



District Sustainability Award Nominee Presentation Form

CERTIFICATIONS

District's Certifications

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

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools District Sustainability Award 2019-2021

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

District Name: **School District of Bayfield**
(As it should appear on an award)

Address: 300 N Fourth Street, Bayfield, WI 54814

Telephone: 715-779-3201 Fax:

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


(Superintendent's Signature)

Date: 2-7-20



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **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.

A handwritten signature in black ink, appearing to read "Carolyn Stanford Taylor".

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
School District of Bayfield

The School District of Bayfield is situated on the south shore of Lake Superior in northern Wisconsin. This small district is comprised of two buildings serving 365 students from K through twelfth grade, more than 70% of whom are economically disadvantaged. Approximately 75% of the student identify as American Indian. The district has developed a strong partnership with the Red Cliff Band of Lake Superior Chippewa. The district prioritizes culturally sustaining pedagogy and teacher Rick Erickson and his wife Lorie were awarded the 2019 Human and Civil Rights Leo Reano Award for impacting education and equal opportunities for Native American students from the National Education Association.

Reducing Environmental Impact and Costs

The School District of Bayfield has two buildings—one serving grades K to 12 in the city of Bayfield and one serving grades K-6 on Madeline Island. The central portion of the K-12 school is still the original 1896 building. There have been several major additions/renovations since the original construction and with each renovation, the district makes an effort to update the HVAC system to increase its efficiency. The school has upgraded many building features to promote conservation and efficiency, such as installing LED lighting and water bottle filling stations. Lighting for the student and staff parking lot operate on solar energy. The school-owned community recreation center and swimming facility has solar panels on the roof to supplement the energy system.

Annually students learn about alternative transportation and build an electric vehicle to participate in the Wisconsin Electrathon competition. Students and staff are actively engaged in minimizing landfill refuse. LaPointe School staff and students compost all lunch waste. The middle science teacher is leading an effort to collect food waste during lunch and breakfast that can be donated to community members who could use the waste for livestock feed and also garden composting.

Improving Health & Wellness

The district has an active Farm to School program and works closely with University of Wisconsin Extension to offer food and nutrition education. The district also owns the community recreation facility and offers staff discounts on membership and related incentives for insurance discounts.

The Bayfield School and Community Garden (“gitigaan” in Ojibwemowin) includes a high tunnel to extend the growing season for colder northern climate and garden plots for each elementary classroom to tend. Perennial and pollinator garden space acts as a demonstration space for K-12 students to observe and learn about pollinators, the importance of diversity in our environment, and medicinal plants, both native and non-native. Classes who come to the garden in the fall, participate in the harvest and go home with fresh tomatoes and other vegetables. Students of all age levels help with harvesting tomatoes, basil, and peppers to make healthy pizzas using a student-constructed wood-fired clay oven.

With the help of an Americorps Farm to School Specialist and UW-Extension FoodWise Program, Bayfield Elementary K-5 classes receive consistent nutrition and gardening lessons throughout the school year. These lessons cover an array of topics from the Iroquois story of Three Sisters Gardening to healthy foods and the groupings outlined by MyPlate and My Native Plate. The District has also created small plots within the school garden area that are open to local residents. At the La Pointe School, students

grow their greens to eat with lunch and much of the school's produce comes from the plants started in the community garden.

In addition to gardening, the middle school students have assembled and run a small-scale aquaponics system in the design lab. They have raised a variety of plants such as lettuce, basil, spinach and peppers. They have also raised perch, walleye and saugeye. They also learn the Ojibwemoin words for these fish, so it reinforces their Ojibwe culture and language. Not only do they have hands-on experience in running a small scale aquaponics system, but they have also grown many crops of lettuce and we often have healthy salads in class that the students grew themselves. This exposes them to possible future careers but also instills a healthy diet to kids as well. Any curriculum that reinforces a 7th grader to eat salad is awesome!

Increasing Environmental Literacy

Environmental education is integrated throughout the K-12 curriculum. The strong connection between the School District of Bayfield and our local communities has led to a range of connections with our global community. Our focus on place, especially Lake Superior, has led us to a connection with people literally on the other side of the world. We recognize that students are influenced greatly by the surroundings in which they grow up. Our students are greatly influenced by and connected with Lake Superior.

In 2013 we decided to begin efforts to connect our students with students on the other side of the world who have a similar influencing environment. One of Bayfield's most unique partnerships is with Gymnasium 44, a school in Irkutsk, Russia. This partnership connects students and teachers from Lake Superior, the world's largest freshwater lake by surface area, with students and teachers from Lake Baikal, the world's largest freshwater lake by volume. Together, Lake Baikal and Lake Superior hold over 30% of the world's surface freshwater.

Bayfield High School students participate an underwater photography project called Zaaga'igan Ma'iinganag (Lake Wolves). In this program, an aquatic biologist partners with the school to teach water ecology and to use photography to address youth mental health issues. Bayfield students have learned to snorkel through this program and have taken underwater photographs in area rivers, along the shore of Lake Superior, and at a shipwreck site in Lake Superior. Students write about their experience and their photographs and descriptions are displayed in local exhibits. In fact, several students' photos were included last year in an exhibit at the Great Lakes Aquarium in Duluth, Minnesota.

The district and its staff have received a number of awards:

- Bayfield Elementary School, U.S. Department of Education, 2019 National Blue Ribbon School
- Rick Erickson, 2019 Presidential Award for Excellence in Mathematics and Science Teaching
- Rick Erickson, National Education Association Foundation, 2015 Global Learning Fellowship
- Fifteen Bayfield High School students have qualified for the National Junior Science & Humanities Symposium and/or the International Science & Engineering Fair with independent research related to environmental studies or health and wellness.

