



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



U.S. Department of Education Green Ribbon Schools 2014

Charter Title I Magnet Private Independent

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

Official School Name Tomorrow River Community Charter School
(As it should appear on an award)

School
Mailing Address 10186 County Road MM.
(If address is P.O. Box, also include street address.)

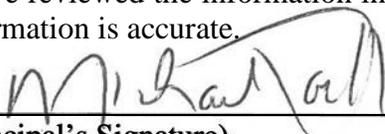
City Amherst Junction State WI Zip 54407

County Portage State School Code Number* 0126

Telephone (715) 281-4776 Fax (715) 824-7117

Web site/URL www.trccs.org E-mail info@trccs.org

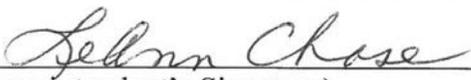
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.


Date 1/22/2014
(Principal's Signature)

Name of Superintendent* Mrs. LeAnn Chase
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Tomorrow River School District Tel. (715) 824-5521

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.


Date 1/23/2014
(Superintendent's Signature)

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



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating
Agency

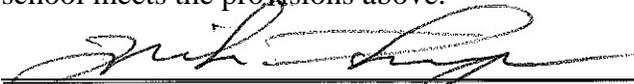
Wisconsin Department of Public Instruction

Name of Nominating
Authority

State Superintendent Tony Evers, PhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)



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

 _____ Date 1/24/2014
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

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
Tomorrow River Community Charter School**

At Tomorrow River Community Charter School (TRCCS) sustainability and the environment run deep. Nature and arousing children's reverence for it are major facets of the public school's Waldorf-inspired curriculum. Situated at the University of Wisconsin–Stevens Point's Central Wisconsin Environmental Station (CWES), the school is located in rural Amherst, Wisconsin, a progressive community that has a lineage of alternative energy and sustainability. With neighbors and partners like the Midwest Renewable Energy Association, Farmshed, local organic farmers, and lovers of the arts and outdoors, it is critical to the mission of the school and the community to raise stewards of the earth through education, mentoring, and immersion. TRCCS has documented significant achievement in all three pillars of U.S. Department of Education Green Ribbon Schools.

Pillar I: Reduced Environmental Impact

The school recently installed an 8' by 16' greenhouse that uses solar power pumps to circulate the rainwater captured by repurposed barrels from a local brewery. Electricity is conserved by utilizing as much daylight as possible. All classrooms have new, energy-efficient windows on 3 sides of the room so daylight is abundant; when necessary florescent lighting is employed. Sensors are used in bathrooms and commons areas and heating sources in classrooms are turned down at night and on the weekends to reduce electricity use. Our remote location means that most students commute to school. To decrease fuel consumption, parents organized a bus that transports children from neighboring school districts.

CWES and TRCCS, currently compost all food waste from the kitchen and leftovers from lunches. The school's Parent Circle will be developing a parent/community composting program. Reduce, reuse, and recycle are everyday practices at CWES and TRCCS—including repurposing teachers' desks, student desks and chairs, and other classroom furniture. To reduce paper waste, the governance board utilizes Chromebooks at board meetings. In the classrooms, children use lap-sized slate boards to write on, while teachers use chalkboards as opposed to energy-consuming Smart Boards. Children also do not use textbooks nor do they complete mountains of worksheets. Whenever possible, correspondence between parents and the school is done electronically. CWES also purchases milk in bulk from a local farmer, reducing waste from individual cartons. The CWES kitchen staff uses and washes dishes, as do the children when preparing food for lesson work in the classrooms. Children are also asked to bring handkerchiefs to school instead of facial tissue and hand dryers are installed in the restrooms.

Pillar II: Improved Health & Wellness

The Waldorf philosophy is by tradition to utilize natural, nontoxic products for everything from building materials to clothing. This practice is implemented wherever possible not only because of the school's Waldorf beliefs, but because of the environmental effects of plastics, finishes, and chemicals used in manufacturing. Cork flooring—a very sustainable product—and wool rugs have been installed in the classrooms. All of the PreK/K toys are made from wood, felt, or metal and most are unfinished. All grades use beeswax paints and crayons for art projects and use wool yarn for handwork projects. As part of the handwork curriculum, students in the upper grades make fabric pouches for their school supplies eliminating the need for plastic storage boxes. Music is a large part of the curriculum so students play recorders and pentatonic flutes which are made of natural wood. Natural cleaners are utilized in the classrooms by teachers and students to avoid petroleum based toxins. To ensure fresh air is abundant, screen doors have been installed on all rooms. The school has developed an Indoor Environmental Quality Plan based the EPA's IAQ Tools for Schools.

