

School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

1. The school has some configuration that includes grades Pre-K-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 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 2015-2018

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mrs. Margo Giannoulis

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

Official School Name: Maercker Intermediate School

(As it should appear on an award)

Official School Name Mailing Address: 5827 S. Cass Ave., Westmont, IL 60559

(If address is P.O. Box, also include street address.)

County: DuPage State School Code Number *: 190220600022002

Telephone: 630-515-4820 Fax: 630-515-4825

Web site/URL: http://www.maercker.org/pages/Maercker_School_District_60 E-mail: mgiannoulis@maercker.org

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

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



Date: 1/13/17

(Principal's Signature)



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

District Name: Maercker School District 60

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

Date: 1/13/17

(Superintendent's Signature)

Nominating Authority's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Illinois State Board of Education

Name of Nominating Authority: Mr. Tony Smith
(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: 1/31/17

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

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: March 31, 2018

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.

Maercker Intermediate School, Westmont, Illinois

Staying healthy to keep our Earth happy

Maercker School was the first school in Illinois to win the new DuPage County Water Quality Flag in 2014. We won a grant in May 2016 to have four solar panels installed on our roof to teach students and staff alike how solar power works. Monitors in the main hallway and in our Green Room display the amount of energy collected. Our STEM teacher won the Navy SeaPerch Grant this year to enable some students to build and operate Remotely Operated Vehicles (ROV). We also received a Scholastic Grant to purchase books for our school library to increase our environmental literacy, as well as a grant from our Educational Foundation for three Little Free Libraries to continue our environmental literacy program through community participation.

Maercker School tracks our energy usage through our District offices to monitor effective use and savings. We use T-8 fluorescent throughout the facility with motion sensors in all high traffic areas. Our building automation system schedules start and stop times for every rooftop HVAC unit, exhaust fans and outdoor lighting to conserve energy.

We also strive to conserve water at Maercker School. Our bathrooms have low-flow toilets and automated sensors on sinks to prevent excessive running water. Our Native Garden is maintained by the Ecology Club and does not require additional water since Illinois native plants were used and have roots that grow to 20 feet long or more. Last year the Garden Club also converted a grass island in the parking lot to an additional native garden. This spring we will install two rain to provide water for our landscape pots in the front of our school.

Maercker School participates in the USDA's Healthier US School Challenge. We have one of the full service kitchens in the area, which provides our students with hot meals including fresh fruit and vegetable options daily. Our PE teachers sponsor Jump Rope for Heart every year, and teach students how exercise and nutrition can help prevent disease. All of the proceeds go to the American Heart Association. PE curriculum includes units in adventure education and cooperative games, cardiovascular runs, muscular strength, circuit training, and yoga. We collaborate with T.R.U.E. Fit which is a national organization led by Mr. Tom Schneider to provide a healthier culture for students. Our fifth graders attend the Outdoor Education Facility at nearby Fullersburg Woods Forest Preserve twice each year and learn about invasive plants, water quality, and team building.

Every classroom as well as our main office, staff lounge, and staff workroom have recycle bins for paper and plastic. The Ecology Club collects lunchroom waste to compost every day, and teaches our students which items can be recycled from their hot school lunch or cold lunch from home. We have bins on each floor for recycling plastic bags and other plastic film. Two years ago, we started collecting the plastic bags, and won a recycled bench that is outside our front doors for visitors to enjoy. We work closely with SCARCE, which is an award-winning environmental education non-profit dedicated to creating sustainable communities. The Ecology club coordinates with SCARCE to collect other products such as cell phones, eyeglasses, keys, and crayons. At the end of the school year, we collect extra school supplies from our students to give to those students in need for the next year.

Maercker Intermediate School is proud to promote environmental education to our diverse population through our after school Ecology Club, Garden Club, and STEM Club, as well as our new STEM class where all students participate in a curriculum promoting environmental literacy. One of our most

popular initiatives that the community welcomed was the Native Garden that the Ecology Club members helped plan, plant and maintain. We collaborate with the Westmont Village Forester who has planted six trees in the last year with small groups of students, teaching them how important trees are to our environment. The Ecology Club promotes paper and plastic recycling as well as unusual items such as pumpkins, holiday lights, plastic bags, and pop tabs. At our District Science Fair each year, the Ecology Club students help educate our families on saving energy, recycling, and water quality.

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION



School Applicant Information

- School Name: Maercker Intermediate School

District Name: Maercker School District 60

Street Address: 5827 S. Cass Ave.