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

The district’s Director of Buildings and Grounds and Finance Director regularly evaluate ways in which the school can become more energy efficient. The HVAC system is a centrally controlled system that is closely monitored by the Director of Building and Grounds. Renovations have recently been done relative to insulation and heating systems, and most recently all overhead lights in the building were converted to LED lights. The lights in many of the rooms are also on motion sensors so that they automatically turn off after several minutes of detecting no motion.

The district works with CESA 10’s Environmental Quality Control program, which includes custodial trainings and all-staff trainings. The district contracts with Johnson Controls and utilizes the expertise of their staff for HVAC systems including facility renovations. As part of ongoing renovations in our schools, energy use and conservation are regularly evaluated with the help of our maintenance staff and contractors.

The district implements the following energy efficiency practices and policies:

- Computer power management settings
- Thermostat temperature setpoints
- Hot water temperature setpoints
- Monitor energy usage by tracking monthly energy consumption and costs
- Follow a schedule for regular maintenance of HVAC equipment
- Energy efficient lighting.: All lighting has been converted to LED (2019)
- Carpeting/flooring: Resin flooring installed in science and art rooms (2018)
- Roofing: New roofing on portions of the school (2019)
- Heating, Ventilation and Air Conditioning (HVAC): Heating updates in rooms with outdated systems and new air conditioning in the gymnasium (2018)

The district has considered utilizing solar to enhance the school’s energy systems, however analysis of the cost effectiveness and the existing roof systems made the addition of solar questionable. Since that time, the school’s roof systems have been updated. Again, under the leadership by the Director of Building and Grounds and the Finance Director, the school district will likely reconsider a solar project.

Each year, Bayfield High School students operate a maple sugar bush project on school grounds and within the surrounding neighborhoods. The project currently utilizes a wood-burning stove to provide the heat necessary to boil the maple sap into syrup. Three years ago, the students and instructors applied for and received a grant to purchase a reverse osmosis (RO) machine. The RO machine is now used to eliminate half of the water from the sap. As a result, the overall energy consumption and greenhouse gas emissions are reduced. This improvement in the maple sugar bush process was a result of instructor-student discussions.

The School District of Bayfield is fortunate to have two former students currently employed in positions related to innovative energy research and projects. A 2008 graduate is currently an associate in project development for One Energy and currently works on solar projects across the Midwest. After completing a large solar project in Ashland, Wisconsin, this Bayfield graduate has contacted the district and wants to begin a conversation related to the company’s “Solar on Schools” project. At a minimum, this contact will

result in a student tour of the completed Ashland project. Hopefully, it will lead to a near future solar project for the school facility. A 2006 graduate has been working for Makani Power in California since 2008. Makani Power produces energy kites to harness wind energy. This student regularly sends updates related to the energy kites, and this information is relayed to high school physics students.

Last year, a community member brought in an intriguing energy-related invention. He is currently working on a patent for this solar collector that tracks the sun throughout the day using a mechanical system rather than an electricity/computerized system. He is currently working to utilize this system to collect and store heat which could be used for cooking in undeveloped countries. The high school science teacher used his prototype in science classes to discuss energy conservation and engineering related to energy technology.

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

Students throughout the school district are encouraged to power down all electronics when not in use. They are also encouraged to turn off lights when classes leave their rooms. Students are also encouraged to leave doors and windows closed to reduce heat loss. The Bayfield Technology Education teacher has participated in and presented at the Midwest Renewable Energy Fair.

In the fall of 2019, students who attend the K-6 school on Madeline Island focused attention on climate change. As a result of their instruction and discussions, this group of students scheduled a regular Friday protest event during the school day. They also decided to take action to reduce energy consumption. Those actions include leaving lights off unless needed and reducing the use of energy to control temperature in the school building.

Students learn about energy:

In physical science and physics, students are taught how electricity is generated, and they are taught about the variety of energy sources that can be used to generate electricity. The teacher and students engage in discussions related to the pros and cons of the different electricity generation methods. Occasionally, one of our high school science classes is assigned the task of building a Rube Goldberg machine - a multi-step machine that completes a simple task. The focus of this project is energy transfer between each step. Students design and build the machine and also write a description related to energy conservation and energy transfer related to the machine. Bayfield students have successfully competed in statewide Rube Goldberg competitions. Bayfield machines have finished in the top three in Wisconsin several times. In fact, in 2008 the machine built by Bayfield students finished second in the National High School Rube Goldberg Competition at Purdue University.

The Bayfield Middle School science curriculum includes significant energy education. Additionally, the middle school science teacher includes energy issues as part of the regular current events discussions. Those discussions include pros and cons related to additions and modifications to energy pipelines and energy transmission lines.

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

Focus Area: Water

The school's drinking water is a municipal water supply from groundwater source. Our school meters water use and documents water use to identify substantial changes in water use.

Our school has the following equipment to help conserve water:

- Water bottle filling stations with automatic shut-off
- Low-flow toilets (1.6 gallon per flush (gpf)) and urinals
- 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
- Optimized water or steam based heating systems to reduce blow-off.

Our K-12 school is built on a hillside within the city limits of Bayfield. Adjacent to our school on the north and east sides is a deep wooded ravine with a trail at the bottom. That ravine is used regularly by classes for environmental education lessons. Heavy rains in 1942 washed out much of the ravine and the Bayfield business district. Flood control engineering has controlled the water flow in the ravine since that time. However, there is still regular maintenance and concern about potential failure of the steep ravine banks that border the Bayfield School technology education building, adjacent playground, and parking areas. In the last couple of years, the district has rerouted water runoff from the technology education building and parking area. The district has also worked with the city to regularly reinforce the steep ravine banks with riprap.

We are located on the south shore Lake Superior and take precautions to protect this resource. Our school uses the following landscaping and runoff/stormwater practices:

- use of alternative water sources (ie. grey water, rainwater) for irrigation
- use of mulch and native plants to reduce watering needs
- landscaping designed to be water-efficient and/or regionally appropriate
- Rain water collection and use for irrigation
- Use of leakproof lids on dumpsters or other outdoor waste collection bins

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

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

Our school has a chemical disposal policy that helps ensure water quality.

