



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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

Name of Principal:

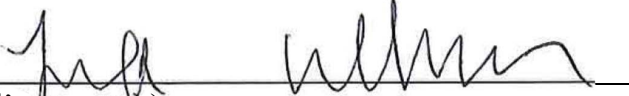
(Specify: Ms., Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name:

(As it should appear on an award)

**Private Schools: If the information requested is not applicable, write N/A in the space*

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



(Principal's Signature) Date:


Name of Superintendent:

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



District Name:

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

 Date:
(Superintendent's Signature)

Nominating Authority's Certifications

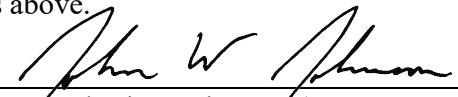
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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:

Name of Nominating Authority:
(Specify: Ms., Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

 Date:
(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: October 31, 2026

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.

Milwaukee Parkside School of the Arts

Milwaukee Parkside School for the Arts is a K-8 elementary school in the Bay View neighborhood within Milwaukee, Wisconsin. With a staff and student population of close to 1,000 members, the Parkside community takes pride in their commitment to environmental, sustainability, and advocacy. All students are given the opportunity to learn in the aquaponics lab, hoop houses and the school gardens thanks to an extensive gardening and agricultural program with an emphasis on conservation practices. Bimonthly culinary activities engage families and focus on nutrient dense seasonal recipes from around the world. During the school day students learn about where their food comes from, engage in taste testing activities to try new, healthy, garden-grown, and locally-sourced foods. They are able to engage in hands-on experiences to learn the benefits of healthy eating and growing food with the support of AmeriCorps Farm to School grant. Classrooms sign up year-round to work in the green spaces at the school, and lessons are arts-integrated, cross-curricular, and project-based in an effort to educate the whole child. Students also lead the school wide compost initiative that has been in place for six years. As a neighborhood school, students are encouraged to walk and bike to school to save on gas emissions and the addition of bike racks and raised crosswalks, makes it safer for families to do so. The school has undergone massive renovations over the last five years that included installation of energy efficient windows, new ceiling panels, and a new efficient lighting system. Our Parkside community continues to grow in our environmental efforts, and can't wait to change the world one step at a time.

Pillar 1: Reducing Environmental Impacts & Costs

Milwaukee Parkside School for the Arts has undergone renovations within the last 5 years to improve our environmental footprint. New windows and ceiling panels help reduce energy costs by improving the retention of heat in the winter. The windows also keep temperatures cooler in the summer as more include panes to open with screens installed. The lighting system is motion activated and automatically dims if there is no activity in the classroom, thus ensuring lights remain off if a room is not in use.

To reduce water waste and limit plastic bottle usage, all three floors of Parkside now include a water bottle filling station! Milwaukee Parkside's Student Council, which includes students in 1st- 8th grade, worked on a grant through The Bay View Neighborhood Association as part of the school advocacy initiative to support the water bottle filling stations. Our students wrote letters and created a campaign to make this effort happen! To this date we

have helped eliminate waste from close to one million disposable plastic bottles. This ensures that students use refillable bottles while at school rather than plastic disposable containers. Additionally, this ensures the water is filled into the bottle rather than wasted via a water fountain/bubbler. Bathrooms also contain motion activated faucets as well which ensures the water is not left running by students.

The aquaponics lab is another great example of water conservation. Through the cycling of the water from the fish tank, through the floating raft bed and bell siphon activated clay pellet beds, the water is cleaned of the fish waste which fertilizes the organic plants growing in the system and is returned to the fish. The self-contained system is a great learning opportunity for students with many hands-on opportunities. Within the aquaponics labs we also have 2 Fork Farms. Fork Farms help spark fresh food for all and are efficient, scalable, and transformative! The water is continually cycled through the system to support the growth of the crops. The entire lab is a great example of organic farming.

With Parkside being an arts specialty school, examples of the arts integrated cross curricular project based lessons and programming are seen throughout our agricultural programming. From a giant paper mache turtle created by our students in the aquaponics lab to signage and posters promoting health and sustainability, our student art demonstrates our love for our agricultural programming and making our world a better place.

