



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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Jason Dropik

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

Official School Name: **Indian Community School**

(As it should appear on an award)

Official School Name Mailing Address: 10405 W St Martins Rd, Milwaukee, WI 53132

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

County: Milwaukee

State School Code Number *: 1590

Telephone: 414-525-6100 Fax:

Web site/URL: <http://ics-edu.org/> E-mail: jdropik@ics-edu.org

*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.

Jason P Dropik Date: 2-7-20
(Principal's Signature)

Name of Superintendent: n/a

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



District Name: n/a

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

n/a Date:

(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: Carolyn Stanford Taylor, State Superintendent

(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.

[Signature] Date: 2-14-20

(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, 2021

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
Indian Community School

The Indian Community School, Inc. (ICS) cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. ICS is a private faith-based intertribal school serving 362 American Indian children, representing more than 200 families, from 4-year-old kindergarten through 8th grade. Approximately 64% of our students qualify for free/reduced lunch. ICS has been serving the Indian community of metro Milwaukee for over 49 years. The tribal affiliation of our students consists of all Wisconsin tribes as well as other federally recognized tribes—over 30 tribal Nations in total. ICS has 94 employees with the majority being full-time. There are 57 instructional staff members 20 of whom are classroom teachers.

Reducing Environmental Impact and Costs

Our building was intentionally designed by a team, including an Oneida Nation architect, to enable native teaching and culturally based experiences. Sprawling windows, vaulted ceilings, and all-natural building materials important to the Tribes of Wisconsin bring the natural world in and afford all inside ongoing opportunities to be mindful or and make connections with Mother Earth.

The school itself was built into the topography of the land, the ground and space were not just flattened to create the school, it was built in harmony with the environment where possible. The building prominently features three building materials deeply connected to our culture: wood from the Menominee forest, copper, and stone. ICS is dedicated to reducing the environmental impact and costs by implementing sustainable practices such as motion sensors, automated energy use, and renewable energies. The school is installing solar panels to provide approximately 10% of their electricity. Daylighting abounds throughout the building and in every classroom.

We work with Compost Crusaders for composting and decreasing waste. We have partnered with Imperfect Produce for our food program to utilize the produce can't be sold in stores but is perfectly safe for consumption. Native plantings comprise the landscaping around the school and parking lots to reduce runoff. We also provide an electric vehicle charging station. We reduce our use of salt through a heated sidewalk system for walkways. We continue to strive to improve our impact on the environment.

Improving Health & Wellness

ICS demonstrates its commitment to the health and wellness of students and staff through participation in the fresh fruits and vegetable program, composting, reusing of resources, improving air and water quality, mindfulness, more physical activity, and understanding of self for students or staff.

At the center of ICS is the “Our Ways” room—featuring diverse natural resources, providing space for cultural meetings, events, teachings, and meals. When you walk into the Our Ways room, you immediately realize its purpose is to build resilience, to heal, and to provide an alternative to the colonization often sensed within a contemporary school setting.

We are working on suicide prevention, healthy eating, and mental health to support students. We have partnered to provide training and support to students and staff as well as looking to remove barriers to students receiving needed services during the school day. We partner with local farmers to use non-

processed food and healthy options. We are part of the Federal fresh fruits and vegetable program so that students receive healthy snacks each day.

Increasing Environmental Literacy

ICS has integrated environmental literacy through cultural teachings for many years. Students have traveled to Menominee (one of the tribal communities we serve) and planted wild rice in their community along the banks of a local river. This project taught them about wild rice but also was an act to give back. ICS also has a partnership with the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) who provides natural resource management expertise, conservation enforcement, services supporting exercising treaty rights, culturally responsive and appropriate teachings with our students.

In addition to getting out into communities, on our school property we have a 30-acre habitat garden, a 30 feet by 30 feet food garden, a 5 acre adjacent wooded site, and a wetland with boardwalk access to take learning outside. Lesson plans, facility plans, guests/experiences all have a focus on integrating our connectedness to the environment. Fourth grade students have been keeping a school garden for more than ten years, growing the “Three Sisters”: corn, bean, and squash. They grow ode’imanan (strawberries) and many other plants, including traditional asema (tobacco). They learn the traditional way to offer asema before planting and harvesting. We have also planted fifty sugar maple trees so that, when the time is right, students will be able to learn about tapping the trees and harvesting sap to make maple syrup and maple sugar.

