U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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

Official School Name: **Oregon Middle School**
(As it should appear on an award)

Official School Name Mailing Address: **601 Pleasant Oak Drive, Oregon, WI 53575**
(If address is P.O. Box, also include street address.)

County: **Dane** State School Code Number *: **01471**

Telephone: **608-835-4800** Fax:

Web site/URL: http://www.oregonsd.org/OregonMiddle.cfm E-mail: sla@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.

Shannon Anderson Date: 3-16-2018
(Principal's Signature)

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

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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.

_____ 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.

_____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 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
Oregon Middle School

At Oregon Middle School (OMS), the motto is: *Learning for ourselves, each other, and the world.* Located in a suburban Dane County community, the 570 seventh and eighth grade students are encouraged to show respect, responsibility, and empathy by asking meaningful questions, thinking independently, working collaboratively, taking ownership of their actions, advocating for equity and social justice, and serving their community. These guiding principles serve as the foundation of the initiatives throughout the school that result in reducing environmental impact and costs, improving health and wellness, and increasing environmental and sustainability literacy.

Pillar I: Reduced Environmental Impact
OMS generates 40% of energy from on-site renewable sources, including geothermal, photovoltaic (PV)/solar electric, and daylighting. With the construction of a new addition in 2014, they installed a 198 panel solar array on top of the old section of the school. Hallway lights are on motion sensors. New classroom lights are LED and on motion sensors. In older classrooms where lights haven't yet been replaced, teachers use only half the lights in the room which provides sufficient lighting. Students and staff participated in "Cool Choices for Schools" and are now considerably more aware and effective at conserving electricity in school and at home. Staff have removed personal refrigerators and use desktop task lighting at their desks. Students monitor building energy use and utilize a solar-charging station for personal devices. Low flow plumbing fixtures are used in bathrooms. Future goals include adding additional solar panels, purchasing green power, and further reducing paper use.

In the cafeteria, the school implemented composting and recycling, complete with waste sorting bins. Students sort their waste and food scraps and napkins are composted on site. Milk cartons are recycled instead of being put into the garbage. Outside, the school uses dripline garden watering, planted native landscaping, restored a prairie and forest, and established a food garden and fruit tree orchard. Parking lot lights have been replaced with LED. No idling signs in the drop-off and pick-up loop provide better air quality and reduce fuel use.

Pillar II: Improved Health & Wellness
For the past fifteen years, OMS has been implementing their green and healthy initiatives for which they have received numerous awards, recognitions, and grants including: Let's Move Active Schools 2015 National Award; Alliance for the Healthier Generation National Bronze Level Award 2015, 2017; Wisconsin School Health Award - Gold Level 2015, 2016, 2017; Sustain Dane Metcalf Garden Leadership Award 2012; Wisconsin Department of Natural Resources Urban Forestry Grant; and a 2010 Alliant Energy Foundation Grant. This work has been recognized by the greater community in a number of ways. In 2017, OMS was selected as the Green and Healthy Schools Fall Solutions Summit host school, the Wisconsin Center for Environmental Education News to Note featured their work in 2014, and the Wisconsin State Journal reported on their new greenhouse in 2011.

Growing and eating food from their own gardens is an important Green and Healthy cornerstone for OMS. The school has a greenhouse and a hoop house to involve students in the process of growing the food that supplies the cafeteria with fresh produce about ten months of the year. In 2017-18 school year, the food service director at OMS is working with an AmeriCorps Farm to School specialist to further improve healthy food options in the hot lunch program. OMS continues to strive for excellence and their goals moving forward is to more closely monitor indoor air quality, such as CO_2 concentrations and other pollutants, and assess indoor lighting and sound pollution to provide an optimal learning environment.

Pillar III: Effective Environmental and Sustainability Education
Teachers of science, health, English, art, and technical education classes collaborate to advance environmental literacy and sustainability. Through multiple courses and a number of activities, students explore concepts of climate change and energy production and usage. Students understand how resource use directly impacts Earth systems and

that alternative choices now and in the future can preserve Earth's systems. 8th grade science and tech students experiment with solar panels and power generation. Students learn how alternative energies such as wind, geothermal, and solar reduce climate and health impacts. Students use the live data from the school's solar panel array to see how much energy the school is using. In addition, students do mathematical power conversions and learn how we can reduce our energy usage both at school and at home. Engineers from DNR, Madison Metropolitan Sewerage District, and Dane County Landfill act as guest lecturers in science and tech classes. Students use outdoor classrooms in the prairie, forest, and food garden for many of these classes. 7th grade students work on the restoration and expansion of the school forest and have planted over 3,000 trees in the past three years.

Since 2003, Oregon Middle School 8th grade students have partnered with Oregon Rotary Club to support a prairie restoration at a local park. Students remove invasive honeysuckle brush, build and maintain gravel trails, and plant nearly 2,000 native prairie grasses and forbs. Since 2006, students grow all of the plants at school. To support the continued growing of the prairie plants and the advent school garden programming, in 2011 the Rotary Club purchased and constructed a fifty foot hoop house where students grow salad greens for the school salad bar in the spring and fall and installed a large four section compost bunker for cafeteria waste. The salad greens are the nutritional part of a larger health curriculum focused on health equity and the diverse needs of students and assessments related to student mental, emotional, physical, spiritual, academic health.

In 2017, a new addition composed of three new science rooms complete with a fifty foot greenhouse and a new technology education shop was opened at OMS. In the greenhouse, students grow native prairie and woodland plants for local restoration projects. The outdoor gardens provide produce for a summer school gardening/cooking programs and donations to the local food pantry. During summer school students grow, sell at a roadside stand, and cook produce from the garden.

