



# Goshen Community Schools

## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

#### **U.S. Department of Education Green Ribbon Schools**

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☒ Public ☐ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent ☐ Rural

Name of Official Applicant: Energy Education Specialist

Mrs. Judy L. Miller

Official School Name: Goshen Community Schools

Official School Name Mailing Address: 613 East Purl Street, Goshen, IN 46526

County: Elkhart State School Code Number \*: 2315

Telephone: 574-533-8631 Fax: 574-533-2505



# Goshen Community Schools

Web site/URL: [www.goshenschools.org](http://www.goshenschools.org) E-mail: [jlmiller@goshenschools.org](mailto:jlmiller@goshenschools.org)

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

*Judy L. Miller*

Date: 1/16/2019

Applicant: GCS Energy Specialist: Judy L. Miller

Name of Superintendent: Dr. Diane Woodworth

District Name: Goshen Community Schools

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

*Dr. Diane B. Woodworth*

Date: 1/31/2019

## 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: Indiana Department of Education

Name of Nominating Authority: Mr. J. Matthew Walsh

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

*J. Matthew Walsh*

Date: 2.15.2019

(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.



# Goshen Community Schools

OMB Control Number: 1860-0509 Expiration Date: March 31, 2021

## PUBLIC BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto: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.

ADDRESS: 613 E. Purl Street Goshen, IN 46526

SUPERINTENDENT: Dr. Diane Woodworth

EMAIL: [dwoodworth@goshenschools.org](mailto:dwoodworth@goshenschools.org) 574-533-8631

LEAD APPLICANT: Mrs. Judy L. Miller

POSITION: Energy Education Specialist [jlmiller@goshenschools.org](mailto:jlmiller@goshenschools.org) 574-533-8631 574-971-4158

GOSHEN COMMUNITY SCHOOL DISTRICT:

- ✓ Early Learning
- ✓ Elementary
- ✓ Middle
- ✓ High
- ✓ Public
- ✓ Suburban

PERCENTAGES:

Free and Reduced-Price Lunch: 65.4%

Special Education: 13.45%

Minority: 61%

Graduation Rate: 88.3%

Limited English Proficient: 23%

Attendance Rate: 93.8%

ENROLLMENT AND BUILDINGS:

Total Enrolled 6,655 Number of Schools: 9 Campuses: 9

## Summary Narrative: An Overview of Work Encompassing the Three Pillars

**Goshen Community Schools (GCS)** is a public-school system in northern Indiana and consists of 9 school buildings on 9 campuses. GCS is a suburban district of approximately 36 square miles located in city of Goshen in Elkhart County. We have a combined enrollment of 6,655 students in Preschool–12<sup>th</sup> grade.

Located in the heart of the Midwest, it sometimes seems as though environmental initiatives lag compared to the pace of locations on the east or west coasts. Our community is in the recreational vehicle (RV) manufacturing “capital” of the United States and in the past there have been environmental issues and waste in our town from these industries. Compared to our coastal borders, our community is likely still years behind in some green initiatives. We’re



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pleased to see a positive trend with industrial recycling and environmental sustainability. The origin of our Energy Conservation program was the result of a downturn in the RV industry and property tax caps. In 2009, our administrators implemented the Energy Conservation program and hired a full-time Energy Education Specialist to guide the program. During the first year, we gathered baseline data including weather information and utility use.

Our efforts as a corporation to reduce environmental impact and costs, improve health and wellness, and develop an effective environmental and sustainable education come from seeing and addressing the needs in our community and school system. By taking the opportunity to educate our students about recycling we help spread the message to their families as well, because many of our families do not recycle in their homes. Additionally, healthy food choices and physical exercise is another area where we take the opportunity to model what we do, what

we say and what we eat. Working together with our community we have found ways to learn and grow in all these areas.

GCS values the representation of our world in our community. Our diverse student body consists of 61% minority students and 23% limited English proficiency students. The challenge with Limited Proficiency students is there, but the challenges are greatly outweighed by the benefits of having different cultures together in our collective, diverse student body. Bilingual parent liaisons in all our school buildings keep non-English speaking parents involved and well-informed.

Our caring school nutrition managers and dedicated kitchen staff provide meals for students who qualify for 65.4% free and reduced-price lunches and breakfasts. Our special education students are valued as an important part of our student population and represent 13.45% of our enrollment this year. Goshen High School has an overall graduation rate of 88.3% and all GCS schools have an attendance rate of 93.8%.

Dedicated staff in each building are passionate about caring for the earth, our community and the education of our students. Each of our school buildings have received an Energy Star award. In, 2012 GCS received the Energy Star Leader recognition for Leadership in Reducing Greenhouse Gas Emissions. GCS was awarded the PARTNER'S FOR CLEAN AIR AWARD from MACOG (Michiana Area Council of Governments) in April of 2017. Our efforts to reduce or eliminate gas emissions are shown through our commitment to energy conservation. The GCS Energy Conservation Program has resulted in an energy cost avoidance of over \$4,400,000, lowering our carbon emissions by 29,193 metric tons of CO<sub>2</sub>, reduction in natural gas by 180,047 MMBTU, the equivalent of 748,530 tree seedlings grown for 10 years, and the equivalency of 6,082 fewer cars on the road. Seven of our nine school buildings have an average energy star rating of 88, and we are working at resolving issues at the remaining two buildings. In addition to looking at the mechanics and the envelope of the building, our energy conservation program educates staff on how to reduce consumption of electricity, natural gas, water, and other utilities.