Students spend on average 2 hours a day exploring 200 acres of pine and hardwood forests on glacial Sunset Lake. Because of the unique location and facilities, students get plenty of exercise walking to indoor and outdoor classrooms (the latter made entirely of locally-sourced, sustainably harvested hardwoods), to the on-site chicken coop to collect eggs for the locally-sourced food program. Children also hike to the organic garden where they spend

an hour a week with our garden intern who interweaves their classroom curriculum with work they do in the garden.

Pillar III: Effective Environmental and Sustainability Education

TRCCS's lake-side location also provides the unique opportunity to use Sunset Lake as a teaching tool. Students take water samples at the shoreline, and study them to learn about water conservation. Staff and students conserve water by utilizing a portable toilet on site, saving an estimated 40,000 gallons of water every year.

As part of our partnership with CWES, University practicum students spend 2 hours a week with each class engaging students in Nature Studies. These students have also helped a great deal with event preparation and volunteering for festivals and monthly community outreach events.

Cross-Cutting Questions

TRCCS is a part of the Wisconsin Green Schools Network, the Wisconsin Association for Environmental Education, and the North American Association for Environmental Education. They also have a strong partnership with the University of Wisconsin-Stevens Point School of Education and Environmental Education programs. Serving as a sort of lab school, practicum students placed at the CWES get long-term experience implementing lessons with the students.

Scoring and Highlights:

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.

Tomorrow River Charter School serves 52 students and has 5.5 Staff. They have 4 buildings on their campus.

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 school had a formal energy audit conducted in April 2013 by Mid-State Technical College Students. Fifty-percent of the school buildings that have been renovated in the past ten years meet green building standards. The school has on-site renewable energy with geothermal for the maintenance building and solar thermal on Walker Lodge used as a classroom space and overnight bunk house. The school also uses passive daylighting to ensure efficient energy use. Approximately 5% of their energy comes from renewable sources.

The school has installed energy efficient lighting, occupancy sensors, sink faucet timer and motion sensor paper towel dispensers, and upgraded their HVAC system to an Energy Star forced air system, HRV system.

Additional progress the school has made towards energy conservation and/or efficiency of the school facilities includes:

Air collector serviced. Energy star windows installed in early childhood classroom (20 windows) and new door. Lighting audit scheduled for next year with Central Wisconsin Electric Coop. In addition to the energy audit done by Mid-State students they also did site assessments of multiple buildings at CWES. They have proposed a solar electric system on the CWES maintenance building, this is the facility that currently has a geothermal system. These two systems would work very well together. Another student has a current proposal to build a shed that would house a well and PV powered pump. Currently all of the water in the garden is hauled there and it would be wonderful to have water onsite. Another proposal that has a WEEB grant submitted is for a solar powered pontoon boat for use in lake studies at CWES. In addition there are proposals for PV and Solar Thermal on Sunset Lodge and Walker Lodge. Prior to installation additional energy efficiency measures have been suggested. We would be happy to supply you with the reports.

The facility manager, Robert Smith, completed the WASBO Facility Managers Program certification in 2013.

The school has implemented behavioral changes to reduce energy consumption in the following ways:

When possible lights are not used in the classroom and just day lighting is used. There are many energy efficient windows in each room. Students know to turn off lights when they leave a room. The class knows to turn down heaters at night and on the weekends. We use very few electronic devices so very little energy is used in the classrooms. We work to instill a sense of responsibility for the earth and knowledge of where our energy comes from and that there is a limited amount. Our students and teachers care deeply for the earth.

The 1-5 graders have received Kill-o-watt meters to measure energy consumption of appliances and computers in the classroom. The Energy Bike curriculum through the KEEP program is planned for nature study sessions with the 3-5 graders.

CWES and TRCCS staff are working with Mid-State's Renewable Energy Programs. Practicum students are bringing education to both CWES and TRCCS on how they could be more energy efficient and utilize renewable energy options. This is a wonderful opportunity for students to gain practical experience and have their systems be demonstration sites for all of the school groups, campers, boy scouts and visitors so they can see how these systems operate and what an impact they can have on energy consumption.