Our district has a 200 square foot habitat garden and a 300 square foot food garden. A 40-acre wooded property with a small stream and a deep ravine is adjacent to the school site and we also use existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching. Our school has integrated natural features into the playground area.

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

Our students and their families are greatly influenced by Lake Superior. Many of our families' livelihoods depend on the health of the lake. Throughout our K-12 system, teachers incorporate topics related to freshwater resources and freshwater stewardship. For example, staff helped solve issues with water access for our school garden. Bayfield's school garden is onsite, but in a location where water is not readily available. It is possible to run hoses from the school to the garden site, however, with the assistance of staff and students, the garden manager has implemented a couple of water-related projects. There is a rain barrel that catches runoff from the garden shed. Additionally, the garden manager, school staff, and students designed and developed swales and berms to collect and retain rainwater. Our K-12 students are taught each year about the value of these practices of utilizing structure to retain water for the garden.

All of our students regularly discuss water resources and our role to protect those resources. In the high school, students are encouraged to participate in independent science research, and they are strongly encouraged to focus on Lake Superior and freshwater topics. These students, who choose their own topics, work with professional scientists to conduct the research and write papers related to their findings. These papers are shared with local organizations to increase local awareness related to the investigation topics.

At the high school level, students are given the opportunity to conduct independent science research studies that are often used in science fair and science symposium competitions. Over the past twenty years, several of those projects have focused on understanding the physical geology and the ecology of Lake Superior. Studies have focused on contaminants in Lake Superior waters near eagle nesting sites, seiche behavior, the changing length of the ice season, tributary effluent behaviors, and a stable isotope analysis of the aquatic food chain from plankton to fish to eagles. Several of these student studies have resulted in curriculum materials that are now incorporated into high school science classes.

In 2014 and 2018, a group of Bayfield teachers and students traveled to Lake Baikal, lived with our Siberian partners on Lake Baikal, and explored the shores of the “Great Lake.” In 2015, teachers and students from Irkutsk traveled to Wisconsin and stayed with us while we helped them get to know Lake Superior. Another group of Siberian teachers and students will be visiting us in the summer of 2020. This has been a great partnership that has helped us mold our beliefs regarding the environment, sustainability, and health/wellness with a more global perspective.

One of Bayfield’s 4th grade teachers participated in the 2019 Great Lakes Shipboard Science workshop sponsored by the Sea Grant Center for Great Lakes Literacy. The focus of this workshop was to draw on traditional knowledge to enhance classroom teaching about water. This teacher is also currently participating in the Shipwrecks Game Design Fellowship sponsored by Wisconsin Sea Grant.

The School District of Bayfield is intimately connected to the University of Wisconsin Arboretum Earth Partnership program. Three Bayfield teachers have been involved with the development and presentation of its Indigenous Arts & Science summer teacher workshop. Each year, additional Bayfield staff members participate in the program. Each summer a significant portion of that program is devoted to fresh water stewardship. While participating in the summer Earth Partnership program, staff members helped design and construct water retaining ponds on the grounds of Red Cliff’s Legendary Waters Casino.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

The School District of Bayfield works to reduce waste wherever possible. The district has formed a partnership with one of the local waste transfer stations that serves local community members. Staff and students deliver aluminum cans from the transfer station to the nearest aluminum recycling facility and are given the funds generated from the aluminum. These funds are used for a variety of school related student activities. Most recently, the funds have been used to help fund the Lake Baikal exchange program.

The district places clearly labeled recycling bins next to trash cans classrooms, the staff lounge, and main office to collect paper, ink cartridges, and cardboard and disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. The third grade students

and staff annually collect and repurpose used Crayola markers. Students set up boxes around the school and place signs to notify students and staff where the boxes are. They collect all used markers throughout the year and package them up to send to Crayola to be recycled. The students learn what the recycled markers are used for and what impact that has on our environment, etc. The students are involved in every step of the process.

Students and staff have begun to wonder what happens when it goes “away.” Students are no longer satisfied simply having recycling bins in the classroom and they recently began an inquiry into if the contracted hauler actually recycles the materials. The high school alternative education class is following through with the investigation with a spring visit to the landfill site and the recycling center used by the hauler. Staff members have engaged in conversations with administration to investigate alternative options in the event they find out the current system is ineffective.

One of the mottos at LaPointe School on Madeline Island is “reuse, reuse, reuse.” Teachers regularly instruct students on the importance of reusing items and help teach students how to practice reuse. Bayfield staff continually work with students to promote carrying individual reusable water bottles to reduce the use of disposable water bottles and to promote healthy living. Many of our students carry water bottles with them throughout the day. The district has also installed water bottle filling stations adjacent to many of the school’s water fountains to help reduce plastic waste.

Student learn about recycling and waste management:

LaPointe School K-6 students upcycle art with plastic to create representations of animals that are affected by climate change. Our 5th grade staff and students work with Farm to School to learn about compostable material, worms, etc.

In addition to engaging in aluminum recycling efforts noted earlier, Bayfield High School alternative education students are regularly instructed how Anishinaabe related gathering practices promote the practices of reduction and reuse of materials. Students have been taught how to gather materials from our surrounding environment that can be used to make twine and rope. Students have learned to use that material to fasten sections of the maple sugarbush longhouse shelter and to begin the process of making a fishing net.

Element 1C: Use of alternative transportation

Focus Area: Transportation

The majority of the district’s students ride buses to get to school. Very few of our students live within reasonable walking distance to the school. Several staff members ride bicycles and/or carpool to school each day. These practices are noticed by students and other staff members, and they encourage sustainable transportation practices. The district does offers bike racks, showers, lockers, and/or other bike amenities and consistent, clear communications to families regarding transportation options and policies.