As demonstrated through awards and their culture of sustainability, Oregon Middle School has made significant achievement toward all three U.S. Department of Education Green Ribbon Schools pillars.

About the Summary and Scoring:
The complete state application is too long to include in this nomination submission, so the applicant's 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

Oregon Middle School (OMS) began work with CESA 10 Energy Management Services Began services in November 2013. The school facilities manager holds the WASBO Facility Mangers Program certification (2011) and the Building Operator Certification (2016). The school has conducted a formal energy audit in 2014 with CESA 10.

We were able to create a contest between district buildings to look at the total energy savings of our school compared to the others in the district. The contest generated much excitement among staff and students and not just because we won the contest.

New addition of STEAM wing was added in 2015 with 9 new classrooms, two bathrooms, greenhouse, and geothermal system, which equates to 20% of the building meeting green building standards. We are not LEED certified because of the cost but the addition was built to LEED Silver standards.

The school generates 40% of energy from on-site renewable sources, including geothermal, photovoltaic (PV)/solar electric, and daylighting. The school 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
- Energy and water efficient product purchasing and procurement policy. Last Date Updated: 2014
- Energy Policy

The school has installed/upgraded energy-saving equipment:

- Energy efficient lighting.: Parking lot light LED 2016
- Occupancy sensors.: 2017
- Energy efficient HVAC system.: 2016
- Carpeting/flooring: MCT Tile 2015
- Roofing: white reflective roof 2012
- Equipment (e.g. kitchen, offices)
- Vending misers or have removed vending machines.
- Heating, Ventilation and Air Conditioning (HVAC)
- Variable Frequency Drive: 2012

Additional actions taken to conserve energy and/or improve efficiency related to school facilities include:

1. Removal of small "classroom" refrigerators

2. Use of small LED desk lamps for task lighting
3. Using only as much overhead light as needed, no lights or one lamp rather than three
4. Focus on turning off lights when a space is unoccupied
5. Use of occupancy light control in hallways and common areas
6. HVAC upgrades (variable speed motors)
7. E-gauge monitoring of energy usage
8. We are currently collecting building energy usage data now that we are using the new addition. We should be able to set a new "baseline" energy usage by the middle of March.
9. We have asked the vendors of soda/Milk machine to keep lights off.

Our students were actively involved in identifying and implementing behavioral changes through the Cool Choices for Schools game. Things that our students are involved in are being advocates for using only the lighting needed in a classroom for work to get done. Many times you will hear students ask teachers if they can open the blinds and turn off some of the lights. Students remind staff to turn off lights when nobody is working in a classroom.

Students use two solar charging stations which consist of a large solar panel attached to a portable large capacity rechargeable battery. The battery is charged with electricity from the panel and the batteries are then used in the school library to charge student devices. Batteries cycle through being drained then recharged/reused.

At the end of the school day students know it is their responsibility to turn off all computers/tablets/Chromebooks in order to conserve energy while the devices are not in use. Students apply their knowledge of "phantom loads" learned in tech class to reduce wasted energy at school and at home.

Students learn in science and tech classes how most electricity used is generated by burning coal, as a result, any electricity which does not provide a benefit is wasted and greenhouse gases are increased for no reason. By looking at the real-time energy output from our schools Egauge system, students can see how turning off lights immediately reduces our school's energy consumption.

With help from CESA 10 and multiple staff taking the KEEP Building Energy course in 2014, our staff have been active in identifying and implementing energy saving techniques. Students and staff remind each other to use as little lighting as necessary. Our staff have had a meeting about the lighting needs in our classes. Using light (lumen) meter our classrooms only need 1 of the 3 bulbs per light fixture in our classrooms. Our staff meets with business manager and building and grounds director to collaborate about reducing energy consumption. Our business manager sends out emails on how to reduce our energy impact. Staff have been trained on strategies to reduce energy consumption including closing blinds at night and keeping thermostats clear of all materials.

The staff at OMS has eliminated personal classroom refrigerators, non-led desk lamps, labeled light switches for priority, used natural light instead of classroom lighting. Solar panels are used to charge student and teacher electronic devices. They have also kept doors closed to allow for proper ventilation and air control. Staff use laminator only one day each week to reduce warm up energy usage.

Staff are aware of the old energy-wasting pop machine in staff lounge and are devising solutions to replace the old machine.

Energy is taught in our school in multiple ways. 7th grade students learn about the cycle of carbon. During that unit they learn about non-renewable energy sources and how burning fossil fuels add more carbon dioxide into our environment. Students learn about cellular respiration and how human cells produce CO_2. In addition, students also learn how plants use CO_2 in the atmosphere to create glucose through photosynthesis. Finally students learn about conserving energy from food in the cafeteria. Students learn the first part of conservation is not taking food they have no intention of eating. Second, energy is conserved when food waste is composted on site, thereby returning that food energy back into the garden soil as well as requiring less energy for the food waste to be hauled to the landfill in Madison.

8th Grade Science and Tech Ed courses have a physical science focus on energy. Topics covered include:
1. electromagnetic radiation/light

2. energy transfer
3. power and energy unit conversions
4. energy generation through electromagnetic induction and electromagnetic effect
5. energy usage
6. sun is Earth's main source of energy and alternative energies linked to sun's energy such as solar, wind, and hydropower
7. work/heat
8. Anthropogenic climate change
9. Second Law of Thermodynamics

The big idea is, "Energy is everything", and energy is what makes everything change in the universe. Energy is required for human's modern lifestyle, but as we use energy, we change our environment. As a result of changes to our environment, humans must make important decisions about how we generate electricity as something will change in the future.