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

Focus Area: Water

The school's drinking water comes from a well on the school property, which is tested annually for contaminants. The school uses the following practices to increase water efficiency and ensure quality:

- ✓ Our school uses alternative water sources other than potable municipal or well water (ie. grey water, rainwater) for irrigation.
 - Optional Comments: Collect rainwater on our greenhouse and circulate with solar pumps
- ✓ Our school has a smart irrigation system that adjusts watering time based on weather conditions.
 - Optional Comments: No irrigation, proposed solar irrigation system for organic garden.
- ✓ Our school's landscaping is water-efficient and/or regionally appropriate.
 - Optional Comments: Most landscape is un-manicured, but where things have been planted they are all native plants.
- ✓ Our school has reduced storm water runoff and/or reduced impermeable surfaces.
 - Optional Comments: No impermeable surfaces.
- ✓ Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
 - Optional Comments:
- ✓ Our school has a medication disposal policy that helps ensure water quality.
 - Optional Comments: Medication is collected and disposed of through UWSP

Additional progress the school has made towards improving water quality, efficiency, and conservation:

Students are taught about water conservation through collecting and studying the water of Sunset Lake in their Nature Studies curriculum. Students also appreciate water more through the fact that they must use a wagon to fill the classroom drinking water receptacle as there is no running water in the classrooms. We also have a portable toilet outside of two of the classrooms that serves as the main toilet for half of the school saving an estimated 40,000 gallons* a year. (**Based on 3 gallon flush x 25 students x 3 bathroom breaks per day x 180 school days = 40,500 gallons of fresh water per school year.*)

Students and staff identified and implemented water conservation and increased water quality in the following ways:

Students are responsible for filling water receptacles and bringing them to the classroom making them very aware of how much water is being used. All students have their own water bottles; we have no disposable containers on-site. In the bathrooms faucets are on timers so water is not wasted.

Water topics are taught in the curriculum in the following ways:

In the nature studies programming, groundwater, water cycle, glacial lakes. Because our site is on a lake water programming is very strong. The children care deeply about the lake and learn about what they can do to preserve it.

The school is working with the Wisconsin Center for Environmental Education to provide teachers professional development related to water.

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

Focus Area: School Site

The school uses the following types of outdoor grounds on or near the school site:

- ✓ Our school has a habitat garden. Approximate size: nearly 200 acres
 - Optional Comments: The grounds our school resides on is almost entirely natural.
- ✓ Our school has a food garden. Approximate size: 52 raised beds
- ✓ Our school has an arboretum. Approximate size: over 100 acres
- ✓ Our school has a school forest registered with the Department of Natural Resources.
 - Optional Comments: Our school district has 2
- ✓ Our school utilizes a wooded site adjacent to the school site. Approximate size 200 acres
 - Optional Comments: The grounds of our school site is forested.
- ✓ Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
 - Optional Comments: Children spend 2 hours a day outside and 2 hours a week in Nature Studies with UWSP practicum students

- ✓ Our school has integrated natural features into the playground area.
 - Optional Comments: We have 2 outdoor classrooms (play scapes) that are made entirely of locally-sourced, sustainably harvested hardwoods.
 -

Additional progress the school has in place to maintain or improve safe, healthy, and environmentally sound grounds:

Our school has no pavement, but instead locally-sourced wood chips are utilized for paths and play areas. Children are taught to respect their surroundings as they spend time outdoors. There is a great emphasis put on the fact that the site is all of ours: CWES's, the school's and the plant and animal life that lives there.

The school encourages educational use of the school grounds, school forests, and outdoor teaching sites in the following ways:

Children spend on average 2 hours a day outside in the forest. They are encouraged to explore but not disturb the forest. Children are guided to look under rocks and fallen branches for insects and animals, as well as paying careful attention to their surroundings and notice the day to day changes that are occurring in the forest around them. The students have constructed structures out of scavenged branches and leaves and retreat to them during their outdoor play time. UWSP EE practicum students and CWES staff spend 2 hours a week with each class teaching Nature Studies. During this time outdoors, students learn about such things as water cycles, insects and animals and seasonal changes which are then woven into their classroom instruction. Children also spend an hour a week with our garden intern in the onsite, organic garden where they harvest vegetables and learn about saving seeds. In the winter months the kids learn about garden planting and plants. In the early spring they will start seeds in the greenhouse, planting the seedlings at the end of the school year. Students have hiked over to more remote areas of the CWES grounds to explore streams and ponds.