The school's hoop houses—a smaller one in our courtyard and a soon-to-be larger scaled hoop house near our outdoor classroom on the back playground—utilize a rainwater harvesting system. The water is absorbed and collected into an underground cistern. The gardens at the hoop houses are irrigated using this source. A pump pulls the water out for the plants to be watered. A grant has been written to install a large-scale hoop house on the school grounds as well.

As part of the rainwater harvesting system, rain barrels were donated to help support in watering our crops. Our students designed and painted the rain barrels. Our students also educated our families and communities in the use of the rain barrels, and sold them to the community, as well as kept some on school grounds.

Students provide leadership in advancing green and healthy practices in your school: A student led compost team trained and implemented a school wide compost program and work with a local provider to train classrooms about compost appropriate waste management to reduce the amount of landfill waste. Our school lunch waste is composted along with garden waste. A local partner picks up the waste and processes it into compost that is then repurposed into the numerous garden beds located around our school.

Overall our garden spaces reduce greenhouse gas emissions. And future garden plans include the production of bio char to include carbon capture as part of our green plan (and

possible hoop house heating systems for our cold winter months in Wisconsin.)

To create a more sustainable world, Parkside is a neighborhood specialty school and many families (and staff) live in close proximity to Parkside, so we have the great opportunity to bike, roller blade, skateboard, and walk to school. The first Wednesday of each month, we have a bike to school day, so we added additional bike racks to the front of the school. Also, through a partnership Wisconsin Bike Federation all our students were fitted with helmets and taught bike safety in physical education classes. Similarly, our staff try to conserve gas emissions and use Humboldt Park, Lake Michigan, and other local establishments to have walking field trips instead of taking the bus.

Safe Routes to School (SRTS) is an international movement--and federal program--that uses programs and infrastructure to encourage children to walk and bike to school. Milwaukee, specifically the Bay View community, creates easy access and many opportunities to walk and bike because it is safe, convenient, and part of a child's healthy growth and development to be outside and moving! The values of student health, safety, and encouraging walking and biking to school are integrated throughout the City and Milwaukee Public School (MPS) policies, programs, and projects. The SRTS program seeks to achieve this vision by coordinating efforts led by the Department of Public Works, MPS, and Wisconsin Bike Fed. These agencies and other supporting agencies use a holistic set of strategies to create a safer, more convenient environment for children to walk and bike to school. Through the new and improved raised crosswalk installed outside of Parkside on Howell, it makes it safer for our families and students to walk and bike to school.

Survey Responses:

The school district abides by all the following laws & regulations governing Wisconsin schools, including:

- Provide safe and healthful facilities – Statute 121.02(1)(i)
- Testing for Lead and Asbestos – Statute 254
- Mercury Ban – 2009 Wisconsin Act 44
- Indoor Air Quality – 2009 Wisconsin Act 96

The following policies exist in the school or district:

- School board approved energy policy, sustainability policy or resolution, or similar.
- Food procurement from local and "environmentally preferable" sources.
- Providing healthy classroom snacks.

The following audits have been conducted:

- Energy

Energy efficiency or conservation measures that have been implemented include:

- LED lighting installation.

- Installed occupancy sensors.
- Building envelope updates (roof, windows, doors, walls).

The conservation practices used at the school include:

- Computer power management settings
- Thermostat temperature setback for unoccupied building times.
- Monitor energy costs by tracking monthly energy consumption and costs.
- Delamped lighting fixtures.

The school composts the following materials

- Landscape and garden waste
- Cafeteria food waste
- Classroom food waste

The compost/food waste reduction system(s) used include:

- Organics waste hauler

The school implements water conservation measures, including:

- Educates students and staff on what should and should not go down the drains.

The school practices "ecologically-friendly" landscaping methods on school grounds, including:

- Do not irrigate OR Grey water or rain water used for irrigation.
- Water efficient, or native plant landscaping.
- Do not use fertilizers OR Careful application of fertilizers to reduce runoff impact

The school has green infrastructure on the grounds. (i.e.: rain garden, green roof, bioswale, porous pavement).