Students use the school's energy monitoring interface (http://egauge6823.egaug.es/, http://egauge22339.egaug.es/ to observe, https://monitoringpublic.solaredge.com/solaredge-web/p/site/public?name=Oregon%20Middle%20School) to track our building energy usage. Students are able to see how much total energy our building uses and how much energy is generated by the school's 198 panel solar array. Students see how solar energy fluctuates by time of day, time of year, and weather conditions. We are currently working on getting monitoring for the new geothermal system installed last year. Students learn the burning of fossil fuels for the generation of electricity is a major contributor to CO2 and other greenhouse gases. Alternative energies must be used to mitigate global climate change.

Students do a science/English/art class-integrated climate change research paper addressing: How we know climate change is occurring, impacts of climate change, how we know humans are causing climate change (CO2 producing activities), and how we can mitigate climate change through our actions.

A CESA 10 Energy Manager gave a 45 minute Energy Management 101 presentation to all staff in March 2014. Topics covered included school energy users, annual energy costs for the building, components of a school electric bill, and strategies to conserve energy at school.

Multiple OMS staff attended their first KEEP School Building Energy Efficiency Education course in August 2014. The staff received a grant to purchase and install a solar cooling fan in the school's hoop house. As a result, multiple OMS staff have attended a variety of KEEP courses over the past three years. The knowledge gained from the courses has been instrumental in driving further energy curriculum advancements at OMS.

OMS staff currently provide training to other school and district staff through our district's professional development program.

There is a large kWh Savings Poster hung up in the building that is updated with monthly kWh usage. The building has a goal of reducing their kWh usage by 10% between June 2013 and May 2014. We met the goal. CESA 10 sends a monthly update for the poster that is forwarded to all staff. In addition, CESA 10 sends out weekly energy tips that are forwarded to all staff. These tips include simple reminders regarding how to use energy wisely at school and cover a variety of topics such as lighting, building structural concerns, personal appliances, and electronic devices.

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

Focus Area: Water

The school's drinking water comes from a municipal water supply from groundwater source. The school conserves water and protects water quality in the following ways:

- Our school conducts annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify opportunities for savings.
- Our school has the following equipment to help conserve water:
- Low-flow toilets (1.6 gallon per flush (gpf)),
- Faucets with properly timed automatic shut-off
- Hand washing faucets equipped with 0.5 gallon per minute (gpm) aerators
- Efficient dishwashing equipment
- Optimized water or steam based heating systems to reduce blow-off.
- 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.
- Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- Our school has a medication disposal policy.
- Our school has a chemical disposal policy that helps ensure water quality.
- Our school has a grease trap or oil/water separator for the kitchen sanitary waste line.

OMS students are actively engaged in water conservation every day. OMS has some waterless urinals. Students understand the waterless save 1.2 gallons of water per use. OMS has water bottle refill stations in the cafeteria, gym, and two or more stations on each of the building's two levels. The refill stations are part of the OMS reusable water bottle initiative. OMS promotes the healthy practice of drinking sufficient water while also teaching students the importance of reusing water bottles to reduce material and energy waste. Students learn water conservation techniques like drip lines minimize the effects of both run-off and excessive evaporation. Key concepts are learned by OMS students with hands-on methods, such as setting up a drip line system in the garden. Students know we don't use fertilizers or pesticides because the fear of contaminated produce and water run off. Students learn of the harmful effects of these elevated chemical levels when the chemicals get into our water systems. OMS bathrooms have lights and sinks which are motion censored. Faucets and lights automatically shut off when no motion is detected thereby conserving water and electricity.

OMS staff has said from day one that our garden was going to be organic. We understand how runoff from chemicals can be disastrous to the surrounding ecosystem. Our staff and Board member has been key advocates for new water fountains with refill stations. It was hard to fill up water bottles from the old water fountains. For years staff pushed admin to get a refill station on each floor of our two story school. We now have 6 total refill stations in our building. We started to implement drip-lines in our garden. We have a 500 gallon rain collection tank attached to the greenhouse roof. Staff requested and received a revised landscape plan for the entire school grounds. The plan includes the use of gravel gardens around the school. Gravel gardens use native drought tolerant prairie plant species which require no additional watering thereby conserving water. In addition, the new landscape plan provides for increased water retaining rain gardens. More water now stays on site instead of going into the storm sewer. The planting and maintenance of the gravel gardens is done by students and staff.

Water topics are taught in the following ways:

In 8th grade, we have a weather unit during which we highlight the water cycle and the importance of keeping our resource of water a viable one. Getting the students to understand that the water we have needs to last forever and that it has been handed down to us from generations before. During 8th grade we also teach students about water conserving practices. One of our 8th grade standards is about human environmental impacts. During this unit we discuss the importance of ditching the plastic bottles for renewable ones. This is where we highlight a ton of our water conservation techniques (water-less urinals, reusable bottles, automatic shutoff)

In 7th grade, we have a unit and standards about plants. During that time we talk about farming practices. One of the practices we talk about is drip line use. During that lesson we talk about how the goal is to use as little water as possible and to minimize evaporation. During that unit we also talk about the nitrogen cycle. We talk about how many fertilizers contain nitrogen. When people over fertilize crops or grass much of that nitrogen will enter the lakes and rivers causing a ton of growth to the aquatic plants. We relate just how harmful nutrient runoff can be to the ecosystem.