The school is a partner with the Madeline Island Ferry Line and the Town of Lapointe regarding transportation of Madeline Island students to the mainland school. Rather than providing their own transportation system, the school works with these partners to utilize existing ferry transportation.

The school district has a sustainable transportation supportive policy related to staff use of school vehicles. The school requires staff to use school vehicles to travel to trainings and workshops. The policy requires that only one school vehicle is used to for a training or workshop if four or fewer staff members are participating. This promotes carpooling and prevents each staff member from driving their own vehicle. If staff members choose to drive their own vehicle, they are not reimbursed for mileage.

The school district owns three small buses that are used for the majority of school field trips. Teachers are encouraged to get their school bus license, so that they can use the mini-buses for field trips. The district covers the cost of obtaining the license. The use of the mini-buses promote sustainable transportation practices over contracting for full-size buses for small-group field trips. The mini-buses are used almost daily for the high school alternative education program and regularly for the physical education classes that go to the community recreation center for fitness and swimming lessons.

Bayfield's technology education teacher was instrumental in developing the Electrathon program in Wisconsin to increase education about alternative transportation. Since that time, he has stayed intimately involved in the program and provided opportunities for his students to participate in this program. Each year students design and build a single-passenger electric vehicle each year and compete in Electrathon events. The students have also modified a 3-wheel vehicle to operate with batteries and an electric motor to practice their understanding of electric vehicles.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

The School District of Bayfield contracts with a company to provide a variety of services related to chemical hygiene. Each year, a representative of this company inspects any and all rooms in the district that store and/or utilize chemicals. This representative also works with staff members, including the Chemical Hygiene Officer, to make sure chemicals are labeled and stored properly, Material Safety Data Sheets are maintained properly, chemical safety equipment is appropriately available and well maintained, and staff understand procedures necessary to properly handle chemicals and clean-up of spills. In order to reduce risk, prior to purchasing chemicals for any purpose, less hazardous alternatives are considered. When necessary, students and staff use engineering controls such as fume hoods and personal protective equipment.

School District of Bayfield staff receive a variety of environmental health trainings. At the beginning of each year all staff receive safety and bloodborne pathogen training. The safety training includes information related to hazardous chemicals, workplace safety, and fire safety. The district also contracts with a company to evaluate each year the school's efforts to promote a healthy work environment. During visits to the school, a representative of this company meets with staff members to evaluate working conditions, chemical storage, safety equipment, material safety data sheet records, and other environmental health related issues. The representative confers with the Director of Buildings and Grounds and the district's Chemical Hygiene Officer. School leadership responds quickly and effectively to any and all recommendations.

Our School has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander and visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Wisconsin does not require Radon testing. The Wisconsin Department of Health Services tested 70 homes and found a Median radon level (pCi/L): 1.575; with almost 80% of the testing under the 4.0 pCi/L recommendation.

Bayfield teachers provide students with environmental health and safety instruction related to each classroom. High school science, technology education, and art teachers instruct students with respect to chemical safety issues. They identify the location of safety equipment and instruct students on proper use of the equipment. The technology education instructor requires all students to pass safety assessments for each piece of equipment before students are allowed to use the equipment.

Element 2B: Nutrition & Fitness

Focus Area: Health & Wellness

The district promotes nutrition, physical activity and overall school health in the following ways:

- Our district participates in the National School Breakfast Program, National School Lunch Program, and offers a salad bar option.
- Our district participates in Farm to School activities, including local food procurement. Our district has a garden that supplies food for our students in the cafeteria, a cooking or garden class or to the community (established 2015).
- Our district has a comprehensive harassment and bullying policy that includes implementation plans and prevention strategies.
- Our district has a School Health Advisory Council (SHAC) or school wellness committee and we promote hand washing for staff and students. Our school has on-site indoor and outdoor physical activity facilities available to students, staff, and the community and offer opportunities for students to be physically active outside of physical education classes.

Staff are invited to participate on the District's wellness committee where many of the decisions are made relative to health and wellness. The District administration has also held several meetings recently, open to all staff members, to discuss potential additional wellness incentive programs. The Bayfield High School Student Council is often involved in discussions related to identifying and/or implementing behavioral changes to improve health and wellness in the school district.

Our district has implemented a comprehensive school physical activity program (CDC) or implemented the DPI Active Schools: Core 4+. We participate in Fuel Up to Play 60 program and integrate health measures into assessments. Physical education is taught throughout the district's K-12 curriculum as per state requirements. Health education is taught in middle school and high school. There are a variety of additional programs that incorporate health, nutrition, wellness and physical activity. We have a Physical Education curriculum based on state standards and grade-level outcomes for physical education. We participate in the Presidential Youth Fitness Program and K-8 Bayfield School students participate in the annual American Heart Association Jump Rope for Heart fundraiser for approx. 12 years, and since the transition have participated in the annual K-5 Fitness Day for approx. 10 years. Now, the K-5 Bayfield School participates in the American Heart Association Heart Heros Fundraiser. The focus has turned to more health and fitness education. Our K-5 Assembly will be held on Feb. 14th, 2020.

The School District of Bayfield has a full-time school nurse, a full-time school psychologist, and two fulltime school counselors on staff. These staff members primarily provide services for our students. However, the school nurse also provides services for the staff. For example, she is available twice each month after school hours to check blood pressure.

The district also developed partnerships with Red Cliff Community Health Center to provide onsite mental health services for students, Red Cliff Mishomis House to provide alcohol and other drug abuse (AODA) services and education to high school students. Red Cliff Police Department and Bayfield County Sheriff Department to provide coordinated services related to student exposure to potential traumatic experiences. and Bayfield Area Recreation Facility to provide discounted memberships for District employees.

