Our team created a "Green and Healthy" facebook page to inform and connect with our community via social media!
- Our staff has partnered with a local columnist highlighting Green and Healthy habits. Her name is Bekah McBride and her blog is entitled, "The Curious Columnist." We work closely with her to convey what our goals are regarding Green and Healthy initiatives.
- Two members from our Adult Team went to the Health and Wellness Summit in Pewaukee during the 2016-2017 school year.
- Our school has partnered with our district's friends group to provide healthy snacks (and other resources) to our school and staff.