The three pillars of reducing environmental impacts and costs, improving health and wellness, and increasing environmental literacy can be found throughout the goals and objectives of the school’s strategic plan:

Goal #1: Maximize the cultural identity of every ICS student

Objective C: Guarantee American Indian Culture is embedded in all elements of the school community and campus.

Goal #2: Maximize the academic achievement of each ICS student.

Objective B: Align support services to meet the social, emotional, and behavioral needs of our students and families.

Objective D: Ensure that the natural resources of ICS are embedded in the taught curriculum.

Objective F: Regularly infuse American Indian culture, history, and traditions in the taught curriculum.

Goal #3: Ensure the financial sustainability and resource management of ICS for future generations.

Objective B: Preserve and restore natural habitats on the ICS campus.

Objective C: Ensure that all members of the ICS community are responsible stewards of the environment.

Our world-class designed building, constructed from 2004-2007, is located on 178 acres of woodland, prairie, wetland environments in Franklin, Wisconsin. As caretakers of our culture and this place, we share our Land and Water Acknowledgement:

We first acknowledge the land and the water that has become home to Indian Community School. We acknowledge all of the caretakers of this land:

- those who were removed or erased from their traditional homelands here; including the Mesquaki, Sauk and Fox, Dakota Oyáte, Ioway, Miami, Kickapoo and Mascouten; and the Nations whose names we will never know;*
- those who most recently lived here as a nation: the Bodwe’wadmi (Keepers of the Fire), who reside here as part of the Three Fires Confederacy and are known today as the Potawatomi;*

- *those whose creation stories took place in neighboring lands and who have called this territory “home” for as far back as can be remembered: the Ho-Chungra (People of the Sacred Voice), today known as the Ho-Chunk and the Mamaceqtawak (The People), known today as the Menominee;*
- *the most recent caretakers, the students, staff, and board of the Indian Community School.*

We also acknowledge those who represent the Tribal Nations of what is now Wisconsin: Bad River Band of Lake Superior Chippewa, Forest County Potawatomi, Ho-Chunk Nation, Lac Courte Oreilles Band of Lake Superior Chippewa, Lac du Flambeau Band of Lake Superior Chippewa, Menominee Indian Tribe of Wisconsin, Oneida Nation, Red Cliff Band of Lake Superior Chippewa, Sokaogon Chippewa Community – Mole Lake Band of Lake Superior Chippewa, Saint Croix Chippewa Indians of Wisconsin, Stockbridge-Munsee Community Band of Mohican Indians, Brothertown Indian Nation and all of the Tribal Nations outside of Wisconsin’s borders, whose tribal members and descendants are represented by our students, staff, and community.

And we acknowledge the faces of the ancestors yet to come.

Photo: Our Ways Room



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

Two staff members have completed the Wisconsin ASBO Facility Managers Program certification and another staff member holds a degree in HVAC. We have engaged Faith Technologies in looking at energy consumption and sustainable practices that would benefit the Earth.

The school has conducted an energy audit and implements the following practices and policies:

- Computer power management settings
- Thermostat temperature setpoints
- Hot water temperature setpoints
- 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

In the past 10 years we have upgraded to energy efficient lighting (2016), added occupancy sensors (2012), have an energy efficient HVAC system, and installed new carpeting/flooring (2017). We used carpet squares which allow portions of the carpet be taken out as opposed to replacing entire sessions. We also used recycled and natural materials as we are able. Sensors in our heated walkway limit the use of that system. Automated air handling and lighting decrease use when not needed. We are currently planning for installation of a solar project to limit school's energy dependency on non-renewable resources.

Students and staff help identify and/or implement behavioral changes to reduce energy consumption:

Staff are taught and informed on energy management best practices, such as powering down equipment in the evenings. All rooms are equipped with motion sensors to turn off lights if staff would happen to forget. Staff turn off lights have automatic shutoff coffee makers, high-efficiency refrigerators and computers that go to sleep if they are not turned off or in use. Vents, thermostats, and equipment is inspected daily to make sure they are powered down and in good working order.

The staff has worked on energy efficiency whether it is LED lighting, motion sensors, or procedures for spaces not in use. Some staff went to Bubolz Nature Preserve to observe a system that uses 100% renewable sources to operate.