The district owns the Bayfield Area Recreation Center which houses a swimming pool, racquetball court, and fitness room. The Rec Center is operated by a community non-profit organization. Bayfield School staff members are offered a membership discount at the Rec Center. This year, the District also built anew fitness center adjacent to the school's only gymnasium. The school's fitness center is available for classes and athletic programs, and it is also open to staff members before and after school and on non-school days.

We have partnered with our health insurance provider to offer incentives related to wellness. Staff members who have memberships at fitness related facilities receive a monthly rebate/stipend to help compensate for the membership fees. Staff members who document regular wellness maintenance will be eligible for a contribution from the District toward health insurance deductible expenses.

The district's educational program supports health and wellness:

The School District of Bayfield has middle school and high school alternative education programs. Those programs focus on experiential learning and incorporate significant nature-based learning and recreation. The high school alternative education program begins each day in the school building but then transitions to outdoor learning spaces most days. The instructor has a bus license and uses the school's buses to bring students into the field for a variety of learning opportunities. On any given day, it would be typical to find Bayfield students in the school forest, on tribal forested land, within the Apostle Islands National Lakeshore, or in some other local natural green space.

The Bayfield Elementary School counselor uses a curriculum from the Mendez Foundation during classroom counseling time with students K-6. Programs include Too Good for Drugs and Too Good for Violence - Social Perspectives. The programs are evidence based and show a positive effect on behavior, knowledge, attitudes and values.

Third grade students do mindfulness exercises and yoga stretches most mornings to start the day in the best mindset possible. The 3rd grade teacher also works on Growth Mindset phrases and thought processes to stretch our thinking and combat the negative self-talk that is quite prevalent. (We have even done some research on neurons and synapses to help understand what the electrical pulses look like inside the brain as our brains are making those learning connections.)

Bayfield Middle School has received a grant for the past three years (\$2000) to continue working on overall health and wellness for our students. We have won challenges and use Pedometers to count steps and monitor our heart rates. One challenge we won, we were able to go to Lambeau Field for a Green Bay Packer Game.... Much excitement!

In the past, the 7th grade MS Health teacher organized a Health Fair which involved our 7th grade middle school students and two other local school districts. Community volunteers provided health related educational stations for the students to visit.

The reason I use the Too Good programs with students is to improve health and wellness as well as teaching social emotional skills in goal setting, decision making, effective communication, identifying and managing emotions, peer pressure, stress management and understanding the safe use of medicines both prescription and over the counter.

High School students in the technology and engineering education program built a wood-fired clay oven. They learned a valuable lesson about structures, since they mixed up material from an old oven and added some fresh clay to rebuild the new oven. There are not many structures or materials that can use the same materials to rebuild themselves. Imagine how much less construction waste there would be if our houses were designed with materials that could all be reused to build new modern structures.

Middle school students built a Gaga ball pit in the Middle School playground. Gaga is a game that is a cross between foursquare and dodgeball, first developed in Israel, it is now sweeping the public school playground system. Bayfield students like it so much, we built two more one for elementary and another for middle school. During the engineering process we studied geometric shapes and angles, then applied these shapes to building more GaGa ball pits in an octagon, hexagon, square and triangle shaped pit. Our schools gaga [pit is almost continuously in use keeping kids active and healthy.

The School District of Bayfield is working to promote holistic health and wellness for its staff and students. Over the past few years the District has provided for its entire staff training related to trauma-sensitive schools, LGBTQ+ issues, and social justice issues. Each year, several staff members attend the Wisconsin Indian Education Association annual conference, and, this year, several teachers attended the National Indian Education Association annual conference. At these Indian education conferences, our staff members attend sessions related to addressing the needs of our Anishinaabe students.

Approximately 75% of the Bayfield students are Anishinaabe, and the school works to incorporate culturally relevant material into curriculum at every grade level. We believe language and culture revitalization is a vital component to the wellness of our students. Every teacher is encouraged to incorporate Anishinaabe language and culture into the curriculum and classroom setting. Additionally, several staff members have positions specifically devoted to promoting language and culture and supporting our Anishinaabe students. The District employs a full-time Anishinaabe language and culture teacher, an academic resource coordinator who teaches culture and supports students, and a Tribal Community and School Liaison who supports and advocates for Anishinaabe students and their families.

Additionally, the District has one grant funded staff member who supplements the District's language and culture programs. All of these individuals are Anishinaabe and enrolled members of the Red Cliff Band of Lake Superior Chippewa. The Red Cliff Early Childhood Center holds monthly powwows for many of the preschool students who will attend Bayfield Elementary School. To help students transition to Bayfield Elementary School and to promote cultural practices, Bayfield Elementary School staff established monthly powwows for all of its K- 5 students. This event has now been a regular practice for five years.

Mishomis House, a Red Cliff tribal program that supports Alcohol and Other Drug Addiction (AODA) education. Twice each month, the alternative education students travel to the Mishomis House for a full morning during which they receive cultural instruction and engage in cultural activities. Students learn about tribal history, clan structure, and the Seven Grandfather Teachings while also learning how to braid sweetgrass, prepare medicines, and make flutes.

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

Bayfield's 4K-12 students are engaged in a variety of environmental learning opportunities that are embedded throughout our curricula. In an effort to foster ownership students are often given the opportunity to help guide the environmental education. The School District of Bayfield staff have recognized the value of place-based, culturally-relevant instruction. The staff seek opportunities to incorporate environmental instruction to increase environmental literacy and instruction related to healthy living to educate the whole child.

Environmental projects within the middle school and high school alternative education programs are primarily student driven. As part of the trail camera project, which is a joint effort with the Red Cliff Tribal Natural Resources Division and Apostle Islands National Lakeshore, students select the monitoring sites, and the students have been working with the instructor to develop a curriculum that will be submitted to the Earth Partnership program. Similarly, the high school students run the annual sugarbush operation. In addition to deciding when to tap trees, they also make decisions each year how they want to improve and advance the project, and they choose which aspect of the operation will be the focus of a scientific study each year.