Our school forest and Lerner Park are both part of the Village of Oregon's surface water management systems. Water is retained in wet prairie and wetlands at the park. A storm water outlet runs through a boulder bed in the school forest before running into Badfish Creek. Before doing prairie and forest plantings students read and watch video clips specific to how native vegetation helps retain soil moisture and helps reduce surface runoff and erosion. They learn vegetation filters water as it percolates down into the water table. Restoring native vegetation provides multiple ecosystem services.

In addition, students learn of the importance of not releasing non-native fish species into natural waterways as the y observe the goldfish dumped into the storm drain above the woods are able to make it down and survive in the deeper water retention pools at the bottom of the hill.

Staff have participated in professional development related to water and/or water education including a world population summit where they learned about use of scaling to teach ratios of freshwater supplies vs saltwater and native gardening classes.

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

Focus Area: School Site

Our school uses one or more of 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:
- Mowing, leaf collection, and snow removal managed to keep removed materials off impermeable surfaces,
- School Forest and grass water ways

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
- Application charts are used
- Salt is stored in an enclosed location away from surface water bodies including wetlands

OMS has a number of outdoor learning areas that help conserve water and get students outside:
- Our school has a habitat garden. Approximate size: 17 x 70sqft
- Our school has a food garden. Approximate size: 3500sqft
- Our school uses a wooded site adjacent to the school site. Approximate size: 3.2 acres
- Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
- Our school uses a community park. Approximate size: Lerner Conservation Park
- Our school has an arboretum. Approximate size: fruit tree orchard 22 trees
- Our school has a school forest registered with the Department of Natural Resources. Size: 3.2 acres

Additional actions to maintain or improve safe, healthy, and environmentally sound grounds:
- planted 1000 trees and plants to increase school forest footprint
- expand school food garden annually
- maintain and improve plant diversity within school habitat gardens annually

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

The school has a policy to minimize the generation of all waste types and provides education to students and staff through classes and in the school news programs. The school conducted a formal or informal waste audit of all waste generated and recycles the following materials: Paper, Glass, Metals, Plastic Containers, Ink Cartridges, Cell Phones, Milk and Juice Cartons, and Batteries. The recyclable bins are blue and garbage bins are grey to avoid confusion and they are placed next to each other in classrooms, lunch room, and main office to remind staff and students to recycle whenever possible.

OMS uses a four bunker passive composting system which students use to make observations for their science classes. Our school has a small scale, compost demonstration site used primarily for educational opportunities. Our school composts our cafeteria food waste. Our school composts school landscape waste material.

The school has a policy on the proper storage, transportation, and disposal of regulated wastes that is actively enforced and followed at our facility. All syringes are disposed of in Red Sharps containers and brought to the local clinic for disposal. Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

For two years OMS participated in the Cool Choices for Schools game. Students identified behaviors which could improve our school's waste reduction efforts. One thing students noted was they found it hard to remember which waste sorting bin was recycling and which was compost. When students were lined up they couldn't see the signs. New waste sorting bins are now in place. Every couple of months students go outside to take pictures of the compost pile to be put on our school announcement show. During that time we discuss "what's wrong with the picture?" and we talk about the things in the compost that shouldn't be there.

The student Green Team started a campaign at our school to get rid of plastic utensils. They wrote letters to our principal which convinced her to get metal forks and spoons to avoid those plastic utensils getting into our landfill. The big worry from the school was that metal ones would just end up in the garbage. These students would stand by the garbage to make sure none were thrown away. They made "Don't throw us away" posters with forks and spoons on them. They also went on our school tv show to talk about the change and their cause. The students caused a change at our school that even some of our most "green" teachers didn't see as possible.

Our school business manager sends monthly emails about conservation. These emails highlight energy conservation, waste reduction, and water conservation. Most teachers have taken ideas from the informational emails and implemented them in their rooms. OMS is very invested in the reuse it category. Paper towel and toilet paper rolls go to our innovation lab to be used in the creation of student projects. Other material such as newspaper gets turned into modge podge projects.

Other ways staff help:
1. art class "there are no mistakes... don't throw it away... reuse it"
2. direct instruction on recycling, trash and compost
3. active monitoring of compost behavior during lunch periods
4. Green Team collaboration (here we learned how to recycle milk cartons which was huge for our school)

Waste reduction, recycling, and management topics are taught in the following ways:

In 8th grade there is an emphasis on the energy component involved with recycling and compost. It takes a great deal of energy to create new plastics, paper, and materials in general when starting from scratch. 8th grade students learn the energy impact is much less if we recycle or reuse because less paper, and plastic needs to be created.

In 7th grade during the plant unit students learn about effective practices with composting. We focus on our school garden and how we do not need to use fertilizers to help promote the growth of plants. Instead we use the energy that would otherwise be "wasted" in a landfill to promote the growth of garden plants. Energy necessary comes from the sun and the compost in our compost bins. We all play a part in the garden. Even if students aren't directly involved in planting they are involved in composting at lunch which provides our plants the nutrients necessary to grow. We try to give ownership to the students and relate how they have a duty to do their part.

Staff have participated in professional development related to waste reduction, recycling, and management including the Green and Healthy Schools Solutions Summits 2015-2017. Green Team members research on the most effective composting methods and have had training on how to recycle milk cartons.

We would like to incorporate in the upcoming year a waste audit for our 7th graders. Students will collect data on their waste habits in the cafeteria by keeping track of weight of trash, recycling, and compost.