Each of our school buildings focuses on sustainability and green issues in their own unique approach, but still as one unified team. Administrators, teachers, school nutrition services, health services, school counselors, custodians, maintenance and groundskeeping staff, support staff and bus drivers are all key team players. A staff representative from each building serves on our corporate Green Team. This team works together to promote green initiatives and conservation measures.

We have a Coordinated School Health Committee that addresses and evaluates ways to improve the health and wellness of students and staff. Community health professionals, parents, mental health professionals, Latino Health coalition representatives, as well as school



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representatives from each of the eight Coordinated School Health components serve as active members of this committee. This committee evaluates and implements goals related to wellness, mental health, nutrition and physical activity for both students and staff.

An emphasis on STEAM (science, technology, engineering, art and math) has resulted in sustainable education which can be seamlessly interwoven into our school curricula at all levels. Real world problems are identified by students, who in turn work to find solutions for those problems. Often, the results of their inquiries, projects, and findings are presented to our school board or at a community event and offer real solutions. Family and community involvement are important to us and a priority in our event planning throughout the year.

Thank you for giving Goshen Community Schools an opportunity to share the progress we have made in each of the Green Ribbon School pillars and elements.



# Goshen Community Schools

## **Pillar I: Efforts to Reduce Environmental Impact and Costs**

GCS created an Energy Conservation Program by partnering with Cenergistic, 'The Sustainability Company'. A full time Energy Education Specialist with a B.S. in Organizational Management and M.A. in Environmental Education has been on staff for 9 years. She leads the energy conservation program which involves behavioral conservation, careful scheduling of the energy management system (EMS), as well as energy savings education for staff and students. Building audits are performed routinely at various hours around the clock to assure that energy is not being wasted.

GCS values the representation of our world in our community. This global context is unique and provides a dynamic learning environment which sets us apart and reflects the vitality of our community. Goshen Community Schools has had a long-standing Energy Conservation Program. Over the course of 9 years and multiple phases, the GCS schools were able to show an energy use cost avoidance of 25.5%. A significant decrease in energy consumption was noted to reflect a reduction in greenhouse gas emissions of 29,193 equivalent metric tons of CO<sup>2</sup> and with a natural gas reduction by 180,047 MMBTU. Our energy manager looks for projects that can reduce the district's energy costs and carbon footprint. This program is an excellent example of how our schools can have a continuing direct impact on our local air quality. GCS was awarded the PARTNER'S FOR CLEAN AIR AWARD from MACOG (Michiana Area Council of Governments) in April of 2017. To help conserve energy, vending machine MISERS were installed on vending machines, heating and cooling setpoints are controlled through an energy management system, and we have ongoing monitoring of all schools' progress through ENERGY STAR Portfolio Manager. Through lighting retrofits, building recommissioning, and HVAC upgrades we have been able to see an energy cost reduction of \$4,400,000 over the past 9 years. GCS has also expanded this program into project-based learning for students, challenging them to come up with ideas and solutions for reducing the schools' carbon footprint.

In order to reduce our carbon footprint, GCS recently purchased highly energy efficient 'Papercut' printers/copy machines for each building in our corporation. We reduced costs by integrating 2-sided copies and allocating printing to departments and users. We're able to receive reports on cost per page and the paper usage effect on the environment. All schools are working on reducing paper use which is a valuable tool to track paper usage. The Green Team members in each building receive a monthly report and work with staff to continue to reduce paper usage.

GCS recently installed water fountains equipped with water bottle filling stations to save on the overuse of plastic water bottles. Our drinking water is supplied from our city water supply and includes monthly water quality testing as well as backflow preventer tests. Every school has a purposeful recycling program that includes student involvement and education. GCS recycles all they can, including but not limited to metal, aluminum, glass, plastic, cardboard and paper. Hazardous waste is picked up by proper hazardous waste companies for proper disposal at regular intervals or as needed. As we replace light fixtures to LED lamps; fluorescent light bulbs are also recycled. Only a select few of our campuses are equipped with sprinkler/irrigation systems. These irrigation heads are equipped with rain sensors to avoid water waste and are closely monitored by our groundskeepers to assure water use efficiency and conservation.

The GCS custodians in each building use carefully-chosen, eco-friendly cleaning solutions manufactured to limit caustic chemicals. Microfiber cloths are used to reduce the use of chemical cleaners. High-traffic carpeted areas are vacuumed daily to remove potential allergens and for asthma control. All carpets are shampooed annually, and adequate portable humidifiers with large-capacity reservoirs are positioned in drying areas to extract the moisture and avoid





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any mold or moisture issues. This, along with a triple-HEPA filter on our ventilation intake systems and routine air quality testing, shows that that our air consistently tests cleaner than the outside air. Back-pack style vacuum cleaners with HEPA filters are utilized by our custodians for optimal body ergonomics and cleaning. A proactive pest management system is in place by using sticky strips and assuring any building cracks are immediately filled and door sweeps are repaired. Possible building contaminants such as fumes from idling vehicles, busses, or delivery trucks are avoided by our strict “no idling” policies. Signage is posted near building air intake valves. Carbon monoxide detectors are in each HVAC room. Boilers are tuned and serviced annually.