Our utility, We Energies, has provided kits and training for elementary school teachers around energy education. Energy is taught explicitly in 3rd-8th grades through motion, magnets, energy, waves/light, earth processes, renewable resources, and the Earth.

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

Focus Area: Water

The school's drinking water comes from a municipal water supply from a groundwater source. Our school meters water use and documents water use to identify substantial changes in water use. 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 educates students and staff on what should and should not go down the drains.

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
- Air conditioning equipment does not utilize water

ICS uses the following landscaping practices:

- use of alternative water sources (ie. grey water, rainwater) for irrigation
- use of a smart irrigation system
- 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 integrated natural features into the playground area and has the following runoff or stormwater practices:

- Rain garden
- Rain water collection and use for irrigation
- Downspouts directed to vegetated areas and bioswales
- 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 uses a heated sidewalk system that limited salt use on the walkways and 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 equipment is calibrated
- Salt is stored in an enclosed location away from surface water bodies including wetlands

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure) and taps, faucets, and fountains are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. Our medication and chemical disposal policies help ensure water quality.

Students and staff are actively involved in planning and implementing water conservation and/or protection activities:

The facility staff has been directly involved in water conservation and protection. The building has sensor operating faucets so water cannot be left on in bathrooms. They have installed water filling stations so that we can protect water from pollution such as plastic water bottles being littered on earth or in bodies of water. The staff has been involved in cultural teachings around the importance of water and advocating for water protection through water walks to raise awareness.

At ICS students are taught the cultural connection to water, “Water is Life.” Students are engaged in protecting the water at home, at school, and in the community. Students create advocacy plans for water rights and protections, such as mining impact on water sources, oil pipelines, water studies around our grounds, and ways to conserve water in daily use. Students in grades 5 and 8 conduct an audit of water use at home and school and propose solutions on ways that they can conserve and protect the water.

Water is life is a cultural component of our school from K4-8th grade every year. We have water ceremonies where we sing and thank water. It is a part of our cultural framework as a whole school when we discuss Connections to Mother Earth (July, September), Water, Ricing, Fishing (September), Ice Fishing (December), Fishing/Plantings (March, April, May). It is talked about in our Cultural Strand Living in a Good Way (October, May). Also, it is discussed as a theme of Water Sovereignty in February. Examples of these teachings such as “Be involved in habitat restoration and care for the land and water. Help to research, plan, and implement a project related to protecting Mother Earth and/or the water.”

The importance of water is discussed and studied in K5 (Humans and the environment, plants, weather), 1st Grade (Plants and animals), 2nd grade (Earth, Observing plants), 3rd (Habitats, life cycles, weather and climate), 4th (Energy and Earth Processes), 5th (measuring, plants, animals, atmosphere & Water, and Earth's Resources), 6th (Weather) 7th (Life Science/Ecosystems, and 8th grade (advocacy, water conservation).

The staff has participated in collaborations with organizations and institutions to build awareness and capacity. These partnerships and training include, but are not limited to Upham Woods, Earth Partnerships, and the University of Wisconsin-Milwaukee School of Freshwater Sciences. They have worked on advocacy, issues, and awareness on the recording of significant factors affecting water. The foundational understanding of our students to culturally connect to water as life and as a relative of us is significant teaching of the school. These activities allow students and staff to see water as equal and deserving of our attention and protection.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

Our school has clearly labeled recycling bins placed next to a trash cans in the hallways, classrooms, lunch room, staff lounge, student lounge, and main office to recycle paper, glass, metals, plastic, ink cartridges, milk and juice cartons, and batteries

Our school has a small scale, compost demonstration site used primarily for educational opportunities and we compost our cafeteria food waste in partnership with Compost Crusader. Our school composts school landscape waste material and process school landscape materials in alignment with cultural teachings and sustainability practices.

Our school or district has a policy on the proper storage, transportation, and disposal of regulated wastes that is actively enforced and followed at our facility. The person designated in charge of regulated waste disposal maintains current RCRA hazardous waste training. All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

Students and staff identify and/or implement changes to encourage waste reduction, reuse, and recycling behaviors:

Students were active in choosing and implementing our composting strategies at ICS. We use Compost Crusaders for compost pickup. Students communicated the teachings and purpose of the change. Students support adults unfamiliar with the process and did the initial research on how this would protect Mother

Earth. They created signage and training for new students and staff, including videos about what to compost. Students choose what they want, they do not have to take everything which leads to less waste.