Approximately ten years ago, the high school staff met to discuss an idea related to getting our students outside during more than science and physical education classes. The result was the development of a special week originally called "Water Week" and currently called "May Term." Each year, middle school and high school teachers develop weeklong courses focused on local environmental topics and environmental literacy. The goal is to provide all of our students with outside learning opportunities throughout the week. Students choose from the courses developed by the staff. The first year we offered this program, we asked all of the teachers to focus on the topic of water - thus the name "Water Week." For a few years, the elementary school students and staff joined the program. Recently, however, they have developed a parallel program called "Week of the Young Child" during which they conduct related activities that are more conducive for elementary school students.

The Bayfield school building itself provides an example of how the entire community, including the staff, play a role in encouraging environmental sustainability. The primary structure of the district's current building was constructed in 1896. The current structure houses all of our K-12 students, except for those who live on Madeline Island and attend the small K-6 school at that location. On several occasions, the district has considered building a new school, yet each time, the community has opted to keep the original structure as the base and add or renovate as needed.

The District has a K-12 scope and sequence that integrates environmental and/or sustainability education as part of the regular coursework at all grade levels:

Kindergarten: Leaf animals and nature crafts. Project Wild and Project Wet. National Park presentations. EarthPartnership curriculum.

2nd grade: Use of Ojibwe language for simple commands, animals, plants and numbers. National Park presentations. Project Wild and Project Wet. UW Extension resources related to fish hotels.

We take time weekly out on the Ravine Trail. Each student has chosen a tree that is theirs and they have tended to the area around their tree to make it comfortable for them. They take time to decompress, to

create projects, to read, write, and explore. It is their outdoor classroom, and some students only make it through the week inside school so they can get to their tree outside school that week.

4th grade: Aquaculture system in the classroom. National Park service presentations. Cultural instruction focused on sugarbush, ricing, and gathering. Cultural crafts including birch bark activities.

5th grade: Partnership with Bayfield County 4-H: Fall outing to Long Lake for hike, tree/leaf identification (tied to science unit), picnic, and canoe paddling instruction and practice (cultural significance and life long skill and physical activity). Exploration of the school ravine in the fall for observation of what happens to leaves - Where do they go? part of science unit. (mold, break down) Web of Life: Ecosystems and the Food Chain Create Mold Terrarium in class. Garden/High Tunnel Harvest with Farm to School Observe worm behavior in classroom experiment. Winterize garlic beds in the garden with Farm to School in Fall Moving Soil for Farm to School in the Spring. Pizza oven activity with fresh food from the garden/Farm to School Partnership with UW-Extension FoodWise for Nutrition Education for 6 lessons in the winter months. Snowshoes from CESA12. Weekly snowshoeing on school trails Snowshoe field trip with Apostle Island Lakeshore Interpretive Ranger to Frog Bay Elementary Capstone Overnight Trip to Stockton Island with Northland College Outdoor Ed. Island School program yearly.

LaPointe K-6 Grade: Project Wet, Project Wild, Project Learning Tree activities. We start many of the plants for the community garden from seed at school, transfer the plants to the garden, then help harvest and put the garden to rest. We have a school garden. We check the current events weekly for environmental concerns/news. We talk daily about turning off the lights, water, etc. Friday's First Demonstrations/Protests to raise climate change awareness. Read Gaylord Nelson's biography in social studies. Upcycling art with plastic to create representations of animals that are affected by climate change Monthly phenology observations and recordings, transferring to seasonal watercolor art wheel with a local artist. Consistently adding to environmentalism books in our school library.

Middle school: The Bayfield Middle School science curriculum includes comprehensive instruction in life science, physical science, earth science, and environmental science. Life, physical and earth science are taught sequentially as students move through middle. Environmental science, on the other hand, is integrated into the science instruction every year. Much of the environmental science instruction is focused on current science issues and events. The instructor uses a variety of resources to guide the instruction including Mazina'igan, the quarterly newspaper written and published by the Great Lakes Indian Fish & Wildlife Commission that provides information related to treaty rights and natural resources within ceded territories. Topics of discussion regularly include climate change, environmental sustainability, mining, and the proposed Pipeline 5. The middle school instructor has also formed a collaborative partnership with Apostle Islands National Lakeshore staff who guide students through lessons related to our immediate natural surroundings.

This year, the middle science and English/language arts teachers developed a collaborative unit focusing on the ecology and Anishinaabe cultural connections with the gray wolf. This unit will be woven throughout the year's curriculum. One highlight of the unit was an overnight visit to the International Wolf Center in Ely, Minnesota.

The Bayfield Middle School Alternative Education program is a model of education focused on environmental stewardship and healthy living. Daily, students in this program discuss their role on our planet. They discuss their role in environmental stewardship and the value of a healthy lifestyle. They also regularly engage with their community to promote healthy living. Beyond their regular adventure into the local environment, they also engage in wonderful service learning projects. These students have painted culturally-relevant murals to beautify the bus stop on the Red Cliff Reservation, the artesian well shelter at the tribal Raspberry Bay campground, and the halls of our K-12 school.

High school: Bayfield High School electives include Forestry and Aquaculture courses. In these courses, students are involved in instruction related to two locally relevant environmental topics. In the classroom, there is a fully functioning aquaculture system. The instructor works closely with staff from the Northern

Aquaculture Demonstration Facility to obtain fish for the system and make sure the system appropriately teaches aquaculture concepts.

High school chemistry: In 2017, a Bayfield High School student conducted research related to the sustainable harvest and sustainable use of chaga. Chaga is a slow-growing fungus (mushroom) that grows on birch trees. It has cultural significance and is used medicinally. As more people have become aware of chaga, it has begun to be harvested faster than it grows - a unsustainable relationship between the chaga and its harvesters. This Bayfield student conducted research that would provide chaga uses with information related to how often a piece of chaga can be reused to make tea. Since that original research, each chemistry class continues the study to further our understanding of sustainable chaga practices.