When a fertilizer is needed to enhance the soil in specific greenways, our groundskeepers use a fertilization mixture that is 2/3 organic. There are several specific ecological beneficial areas on our grounds; examples of this include solar paneling on two of our building rooftops. Goshen High School has 1,242 solar panels, each with 260 watts of capacity for a total system size of 322,920 watts (DC). High school students are able to access the data from the solar array as part of their curriculum. Waterford Elementary School has 1,173 solar panels, each with 260 watts of capacity for a total system size is 304,980 watts (DC).

Thermal comfort is addressed by a comprehensive automated Energy Management System which is used to remotely operate and monitor all our buildings. This allows for energy savings because we can “tighten up” the building usage by scheduling the supply of heat, air, ventilation, and lighting for only when the building is occupied or to manage humidity as indicated. This has been one of largest energy savings initiatives and is a large part of our Energy Savings Conservation Program as we tie this together with a school culture of everyone being responsible to save energy in their own classroom or area. Students are learning how the energy savings achieved by our schools can have a continuing direct impact on our local air quality.

The Interurban Trolley bus connects Goshen to the nearby city of Elkhart and the unincorporated town of Dunlap via Concord and Elkhart-Goshen routes. The routes pass at Elkhart's Amtrak station, allowing passengers to connect to the Capitol Limited and Lake Shore Limited trains. Goshen has seven parks and has a few different greenways and trails winding through the city, one of which runs along the old Mill Race and a hydraulic canal which was once used to power an old hydroelectric power plant. The Pumpkinvine Nature Trail runs from Goshen to Middlebury and Shipshewana, along the former Pumpkin Vine Railroad. This trail starts north east of Goshen at Abshire Park and is one of the recreational highlights of Goshen. The Maple City Greenway and the Millrace trail provide many miles of easily accessible trails for walking, running, and biking. The Elkhart River winds its way through the city and through a dam on the south side making the Goshen Dam Pond. Due to our city's thoughtful planning and foresight, students attending Goshen Schools have the option of walking and riding bikes on well-cared-for walkways and trails.



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## Pillar II: Improved Health and Wellness

Over 14 years ago the Goshen Community Schools (GCS) Coordinated School Health Committee was formed. With oversight from the GCS Health Services Coordinator, who holds degrees in both Nursing and Education, this team continues to meet at least four times or more each year. Our members represent both school and professional groups: School Personnel; Nurse, Physical Education Teacher, Director of Nutritional Services, Administrator, and Energy Specialist; and Community Representatives; Elkhart County Health Department, Family Physician, Family Dentist, Nutritionist, Goshen College, Goshen Hospital, and Retired School Administrator.

GCS has been addressing improvements for the health and wellness of students and staff since 2004 when we had the privilege to be a part of the original Michiana Coordinated School Health Leadership Institute. This began our journey toward addressing school health by: 2005 and 2010, Completed the Health School Report Card; 2006-Writing the Wellness Policy, revised in 2014 and rewritten in 2017, based on Whole School, Whole Community, Whole Child a program developed by the Association for Supervision and Curriculum Development (ASCD); 2011, GCS was featured in the e-newsletter for Alliance for a Healthier Generation for using cooperative buying of milk products and influencing the vendor to make a 1% chocolate milk with 150 calories or less. As of 3/1/2011, the vendor is offering strawberry milk that meets this criterion as well; 2012 development of a GCS website that offers links to all physical activities in the community; 2013, Labeling healthy choices in our cafeteria with a Green Apple; 2013, Mental Health Kit, County-wide kit developed and distributed by Oaklawn's Bonnie Raine, a member of the Coordinated School Health Committee. She presented the Kits to all school counselors; 2014, Spring Walk, elementary students and their families walked the paths of Goshen Parks, participation included Volunteer Emergency Service Team (VEST), Goshen City Neighborhood groups, Goshen Police Dept and SRO officers; 2017, GCS participated in the "Apple Crunch Heard Round the Great Lakes" where local growers provided apples for all GCS students to encourage students and families to eat apples, and apple products (applesauce, juice, and cider) as a healthy snack. These are samples of the activity that has been our foundation as we have matured over the last 14 years and as we continue to develop a comprehensive program of school health and wellness.

Our School Nutrition Services Director holds a Bachelor of Science degree in Dietetics, a master's degree in Health Promotion and a PhD in Exercise Science. With the expertise that comes with her education and background, she supervises Nutritional Managers in each of our nine school buildings. State nutritional guidelines are closely adhered to for the following programs: School Lunch Program, School Breakfast Program, Summer Food Service Program, SMART Snacks program and the Fresh Fruit and Vegetable Programs. Above and beyond the standards, fresh fruits and vegetables that are perhaps unfamiliar to some students are occasionally offered to students as bite size taste samples and delivered and offered for classroom taste samples. Free nutritional snacks are available after school hours, to students in all grades attending any after school activity such as athletics, theater or music practices, or academic clubs. Online menus are available for student and parent convenience. The Summer Foods program annually provides breakfast and lunch at schools and other locations such as local parks, for community members 18 years and younger.