Pillar 2: Improving Health & Wellness

The agricultural program at Milwaukee Parkside includes a hefty volunteer presence. All staff and many families care for the gardens, native perennial beds, aquaponics lab, hoop houses and garden fields. This presents a unique opportunity for families to connect while literally getting their hands dirty to benefit the school, community, and environment. The active work helps families stay fit and also promotes positive mental health and wellness. Several families have been inspired to add to their home green spaces as a result of their volunteer work at Parkside. The organized work dates serve not only as a maintenance opportunity for the green spaces but also as an educational outlet for students and families. Many families reported the volunteer work as an incredible outlet during the stressful times and brought their families closer together. They mentioned how much it allowed them to bond as a family, support the school and also learn new skills.

An initiative started by our Student Council and Agricultural Committee during Earth week we have a school wide clean up. Each class chooses an area of the school grounds or within the community to help clean up. Lessons about recycling and maintaining the grounds were

also available for all teachers to educate their students.

Family culinary activities are held bi-monthly. The class focus is nutrient dense seasonal recipes from around the world. Families are regularly surveyed about their most treasured and favorite food traditions. Their responses guide what recipes are offered in the classes. There is generally a wait list for the classes, so we have included a virtual option as well. Families report using the recipes at home frequently following the classes and also incorporating their children in food preparation and cooking at home.

During the pandemic the classes needed to pivot to a virtual format. Families signed up to pick up a culinary arts kit that included everything they needed to prepare their recipe. Access to a video of a local chef preparing the meal was also provided. The virtual class format was so popular, the request was made by many to continue to offer the classes both ways (in person and virtual) moving forward. A grant received during the 2020-21 school year was earmarked for exactly that purpose. Families have been excited to participate in the virtual classes and mentioned them being a highlight of the virtual school year, an otherwise uncertain and often stressful time.

At Parkside we also have a Fresh Fruit and Vegetable program through our MPS Nutrition Department for every classroom in our building. The goal of the program is to Create healthier school environments by providing healthier food choices. We expand the variety of fruits and vegetables that children experience, Increase children's fruit and vegetable consumption, and work to make a difference in children's diets to impact their present and future health.

Staff are welcomed to participate in the culinary arts classes and also to volunteer for the outdoor work and many do. The wellness committee at Parkside primarily supports the health and wellness of staff by offering healthy cooking classes on records days, fitness classes before and after school at no charge to staff, and a wealth of resources staff can access with a healthy theme (a healthy recipe book, seasonal flyers of places to hike in WI, group events such as cross-country skiing).

Food Right will also be a school partner beginning in the 2024-2025 school year and works closely with each class to educate our students on healthy eating and cooking. Through monthly lessons, and hands-on culinary experiences our students get to explore, create, grow, and cook with organic foods grown in our very own gardens.

An onsite mindfulness room offers a haven of peace for staff. The room includes comfortable seating, essential oils, coffee, tea and a library of resources for staff relaxation. Teachers and support staff are encouraged to utilize the space during breaks throughout the day to promote mental health and wellbeing. The space is soothing, calm and an oasis of peace within the school community.

We also have a space for students to regroup and calm their bodies in our Sensory Room. It is a space for all students who may need a break. Our school support staff (psychologist,

social worker, and guidance counselor) also pull small groups for high needs students that need extra support. Through walking the school grounds, team building, and a mindful moment, they support all our students. Within each classroom, teachers also have a calm down corner for students that just need a moment away to regroup, while learning is still occurring. Through a new partnership with the Holistic Life Foundation, they will be working with our staff and students on mindfulness practices and conflict resolution to create a positive and healthy school culture.

Outside of agricultural connections, our school grounds are used for multiple purposes. From family events, Milwaukee Recreational sports, and school events, our grounds are used for multiple purposes. We used ESSER funds to create an outdoor classroom for all classrooms to use on the upper playground to get our students outside. Our inner Courtyard is used to celebrate our students of the month, body breaks, mindfulness, reading, writing, sketching, and so much more.

Milwaukee Parkside is also very big on Mindfulness. We have a mindfulness committee for both staff and students. We start each staff meeting with a mindful moment. We also have mindful mentors which are students that have been trained through our Mindfulness Committee Staff members and work with all our students on mindful practices that classrooms implement every morning to start their day.

Survey Responses:

Our school, and district, has a wellness committee.

Our school and district coordinated the bike or walk to school event with the help of a community partner.