City: Westmont; County: Dupage

Zip: 60559
- Website: http://www.maercker.org/pages/Maercker_School_District_60

Facebook page: NA Twitter: @D60LotzTech, @maerckerschD60
- Principal Name: Mrs. Margo Giannoulis-King

Principal Email Address: mgiannoulis@maercker.org

Phone Number: 630-515-4822
- Lead Applicant Name (if different): Mrs. Mary Lotz

Lead Applicant Email: mloetz@maercker.org

Phone Number: 630-515-4821

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			Total Enrolled: 480 Graduation rate: Grades 3-5 Attendance rate: 95.7%
% receiving FRPL: 46% % limited English proficient: 16.7% Other measures: Click here to enter text.			

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

School Summary and Highlights:

- 1. Please describe your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Please highlight any benchmarking initiatives and unique or innovative practices. *Note: This text may be used in promotional publications that describe the winning nominees.***

Maercker Schools serves 480 students with over 35 languages represented in the Westmont community. The school is proud to promote environmental education through the Ecology Club, Gardening Club, STEM Club that over 50 students are part of to promote student safety and health. We also have a new STEM class where all of our students will participate in a curriculum promoting environmental literacy. One of the most popular initiatives that the community welcomed was the Native Garden that the students helped plan, plant and maintain. Another unique initiative is our recycling program by the Ecology Club that recycles pumpkins, holiday lights, plastic bags and pop tabs, as well as other products.

- 2. Does your school have a forum where those involved in its daily operation (e.g. students, teachers, maintenance staff and cafeteria staff) meet to discuss and implement green initiatives? If so, please describe some the forum's recent accomplishments and future plans:**

The Ecology Club communicates daily with our Engineer Mr. Ken about green initiatives from installing the solar panels on the roof from the grant we won this year to supporting all initiatives with products and all needs.

- 3. Please list any awards or special recognition that your school, staff or student body have received in the last five years for facilities, health, or environment literacy; please list the award(s) and the years they were given.**

2014 Dupage County Water Quality Flag – Maercker School was the first school in the State of Illinois to win this award.

2016 Solar Panel Grant Winners

2016 Navy Seaperch Grant (STEM classes)

2016 Scholastic Grant – funds some books for the library for environmental literacy

2016 Little Free Library Grant (outdoor library to promote environmental literacy) The groundbreaking will happen with the community, Mayor, School Board and Maercker School students and families in Spring 2017.

Pillar I: Reduced Environmental Impact and Costs

A. Energy

- 1. Do you track energy use in ENERGY STAR Portfolio Manager®, or other way in district?**
 Yes No

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

2. **If so, how have you tracked your resource usage, for how long, and how has your usage dropped over that time?** (*Data or graphs can be submitted as a separate supportive document if desired.*)

We have to track our energy in our District to monitor effective use and savings.

3. **Please describe the strategies you have implemented or planned to reduce your energy consumption.**

All lighting uses T-8 fluroscent throughout the facility with motion sensors in all high traffic areas.

Building automation system schedules start and stop time for every rooftop unit, exhaust fan, outdoor lighting. Everything is on a start and stop schedule.

4. **What percentage of your school's energy is obtained from:**

- a. **On-site renewable energy generation:**

Type: 0%

- b. **Purchased renewable energy:** [Click here to enter text.](#)

Type: Our paper is 100% recycled

- c. **Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:** We received the 2016 Illinois Solar Schools Grant which includes 4 solar panels installed on our roof and are monitored and shared with students and school on the Solar Panel Monitor in our main hallway and STEM lab.

5. **In what year was your school originally built?** 2002

6. **What is the total building area of your school?** 74,736 feet

7. **Please describe any new construction or major renovations at your school in the past ten years, including the date, the percentage of area renovated. Describe how you achieved green building or similar standards and any certifications earned.**

No

8. **Please describe your sustainability policy and practice for new or renovated construction materials and building maintenance.**

We have upgraded the building's automation system in regards to HVAC, walk-in cooler, walk-in freezer, outside lighting, inside lighting. We have scheduled run times for all items listed above to conserve energy.

B. Water and Grounds

9. **Can you demonstrate a reduction in your school's total water consumption from an initial baseline or describe your best practices to limit water usage? For example, calculate your change in water usage (in gallons per occupant) over a specified period of time, or a reduction in water used for irrigation.**

Bathrooms have low-flow toilets and automated sensors on sinks.

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10. **What percentage of your landscaping is considered water-efficient and/or dedicated to ecological or instructional use? Describe the kinds of plants used and locations:**

The Native Garden that is maintained by The Ecology Club is water efficient because we have used Illinois native plants that have 20 foot deep roots which do not require watering.