### ***2018 Statistics for Summer Foods Program***

22 locations in Goshen	June 2018	July 2018
Breakfast	5507	Only during summer school
Lunch	16733	6786





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## Employee Wellness:

GCS has its own Health & Wellness Center staffed by a physician, nurse practitioner, nurses and medical assistants. Additionally, Wellness Screenings/Health Risk Appraisals are available each year at each school building.

11 schools	2013	2014	2015	2016	2017	2018
Number of Participants	240	225	220	230	200	195

## Employee Assistance

Program for all employees are also available offering mental health services, counseling, financial counseling, and elder care services. Employees also have access to discounted membership in all area fitness establishments. Along with events that have already been mentioned, family and community events include: Starting in 2015, the Chandler Chase where families participate in a walk around Fidler Pond, a Goshen City Park with a trail 1.5 miles in length around the pond; Also starting in 2015, track and soccer coaches along with 25-20 high school athletes in each of these sports worked at each elementary school with training and practicing the sports, with the culminating event being a community track meet and soccer game at Goshen High School. Approximately 140-200 students from all 7 elementary schools participate each year, with approximately 500 families and community members participating in the final event.

## Key Community Partners:

**Goshen Hospital** has been a key player in our health initiatives. They have funded the following projects: 1000 Healthy Snack Magnets (English and Spanish). These magnets, that list healthy snack options are given out by Goshen Physicians at kindergarten physicals and by Goshen Schools staff for over the past 5 years; 2008-2014 the hospital sponsored a Community Health Fair with 30 community agencies presenting. Over 200 families, parents and children came each year; 2012, Fitnessgram which is a fitness assessment and reporting program for youth was purchased in 2013 for Parkside and Chamberlain Elementary schools and Goshen Middle School; An upgrade for Goshen High School was also purchased in 2013. The program focuses on Aerobic capacity, muscular strength, muscular endurance-flexibility and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate; and since 2013 GCS schools have participated in the Run the Halls Program encouraging students to track their time and/or miles in an after-school program of running and walking. The past 2 years statistics:

*2017 Prairie View Elementary --36 students ran the halls for a total of 443 miles.*

*2018 Prairie View Elementary 32 students ran the halls for a total of 421 miles.*

*2018 Chandler Elementary -38 students ran the halls for a total of 724 miles*

In 2016-2018, Goshen Health sponsored a Community Garden called the 'Garden with The Retreat'. Goshen Middle School students, in collaboration with Community Gardeners, planted, tended to, and harvested garden produce.

Goshen Health also helped sponsor Mega Body and Mega Heart in 2017 and 2018. They brought giant models (heart and body) to our community and collaborated with Goshen Community Schools so that all 4<sup>th</sup> graders could learn more about the heart and body during the



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school day. Some high school students also participated by helping teachers and Health professionals educate and supervise the 4<sup>th</sup> graders.

2017: MEGA HEART 553 Fourth graders participated in the MEGA HEART exhibit.

2018: MEGA BODY 428 Fourth grader students participated in the MEGA BODY exhibit field trip.



## Goshen College

Goshen College held a Heart Camp for 3 years. Students were nominated by their nurse and principal to participate in a 2-week Heart Camp. This camp teaches the importance of physical activity and nutrition to the students. While attending the camp, students are paired with college mentors. They were able to use the swimming pool, weight room and all facilities at the college during the camp. **Goshen Hospital** sponsored the nutrition education at the Heart Camp, with food samples and handouts to take home

Heart Camp Participants	2011	2012	2014
Student Participants	14	21	20
College Mentors	5	8	5
Volunteers	4	6	7
Health Dept Educators	1	1	1
Dieticians	1	2	3

GO LEAFs! Goshen College athletes came to an elementary school to teach skills regarding basketball, volleyball, soccer and nutrition. Athletes worked with students to teach them skills related to each sport.

WRITE ON Sports: Starting in 2012, a partnership with the national 'Write On' Sports program, Goshen College and Goshen Community Schools started. This camp teaches writing skills by harnessing the students' love of sports. This program helps to inspire students to write by having them write about sports! Annual participation is about 12 to 20 GCS students.



(Photos: LEFT and CENTER Goshen College Athletes present GO LEAFs. RIGHT: Goshen College "Write on Sports" with elementary students)

**Athletic Ambassadors:** Goshen High School offers a mentoring program called Stay in Bounds Ambassadors. In this program, high school student athletes visit 4<sup>th</sup> grade classrooms once a week and teach character principles.



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**Elkhart County Health Department:** The Health Department supports our schools through education programs such as 'Heart Health' and 'Growing Up-Puberty Talks'. 'Heart Health' is an interactive program where Kindergarteners participate and learn about the heart and how to keep it healthy. 'Growing Up-Puberty Talks' educate students on sleep, nutrition, exercise and caring for their body. It also reviews the changes they will experience during this time.

**IU Dental School:** IU Dental School comes to Goshen schools yearly to check teeth and offer sealants to 2<sup>nd</sup> and 3<sup>rd</sup> graders.