Element 1C: Use of alternative transportation

Focus Area: Transportation

The school offers the following to reduce vehicle emissions, fuel consumption, and traffic, and/or promote physical activity to get to school where safe and possible:

- Bike racks, showers, lockers, and/or other bike amenities.
- Safe Routes to School program: monitored crossings and routes
- A well-publicized, no idling policy that applies to all vehicles (including school buses).
- 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

At this point, we are at the start of addressing our transportation needs and impact. OMS parking lot has signs identifying the lot is a "No Idle Zone." New buses are equipped with DEF technology to reduce tailpipe emissions. OMS parking lot and entrance was reorganized enabling vehicles to drop off and pick up students more quickly which reduced a slow "line-up" of idling vehicles in front of the school.

The school's bus contractor annually conducts a formal transportation audit. Students and staff get to school in the following ways:

- Bus: 80%
- Walk: 10%
- Bike: 5%
- Carpool (2+ in the car): 5%

Students suggested they would ride bikes and scooters/skateboards to school more often if there were a secure location to store their vehicles. Subsequently OMS purchased two more bike racks. One rack for the front and one for the back. In addition, a scooter/skateboard rack was installed in front of OMS. More students bring their own wheels to school than ever.

OMS coaches of after school sports/clubs strongly recommend players carpool home from practices/meetings as well as games. If carpooling is not possible students are asked to help coordinate their schedules with their parents to avoid their parents from making two trips.

Transportation issues, including correlations to outdoor air quality, are taught in the following ways:

> In tech class students do an activity where they calculate the cost and CO2 production of using cars of different fuel types including an electric car and ethanol.
>
> In the science energy unit, students learn that energy is the ability to do work and work is applying a force over a distance. They learn Newton's 2nd Law of Motion is F=ma. As a result, students understand that anytime a mass is moved, such as when food is transported to school and when food waste is transported away from school, work is done and energy is required. Therefore, growing our own produce and composting food waste saves energy.
>
> In addition students learn how recycling saves energy because it requires less energy to recycle most materials than it does to go through the more energy intensive process of acquiring, transporting, and processing new materials.
>
> 8th grade tech students do a comparison of different types of cars: gas, diesel, electric, alcohol. The fuels are analyzed for energy and pollutants produced. Students learn how burning of any fuel produces particulate matter and greenhouse gases.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

Custodians have building health training on HVAC, air handling, electrical usage and overall environmental trainings. The school has a formal health and safety program.

- 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 meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)
- Our school has installed local exhaust systems for major airborne contaminant sources
- 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
- Radon tests for our school tested at or below 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L

The school controls and manages chemicals routinely used in the school to minimize student and staff exposure with central chemical storage and locked areas in classrooms where chemicals are placed and stored. Science classes use

limited or no chemicals with students. When necessary, students and staff use engineering controls such as fume hoods and personal protective equipment.

We contract with a certified and licensed pesticide applicator and apply less than ½ gal per year of pesticides. Our school posts a notice at the time of pesticide application and for at least 72 hours following application and 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.

Efforts to reduce use of pesticides at school include:

- Keep classrooms and cafeteria clean of food debris.
- Limit number of plants touching building to help limit movement of pests into and onto the building.
- Native plantings on grounds to encourage a healthy population of "good" insects
- Forest restoration and tree plantings to promote clean air and carbon cycle education
- Limit non-native and invasive plantings and do not permit invasive weeds and pollen associated with weeds
- Long term site plan which promotes all of the above

During the Cool Choices game students became aware of what environmental health means. Students realized that choices of materials and maintenance of the building play a role in the environmental health of OMS. Our student Green Team has now discussed what more can be done to aid the "greening" our school. The Green Team was able to get plasticware removed from the cafeteria.

Staff have identified the necessity to use no or as little pesticide and herbicide as necessary. No lawn chemicals are used and only spot spraying is done to control parking lot weeds. All landscaped areas are hand weeded and mulched. Staff have identified classroom air "fresheners" may adversely affect students and staff with medical conditions and have removed the "fresheners" from classrooms. Staff continually provide feedback on their feeling of building air quality. Building managers have used the feedback to "learn" the new air handling systems to keep building air fresh and energy efficient.

Environmental health topics are taught in the following ways:

7th grade students learn about the nitrogen cycle in science class. They learn the negative effects of over applying nitrogen based fertilizers over long periods of time related to toxicity. The impact can cause harm to our native watersheds, and cause an influx in aquatic plant growth and cause fish species population decline. Students understand chemicals in any environment may have adverse consequences.

8th grade science and tech ed students learn:
- Off-gassing of building products (VOC) and how to reduce them
-Proper handling of spray paint and propellants- a new more efficient paint booth was installed in the new OMS tech shop to directly remove paint fumes from the building
-We don't use any chemicals on the native plants we grow for use at our school and Lerner Park. The native plants do not require chemical weed or pest control as they are already best adapted to our native environment. These facts make native plants ideal to grow because people are not exposed to the potentially harmful chemicals at school while growing native plants. In addition, the manufacture of herbicides and pesticides produces its own set of downside risks.

Staff members have participated in professional development related to environmental health including "no chemical gardening" courses and internal district professional development programs.

Element 2B: Nutrition & Fitness

Focus Area: Health & Wellness

We 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, and staff from each school level. This committee meets quarterly to review and assess progress on our school's health and wellness evaluation.