Professional development offered to staff regarding use of school grounds school forest, and/or outdoor teaching sites in the following ways:

The WI Center for Environmental Education provide field-based and hands-on experiences with TRCCS staff on a variety of relevant topics and current issues including ecology, mental models for sustainability, and cultural aspects of community sustainability. Different sites and speakers will be used to have the highest impact for each topic. Curriculum resources and activities will be integrated into all the professional development. Four workshops will be conducted and will have a seasonal theme. CWES staff will also conduct training with TRCCS staff on how to best utilize the CWES grounds throughout the seasons. In-depth tours will be given as well as introductions to learning resources and supplies at CWES. TRCCS is also a member of the Green Schools network and will be working with them to provide additional resources were needed which are to be determined.

Additional progress the school has made to encourage educational use of the school grounds, school forests, and outdoor teaching sites:

We have also invited school board members and staff from our district school to CWES for tours and presentations into what the TRCCS philosophy and curriculum consists of. Multiple school festivals occur on the property where families of our students can learn about natural resources and the environment.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

The school recycles the following materials:

- ✓ Paper
- ✓ Glass
- ✓ Metals
- ✓ Plastics
- ✓ Ink Cartridges
- ✓ Batteries
- ✓ Other: Teracycle

Optional Comments: We are also now offering terracycling and have sent out a letter to all families introducing the program and have onsite receptacles for collection and a Facebook page for the program.

Recycling bins are clearly labeled, always placed next to trash cans, and are in the following locations:

- ✓ Hallways
- ✓ Classrooms
- ✓ Lunch Room
- ✓ Staff Lounge
- ✓ Main office

100% of the school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free.

The school composts waste in the following ways

- ✓ Our school composts our cafeteria food waste. Optional Comments: Users of the cafeteria are asked to put food waste into one receptacle for chicken feed and compostable waste into another for the compost.
- ✓ Our school composts school landscape waste material.
- ✓ Other: Fallen limbs and trees are incorporated into play structures and benches when possible.

The school takes the following actions to minimize and safely manage hazardous waste:

- ✓ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced. Optional Comments: monthly/ UWSP
- ✓ Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. Optional Comments: UWSP

The school produces very little hazardous waste and any hazardous waste, such as paint, gas, motor oil and batteries, is brought to the University.

Additional progress the school has made to reduce waste, increase recycling/composting, or eliminate hazardous waste:

We encourage the reuse of items. For example, the students are encouraged to take great care of their school supplies so that they may be utilized in the following school year(s). Handkerchiefs are included on the student supply list to discourage the use of disposable facial tissues. We also have chosen to use as much used furniture and supplies as possible to divert waste from landfills. The students use lap-sized slate boards as opposed to paper. Educators use very little paper in their instruction and no textbooks are utilized. Most parent-teacher communication is done so electronically. Our board members use Chromebooks for board meetings to avoid printing several 30-page board packets twice a month. Green cleaners are used in the classrooms and we are working on utilizing homemade, eco-friendly cleaners and sharing those recipes with families to use at home as well.

Waste reduction, reuse and recycling behaviors are encouraged in the school in the following ways:

Reusable containers and supplies are stated on the student supply list and children are encouraged to use those supplies year after year. Staff is expected to do two-sided printouts. Waste receptacles are clearly labeled so students, staff and visitors can easily understand recycling practices. Children are welcome to bring food scraps from home to either feed to the chickens or compost.

Waste reduction and recycling are part of the curriculum in some/all grades:

Responsibility for the environment is intertwined in the curriculum.

Element 1C: Use of alternative transportation

Focus Area: Transportation

The school offers the following transportation options:

- ✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- ✓ Programs to encourage carpooling. Please explain limiting response to 350 characters. Optional Comments: Parents are put in contact with other parents in their area via the school coordinator.

- ✓ A plan to regularly review bus routing. Optional Comments: Bus routing was reviewed this summer for optimal routes.
- ✓ A policy pertaining to fuel-efficient fleet vehicle purchasing. Optional Comments: We are currently writing a WEEB grant to purchase an alternative-energy, 22 passenger van to transport classes to remote locations of the CWES grounds as well as field trips and community partners.
- ✓ Other: Mass transit from surrounding districts

The location is too rural for biking to school or for Safe Routes/ Safe Pedestrian Routes to School. Fifty percent of students ride a bus and 25% carpool to school.