Students and staff spend a minimum of 2 hours, beyond recess and organized sports, learning outside in the many spaces around the school from the courtyard to green spaces to gardens.

The types of outdoor education, physical activity, and nature-based recreation opportunities available for staff and/or students include: Our wellness committee provides staff an overview of seasonal activities & onsite opportunities for physical fitness. Our agricultural/culinary committee provides family classes that provide the opportunity for our students to cook with what we grow.

Our school implemented, or continued, improved environmental health practices and procedures to improve indoor air quality in the last 12 months:

- Monthly inspection of school structures for mold, moisture, and water leakage.
- Installed energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- Improved indoor air quality to prevent exposure to asthma triggers.

Drinking water in our school was tested for lead and other contaminants in the last 12 months.

Pillar 3: Increasing Environmental Literacy

Classrooms within Parkside all sign up for agricultural and culinary experiences bi-monthly. A menu of upcoming projects is offered, and classes are also able to make a request for a project as well. The agricultural and culinary project coordinators also support these endeavors. The committee oversees activities and work to draft formal procedures and a business plan to support the programming.

All projects are required to be cross curricular, project-based, and arts integrated. Examples of projects include a spring project to prepare salsa for the school community farmers market. Students and families help to run a Parkside Farmers Market and frequently shop the event. The aforementioned policies and business model include plans to expand market operations by a team of students.

The salsa unit is a cross curricular, project-based, arts integrated unit. All grades begin by learning where their food comes from (food miles). Local orchards and farms are researched by the class and in some instances, farmers come to the school to speak with the students (social studies). The students work with a local chef to prepare the salsa. They learn the science behind canning and also the proper calculations for the recipes and for the desired output (math). The students create the labels (English language arts and arts integration) that will be showcased on the salsa. They also create flyers to advertise their produce (English language arts).

Similarly classes have worked in collaboration with our speech and language pathologists to can pickles for sale. Students have drafted the planting plans for the hoop houses, field, raised beds and aquaponics lab based on highest yield and best growing conditions for each vegetable/plant. Those classrooms have started the seedlings under grow lights, in the hoop house heated seedling table and in small greenhouse window units in their classrooms.

Our special education 5th - 8th grade unit runs a coffee cart within Parkside. The Blue Jay Cafe is a cart that travels around the school to deliver coffee and baked treat orders. It is run by the students in Room 3. The coffee cart provides the students in Room 3 with opportunities to practice their social skills, communication skills, and early job skills (reading orders, counting money.)

Parkside has also looked to local school partners for some more project based endeavors. Bay View High School (another Milwaukee Public Schools facility) is located less than a mile from school. Students have partnered to create educational signs for the butterfly gardens and heftier project work in the school gardens and raised beds.

Newly added to Parkside in the 2023-2024 school year is our school media studio! Lights, Camera, Action! In the professional-grade facility, equipped with green screens, lighting rigs, and

audio stations, our students anchor the news, produce podcasts, and direct their own films in this amazing classroom. We utilize our new stations to promote and educate our students, families, and community about sustainable and agricultural efforts at home, at school, and in the community.

Survey Responses:

Our school has a green team.

Students have opportunities to participate in organizations or clubs related to nature, the environment, or the outdoors: All students participate in activities in our aquaponics lab (cares for the fish and animals in the lab.) Classrooms sign up to care for green spaces year-round. Simple tasks like feeding the fish (creating a schedule and tracking use), testing the pH levels, planning, sowing, tending, and harvesting greens in the beds, family multicultural cooking classes that utilize the fresh greens in nutrient dense recipes from around the world, murals for the fish tank backdrops and poster/presentations to teach classmates to care for the lab and the contents in the lab.

The Parkside Recycling Club will be run by our 6th graders and their buddy classroom in K5. The club came to be through our district writing prompt and our students wanting to focus on reducing, reusing, and recycling. Their motto is, "Making a difference in the world with one little step." The students worked together to create a poster campaign to spread awareness throughout the school. As a central kitchen for the district, our kitchen staff works to recycle the large amount of paper products, cans, and other recyclable materials.

