



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.
7. The district has in place and is willing to provide a link to or 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 District Sustainability Award

Name of Superintendent:

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

District Name:

(As it should appear on an award)

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:



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.

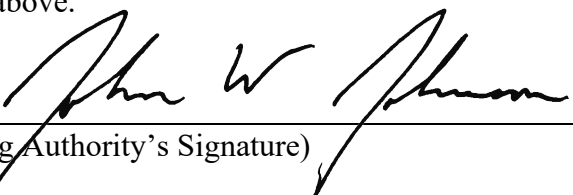
1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights 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:

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.



Northland Pines School District

Northland Pines School District serves students in grades 4K-12 in eight schools on three campuses, all which have solar, energy conservation measures, and working to advance environmental literacy within the school forest. The school district actively demonstrates its commitment to environmental sustainability through tangible actions, such as providing water filling stations, utilizing solar power, and implementing energy conservation measures. By incorporating these practices into daily school life, students are not just learning about environmental stewardship in theory but witnessing its practical application. This holistic approach to environmental education aims to instill a sense of responsibility and a lifelong commitment to sustainability among students, preparing them to become environmentally conscious citizens. Students are immersed in a comprehensive outdoor physical education program that encourages students to explore the natural world through hiking along picturesque trails, cross-country skiing, snowshoeing across snowy landscapes, and invigorating bike rides. Moreover, students participate in nature walks and engaging nature hunts, utilizing the abundance of trails not only in physical education classes but also in science classes. An active Farm to School program provides students with opportunities to learn about local resources, nutrition, and cooking. Students and staff utilize many outdoor spaces as extensions of classroom learning, including a school pond, outdoor classrooms at each school, pumpkin patch, vegetable garden, chickens, hiking trails, fire pit, greenhouse, and a school forest.

Pillar 1: Reducing Environmental Impacts & Costs

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 (policy #7460)
- Food procurement from local and "environmentally preferable" sources.
- Providing healthy classroom snacks.

Energy efficiency or conservation measures that have been implemented include:

- LED lighting installation. The whole District was converted to LED in 2017.
- Building envelope updates (roof, windows, doors, walls). The whole District was audited and actions taken to seal gaps in windows, doors and walls in 2017.
- Installation of variable frequency drives (VFDs). VFD's have been installed throughout the District since 2006
- At the Middle and High school as well as the Eagle River Elementary school buildings we have implemented demand limiting measures into our BAS. When demand gets too high, select systems are shut down or reduced.

The conservation practices used at the school include:

- Computer power management settings
- Thermostat temperature setback for unoccupied building times.
- Hot water temperature set points.
- Optimized programming of occupancy sensors.
- Monitor energy costs by tracking monthly energy consumption and costs.
- Removed personal appliances such as portable space heaters or mini-fridges.

Sources of on-site renewable energy production include:

The Northland Pines school district has its third solar panel project located at St. Germain Elementary and Montessori Learning Center site, 64 kW AC with battery storage. There are also solar panels at the Eagle River Elementary, 100 kW and Middle and High school, 230 kW. And at Land O Lakes Elementary and SOAR Middle school, 83 kW.

The school implements water conservation measures, including:

- Meters water-use to identify substantial changes.
- Educates students and staff on what should and should not go down the drains.
- Installed low flow toilets, or hi-low flush valves. The Middle and High school have 21 waterless urinals.
- Low flow aerators sinks and faucets have been installed throughout the District.
- Efficient dishwashing equipment.
- Bottle filling stations throughout the District. Students are encouraged to use reusable water bottles that most teachers have provided to students.
- Limit water use outdoors for only as need and not final irrigation/sprinkle system
- We do not have a permanent irrigation system and only water sports fields when needed.
- Bike Lane in the new design of pleasure island road (all schools in district bus opportunities)

Ecologically responsible snow and ice removal methods used include:

- Snow and ice removed before salt is applied.
- Salt applicator is not paid by volume of salt applied.

Our school has an integrated pest management (IPM) program.

Additional evidence of reducing environmental impacts:

- ENERGY: All three Northland Pines campuses have PV solar and Eagle River Elementary has Hydro solar for its domestic hot water.
- All buildings have been converted to LED lighting. All measures have been taken to monitor and maintain HVAC including VFD throughout the district, heat recovery wheels in the Middle and High school.
- TRANSPORTATION: Our current bus company is purchasing two electric buses for use next school year. In addition, students are taught how to ride bike as part of the PE Curriculum
- At the Eagle River campus, students are encouraged to ride bikes to school utilizing our newly constructed bike and pedestrian lanes along Pleasure Island Road.
- WATER: Water conservation is practiced throughout the District including 21 waterless urinals in the Middle and High School.
- WASTE: The School District participates in recycling and well as including students in recycling efforts. Some teachers are composting on a small scale to show students how it works.

Pillar 2: Improving Health & Wellness

At Northland Pines, our Wellness Committee champions a holistic approach to health, backing nutritious options in the cafeteria, safeguarded time for physical education and recess, prioritizing mental well-being for students, and fostering wellness initiatives for staff. We're committed to creating an environment where both students and staff thrive through healthy choices and ample support for their overall well-being.

Farm to School Program at St. Germain Elementary and Montessori Learning Center provides monthly classroom visits to teach students about food, nutrition, local foods and cooks with students. Much of the cooking is done with food grown on our school grounds. Students visit the Spudmobile, learn about the states of matter by making ice cream, and learn to make cheese as they learn about Wisconsin.

Our school district hosts the Mission Possible Run Club. Students, staff, and volunteers train for several months before hosting a 5K run. The run is open to the community. Local partners work with the Northland Pines School District in hosting the Mission Possible Run Club.