	School Visits	# Children seen	# of Sealants placed	# Children receiving dental sealants	# Children receiving Fluoride Varnish	# Children receiving a toothbrush Prophylaxis with oral health instruction
2018	6	89	191	54	89	89
2017	4	83	122	44	74	83
2015	7	145	303	82	123	130
2014	7	94	169	55	75	79
Grand total	24	411	785	235	361	381



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## **Pillar III: Effective Environmental and Sustainable Education**

Green initiatives and sustainable education are woven into classroom in the Sciences, Technology, English, Math, and the Arts. Real-life problem-solving and hands-on learning is happening daily in all our school buildings. Goshen High School (GHS) students are challenged to solve real-world problems. One example of this is students working on building an electric car through Greenpower. Students in other classes are working on a community STEM project. Science, technology, engineering and math were also integrated into a recent GHS student project. These students are addressing sediment from stormwater runoff as a major cause of pollution in our waterways. Goshen City civil engineers are working closely with the students as we look at current practices in place to reduce sediment and hopefully come up with some new, efficient solutions that the city can use as well.

Students of a Goshen High School engineering class also had a hands-on experience designing prosthetics for Daisy, a calf born with malformed hooves. The calf's condition, along with traits of dwarfism, made it difficult for her to walk. Science, math, engineering and technology skills were all used as they worked on coming up with a design for prosthetics that would withstand Daisy's weight as she grew. Students designed prototypes that required adjustments as the calf grew and gained weight. They had to figure out how to make them withstand her weight as she continued to grow. The experience with Daisy has had positive effects in many ways, especially for students who had never been around farm animals. Students who had not shown a previous interest in engineering were seeing how it could work together with science, math and technology.

Goshen Middle School (GMS) is a rich, unique learning environment where "learning is a voyage!" The students at GMS are a diverse population, helping to create a robust and engaging learning environment. Our teachers are trained and dedicated to grow middle school students through a variety of instructional strategies, such as brain-based learning, technology, and hands-on problem-based learning. One example of this, annually over 500 8<sup>th</sup> grade students benefit from a partnership with our Elkhart County Soil and Water Conservation District, for an outdoor learning day at nearby Environmental Center and River Greenway Trail.

Groups rotate through outdoor stations of studying the river's macroinvertebrates and what that reveals to us about the health of our river. They analyze the river riparian vegetation, hike to discover terrestrial biomes and discover the history of the landscape. They learn hands-on fish identification and learn what that means about the river's pollution level. 8<sup>th</sup> graders study the river flow and velocity as well as perform in a civil-service project while learning about and removing invasive plants as they are identified.



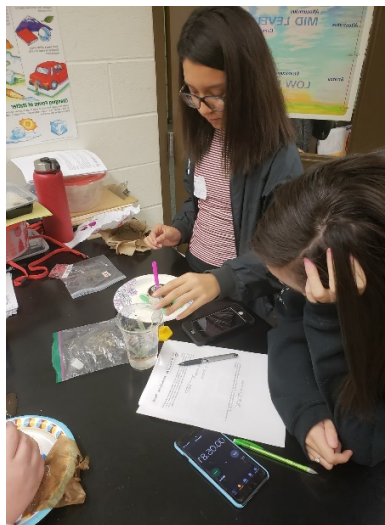


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(Photo: 8th graders in outdoor amphitheater at the river's edge.)



At GMS you will find excellent facilities that includes a Challenge Education Course second to none in the area, an indoor climbing wall, and a climbing cargo net. There are two hardwood floor gymnasiums, a swimming pool, and a fitness and wellness room. Our outdoor facilities include two football fields, two soccer fields, and ten tennis courts. The outdoor space is also used to offer many other opportunities such as golf, archery, and ultimate frisbee. The GMS campus is a common source of study and experiments as students problem-solve drainage and erosion issues.



(Photos: GMS Students examining the soil structure for permeability, texture and in infiltration.)



GMS is a middle school where students are exposed to all content areas via teachers and technology. Creating connections and links for learning help to propel their educational journey. GMS students are encouraged to explore a variety of opportunities in addition to academics, with the goal of discovering and developing his or her own unique gifts. Parents are also a vital part of their success. From volunteers to newsletters, GMS is committed to reaching out and developing strong partnerships with families. GMS is a great place to grow!

In our elementary schools we offer varied, innovative academic programs which provide opportunities for all students to excel. Whether it is the International Baccalaureate Primary Years Programme, New Tech, Dual Language Immersion, Expeditionary Learning or C.L.A.S.S (Connecting Learning Assures Successful Students), all students are engaged in personalized, project-based learning, with the guidance of teachers who are committed to meaningful



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relationships with their students. In addition to the classroom, extracurricular activities such as the arts, athletics, and various clubs and organizations provide students with opportunities to pursue their personal interests as well.

New Tech is the framework for project-based learning at Model and Chandler Elementary Schools. The faculty identifies real-world projects on which the students research, discuss, and collaborate. For example, one recent third grade project explored the impact of severe weather on community residents. The students applied traditional educational skills such as English and mathematics to study the nature of tornadoes, the damage they can cause, critical statistics and other relevant points of inquiry. The class even hosted a presentation by a local TV meteorologist. Ultimately, they focused on the community and what Goshen residents need to know and do in the event of severe weather. They prepared severe weather kits including flashlights, batteries, first aid supplies, water, Meals Ready to Eat (MRE) and severe weather radios. They invited the community in for a presentation of their findings.