High School English 9th and 10th grade: Ojibwe subsistence practices (wild ricing, sugar bush, and spear fishing) are incorporated into English curriculum, this Ojibwe environmental knowledge (OEK) gives the students an understanding of how one culture sees the environmental world. The high school English curriculum also focuses on exploration, study, and OEK understanding of regional medicinal plants.

Bayfield High School offers a science club during which students participate in environmental education activities and have the opportunity to conduct an independent science research project. Annually, five to ten students participate in this program.

The School District of Bayfield is located in an area with plentiful opportunities to access outdoor teaching areas. The immediate school grounds include a school garden with a high tunnel, an outdoor teaching shelter, two playgrounds, and the maple sugarbush area. The outdoor teaching shelter is used primarily by elementary school classes to deliver outdoor education. The sugarbush area is used to process maple sap, process mushroom spawn to cultivate mushrooms, and teach outdoor lessons including survival skills. Within one block of the school sits the old brownstone Bayfield County Courthouse which currently houses the Apostle Islands National Lakeshore Headquarters. That city block is outlined with approximately twenty old, large sugar maple trees. Those trees are the source of the majority of the sap collected for the Bayfield School sugarbush. Adjacent to the school is a forested ravine with a small stream that eventually flows through the city of Bayfield and into Lake Superior. This ravine is the site of many K-12 field trips. Teachers use this area for outdoor lessons related to water, tree identification, phenology, and single-site observations. The school owns 40 acres of old-growth hardwood/coniferous forest approximately 3 miles from the school. The school forest is used regularly by the middle school and high school alternative education programs and the forestry class. Additionally, staff members utilize the vast array of outdoor learning spaces on the Bayfield peninsula including the Apostle Islands National Lakeshore, Frog Bay Tribal National Park (the first publicly accessible Tribal National Park in the United States), Landmark Conservancy properties (including North Pikes Creek Wetlands and Houghton Falls), Madeline Island's Big Bay State Park, and various locations within the Chequamegon National Forest.

The Bayfield High School Alternative Education program is a program that was initiated and implemented by the teaching staff. The goal of the program was to provide an experiential, outdoor learning program for our students. The administration supported and encouraged this endeavor philosophically and financially. The District has provided a mini-bus dedicated to that program, and they supported the teacher's effort to obtain a bus license. As a result, students in this program are learning in an outside, natural, and authentic "classroom" almost every day. The middle school alternative education program also engages in a substantial amount of outdoor learning. Our special "May Term," described previously provides another example of support for outdoor education. Although many program/classes engage in significant outdoor education throughout the year, the administration supports a teacher-led effort to focus on outdoor education for all students for an entire week each spring.

The Bayfield School District's focus on place-based, culturally-relevant instruction has resulted in a staff members taking advantage of several outdoor-education focused professional development experiences. Most notably, is the involvement in the University of Wisconsin Arboretum's *Earth Partnership for Schools: Indigenous Arts & Sciences* summer teacher program, funded through National Science Foundation grants. Bayfield staff members have been participating in and leading this program since its inception. There are two programs – one for teachers and one for students. Both are offered in the summer but have components that continue through the school year. The teacher program exposes participants to indigenous arts and sciences activities/lessons that can be incorporated into classroom curriculum.

The student program, subtitled “Learning from the Land” is open to middle school and high school students and is focused on our area's natural resources and natural resources professions. This program, focused on culturally-relevant learning opportunities and natural resource career pathways, includes a weeklong summer class and a variety of related activities throughout the school year. Again, two of the lead teachers are Bayfield teachers. In addition to teaching this program, the Bayfield high school Alt Ed teacher also helped design this program.

The School District of Bayfield has formed a strong partnership with the Apostle Islands National Lakeshore (APIS). Bayfield staff members regularly participate in professional development opportunities provided by APIS and its partners. Bayfield staff have attended a variety of workshops including Exploring Science at Apostle Islands National Lakeshore and Changing Climate - Changing Culture. One summer a Bayfield teacher served as a Teacher-Ranger with APIS. Each of those opportunities has resulted in new classroom curriculum components. We have also assisted with APIS maintenance projects.

Bayfield teachers have participated in a variety of additional outdoor learning professional development programs including “Gikinoo'wizhiwe Onji Waaban” (“Guiding for Tomorrow” in the Ojibwe language), Changing Climate/Changing Culture, Exploring Science at Apostle Islands National Lakeshore, and Bad River Indigenous Arts & Science Program.

Another Bayfield Elementary School teacher applied for and was accepted to participate in the 2019 Great Lakes Shipboard Science workshop aboard the S/V Denis Sullivan sponsored by the Sea Grant Center for Great Lakes Literacy. This teacher has used the experience to develop a variety of outdoor learning lessons for her classroom to draw on traditional knowledge to enhance teaching about water. This teacher is also currently participating in the Shipwrecks Game Design Fellowship sponsored by Wisconsin Sea Grant.

Teachers have attended workshops at the Midwest Renewable Energy Fair, Earth Partnership for Schools, KEEP (WI K-12 Energy Education Program), Leopold Education Project, Project Learning Tree, Project WET, and Project WILD.

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

Focus Area: Environmental & Sustainability Education

Since 1999, the Bayfield Technology Education Department has been designing and building electric race cars with students. Not only has this activity exposed students to automotive engineering and fabrication processes like welding, composites or electronics, but also they have been exposed to future transportation systems such as hybrid and lithium battery powered passenger cars. In 2006, Bayfield's

team won the Grand Championship for Electrathon racing in Wisconsin. The trailer used to transport this vehicle to Electrathon events is equipped with a solar panel to power the tools needed for work during the events.