Describe how your school transportation use is efficient and has reduced its environmental impact:

Since our school is remote and about 80% of students reside outside of our school district transportation in an environmentally conscious way has been a great concern of TRCCS and its families. Our parent-led Transportation Initiative organized a bus that comes from our most densely populated area, Stevens Point, and transports them to school morning and afternoon. Because this is inter-district, parents are responsible for the cost. To offset that cost, our school organized a Trike-A-Thon fundraiser to raise money for the Transportation Initiative. We were successful in raising \$6,000 to help fund this busing program until the end of the school year.

Additional progress the school has made towards transportation efficiency and decreasing emissions:

We are currently developing a WEEB grant to purchase an alternative energy vehicle. We are partnering with a local mechanic who has a bio-diesel converting business to convert a diesel engine 22 passenger van to bio-diesel engine. Students of upper grades will then help to filter and mix the bio-diesel. We will work with local restaurants to reuse their waste frying oils. This van will be used to transport classes to remote locations of the CWES property and to transport them to local community partners for onsite instruction and tours.

The school offers incentives for students or staff to encourage sustainable transportation practices:

If your child rides the bus, not through the Tomorrow River School District, (currently only from Stevens Point, but that will grow), their fare is subsidized by our Transportation Initiative funds.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

The school has fully complied with the state law prohibiting elemental mercury and has an indoor environmental quality plan.

The school employs the following practices to improve contaminant control and ventilation:

- ✓ Our school has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander. Optional Comments: All of the floors are hard surfaces.
- ✓ Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- ✓ Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- ✓ Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- ✓ Our school's indoor relative humidity is maintained below 60%.
- ✓ Our school has moisture resistant materials/protective systems installed
- ✓ There are no wood structures on school grounds that contain chromate copper arsenate.
- ✓ Our school prohibits smoking on campus and in public school buses.
- ✓ Our school has combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide?

The school has not completed radon testing, as it is not a requirement in Wisconsin. According to the Department of Health Services, the radon average for this zip code is 6.9 pCi/L, which is just above the EPA recommendations. The schools are encouraged to complete radon testing as a part of becoming a Green & Healthy School.

The school has a chemical management program that includes:

- ✓ Storage and labeling.
- ✓ Training and handling.
- ✓ Spills (clean up and disposal).
- ✓ Selecting third-party certified green cleaning products – Currently at 5% of all products.

The school controls and manages chemicals routinely used in the school to minimize student and staff exposure:

We use only green cleaners in the classrooms and are working on implementing the use of natural/green cleaners into the rest of the buildings as well. Natural, unstained materials are used in classrooms with only a handful of exceptions.

The school does not have a pest management policy but reports:

We resort to pest management only in extreme cases such as wasps or mice in a classroom/office. We do not ever spray for pests as a preventative measure. If insects are in a classroom/office, we encourage carefully transporting the "pest" outside the door. We may use 1 or 2 cans of wasp spray a year. Students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Additional progress the school has made towards improved environmental health specifically on the school building and grounds:

All of our classrooms have an outside entrance. For fresh air and connection to nature in the warmer months, screen doors have been installed on those doors. Our air-quality concerns are very low since fresh air is let in the classroom every time the doors are opened. Natural, unfinished materials (e.g. wood, wool, glass, cork, stainless steel and cotton) are used whenever possible. These items include: wool rugs and yarn, cork flooring, wood and metal furniture, wood toys, glass, stainless steel and bamboo kitchen utensils and cookware, ceramic plates, natural wood play equipment, beeswax paint and crayons, recycled paper, wooden flutes and recorders.

Element 2B: Nutrition & Fitness

Focus Area: Health & Wellness

The school follows the district wellness policy:

Our district is adopting a Wellness Policy on Physical Activity and Nutrition. This policy will set guidelines for nutrition and physical activity for all schools in the district. Nutritional guidelines include providing appealing and attractive meals to children; meals must meet, at minimum, nutritional requirements established by local state and federal statutes and guidelines; school will offer a variety of fruits and vegetables at every meal; beverages will be limited to water, non-caloric seltzer, 50% juice and milk and non-dairy variations; fundraising will consist of non-food items or food that meets nutrition guidelines. The district will not allow the use of food as a reward or as punishment to students. The Tomorrow River School District will also adhere to the same standards in celebrations. Each class will not have more than one celebration involving food per month. And when celebrations are held, no more than 1 low-nutrition food item. The district will also work to provide a list of acceptable party foods for parents and teachers to reference. All school-sponsored events will enforce the same nutritional guidelines stated earlier. The school district will provide nutritional education to every grade level. This education will not only be provided through health education classes, but will also be integrated in math, science, language arts, social studies and elective classes. Schools in district will follow the WI Model Academic Standards. Students and families will also be made aware of manufacturer's attempts at food marketing and how to decipher information provided in advertising. The district will also offer opportunities for professional development in this area. Healthy eating seminars and take-home literature outlining nutritional information will be provided for parents. The district will provide programs to encourage staff wellness.