Students and staff spend a minimum of 2 hours, beyond recess and organized sports, learning outside. At Northland Pines, students are immersed in a comprehensive outdoor physical education program that offers an array of engaging activities. The program encourages students to explore the natural world through various outdoor pursuits such as hiking along picturesque trails, cross-country skiing, snowshoeing across snowy landscapes, and invigorating bike rides. Moreover, students participate in nature walks and engaging nature hunts, utilizing the abundance of trails not only in physical education classes but also in science classes. This holistic approach to physical education not only promotes fitness and physical well-being but also fosters a deep appreciation and understanding of the natural environment, encouraging students to connect with nature while staying active and healthy.

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

- Utilization of green cleaning products.
- Ground contact classrooms tested for radon.
- 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.
- Use of MERV 13 filters throughout the District.
- Teachers are encouraged to use outdoor classrooms when the weather allows it. Land O Lakes and Saint Germain schools have areas with picnic tables that teachers can use for teaching outside. Saint Germain has a pond and wildlife area that is used for teaching. The District has two school forests that are used for outdoor education. ERES has two areas that can be used for outdoor teaching, and the Middle and High school has a designated area for outdoor teaching as well as a community garden, bee hives, a pavilion, Disc golf and all Sports fields available for both the Elementary school and Middle and High school to use for physical activity.

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

Staff also participated in a wellness in-service day. Staff were able to choose sessions on topics such as how to best use an Health Savings Account, Taking the Fear Out of Working Out with Weights, Maximizing Health Benefits, How to Paint an Oil Landscape, Healthy Eating, Self-Care Stretch Class, Music Lessons, Starting a Container Garden, Stress and Balance: A Focus on Compassion Fatigue, and Importance of Investing. This is communicated through newsletters, policy, and board meetings.

Building leadership regularly communicates with staff, students, and families about healthy practices and accomplishments through weekly and monthly newsletters.

Pillar 3: Increasing Environmental Literacy

At Northland Pines School District, a comprehensive approach to environmental education begins as early as the 4K-2nd grade levels, intertwining various environmental topics within the curriculum. Health and wellness are integrated into lessons through activities that encourage outdoor play, gardening, and discussions on the importance of nature for overall well-being. Students engage in activities focused on water and energy conservation, learning about the significance of preserving these resources through age-appropriate projects and discussions. Waste minimization is introduced through lessons on recycling, reducing, and reusing materials, fostering a sense of responsibility towards the environment from a young age.

Earth Day celebrations and activities are a significant part of the curriculum for these grades, providing hands-on experiences and opportunities for students to actively participate in

environmental initiatives. Moving into grades 3-6, the depth of environmental learning expands. Students delve deeper into topics such as environmental health, exploring the impact of human actions on the environment and ways to mitigate these effects. Energy conservation and waste minimization take center stage, with each grade focusing on specific aspects. Fourth graders create conservation projects and showcase them during an annual community conservation fair, promoting community engagement and environmental awareness.

The curriculum in the fifth grade emphasizes water conservation, educating students on the importance of preserving water resources and ways to reduce water waste. Meanwhile, the sixth-grade curriculum centers around energy conservation and explores various power sources, encouraging critical thinking about sustainable energy practices. At the middle and high school levels, environmental topics are integrated into science classes like Biology, Ecology & Environmental Impact, and Science 7 and 8, fostering a deeper understanding of environmental issues, their impact, and potential solutions.

Students do have numerous opportunities to participate in environmental and outdoor activities such as our school forest, community wide clean ups, tower gardens, and much more. 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

Healthy concepts are included within the general curriculum at the elementary level. Staff create learning experiences surrounding healthy foods, physical exercise, outdoor activities, school gardens, bee keeping, school forest activities, alternative energy and conservation. Students explore conservation topics related to the state of Wisconsin and host an annual conservation fair. At the middle and high school level, students participate in physical education and health class emphasizing health and nutrition.

The staff participated in Connect, Grow, Learn regional Professional Development Day that had specific options related to green and healthy concepts such as Bee Keeping, School Forest, and Tower Gardens.

STEAM in the Park is a program for educators to "develop stronger environmental attitudes and have a deeper understanding of civic issues. The professional development provides outdoor learning experiences that support educators so they can raise the next generation of responsible citizens who care about each other and the Earth." This program allows educators from all over the country to experience national parks while exploring, collaborating, and participating in various activities. A team from fourth grade participated in this program. Staff were able to work alongside park rangers and geologists from the United States Geological Survey or USGS. They learned about volcanoes, spring, vents, lava tubes, environmental hazards, rock cycle, how to read years of rock in visual layers, invasive and native species, culture and so much more. They were given many resources to bring back to the classroom including books and blackline masters.

Coming back to Northland Pines, the team has educated others on the environmental sustainability of that particular ecosystem, the importance of native and invasive species and shared my resources. Because of this background knowledge, they were able to take that same knowledge and use it within our community. The fourth grade team took students in collaboration with the Vilas County Land and Water Conservation Group to learn about those exact concepts but in our ecosystems and environments.

Students and staff utilize many outdoor spaces as extensions of classroom learning. This includes a school pond, outdoor classrooms at each school site, pumpkin patch, vegetable garden, chickens, hiking trails, fire pit, Farm to School, greenhouse and a School Forest.

The fourth grade students of Eagle River Elementary School advertise and host an annual Conservation Fair. Students research environmental topics related to Wisconsin. The students then present at an expo style conservation fair alongside local conservation experts such as the US Forest Service and Trees for Tomorrow. The conservation fair is open to the local community.

Each spring at St. Germain Elementary and Montessori Learning Center, students tap maple trees and boil sap to make syrup. Classrooms get to learn about the science behind where syrup comes from.