11. **Describe the water sources used for irrigation, including any cisterns or rain barrels.**

The underground sanitary and storm sewer discharges into the local municipality sewer District system and they then use an irrigation process. We have two rain barrels slated for installation in the Spring 2017.

12. **Describe any efforts to reduce storm water runoff (e.g., rain gardens) and/or reduce impermeable surfaces.**

We installed run off drains. We also have an island garden in the front of the school/ parking lot with native plants for water runoff.

C. Waste and Chemicals Management

13. **Describe the strategies you use to divert solid waste (e.g., trash, cafeteria waste, paper, or landscape waste) from landfills due to reduction, recycling and/or composting. Complete the calculations below or provide reduction rates:**

Each classroom has a recycle bin for paper and plastic. The Ecology Club monitors recycling of paper, plastic, lunchroom and compost every day. Grass clippings are left on grass. Our Ecology Club promotes recycling for trash and all waste.

14. **What percentage of your school's total office and classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?**

100%

15. **List the types and estimated quantities of chemicals (e.g., laboratory materials, cleaning products, pesticides) managed at your school, and how they are stored, disposed of, and minimized:**

All of our chemicals are 100% Green LEED approved.

16. **Describe how your school purchases environmentally preferable products for use by students and staff:**

We purchase all chemical cleaning products through Warehouse Direct with metered dispensers for all chemicals.

D. Alternative Transportation

17. **What percentages of your students walk, bike, bus, or carpool (2 or more students in the car) to and from school? Please explain how these numbers are obtained and calculated, and describe any improvement in this area over time.**

10% students walk, 78% take District buses and 12% come to school in a car with parents. The numbers are calculated and based on reported numbers by the District. We have the numbers for all students who ride the District buses, we have the names of all students who walk to and from school and we have the names of all students who get dropped off and picked up every day. At the end of the

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

school day, the secretary calls students for dismissal by who walks, takes the bus and gets picked up by parents/ guardians.

18. Describe the plans or strategies to increase the number of students walking and biking to school.

Students who live beyond a mile and a half are provided with busing from the District. Our students are in grades 3-5, ages 8-11 years old, so at this time many of our parents within the mile and a half boundary feel safer driving their children to school instead of having them walking. See Pillar 2, Section B that discusses nutrition and fitness from our PE curriculum.

19. Has your school implemented any of the following? Check all that apply.

- Designated carpool parking stalls.
- A well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Safe Pedestrian Routes to school or Safe Routes to School.

Describe activities in your safe routes program: We have created a designated walking lane. Our Technology Coach leads the drop off and pickup process for students who walk or are picked up by parents. We have a strong system in place for our safe routing that has been sustainable for over five years.

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

Parents apply in April for transportation the following school year. Our bus routes are then designed for the most efficient use of fuel and travel time.

21. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships:

On Saturdays, the Ecology Club cares for the Native Garden by weeding and mulching to conserve rain water. Our Ecology Club has partnered with the local Farm to recycle pumpkins after Halloween. We collected over 100 pumpkin locally with over 56 tons collected to compost in northern Illinois. We have recently installed solar panels with a grant from Illinois Clean Energy, and are teaching our students about solar energy. The Ecology Club has also worked with the forester from Westmont village and planted 6 trees on our property, enhancing our landscape and playground while providing shade.

Pillar 2: Improve the health and wellness of students and staff

A. Environmental Health

1. Describe your school's Integrated Pest Management (IPM) program, including any certifications earned, routine inspections, pest identification, monitoring, record-keeping, and pest prevention activities.

Anderson Pest Control managed our pest control program.

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

2. **Describe the efforts or practices you have in place to minimize or eliminate the use of pesticides, both indoors and outdoors.**

We do not use pesticides.

3. **Describe the actions taken or the practices your school employs to minimize or eliminate exposure to the following specific hazardous contaminants (if applicable):**

a. **Elemental Mercury**

b. **Carbon Monoxide from fuel burning equipment or appliances**

c. **Radon**

d. **Chromated Copper Arsenate in wooden playground equipment**

e. **Others (e.g., Lead, Asbestos or PCBs)**

We have CO detectors mounted within 20 feet of any CO emitting device.

4. **Describe policies and practices in place to promote security and life safety.**

We have security system that monitors all exterior doors, corridors, main entrance, and computer room. The alarms report to an authorized central station. Maercker School was designed with a secure visitor entrance; people entering the school must come through the main office and be signed in before accessing the student areas of the facility.

5. **Describe actions your school takes to prevent exposure to asthma triggers in and around the school, such as animals in the classroom, sanitation, or other airborne contaminants.**

Animals are not allowed in the building. All ventilation systems are filtered and monitored.