OMS offers the following programs to promote nutrition and fitness:

- Our school participates in the National School Breakfast Program.
- Our school participates in the National School Lunch Program.
- Our school has a salad bar.
- All foods and beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards.
- Our school or district has a policy for healthy classroom snacks., May 2011
- 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.

A Farm to School AmeriCorps Specialist has a contract with the Oregon school district to bring farm to school opportunities. OMS is in process of reducing all vending machines and improvement of vending practices is a district initiative.

OMS 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. Oregon Middle School has been a flagship school for bullying and harassment mitigation and elimination with the partnership with Children's Hospital of WI and their online bullying and harassment program called ACT NOW (http://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Course-Topics/Bullying-Prevention).

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. 2015, 2016, 2017 Wisconsin School Health Award Winner - Gold Level
- is USDA Healthier US School Challenge certified.
- has taken the Alliance for a Healthier Generation assessment (school health index) for physical activity and nutrition. - 2015 and 2017 National Alliance for a Healthier Generation Award Winner - Bronze Level
- is an Alliance for a Healthier Generation National Healthy Schools Award winner.
- has a Let's Move Active Schools program (SHAPE America and Alliance for a Healthier Generation.) - Let's Move Active Schools videos and activities at homeroom time along with before and after school facilities, spaces and activities to allow for movement of adolescents.
- 2015 Healthy Schools Program Award winner (https://www.fns.usda.gov/hussc/application-materials)
- uses the Got Dirt? or Got Veggies? Resources for setting up compost, growing patterns in our garden and student connectivity for successfully growing spinach, lettuces and chards.
- provides physical education outdoors at least 50% of the time.
- integrates health measures into assessments. Assessments are looked at from a health equity standpoint for the diverse needs of students and assessments relate to student mental, emotional, physical, spiritual, academic improvements.
- 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). 2.5 acres for school physical education land outside of building to encourage student phy ed learning in an outdoor experience. 3 acres of

woodland on school site to encourage curricular, environmental and recreational usage for staff, students and community.

- promotes or supports walking and bicycling to school: multiple bike racks, skateboard/scooter racks and student education in convenient locations to encourage students to walk, bike and scooter/skate to school. Provides safety personnel, added signage in and around school in morning and night for students to feel happy, healthy and safe while transporting themselves to and from school into community.
- promotes hand washing for staff and students. Health instructor, nurse and additional staff encourage and promote hand washing hygiene at critical times throughout day, often affiliated with the bathroom use and food consumption timing.
- participates in the EPA Air Now Flag Program.
- has Physical Education curriculum based on state standards and grade-level outcomes for physical education. Physical Education curriculum is DPI WI Model State Standards based with the focus on the 5 components of fitness for life long active lifestyles. A comprehensive k-12 Health and wellness curriculum development for all teachers in a multi-disciplinary systems approach.

The school provides resources for social well-being:

- Staff have a Registered Nurse (RN) on site to help with any mental/emotional/social/physical well-being needs from an outside source 4 hours a week
- School has psychologist, counselors, nurse present all hours that staff and students are on site, providing for mental/emotional/social/physical needs.
- School has social worker and AODA counselor that meet with students weekly for needs based reasoning.
- School has relationship with Oregon Mental Health to provide connection to students of need within group settings for Tier 3 intervention.
- Counseling and Psychological services team up to develop groups from an initial mental health survey given to students to provide needed Tier 2 services to our student population.
- Courage retreat program (https://www.youthfrontiers.org/courage-retreat/) comes to work with students on social/emotional well-being of our population.
- Community coordinator for district sends weekly health resources to staff and community members for mental/emotional/social/physical improvements and community connections for recreation and learning opportunities of adult and youth in community.
- Students have a 3x per week news station that continually works to develop culture and community for social/emotional well-being off of needs-based behaviors through PBIS (Positive Behavior Intervention and Support programs)
- School has a PBIS staff person who coordinates a student based PBIS group for full student population social-emotional age based appropriate development activities.

Outdoor education, physical activity, and nature-based recreation opportunities are available:

- Students are encouraged to go outside and play for at least 15 minutes during lunch period. Student participation has increased dramatically the past 5 years, even during winter months.
- Yearly Fun Run (fall fun run to encourage all to be active)
- Leaf Raking volunteer opportunities for our community (all 8th grade students accomplish each fall)
- Group of students who are our “green team” helping out in the garden/hoop house
- Students with teachers - Tier 3 for activities with paraprofessional as a nature behavior initiative
- Yoga with teacher for student groups
- Special chairs aiding in student movement and healthy posture for physical-mental connections.

- Curriculum activities that are active - planting, rockets, making models, outdoor artwork, circle discussions in nature, etc.
- Tech Education, Science, Health, Art and other curricular areas use outdoor fields and "native oak forest" for invasive species, natural environment, planting native species, and natural growth lessons.
  -Hoop house, greenhouse and garden facilities where student classrooms are held to plant food and harvest for consumption.
- Students in eating facilities are educated through weekly news channel about the food cycle (waste, recycle and compost bins) and their relationship to that process and system.

Our student/staff integrated approach means that we have communication systems that let students be involved from the start to our behavior changes as a community. We are implementing initiatives for parents to purchase healthier alternatives through the lunch program for students to have 6 different snacks that meet the criteria for healthy snacks from USDA criteria. Students of need on the free and reduced meal list are also being provided with healthier alternatives to conventional snacks during our homeroom (Connections) time.