The music teacher at Model integrates recycling into his classroom by recycling/upcycling common cast-away items such as toilet paper tubes into percussion instruments and empty tissue boxes with rubber bands into stringed instruments.

(photo: students making instruments from recycled items)



(photo: Model Elementary 5th grade class working on carbon footprint project)



Model Elementary School's Carbon Footprint Project challenged 5<sup>th</sup> graders to reduce Model's carbon footprint. They found ways to reduce current areas where waste was occurring at Model: food waste, and overuse of electricity and water. They also did research on other ways that we could potentially implement energy savings and become a greener campus at Model. Groups researched having a school garden, wind turbine, and changing all light bulbs in the building. Each year they bring their ideas to the school board at a meeting. A Gala is also hosted each year for the students, parents, family members, school board members, administrators, community members. During this gala student present their research findings.

Northern Indiana Public Service Company (NIPSCO) has partnered with the GCS over the past 6 years. They give every 5<sup>th</sup> grade student an energy reduction kit as part of their curriculum.





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These energy kits are incorporated into our classroom projects. The kits include LED lights, LED night lights, air filter aerator, high-efficient kitchen sink and bathroom sink faucet heads, high-efficient shower heads, a water bag so that students can measure and record how much water each shower head and sink are using in the house, and lastly, a digital thermometer. These students enjoy doing this extended piece at home and they see how they can impact reducing their carbon footprint in their very own house and help reduce their parents' bills too.

Model school has had two articles published about this project in the "Good of Goshen" and "Goshen News", the latter of which was picked up by two nationally-recognized educational websites.

### **C.L.A.S.S (Connecting Learning Assures Successful Students)**

At Parkside Elementary, the C.L.A.S.S. model is based on brain science and learning cognition. However, those "hard sciences" demonstrate that softer skills like character and leadership are also essential qualities for learning. The C.L.A.S.S. model provides unique opportunities for students to learn, to be collaborative, and to demonstrate character through interaction with teachers and other students. Each grade level has a theme to help make connections for their students. Creating a year-long plan is a school-wide initiative to drive connections and inquiry.

One example related to how the Parkside teachers introduced the theme of travel for the second-grade class to connect various academic disciplines with real-world situations. This process better enables students to relate to the subject. We know that collaboration, passion, inquiry, and curiosity are good for the brain—and all assist our brain in the learning process. Parkside is landlocked between Goshen's busy Main Street and the neighborhood that surrounds it near Goshen College. With no campus space to add a large recycling dumpster for recycling, Parkside is another school that is willing to do the extra work of using 96-gallon wheeled recycling carts. Students collect the recycling as a way of providing a hands-on learning experience and to connect the personal responsibility of recycling with their civic curriculum of caring for the earth.



(Photo: Parkside student led recycling program.)



(Photo: Chamberlain student led recycling program.)

**Expeditionary Learning (EL)** at Chamberlain Elementary provides a powerful platform for students to be highly engaged in their own learning. Some describe EL as project-based learning "on steroids." EL creates an environment where academics are strong, engagement is strong, and it all contributes to building a community of learners. Active in the EL network for three years, Chamberlain is one of only 160 schools in the U.S. featuring this unique model and the level of engagement has been exceptionally gratifying. Chamberlain has an active student recycling team. Their desire to recycle was not hampered by the fact that the school property is land locked resulting in having no room for a large recycling dumpster. Teachers and students took leadership of the recycling program by using a dozen 96-gallon wheeled recycling carts.



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The students collect the recycling from all the rooms. Students wheel these carts to the curb for recycling pickup.

Chamberlain has an annual 3<sup>rd</sup> grade environmental learning day. This day they partner with Merry Lea Environmental Learning Center of Goshen College. Most of the habitats found in northeastern Indiana are present in the 1,189 acres of Merry Lea. Students study unique geological features such as peat bogs, a marl pit, and glacial/gravel formations. Hands-on learning opportunities include using outdoor models demonstrating how water flows, sorting gravel to understand what different size rocks are used for and learning about the rock cycle.

With 54% of our student population from a Hispanic background, many of the students' parents in our community do not speak English. We continue to expand our outreach to include them in our school activities and to appreciate their culture with the **Dual Language Immersion** model at Waterford Elementary. We also collaborate with the Northern Indiana Hispanic Health Coalition for the "Healthy Heart" program. This six-week program teaches students healthy habits related to diet and exercise. By involving the community and parents in this way, the educational component of our curriculum is inspiring to the children and their ability to learn is greatly enhanced. This community involvement culminated with their 'Festival Hispano' in December; caroling, piñatas, Hispanic food, dancing and more resulted in a building that was absolutely immersed in the Spanish language and culture. These events go a long way toward involving all families in our sustainable education efforts as we blend cultures.