6. **Describe actions your school takes to control and prevent leaks, moisture, condensation, and excess humidity; and to promptly cleanup mold or remove moldy materials when it is found.**

We monitor humidity on the building automation. We monitor the facilities management system on the engineer's computer which can monitor if a leak is discovered; a technician will come out after notification by the online system.

7. **Our school has installed local exhaust systems for major airborne contaminant sources.**

Yes No

If Yes, list the rooms with these features and their uses:

Toilet rooms, custodial closets, mechanical rooms, etc. are exhausted directly to the exterior of the building.

8. **Describe your school's preventive maintenance program for the building's ventilation system, including unit ventilators to ensure it is clean and operating properly:**

Monthly, all ventilation systems and unit ventilators are checked. Motors are greased and filters changed and all systems are monitored through the building automation systems daily for operating efficiency and savings.

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9. **Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards, including any periodic measurements and record keeping:**

Industry standard is minimum 10% outside air which Maercker School exceeds.

10. **Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action:**

[Click here to enter text.](#)

11. **Describe your green cleaning policies, equipment, products and practices, and green cleaning certifications or awards:**

We are a certified Green Cleaning School District.

B. Nutrition and Fitness

12. **Does your school employ the programs below to promote nutrition, physical activity and overall school health? Give details about program and successes:**

Participates in the USDA's Healthier US School Challenge.

: [Click here to enter text.](#)

Participates in a Farm to School program or similar local food program.

Our school has an on-site garden.

Our cafeteria provides fresh meals daily with healthy choices for students.

At least 50% of our students' annual physical education takes place outdoors.

Health measures are integrated into assessments.

13. **Provide specific examples of actions taken which are innovative or unique practices and partnerships:**

The PE Teachers sponsor a Jump Rope for Heart event each year. In the weeks preceeding the actual Jump-a-thon, students learn about heart disease and how exercise and nutrition can help prevent disease. All of the proceeds go to the American Heart Association to benefit those that have heart disease.

14. **Describe how outdoor education, exercise and recreation are promoted within the curriculum and outside the classroom.**

PE Teachers write units in Adventure Education and Cooperative games with use of our Traverse Climbing Wall. Outside of the classroom, students attend the Outdoor Education Facility each year in 5th grade.

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15. Describe efforts to improve nutrition, health, fitness of students and staff, highlighting innovative practices and partnerships:

In the past, we have had Robert Crown come in and present on proper eating and nutrition while making good activity decisions. Our curriculum is focused on Health Related Fitness with the use of fitness related games and activities involving the sports of soccer, hockey, team handball, basketball, pickleball, among others. Programs include: Cardiovascular Endurance 7 minute runs, daily jogging and games in pre-activity warm ups; Muscular Strength Individual and Partner Exercise, circuit training; Muscular Endurance Individual and Partner Exercise Programs, circuit training; Flexibility-Toga, individual exercise programs, circuit training; Body Composition promoting students awareness of their height and weight (taken privately) and how it relates to overall health related issues. Also, we have partnered with T.R.U.E fit which is a national organization featured on WGN Channel 9. Mr. Tom Schneider who is a leader for a healthier culture for students. He is collaborating with our PE teachers as an outside partnership for fitness and nutrition.

C. Coordinated School Health, Mental Health, School Climate, and Safety

16. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?

Yes No

If yes, describe the health-related initiatives or approaches used by the school:

We sponsor a Jump Rope for Heart event every year. All proceeds go to the American Heart Association to benefit those that have heart disease. Last year we raised over \$9,000.

17. Does your school partner with any outside institutions, businesses, clubs, nonprofit organizations, or community groups to support student health and safety?

Yes No

If yes, describe these partnerships:

SASED, Lions Club, local Police and Fire departments, Regional Office of Education, T.R.U.E. fit, and the American Heart Association.

18. Describe your school's curriculum content for student health and fitness as well as its applied learning:

Yoga, timed fitness runs, PACER, Use of Fitness Gram for assessment of student fitness, all of our games and activities have a fitness component, Circuit training for flexibility, muscular strength and endurance, Jump Roping, times endurance runs, student led exercise and goal setting for cardiovascular exercises and fitness.

Pillar 3: Effective Environmental Literacy

1. Describe what *sustainability* means to your school or district in particular. How is sustainability included in your mission to educate students?

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are

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challenged, excellence is expected and differences are valued. We are proud of the role we play in the lives of our students and in the community. We strive to achieve excellence. Our district has a District Leadership Team (DLT) that is composed of teachers from every school building, parents, and administration to sustain our mission to achieve student success.