TRCCS and TRSD staff are currently participating in a wellness program that will continue to the end of the year. PHYSICAL EDUCATION/ACTIVITY: TRCCS as well as the district will never withhold a student from

recess as punishment, nor will we use physical activity (running laps) as a form of punishment. Grade school students will spend 150 minutes minimum per week involved in physical activity per week. (TRCCS's policy exceeds such.)

The school provides the following options to promote nutrition and fitness:

- ✓ Our school has a salad bar during lunch. Comments: Every time lunch is offered. Most of the ingredients come from the onsite garden.
- ✓ Our school offers fresh fruits and vegetables.
- ✓ Our school uses whole grain foods.
- ✓ Our school has restricted access to foods of minimal nutrition value.
- ✓ Our school has restricted access to beverages of minimal nutrition value.
- ✓ Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- ✓ Other: Students participate in yoga and movement class 2 hours a week.

Thirty-percent of the school's food is sourced locally and/or certified as "environmentally preferable," including: Local Beef, most vegetables onsite, organic fair trade coffee, local milk, local potatoes.

The school has a policy for harassment and bullying:

Our elementary principle, Mr. Toelle is scheduled to speak with each grade about bullying. We are also currently working with the Alliance School-in-Milwaukee that is the first school in the nation to be recognized as a Bully-Free school. Students from that school will be coming to our school to teach our students how to recognize bullying as well as how to handle instances of bully. TRCCS is dedicated to a positive discipline approach in which the ultimate goal is that the children develop self-discipline, mutual respect, a sense of responsibility for their actions, and an intrinsic desire to make things right. TRCCS does not allow harassment, bullying and intimidation of pupils on school or CWES property or during school sponsored events. Such breaks in policy will be recorded and kept in the student's file. TRCCS follows the Tomorrow River School District Bullying Policy for reporting purposes.

Additional progress the school has made towards improved health and wellness specifically related to the school facilities and policies:

It is the goal of TRCCS to have healthy, confident children in a warm and inviting environment. We do everything we can to educate our staff and students on how to make their school environment a safe place that encourages learning. Teachers stay with their students from 1st through 6th grade forming strong emotional relationships. With this strong understanding of their students teachers are better equipped to create a positive learning environment and to cater the curriculum to the students in their classroom.

The same is true for the students, they are with the same classmates and teacher for 6 years and it becomes a second family. It is a strong support system that is there for students and continually developed throughout the years.

The school provides the following resources for staff and student social well-being:

Because TRCCS is a public school we have access to the Tomorrow River School District nurse, school psychologist, school social worker and counseling services. These individuals come out to our site to work with specific students as well as working with classes as a whole. The District is committed to providing equal services to TRCCS that they do with any other school in their district. The District is known for its wonderful programming for students with Special Needs, we feel the same at TRCCS. We have a high population of students with special needs. Families have picked our school because of our alternative educational style, because students get to spend so much time outside and because of the strong emphasis on social and personal skills. TRCCS is working to develop confident, passionate and creative individuals that have the capacity to change the world, not just fit into what already exists.

The school employs the following practices to promote nutrition, physical activity and overall school health:

- ✓ Our school participates in a Farm to School program or other program to use local, fresh food. Comments: We have a great partnership with Central Rivers Farmshed

- ✓ Our students spent at least 120 minutes per week over the past year in school supervised physical education. Comments: Besides the two hours spent outside every day, the children also participate in yoga/movement for 2 hours a week.
- ✓ At least 50% of our students' annual physical education takes place outdoors.
- ✓ Health measures are integrated into assessments. Comments: Assessed quarterly on school report card.
- ✓ Our school promotes hand washing for staff and students.

Each classroom has an outdoor classroom. Students have outdoor play time each day. Each class has 2 hours of nature study per week. Each class participates in movement/eurhythmy/yoga class twice each week for an hour.