Staff supported students with composting and looking for additional ways to educate the community. The staff has worked on creating a cultural connection to waste and appropriate behaviors. Staff worked to teach 8th-grade students about Feast Bundles. Feast bundles are food ware that can be taken to community events, feasts, etc. that decreases the need for disposable silverware, plates, cups, bowls. Students then wash those materials with appropriate amounts of water and decreasing waste. We strive to reuse and recycle wherever possible. One teacher challenged all students to use one paper towel when washing hands to decrease how much paper towels we were using. Reducing and recycling is used in all grade levels. We have a maker space and students are taught to repurpose and reuse items for new purposes. These projects are meant to be creative, but also respectful of all items. In every grade students are taught about protecting and taking care of Mother Earth, whether it is school community clean up, water chemistry research, or other ways that they can engage in academic and cultural learning. Training has been provided on composting and waste reduction. We have sessions of PD on effective energy conservation practices. Memberships and partnerships with other organizations to discuss best practices and new procedures.

Moving from paper products to more digital presence. We have decreased the copying of material and utilize digital media to communicate and foster learning. School Newsletter is emailed not printed and sent. Board reports and communications are shared in *Boarddocs* to limit the need for printing and files.

Element 1C: Use of alternative transportation

Focus Area: Transportation

ICS buses approximately 95% of its students using smaller, efficient propane buses. We moved from diesel to propane in 2014. Propane is non-toxic and non-poisonous. It does not harm groundwater, surface water, or soil. Approximately 3% of our students are driven to school and vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. We offer an electric car charging station in our parking lot for staff that drive electric vehicles and have a common start time to encourage car pooling.

The school offers:

- Consistent, clear communications to families regarding transportation options and policies.
- 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

Since we bus over 340 of our students in on 24 small propane school buses, we are getting our students to school safely, efficiently and in a way that protects air quality and environmental impact. Few families drive so less impact on the Earth.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

The school has a formal health and safety program, does not have labs using chemicals, and takes action to improve contaminant control and ventilation including:

- a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools,

- preventing exposure to asthma triggers such as mold, dust, and pet dander,
- energy recovery ventilation systems to bring in fresh air for use in the HVAC system,
- meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)
- installed local exhaust systems for major airborne contaminant sources
- CO alarms that meet the requirements of the National Fire Protection Association Code 720,
- visually inspection all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage,
- maintaining indoor relative humidity below 60%,
- moisture resistant materials/ protective systems installed (i.e. flooring, tub/shower, backing, and piping),
- no wood structures on school grounds containing chromate copper arsenate,
- combustion appliances that are annually inspected to ensure they are not releasing carbon monoxide OR not applicable - the school does not have combustion appliances

Wisconsin does not require Radon testing. Because of this process, ICS has added testing to its facility management plan for the future.

ICS has a chemical purchasing policy that supports low or no-VOC products and substitution when less hazardous alternatives are available and selects third-party certified green cleaning products when possible. Chemical management policies include proper storage and labeling, training and handling, hazard communication, and procedures for spills (clean up and disposal).

The staff has been sharing and reaching out about chemicals used at the school. The facility staff used some white vinegar solutions for growth around some of our rock formations. This would have been treated with an herbicide previously.

Students noticed, researched and proposed possible solutions for the use of pesticides on the grounds. They researched alternate ways to protect the earth without chemicals. We installed more bat houses to support the natural eating of mosquitos as opposed to applications sprayed. Students supported the school with their assistance in weed mitigation by learning how to take care of this manually. The school limits eating to designated areas as a part of an integrated pest management (IPM) approach.

In cases when intervention is needed, ICS has a trained, certified IPM Master Technician and also contracts with certified and licensed pesticide applicator. Our school posts a notice at the time of pesticide application and for at least 72 hours following application and provides pest control policies and methods of application to parents and school employees and meets posting requirements. We make 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.