Waterford Elementary is one of our campuses that is fortunate enough to have some wooded land on the campus property. This area serves as an outdoor classroom and presents the on-site opportunity for studying different tree species and vegetation. A rustic outdoor amphitheater creates a space for outdoor gathering, listening and learning to take place. The third-grade class helped install a garden. It's not a typical plot, it's an elevated garden, made of straw bales and stacked tires. A straw bale garden was created because it could be easily removable and when the garden is finished for the year, the straw can be composted. The tire gardens make harvesting potatoes easier. Passionate teachers asked people to donate things like plants and tires; business owners gave discounts; parents and teachers volunteered to help water the plants during the summer.

### **Primary Years International Baccalaureate (IB)**

West Goshen Elementary and Prairie View Elementary both feature the Primary Years IB curriculum. At its core, the curriculum is inquiry-based learning and enables students to become more independent, active learners who take action, using what they have learned. It focuses heavily on a spirit of preparation: preparation that considers the whole child, preparation for the future, and preparation that is engaging. This spirit also includes a sense of inclusiveness that embraces multi-culturalism, and a component that encourages exploration and creativity through rich and stimulating learning environments.

The foundation of an IB education is built upon the Learner Profile. The goal of the profile is to develop "learners" who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Each of these attributes are integrated in everything they do. This approach helps staff build relationships with students. It also has a profound impact on their lives at home and in the community.

West Goshen Elementary School is nestled in a neighborhood on the west edge of Goshen. West Goshen was the one of the first elementary schools to start a recycling program. Without the space to place a recycling dumpster, they problem solved by acquiring several 96-gallon recycling carts, through a grant. Since then, our school corporation covers the cost of recycling in all our buildings. The initiative of a school nurse in this building got the ball rolling.



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Prairie View Elementary School is aptly named as it is indeed located on a prairie on the outskirts of Goshen. An advantage this campus has is that it has adequate space for outdoor student exploration. Students have tackled the real problem that the wind can create sweeping across the prairie without trees. They studied about how trees can serve as a wind barrier. Classes collaborated to learn about the benefit of trees and what types of trees would be best to create a wind break. Their inquiry was followed by their proposal of a row of evergreen trees and a natural green windbreak was planted.

Chandler Elementary has entered into a partnership with the 'New Tech Network' building on the principles of a STEAM education adopted over the past few years. As a New Tech school, students learn through their participation in project-based learning (PBL).

Chandler elementary students harvested potatoes they planted from seed early last spring. For Thanksgiving, they ate dishes made with vegetables they grew themselves. Other students, many for the first time in their lives, learned how to use rakes, shovels, and pitchforks. Others helped plant a flower garden or learned how to plant bulbs in fresh soil. With the overwhelming support of our school board, the PTO (Parent/Teachers Organization) and community volunteers, a space for students to experience grass, flowers, and



(Photo: Chandler student planting vegetables.)

All students in all buildings, kindergarten through fifth grade have an iPad to support their learning. Teachers design complex, authentic challenges with connections to the Goshen Community and beyond. Students can communicate with people near and far, and gain access to an unending wealth of information including social and cultural understanding beyond the classroom.

A web-based application called SEESAW allows elementary students to take pictures of their work and mark them up, take videos, and record voices for students to show their learning. Also, teachers can upload work onto the site instead of making copies. Students complete the work on seesaw and submit it. The teacher can then see the student work and give feedback. This works great for primary students, and it saves a lot of paper. <https://web.seesaw.me/>

### Middle/High School Pathways

The beauty of the Pathways initiative is how seamlessly it integrates as students graduate to middle school and high school. At Goshen Middle School, the two learning pathways are New Tech and International Baccalaureate (IB). While using different methodologies, the two models are similar in that they are both inquiry-based. Unlike more traditional academic models, these programs are more engaging and help stimulate student interest and curiosity, preparing graduates for a 21<sup>st</sup> century technology-driven economy. They are also both standards-based, so they are compatible with state expectations. All scenarios provide outstanding preparation for



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interdisciplinary learning about key relationships between dynamic environmental, energy, and human systems. For instance, teachers are encouraging students to solve real problems related to these systems. Goshen Middle School science classes problem-solved a drain water issue and erosion on their school campus—the students worked on proposals of real, applicable solutions. Rain barrels, water gardens, and drainage filters were designed to stop sediment from entering the drain. The work is preparation for an effective and productive future, and skills to address sustainability issues in our community as contributors to the students' chosen vocation, to their community, and to the global society.

Goshen Middle Schools 8<sup>th</sup> Grade Annual Colorado Trip Opportunity: Every summer, GMS 8th grade students may earn a high school Physical Education credit by participating in a trip to the Colorado Rockies where they camp, hike, and explore the great outdoors.



(Photo: GMS 2017 participants)

Colorado trip opportunity: They do a lot of backpacking and hiking, they do some horseback riding and some white-water rafting. The students do classwork throughout the school year leading up to the trip, and then they take the trip in July.

### **GOSHEN HIGH SCHOOL:**

#### **High School Marine Biology Learning Trip**



(Photo: GHS students working on their marine biology assignments.)

Students who are fascinated with the oceanic world can travel to the Florida Keys to study marine biology over spring break. It's a fun trip, to be sure, but also an academically intense week. Students are responsible to accomplish an agenda of research and learning throughout the trip.

Each year Goshen High School students, parents and staff head to the Florida Keys for eight days of science exploration, community building, and memory-making.