All students spend two hours outdoors. Students work with a garden intern and learn about nutrition, gardening and composting. Students have yoga and learn about the importance of physical health. Students learn about breathing and meditation techniques in both French and yoga classes.

We plan to offer on-site yoga classes for parents and teachers before or after school. One of our teachers is a certified yoga instructor.

5 of the TRCCS staff participated in a district-wide health competition in January 2014.

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

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

All classes receive nature study lessons twice a week provided by undergraduate and graduate environmental education students at the University of Wisconsin Stevens Point.

The school has an environmental or sustainability literacy requirement:

The nature study curriculum is developed with the Wisconsin Center for Environmental Education to incorporate environmental and sustainability literacy requirements. The students have main lesson books for nature study for recording what was learned in each lesson. These are reviewed quarterly and reports are given.

Environmental and sustainability education concepts are integrated throughout the curriculum in grades pre-kindergarten through six:

All grades use their nature study class to incorporate the environmental and sustainability concepts. Grades 1-6 have one block (4 weeks) dedicated to environmental education. This includes a community service project.

The Environment is a core component of our charter school. Environmental issues, natural history and sustainability are intertwined in all course areas.

The school integrates environmental and sustainability concepts into assessments: Report cards are narratives relating directly to the common core standards that are met in all classes. 100% of students show high levels of proficiency.

Professional development offered to ensure environmental and sustainability education include:

- ✓ Aquatic WILD - Number of staff_2
- ✓ Attended the Midwest Renewable Energy Fair for professional development credit.
- ✓ Flying WILD - Number of staff_2
- ✓ Masters Degree in Environmental Education - Number of staff_3_
- ✓ National/International Conference – Please list conference and number of staff_1_ . Comments: NAAEE
- ✓ Project Learning Tree – Number of staff_4_
- ✓ Project WET - Number of staff_3_
- ✓ Project WILD - Number of staff_3_
- ✓ Related university level course - Number of staff_3_ Comments: Maters program in Environmental Education

- ✓ WI Association for Environmental Education Event (Winter Workshop, Spring Adventure Workshop, Annual Conference) - Number of staff_5_ Comments: Both Annual and Winter conferences each year.
- ✓ Other in-service, training, workshop, or course: __3_ Great Lakes Waldorf Institute training

Outdoor learning experiences offered to students at the school each year include:

Nature Study is a 1 hour class offered twice a week to each grade level. All classrooms have outdoor classroom space for two hours a day. Seasonal festivals are held outdoor routinely throughout the year

Waldorf education is intrinsically nature based, believing that a student's greatest inspiration for learning comes from nature.

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

Focus Area: Environmental & Sustainability Education

At a time when many educators are racing to beef up instruction in science, technology, engineering and math (STEM) Waldorf schools are working to integrate science and math into every aspect of their education without technology in the earlier years. Waldorf education works to foster creativity, imagination and self-confidence in children. Being able to think creatively and imagination are much more important than just being able to use a computer. If our students leave with these skills they will have the ability to figure out anything that comes their way and determine their own path when it comes to a career. We focus on life skills, this being said it is our goal to set people on that path with as many skills as we can. Beginning in 4th grade we provide one device per child, we currently have Chrome books but we are aware of how quickly technology is changing and we plan to stay at the forefront of new devices, giving our students the tools to figure new things out. But in the classroom, we really want to focus on giving students more engagement than sitting down at a keyboard and Googling. We utilize them for research and computer skills so when moving onto a typical high school or college our students have all of the same skills as a child attending a traditional public school, it is the timing and how we bring it to the children that differs greatly. In our earlier grades kids might be molding clay into a cone and then dissecting it or building large towers out of blocks, rather than modeling shapes on a computer screen. With Nature studies classes twice a week for an hour beginning in Kindergarten our children are fully immersed into the natural sciences. Our main lessons are taught in 4 week blocks and every other block is focused on math in addition to some with an environmental and science focus. All subjects are brought to the children in a multitude of ways so that children with all learning styles will truly understand how math is part of science and science is part of nature and nature is part of engineering. Having this understanding will give our students success in life and in their careers. Staff plan to participate in an upcoming STEM education training to continue to strengthen this area.