Element 2B: Nutrition & Fitness

Focus Area: Health & Wellness

The school is focused on wellness and supporting healthy habits. ICS has a licensed dietician, two licensed social workers, and is grounded in American Indian cultural teachings that focus on health and wellness. School provides a full-time kitchen staff led by a licensed nutritionist (M.ed, RD). We partner with local farmers to use non-processed food and healthy options.

We have a full-time health care provider on site. ICS has 2 licensed social workers. We have an MOU with the Gerald L. Ignace Indian Health Clinic for behavioral health support for students and staff. We are working on suicide prevention, healthy eating, and mental health to support students. We have partnered to provide training and support to students and staff as well as looking to remove barriers to students receiving the support and services they need, during the school day.

We have a mindfulness (Breathe For Change) certified instructor on staff. We also have a Student and Family Assistance Program through Aurora Health that is paid for and provided by our school for each family to support families in many areas including mental health. ICS communicates this through newsletters, parent meetings, and social media.

We offer salad bar to staff for \$1.50 when a personal reusable dish is used—the best deal around. We have a fitness center on-site that staff can use. It is registered with our insurance provider so staff can get decreased premiums for regular use. We also have insurance incentive programs that encourage healthy lifestyles. Staff is encouraged to be a part of the outdoor learning. We have boardwalks and walking trails for staff and students.

Annual surveys provide insight into health and wellness. Head of School Student Advisory Board. Students are empowered to be problem solvers and reach out on how to best meet their needs. This was evident with a group that need some mental health support so they advocated and were provided the opportunity to gather, bead together and be supported by culture support staff.

The staff has talking circles to discuss needs and supports. Social Workers on staff to support everyone and they have initiated “Recharge” sessions where the staff gets together after school to meet and recharge. Staff provides professional learning around health and wellness during staff PD time; mindfulness, traditional games, yoga, etc.

Living in a good way is a cultural strand of teaching and learning. All students take physical education courses. Students meet with social workers and the transition coordinator using Zello to support planning and decision making.

Teachers are teaching each other in PD. We also have staff that is involved in various learning opportunities, whether it is mindfulness from *Breathe for Change*, mental health committee work with Association of Wisconsin School Administrators (AWSA), CESA training for mental health, compassion fatigue, working with challenging students as examples. Staff reports back on this learning during PD or faculty meetings to share their learning with others.

ICS also hosts open gym for alumni, weekend traditional games, workshops, and cultural teachings, i.e. smudging, tobacco offering.

The school promotes nutrition, physical activity and overall school health:

- participates in the National School Breakfast and Lunch Programs.
- participates in USDA Fresh fruits and vegetable program.
- Offers salad bar for 3rd-8th graders.
- All foods and beverages sold during the school day meet the USDA’s Smart Snacks in School nutrition standards.
- has a policy for healthy classroom snacks.
- participates in Farm to School activities (est. 2014)
- has a garden that supplies food for our students in the cafeteria (est. 2007)
- prohibits advertising and promotion of less nutritious foods and beverages on school property.

- has on-site indoor and outdoor physical activity facilities available to students, staff, and the community.
- purchases food locally sourced or certified as “environmentally preferable” (Imperfect Produce)
- 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+.
- has a Let's Move Active Schools program (SHAPE America and Alliance for a Healthier Generation).
- provides physical education outdoors at least 50% of the time.
- 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 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.

Our partnership with Imperfect Produce reduces our environmental impact as well as provides opportunities for education. Companies define “imperfect” as cosmetic damage, surplus or excess inventory, undervalued or lack of demand. This helps to not waste water used to produce the food and the good food doesn't just get thrown away. Teaching students and staff about using all food where possible is a good byproduct as well.