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At GHS, green initiatives are woven into classroom in the Sciences, Technology, English, Math, and Arts. As described in the example of Daisy the Calf, in the narrative above, real-life problem-solving and hands-on learning is happening daily in our school buildings. Goshen High School students work on building an electric car through Greenpower USA. They raise funds to order the chassis, which they assemble, along with all wiring and installation of the electric motor.

Other student projects currently going on include a group of independent study students who are working on a super mileage urban concept car. This is a minimum two-year project for them, but they are well underway in their design. Another class is working on a solar-powered automatic chicken coop door for a local veterinarian.

Students in other classes are working on a community STEM project. They are addressing sediment from stormwater runoff as a major cause of pollution in our waterways. Goshen City civil engineers are working closely with us as we look at current practices in place to reduce sediment and seek to come up with some efficient solutions that the city can use.



The super mileage challenge project is made possible by thousands of dollars' worth of donations, work and instruction by local businesses. The steel was donated, a local fiberglass manufacturer helped with instruction and the mold-making for the car body and a Syracuse technology firm also helped guide the team. Firms sent representatives as guest lecturers to the class and the team also visited local factories.

<https://vimeo.com/143190569>

### **Goshen High School Super Mileage Team: A Step beyond usual shop classes!**

(Photo: Top and Bottom: GHS students working on their super mileage car.)

GHS students hope that their cars will achieve 1,000 miles per gallon at the competition. During competition, the vehicles are driven 10 laps around a five-eighths mile track and then their fuel is measured to calculate their miles per gallon. The teams have 24 minutes and 15 seconds to complete the 10 laps, so they must average around 15 miles per hour. The team strategy included dividing the track into four segments and timing the cars as they rolled through those segments of the racetrack. The cars are given fuel measured in grams and then after the run the remaining fuel is weighed to calculate the fuel economy. They got 588 miles per hour!

As you can see with this narrative, GCS is excited with the progress we've made in each of our buildings with each one of the three Green Ribbon pillars and elements. This application is a



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step we are taking to highlight what we have been able to do in the past and present. It also serves to motivate us to continue to grow and set new goals-- to continue working on becoming a healthier, safer, and more sustainable school corporation in the future.

## **Social Media Accounts, GCS Administration:**

A webpage on our schools' website is dedicated to healthy living for staff and the community. This site provides links to the city parks department, fitness clubs, yoga studios and bike paths. There are also links to our mental and physical health service providers.

Goshen Schools <https://www.facebook.com/goshen.schools> Goshen Schools <https://twitter.com/goshenschools>

Goshen Schools <https://www.instagram.com/goshenschools/> GCS Registration <https://twitter.com/GCScentralreg>

GCS Tech Dept. <https://twitter.com/GoshenSchTech>

## **Elementary Twitter accounts:**

Prairie View <https://twitter.com/PrairieViewElem> West Goshen <https://twitter.com/WestGoshenElem>

Chamberlain <https://twitter.com/ChamberlainElem> Chandler [https://twitter.com/Chandler\\_school](https://twitter.com/Chandler_school)

Model <https://twitter.com/ModelElementary> Parkside [https://twitter.com/Parkside\\_School](https://twitter.com/Parkside_School)

Waterford <https://twitter.com/WaterfordElem>

## **GHS Twitter accounts:**

Super Mileage <https://twitter.com/GHSEngineering> Athletic Director <https://twitter.com/GoshenAD>

Principal <https://twitter.com/goshenprincipal> Football <https://twitter.com/GoshenRedHawks>

Baseball [https://twitter.com/baseball\\_goshen](https://twitter.com/baseball_goshen) Boys basketball <https://twitter.com/RedHawkHoops>

Key Club <https://twitter.com/KeyClubGoshenHS> Swim & Dive [https://twitter.com/ghs\\_swimming](https://twitter.com/ghs_swimming)

JAG [https://twitter.com/GoshenHS\\_JAG](https://twitter.com/GoshenHS_JAG) Girls Soccer [https://twitter.com/Girls\\_SoccerGHS](https://twitter.com/Girls_SoccerGHS)

Band <https://twitter.com/Goshenbands> Yearbook [https://twitter.com/GoshenHS\\_YB](https://twitter.com/GoshenHS_YB)

Girls Golf <https://twitter.com/GolfGoshen> Musical <https://twitter.com/GoshenHSMusical>

Cheerleading <https://twitter.com/Goshencheer>

## **Goshen Middle School Twitter account:**

GMS <https://twitter.com/GoshenMiddleSch>

## **GCS Facebook accounts:**

Goshen High School <https://www.facebook.com/goshenhs>

Goshen Middle School <https://www.facebook.com/goshen.middle.school>

Chamberlain Elementary <https://www.facebook.com/chamberlain.elementary>

Chandler Elementary <https://www.facebook.com/chandler.elementary>

Model Elementary <https://www.facebook.com/model.elementary>

Parkside Elementary <https://www.facebook.com/parkside.elementary.school>

Prairie View Elementary <https://www.facebook.com/prairieview.elementary.school>

Waterford Elementary <https://www.facebook.com/waterford.elementary>

West Goshen Elementary <https://www.facebook.com/westgoshen.elementary>