A staff position exists in our school dedicated to sustainability efforts. We have a Limited Time Employee (LTE) who is a science specialist. She was a science teacher for over 35 years and now works part time with our staff and students, and runs our Aquaponics Lab. She also works with all classrooms from kindergarten to 4th grade to help teachers meet the science standards

Staff (teaching or non-teaching) have participated in professional development or training related to green & healthy concepts: Through grants received by the agricultural and culinary committee, teachers were provided webinars related to environmental sustainability, health, or wellness that they were able to log in to learn from remotely.

Green and healthy concepts are included in the curriculum at every grade level. Lessons have a focus on arts integrated cross curricular project-based learning in the areas of energy conservation, health, nutrition, wellness, waste reduction and recycling.

Students and staff utilize the school building and outdoor spaces as extensions of classroom learning in the following ways: Our courtyard has an outdoor classroom created with the assistance of Reflo Milwaukee and architect students from the University of Wisconsin - Milwaukee, which helped design the space to be environmentally and architecturally sound. Through ESSER funds, we added an additional outdoor classroom on the back playground for all

classrooms to enjoy. We also have three butterfly gardens to encourage engagement with the natural world and a space for all classrooms to learn. Our gardens provide a safe haven for our pollinators. And our classroom teachers sign up to care for the raised bed gardens.

Types of areas available for outdoor learning include:

- Food, herb, or vegetable garden
- Habitat, pollinator, or native plants garden space
- Outdoor classroom
- Arboretum, orchard, or school forest

Students participate in farm-to-school programming through AmeriCorps.

Staff and students connected to building or outdoor spaces upgrades, renovations, or new construction in the following ways: Renovated raised beds, permanent beds at our hoop houses, updated outdoor classroom structure for the courtyard. Students gave feedback regarding design and families engaged in the installation.

Our school provides regular communication to staff, students, and families about green & healthy practices and accomplishments. Our website has a page dedicated to the program, the school regularly includes updates in the newsletter and via Facebook, additionally we have worked with local news outlets to share updates to the program.

Our school hosted a school-wide environmental or wellness event: We have hosted family culinary arts events monthly during virtual learning. These events included healthy recipes that utilized our garden harvest and included a video of a chef preparing the recipe.

Additional evidence for increasing environmental literacy:

Students help to run our summer farmers market where they learn farm to table practices. These practices are also conveyed in our monthly family culinary arts classes. Student presentations have been responsible for fundraising for our program as well.

Additional Information:

One additional component that has not been described in depth is our school Community Market. There is ample parking and a farmers market square located adjacent to the school hoop houses. This space has previously been utilized 1x per month to offer a market where the school can sell produce and student made goods as a direct revenue stream back into the program. Local vendors, farmers and artists are invited to join the market lineup. The market is advertised to school families, the community and also partner schools. Monthly special features included sensory friendly games in partnership with a local community center, a chef demonstration utilizing fresh produce from the school gardens and performances featuring the Parkside dance program and drumline.

The aforementioned development of procedures and a business model include the market

with the intention to expand the events to 2 times or more per month May through October with a student team to run the market operations. The desire is for the student team to meet with the vendors regularly to learn more about running their own business and appropriate market practices. The team would also learn best practices for harvesting and preparing the produce to be presented for sale. They would have insight into the marketing plan and creation of materials to advertise the market. Again, this is a great example of project based, cross curricular, arts integrated learning coupled with civic engagement.

One additional space not previously mentioned is the school courtyard. The center of the school includes a green space hosting trees and a rain garden. Classrooms visit the space for a myriad of reasons: outdoor learning opportunities, quick nature walks, etc. Parkside worked in partnership with a team of urban architecture students at UWM to design an outdoor classroom built for the courtyard. The design includes a living wall, seating and a stage for student engagement. A local lumber and construction company have donated the materials and time to build the space. The outdoor classroom will take engagement to the next level for classrooms utilizing the space.

Future plans and goals related to school sustainability:

We have applied for a grant from the USDA Farm to School to build our very own Hoop House on our school grounds. This would enable more equitable access for all our students to participate in the process of growing the foods we eat. Our agricultural committee hopes to work on a business model to help streamline hoop house production and increase our farmers market events.

Additional Links:

<https://schools.milwaukee.k12.wi.us/parkside/programs/aquaponics-and-agriculture/>