Pillar III: Effective Environmental and Sustainability Education

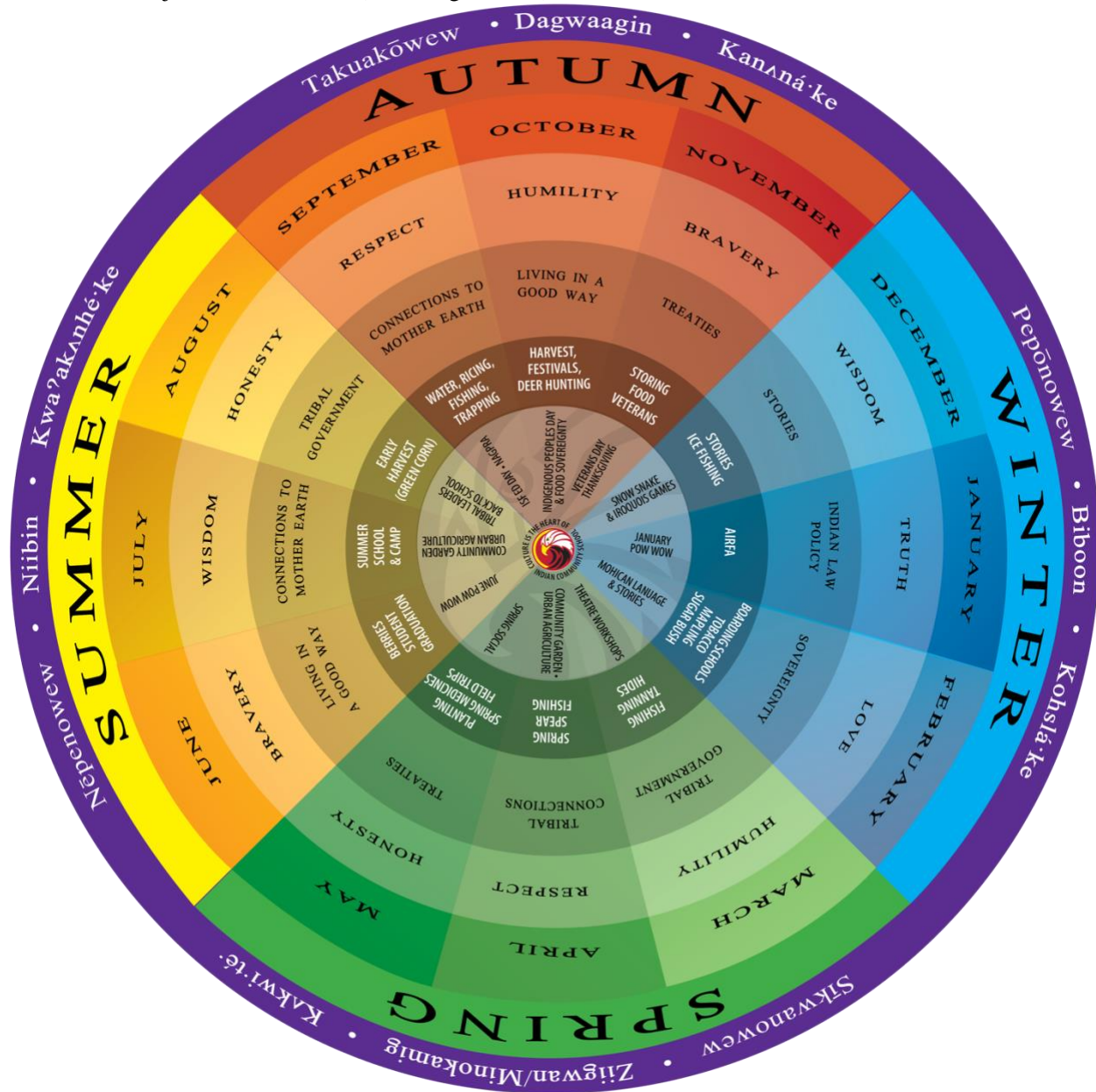
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

Focus Area: Environmental & Sustainability Education

ICS integrates environmental and/or sustainability education as part of the regular coursework at all grade levels and has an environmental literacy requirement. In every grade, we work on the concepts addressed in the preface to the standards with “seven generations” thinking and the philosophy and work that supports the sustainable Menominee Reservation forestry operations. The ICS “Our Ways” curriculum framework has the following strands: Native Language, Living in a Good Way, Stories, Tribal Connections, Connections to Mother Earth, Tribal Government, Treaties, Indian Law and Policy, and Sovereignty. While all strands connect to our environment, the objectives in the Connections to Mother Earth strand of the Our Ways curriculum include:

1. Articulate what it means to be connected to Mother Earth and why that is important to cultural identity, living in a good way, and tribal sovereignty.
2. Identify animals and plants and describe the role they play in the interconnected web of life.
3. Be involved in habitat restoration and care for the land and water.
4. Participate in and describe the process of raising traditional foods and medicines.
5. Help to research, plan, and implement a project related to protecting Mother Earth and/or the water.
6. Identify culturally significant landmarks (e.g., Strawberry Island and Keshena Falls) and natural resources on their reservations or traditional homelands.
7. Explain the processes, traditional protocols, and ceremonies that are important to remember in traditional harvest of animals, plants, medicines, and construction materials.