Each year, Bayfield Middle School Technology Education students design and construct model solar-powered cars. Students race these cars in the spring. Through this activity students learn about potential future modes of transportation using renewable solar energy.

Students in Bayfield High School's chemistry and physics classes learn about hydrogen fuel cells and participate in activities related to the use of a model fuel cell vehicle.

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

Focus Area: Community Involvement

Students participate in civic and community engagement projects:

Bayfield teaching staff work purposefully to incorporate place-based, culturally-relevant learning opportunities for students throughout the 4K-12 public school system. We work to embed these opportunities in a holistic manner throughout the school year rather than create stand-alone lessons and/or units. Our maple sugarbush project provides one example of a well-embedded cultural and environmental learning opportunity. Every spring, for many years, families in our communities have been tapping maple trees, collecting sap, and boiling the sap into syrup and sugar. Our staff and students have developed a fully functioning sugarbush operation. Each year we collaborate with the City of Bayfield and the Apostle Islands National Lakeshore (APIS) to tap old, large maple trees on property just one block away from the Bayfield K-12 school building. We also tap maple trees on private property adjacent to the city property. Sap is collected from the trees and hauled to school property to process. Through a grant, the school purchased a reverse osmosis machine to begin the process of removing water - a science lesson that blends a traditional Anishinaabe cultural activity with Western science. Finally, the sap is boiled into syrup and maple sugar. Some of the product is given to our students and families, some is given to the private property owners who donated their trees, and the remainder is gifted to community elders and guests who come to our school. The high school alternative education students are the primary operators of the sugarbush project. However, they receive assist from students of all ages. Last year, every K-8 student came to learn about the operation at least twice - once to learn about the sap collection and once to learn about the sap processing. Additionally, our students have assisted with the sugarbush operations of the Red Cliff Early Childhood Center and the Red Cliff Mino Bimaadiziwin (Good Life) Community Garden. The sugarbush is also embedded into a variety of other units throughout the school. Each year, a research project is developed that focuses on an aspect of sugarbush. Science classes use sugarbush concepts to help teach about solutions, osmosis, tree anatomy, photosynthesis and other tree functions. Anishinaabe sugarbush stories are told as part of an annual storytelling project. These stories help students understand the history and cultural significance of sugarbush.

Another set of projects that benefits greatly from community partnerships is related to the area's wild mammal population. For the past seven years, we have partnered with Red Cliff Treaty Natural Resources (TNR), APIS, and Wisconsin Department of Natural Resources to deploy a set of trail cameras on the Bayfield peninsula and the Apostle Islands. The purpose of this project is to learn about and monitor wild mammals, carnivores in particular. Two carnivores of particular interest are the American marten and the wolf. Both of these animals play an important role in Anishinaabe culture. The marten is a clan animal,

and the wolf is often considered a brother and is associated with one of the Seven Grandfather Teachings. Similar to the sugarbush project, this trail camera project is tied closely to several other learning opportunities regularly presented to our students. Each year, students learn about and participate in tracking collared wolves using radio and GPS collars. Students have also assisted TNR in setting traps for the purpose of collaring additional wolves. This year, students in several grade levels are studying the wolf throughout the school year as it is incorporated into science, English, and history classes. In November 2019, a group of students from grades 8-12 traveled to the International Wolf Center in Ely, MN for an overnight field trip to learn about wolves.

Through our partnerships with the National Park Service Great Lakes Inventory and Monitoring Network, Apostle Islands National Lakeshore, Northland College, Northern Aquaculture Demonstration Facility, and Red Cliff Treaty Natural Resources, we have been able to provide some of our high school students with an opportunity to conduct authentic independent science research projects. Studies have included Lake Superior ice cover related to climate change, Lake Superior food web studies that involved stable isotope analysis in eaglet blood samples and burbot tissue samples, analysis of birch tree growth related to bark harvesting, and the sustainable harvesting and use of chaga fungus. Research scientists and Northland college professors help students design the studies and statistically analyze the research data. With these projects, fifteen Bayfield High School students have qualified for the National Junior Science & Humanities Symposium and/or the International Science and Engineering Fair.

School staff participate in local community-based projects:

Our locally-focused service learning projects have made our school very visible within our communities. As a result, learning opportunities come our way regularly. For example, this fall, Red Cliff Treaty Natural Resources staff contacted Bayfield School staff to ask for assistance to spread manoomin (wild rice) seed in the Raspberry River, harvest and process fish at the Red Cliff hatchery, process venison for the elderly from the annual tribal hunt, set traps for the purpose of collaring wolves, and improve trails at Frog Bay Tribal National Park. In the summer of 2019, Bayfield staff members were contacted by the Wisconsin DNR to engage students in an effort to reduce the invasive purple loosestrife. These community connections made by the Bayfield teaching staff are vital to incorporate environmental stewardship, environmental sustainability, and service in the lives of our students. Through our partnership with the Red Cliff Mino Bimaadiziwin (Good Life) Community Garden, students help plant, maintain, and harvest fruits and vegetables. Students learn about healthy living and contribute to their community.

School-community partnerships:

The School District of Bayfield has formed and sustained a variety of mutually beneficial community partnerships related to the environment, sustainability, and health and wellness. Approximately 75% of our student body is Anishinaabe (Native American, Ojibwe), and, therefore, one of our closest partners is the Red Cliff Band of Lake Superior Chippewa. Our school works closely with several tribal departments including the Education, Family Services, Health Services, Human Services, Treaty Natural Resources, and Tribal Historic Preservation. Our District has a strong focus on place-based learning. We recognize our students learn best when the learning is relevant to their lives. We, therefore, incorporate a wide array of culturally relevant learning opportunities, and we bring our students to Red Cliff lands regularly.

The School District of Bayfield has worked collaboratively with Landmark Conservancy to provide opportunities for our students to participate in environmental studies and also to improve access to local trails, preserved lands, and green spaces.