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

Focus Area: Community Involvement

The school has community involvement all of the focus areas (Energy, Water, School site, Recycling and waste management, Transportation, Environmental Health, Health and Wellness, Environmental and Sustainability Education)

Description of community partnerships/involvement:

- TRCCS is a school that developed from the community and works to build a keep strong partnerships and connections with community business and members. We have regular community partners breakfasts where people can come and learn about the school and we can make connections that will benefit those partners and our school.
- Energy: TRCCS works closely with the Midwest Renewable Energy Association (MREA). The MREA puts on the largest Renewable Energy and Sustainable Living Fair in the US. TRCCS runs the children's workshop tent. We work to bring hands on projects, musicians and much more to children all with an environmental/sustainable aspect. TRCCS and CWES are also working closely with MidState Technical College to develop more renewable energy systems and energy saving measures at the site. This is a wonderful partnership and we would be happy to provide you more detailed information about the proposed projects.

- Water: TRCCS is working closely with CWES and the UWSP Environmental Education Practicum students on water programming in our nature studies classes. We are also working with CWES on water conservation and collection on-site. CWES and TRCCS work closely with the Sunset Lake Association on measures to keep the lake clean and free of pollution.
- School Site: There are many partners that care deeply about the success and preservation of the TRCCS site at CWES, some of those include: UWSP, Sunset Lake Association, neighbors, Boy Scouts, Tomorrow River School District, the MAC foundation (they are funding the building of new classrooms/cabins and a bath house on for CWES and TRCCS programming). Recycling & Waste Management: TRCCS and CWES are working to maintain and improve our recycling and waste management system. We are working with parents so that they have a location to bring recyclables that they cannot recycle at home (Terracycle and compost). Environmental Health: We have many community partners including Mid-State Technical College, UWSP and the Tomorrow River School District.
- Transportation: Transportation is one of the schools biggest obstacles and we are constantly working to develop better transportation options for our students. With our families coming from the West we have a parent group that has developed a busing option with Courtesy Cab. We are also working to make connections with families to develop car pooling options. We are also working with the Tomorrow River School District so that we can offer pic-up points at the District border. Students can then take the bus from that point to TRCCS. We have developed a fundraising plan to help support these initiatives and hope to expand them to offer transportation from the East.
- Health & Wellness: Health and wellness is a big priority in our area of Central Wisconsin which means it is also important for TRCCS. A large Health and Wellness event happens annually in Stevens Point and we have active parents and community members involved that are tied to TRCCS. TRCCS also works with Artha Sustainable living center staff who does organic teas and beauty products, yoga classes and has a sustainable B&B and retreat center. We have used their site for Governance Board retreats and school field trips. Their yoga teacher is training TRCCS teachers. TRCCS is a member of Green Schools Network. We are also working closely with Farmshed who runs the Farm to School program in this area and work to connect farmers to the community.
- Environmental & Sustainability Education: Most of the Environmental Education is through CWES who teach our Nature Studies classes. We have also been working with the Wisconsin Center for Environmental Education (WCEE) over the past two years to help expand our environmental education and our professional development with our teachers. We wrote a grant to the Foundation for Sustainability and Innovation and they are paying for our Garden Teacher/Intern this year. She is teaching and helping to develop the garden curriculum we will use for years to come. In addition we are working with the KEEP staff members, the Wisconsin Association for Environmental Education and the Whole Plate Curriculum through the Waldorf High School in Viroqua.

Community involvement where students participate in civic/community engagement projects related to environmental and sustainability education:

- The students will participate in a four week curriculum block with a focus on the environment and sustainability. We do not know what the focus of the project will be yet because the students are involved in the decision making process, but the focus will include one or more of the topics listed above. The students will partner with our community stakeholders when creating their project. So far, the school has had two years of seasonal festivals with a focus on the environment and sustainability where the community was invited to participate. The Terracycling program has been promoted on facebook inviting the larger community to bring recyclables to our site. This program is being organized by a parent volunteer. We are working with the Alliance School in Milwaukee to help create a strong policy on bullying and conflict resolution, improving the health and wellness of the students. Students will present this information.

Cross-cutting Questions

- The school received the following awards for facilities, health, environment, sustainability, or environmental education:
 - 2013 WAEE Student of the Year
- The school has staff that belong to the following environmental education organizations:
 - Wisconsin Association for Environmental Education organizational member (wae.org) Wisconsin

- Green Schools Network member (wisconsingreenschoolsnetwork.org)
 - North American Association for Environmental Education (naaee.org)
- The school is developing a story of their success which can be found at:
<http://eeinwisconsin.org/net/org/info.aspx?s=106441.0.0.2209>