“Our Ways” cultural calendar coincides with the Our Ways Teaching and Learning Framework™ which includes: Tribal Connections, Living in a Good Way, Stories, Treaties, Sovereignty, Tribal Government, Connections to Mother Earth and Indian Law and Policy. In addition, the Our Ways Cultural Calendar incorporates the Seven Sacred Gifts and the words for each season in the three languages that we teach: Menominee, Ojibwe and Oneida. (See image below).



Water study on our ponds, forest and Oak savannah, traditional plant medicines teaching, the school garden is just a couple of the opportunities that our student experience on our 178 acres of land. School grounds, forests, and teaching sites are used at each grade level K4-8th grade. As part of the cultural framework, Connections to Mother Earth and Living in a Good Way, students are engaged in outdoor learning opportunities consistently. On our teacher’s unit plan template one of the criteria that teachers must consider on each learning opportunity is a connection to outdoor learning. This does not mean that every lesson is outdoors, but it is considered every time. Each grade level has an area of our grounds that they are responsible for taking care of and learning about. We have Wetlands, Forests, and prairies on our

grounds and students must learn about each of them. We teach about the environment, whether it is plants, habitats, Earth, resources, water, or cultural connections in each grade level. We have a section on traditional plant medicines that are taught both during the school year and in summer programs for all students.

We have established boardwalks to safely access varied areas of the grounds. There are paths that are mowed to allow for nature walks. We have our Forests with wood chip paths to enable students and staff to explore the forest. We have an invasive species mitigation plan to keep all these areas accessible. There are 4 outdoor fitness equipment items located in our forest for fitness and exploration. We have sites on our grounds mapped in google maps with Ojibwe names of plants and features for exploration. Students engage in safe and respectful geocaching to engage in outdoors.

We have established “camps” for deer harvesting and wild rice processing outdoors to encourage educational use. Students in the 4th-grade tent camp on the grounds and learn about the environment. Celebrations are made via social media to acknowledge teachers that are utilizing the grounds for the educational use of their students.

We have a partnership with Upham Woods that provide teachers and field experts to work with our students and we are working to support resource development for their programming. We have a partnership with UW-Milwaukee School of Freshwater Science in the areas of water research, advocacy, and protections. Staff receives training in return they get resources to use with their students. UWM also sends out teachers and support staff to engage with the students on lessons and learning. ICS also has a partnership with the Great Lakes Indian Fish and Wildlife Commission (GLIFWC). GLIFWC provides natural resource management expertise, conservation enforcement, services supporting exercising treaty rights, culturally responsive and appropriate teachings with our students.

The Head of School currently serves on the Wisconsin Association of Environmental Education to build his capacity to support teachers. Teachers are members of this organization and attend conferences and sessions to learn new techniques and practices. Additionally, teachers are collaborating with Earth Partnerships to build capacity. Students and staff also work with the Wehr Nature Center, Urban Ecology Center, Mequon Preserve, Tribal Reservations, and Lake Michigan for outdoor learning experiences. We have tribal elders that come in to teach about the land and plant medicines on the grounds.

New measures are underway to further integrate Wisconsin’s recently revised standards for environmental literacy and sustainability into ICS curriculum and resources along with intentional alignment to our strategic plan. Staff is reviewing the learning objectives in science, cultural teachings, and environmental literacy and will provide recommendations as part of the Science/Mother Earth committee. We are auditing to identify gaps, suggest resources, and provide training to build capacity with full implementation in 2020-21 for formative feedback. Of the seven standards, the following are foundational to our curriculum:

1. *Students develop and connect with their sense of place and well-being through observation, exploration, and questioning.*
2. *Students evaluate relationships and structures of natural and cultural systems and analyze their interdependence.*
3. *Students engage in experiences to develop stewardship for the sustainability of natural and cultural systems.*

The staff has participated in training provided by cultural elders, WAEE, Urban Ecology Center, Wehr Nature Center, Upham Woods, UW-Milwaukee School of Freshwater Sciences, National Science

Teachers Association, American Indian Engineering and Science Association. These learning opportunities have focused on American Indian Cultural Teachings, water, sustainability, agriculture, chemistry, digital measurement taking, ecosystems, energy relationships, STEM topics, and advocating for change. Staff members have taken training from the following organizations as well: Aquatic WILD (4), Earth Partnership for Schools (5), KEEP—WI K-12 Energy Education Program 2), LEAF—WI K-12 Forestry Education Program (1), NSTA (1), Project WET (2), Project WILD (2), and WI Association for Environmental Education event (6).