Curriculum approaches involve multi-disciplinary communication of Systems Thinking, critical thinking and of how we affect each other in our community. Health curriculum uses standards of decision making, setting goals and communication to develop critical thinking on personal and community behaviors that affect daily outcomes in each of our students' lives. This is done using authentic, real world activities like tracking sleep, eating and exercise behaviors and habits and analyzing them for improvements short and long term in a personalized way for our students.

Our PBIS student team and Student Council work with needs in our community (internally and externally in school) to solve world problems in a real-time and authentic way. Examples include food and funds collecting for food pantry and holiday gift giving for needy families, student restorative justice in behavior disputes between students, staff and community members and solving daily community concerns by providing teachable moments through all school learning on OMS LIVE (student news channel run by students).

Health, nutrition, wellness, and physical activity are taught in the following ways:

Students in 7th and 8th grade use multi-disciplinary and multi-age appropriate systems approach to grasp the concepts of health and wellness. Students and staff have a holistic community perspective on the 7 dimensions of wellness as guiding principles to learn about topics related to health and wellness. Students use personalized learning to grasp where they are with their growth and development in key areas. Students use all environments to learn about self and community of the natural world.
Health and wellness is brought into all student areas, example is in the physical activities inside classrooms as well as the cafeteria with food waste, TRY NEW FOODS, and other program.

Staff have participated in training related to health and wellness:

- Ongoing training through Food service USDA programming
- Yearly cohort attends Green and Health Schools Conference (2017 conference was at our site)
- Health Educators - Yearly Health and Wellness training through national and regional organizations
- Local community resources help to communicate special needs with mindfulness, movement in adolescent behaviors, social emotional and brain development.

Additional actions to support Health and Wellness:

- Students and Staff and community for the last 7 years have brought a group of 20-90 members to participate in Madison's Literacy Networks Literacy Run. We have won 4 of the years as the Literacy Networks largest group.
- New GREENHOUSE being used very effectively. Started planting a month early and having first salad bar next week Monday/Tuesday. Hoop house and gardens still a part of the process for full growth. Involved, 7th grade science, 7th Grade FCS, 8th Grade Sciences 8th Grade Health and German Classes have planted. Continue to work with Tier 1, 2, 3 group student needs during each day. Some of the kids that need to move help to manage the gardens.

- New Salad bar and toppings still being funded with donated funds from community.
- Annual OMS Dodgeball activity - Social Wellness (raised funds for charity)
- OMS Try It Today! program is a new fruit and veggie advertisement for students to try and diversify awareness.
- Focus on fruits and vegetables (nutrient needs from USDA) in 8th grade Health class for goal setting standard.
- KEYS group, childcare groups along with other high school students coming in to show social wellness support as 8th graders enter high school during health classes.
- Community Art Show (4/27/17) - for (intellectual wellness)

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

OMS is a member of the Wisconsin Green Schools Network and an organizational member of the Wisconsin Association for Environmental Education. One OMS staff member was selected to work with the Wisconsin Department of Public Instruction to revise the state's environmental education standards.

OMS is fortunate to have multiple structures on school grounds for students and staff use. These areas are incorporated and used as much as possible to strengthen curricular ties to real world examples. All staff are encouraged to use the outdoor and indoor spaces. OMS uses an effective mentoring philosophy where teachers continually share good teaching ideas and techniques with each other. As time passes, OMS has more students in more classes using our outdoor learning spaces.

Our school ground structures include a school garden, hoop house, school forest, greenhouse, and an outdoor classroom. In addition, OMS partners with the local Oregon Rotary Club in a prairie restoration project at a local site, Lerner Park, in our community.

School Garden/hoophouse
7th Grade Science: This space helps correspond our garden to our science standards. One of the units in our 7th grade science is plants. During that unit we make impressions from leaves of different plants in our garden to see if the number of stomata in a plant is affected by the type of plant. Our seventh graders also learn about adaptations. We use the garden and the raspberry bushes as an example of plant adaptations with their ability to node and grow from a cutting.

8th grade health - Plant salad greens while talking about food choices and food sources. Showing how to grow healthy, good tasting, and nutritious food items.

School Forest
7th grade - In the past 4 years, our 7th graders have participated in an Arbor day planting which allowed them to plant about 1000 trees/shrubs a year to extend the area of the school forest. The new trees are used as a way to talk about competition amongst plants. We also use the forest as a way to collect meaningful data and make inferences about the trees in the future. 7th graders are beginning a forest restoration project this spring 2018 where they will grow and plant into the forest over 1000 native understory plants. This will give them another opportunity to learn about why it is important to have these.

8th grade - Each year our 8th graders go out to the school woods and pull invasive plants out of our forest. We use this as a teaching piece for a more sustainable future and the harmful effects of losing biodiversity to nonnative plant species.

Lerner Park (community park)
8th grade - Grow from seed- 2000 prairie plants, install plants, maintain and create hard pack trail, pull honeysuckle Students learn about "Why native plants matter."

School Gravel Prairie gardens: 8th grade - prep in fall and spring within our homerooms to create ownership of our school property

Greenhouse: 7th grade uses to learn about plants. We use this space to teach the life-cycle of plants and also the factors that influence plant growth. We run plant experiments every year to help students see how changing the amount of fertilizer, or changing the type of soil, or light intensity will affect the growth of the plant.

8th grade: 8th grade uses the greenhouse to grow the prairie plants used at Lerner Park.

Outdoor Classroom: Many teachers take advantage of this space. Our art teacher uses it for photography, and sketches of the outdoors. Reading teachers use it, and Geography. When it's a nice day outside many teachers will take students outside.