The school holds organizational memberships with Wisconsin Association for Environmental Education, Urban Ecology Center; Wisconsin Society for Science Teachers; and National Science Teachers Association (NSTA) to augment professional development.

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

Focus Area: Environmental & Sustainability Education

Our seventh grade students participate in a STEM fair focused on sustainability. During the fair students are asked to create a solution that would decrease our dependence on Earth. Students research and propose solutions to problems with energy consumption, waste, food practices, and daily living. The students presented these solutions to experts in the field for feedback and discussed possible innovations and modifications. This process led to several school service opportunities including and technology recycling drive, public awareness around packaging, and proposed solutions to facilities for energy concerns.

Through our partnership with Upham Woods, we have started working with students and Digital Observation Technology Skills (DOTS) to engage in inquiry, STEM, and advocacy. Students are working with the Upham woods to tell the story of ICS's grounds using data and technology over time. This story will help to teach future students and stakeholders.

The middle school science lab uses a 3D printing to support STEM content, knowledge, and thinking skills. Students learn how to program and print materials to use for class, projects, or presentations. Students are able to support the learning and problem solving for students. Whether it is visiting a retirement community and supporting elders to find solutions for their problems or printing an identity piece to share about themselves the students are engaged in learning that they can use in many areas of their academic experience. (Prototype for a spoon an elder could hold easier)



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

Focus Area: Community Involvement

Students participate in civic and community engagement projects:

Approximately 30 students participate in our Compost Crusaders Club. The twenty students in our National Junior Honor Society are responsible for service-learning with at least one of their activities specifically focusing on the Earth. There is a 12-member Head of School Student Advisory Board, comprised of 3rd-8th grade students. On our agendas, the Earth and service-learning is a part of each agenda to discuss and implement.

We continue to increase opportunities for students to participate in civic and community engagement projects. Students traveled to Menominee (one of the tribal communities we serve) and planted wild rice in their community along the banks of a local river. This project taught them about wild rice but also was an act to give back. All the focus areas addressed in terms of sustainability, education, and wellness. Students engage in community projects at ICS advocating for decreased use of herbicides on the ICS grounds. The research additional ways to manage growth on the grounds. Students have engaged in writing and poster campaigns against mining and the Dakota Access pipeline. They researched, learned, and wrote to as many people as they could to raise awareness and advocating for protecting the water. Students have begun to take and document water chemistry and plant existence on the grounds so that they can provide information to inform decision making for our Master Grounds Plan.

School staff participate in local community-based projects:

Staff participates each month in the community-based projects that focus on cultural components of respecting all of Mother Earth. These community partnerships work with different tribal communities throughout the state of Wisconsin. The community-based projects include tribal communities and our families around all focus areas identified above. An example of this was in September ICS had Manoomin Camp (Wild Rice Camp). Staff, GLIFWC, Students, and families talked about water's impact on wild rice growth, avoiding pollutions, nutritional facts, social well-being (providing for your community), as well as parts of the plants, energy webs, and many other learning outcomes. These partnerships include wellness, protecting the Earth, supporting our communities, sustainable harvesting both medicines and utilizing parts of trees for baskets, etc.

School-community partnerships:

All activities are shared and celebrated with the community. Families are encouraged and invited to participate in activities to build their own capacity. They are taught about harvesting and are able to harvest traditional medicines on our grounds. We survey the families to see what the needs of the community are. ICS also reaches out to other communities to share information that we have collected or learned, so that we can share with other communities. Students participated in the Freeland Film Festival this last year which is focused on raising awareness about wild animals and ecosystems that are facing daunting challenges. Students shared their cultural teachings about the importance of conservation and protection.