Fruit tree orchard: We currently have about 20 fruit trees in our orchard. This is a relatively new project for us. We started with 8 trees through an Eagle Scout project. We are now producing apples, pears, plums, and peaches. We received a grant through Sustain Dane and planted about 15 more fruit trees. 7th grade uses the orchard for the pollination process. Students prune, weed, and mulch trees in spring and harvest fruit in the fall.

During lunch recess, students enjoy exploring amphibians, bugs, fish in the water retention ponds and waterway surrounding playground.

OMS new landscaping plan provides for natural landscape structures which promote student physical play.

As part of the 8th grade curriculum students are involved in a research project where they must find and read articles about factors that are causing harm to our environment. The project has students take their research and then write a paper discussing the harm that we as humans are causing and how we can combat that.

Our staff have many opportunities for professional development when it comes to the use of school teaching sites. The opportunities include teacher as leader opportunities. This is where one teacher brings their expertise in an area to teach another about one of the spaces and how to use it. We have a monthly sustainability email that is sent out by our school district business manager that promotes sustainable practices. We also have had book talks on books like "Nature's Classroom" which teach and promote the use of our schools spaces. Staff have taken multiple UW-SP environmental education courses. Staff are encouraged and seek out print and video resources related to getting students outside. Staff attended multiple years of Green and Healthy Schools Solutions Summits (held at a number of other Green Ribbon Schools) to look at "big picture" sustainability from a holistic perspective.

Our school Green Team is constantly looking at our school's environmental impact and ways for students to make energy conscious choices for the futures. To do this we must promote those things within our schools. OMS installed 200 monitored solar panels on the roof of the school. Our tech ed and science teachers use E-gauge software to look at the school's data for energy usage and generation to figure out how much money we've saved. We encourage all teachers to use indoor and outdoor facilities. Our Art teacher and Green Team member is one of the biggest users of all spaces. Her students see the connection between art and nature. OMS recently added for student use two new waste sorting centers in the cafeteria. The new bins have greatly reduced the amount of food waste and recyclables thrown into the garbage as well as reduced the amount of garbage and recyclables thrown into the compost.

Staff participate in both the STEAM committee and the Green Team. These teams have staff from a variety of different disciplines. They have taken on the role to teach other teachers as well as students of better sustainable practices. They have lead workshops and are at the forefront of what we are doing within our school to make it a more eco-friendly place.

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

Focus Area: Environmental & Sustainability Education

OMS has embraced a STEAM (science, technology, engineering, arts, mathematics) integrated curriculum. All subject areas relate to one another. Our school Green Team collaborates continually to develop connections between all subject areas. Our community has invested many resources into constructing the new multiple-use STEAM learning spaces both inside and outside.

We include environmental and sustainability education into all of our STEAM activities. Weather it is a simple as only using recyclable products, to creating entire art projects out of "waste" materials. We reuse art supplies for projects that in inside our innovation lab. Multi-disciplinary STEAM approach to sustainable food system under 100% local (community control) in house through health classes, science classes (7th and 8th grade), art classes, FACS classes in past.

OMS science and tech classes host an "Engineering Day" career exploration day each year. Mechanical, civil, and structural engineers from Cummins in Stoughton, DNR water division, Madison Metro Sewerage District, and Dane County Landfill, come to OMS and do presentations and activities for students. Students learn what the engineers do and why engineer's work is important to humans and the environment.

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

Focus Area: Community Involvement

Community partnership(s) related to any or all focus areas:

Village of Oregon: wood chips for trails, garden and composting; water management within school woods; chipping of invasive species material; support with woods restoration

Oregon Rotary Club: Lerner conservation park prairie restoration and maintenance; hoop house construction; compost bunker construction and materials

UW Hospital: health class doctor/researcher guest speakers bring in organ samples during "organ visits"

Findorff Construction: sustainable building and construction presentation

Ganshert Nursery & Landscapes: manhours and equipment for woods restoration

Sustain Dane: advice and help with many areas, composting, gardening, parking lot

Community Ground Works: fruit tree grant / edible forest

UW – Extension: help with composting and getting school garden produce into the cafeteria

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

The Lerner Park partnership between OMS and Oregon Rotary Club is an ongoing prairie/wetland restoration project. Lerner Park allows students to improve a community recreational resource. The park is 50 acres of restored and waiting to be restored former farm field. Students are able to see a year by year transformation of the park from invasives to prairie. Each May, 8th grade students work in the park pulling honeysuckle and buckthorn, building gravel trails, and planting the native prairie plants they grew from seed in the OMS greenhouse.

The OMS school forest is a partnership between OMS and the Village of Oregon. The Village and OMS earned a DNR Urban Forestry grant to develop a site plan and buy tools for the restoration of the 3 acres of woods on OMS grounds. The Village has a vested interest in the restoration of the forest as storm water from the surrounding neighborhood flows through the OMS grounds. Stormwater management continues to be an issue for both school and Village. A properly restored forest with essential understory vegetation offers a potential low cost solution as well as a great opportunity for students to learn about restoration practices and why native landscapes matter.

Food grown in the OMS food gardens is donated to Oregon Food Pantry each summer and fall.

Student Green Team will raise and plant 600 native prairie plants as part of a butterfly habitat restoration garden in the Oregon Town park in the Town of Oregon

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

School staff accompanies students to Lerner Park and work side by side with students on the restoration.

Students and staff work together to harvest and transport produce to Oregon Food Pantry.

Staff and students volunteer service hours at Lyman Anderson Dane County Park south of Oregon