2. **Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?**

3. **What practices, working groups, or committees does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken.**

We have a Building Leadership Team (BLT) that sustains and monitors the effective environmental education for our students. Our Technology Coordinator coaches teachers and students to use online resources which has reduced paper consumption in our school. Every one of our students has a chromebook and uses Google Classroom. We have been able to eliminate textbooks with the utilization of online resources. However, we do still have a library that every single teacher uses with our Librarian.

4. **Describe how your school promotes student and teacher engagement with the community and civic involvement outside the school? Have there been green themes to their work?**

We celebrate Earth Day by inviting outside resources into the school building for a day filled with events about the environment. Students are able to meet environmental community partners and stakeholders while engaging in hands on activities in the day. We also have a follow up with an online curriculum to promote Earth Day.

5. **How does your school use sustainability and the environment as a context for learning STEM? How is sustainability and the environment incorporated into the curriculum in all areas?**

We use real world problems in our STEM curriculum and utilize recyclable materials to create prototypes. Our STEM teacher takes pride in using recycled materials to create prototypes for towers in engineering. The STEM Club makes bridges, roller coasters and airplanes using recyclable materials. On Friday 12/16/2016, our Technology Coach, Science, and STEM Teachers will be live streaming the annual bridge testing event. Students have been designing a bridge and will be tested to see how much weight it can support.

6. **How does your school use sustainability as a context for learning green technologies and/or career pathways?**

The 5th grade students visit Fullersburg Woods Forest Preserve twice a year to learn. Students spend a full day outdoors learning about topics from environmental science to recreation with activities focusing on tree and plant identification, birds and team building, as well as future career opportunities. 5th grade students also raise bass or bluegills to release into the Salt Creek or other local streams to help eliminate non-native species, and Monarch butterflies to help repopulate that species.

7. **Describe how does your school share environmental education or sustainability events with other schools or organizations?**

We partner with SCARCE, which provides environmental education training and resources for teachers free of charge. We also collaborate with the head of the Westmont Environmental Improvement Commission on special recycling events in our area. The Westmont Forester has visited our school and planted 6 trees

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with students while explaining how to care for trees and future careers in environmental fields. We send flyers announcing these events home with students and post them on our Ecology Website.

8. **Does your school have a green team, garden club, or a community green committee on sustainability? Who participates? What kinds of project or activities do they undertake? What roles do they play in the school?**

We have a Garden Club, Ecology Club which leads all recycling, and STEM Club. The three clubs mentioned play a very important role in promoting Saturday events with the community to recycle pumpkins, holiday lights, cooking oil, and electronics.

9. **If applicable, describe how the school grounds are devoted to environmentally educational uses:**

10. **Describe students' outdoor learning experiences at multiple grade levels. How do they support curriculum content?**

Our students have 23 minutes of outdoor recess every day. Our PE teachers provide outdoor flag football, soccer, kickball, a gaga pit, a walking track, jump ropes and during the winter sleds. Our PE Teachers Unit Plans are the blueprint for the curriculum content which include climbing walls, yoga, hokey, cup stacking and more. Our fifth grade students visit Fullersburg Forest Preserve twice a year to engage in various activities promoting a caring attitude for our Earth. Fifth graders also raised Monarch butterflies and released them to help increase the numbers of this species. Blue gills were raised as well to re-release into the ponds to eliminate non-native species of fish. Fourth graders visit Brookfield Zoo to learn how animals are cared for and how to prevent species from becoming endangered.

11. **Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships:**

We have three schools in our District. We collaborate closely with all of the schools in all activities and events related to the 3 Pillars. We have partnerships with SCARCE who we donate all unused school supplies and old technology equipment. We also collaborate with the local farm stands to recycle pumpkins after Halloween.

12. **Describe other ways your school integrates sustainability into daily habits and culture of the school's staff, volunteers, students and community (ie: recycling days, no bottled water, murals, themed events, virtual backpacks, etc):**

Our lunchroom staff and students recycle by placing leftover food in a compost bin. Our Science and STEM Teachers lead this compost program with the Ecology Club. All milk cartons and trays are recycled. The Ecology Club also leads the recycling of ink cartridges, batteries, plastic bags and holiday lights. At the annual Science Fair, the Ecology Club has exhibits for District students and families to become more educated about recycling, saving energy, and disposal of Household Hazardous Waste.

13. **Any other school practices, visions, projects, plans or information you want to include to showcase the environmental work your school has achieved?**

Maercker School would like to be the premiere STEM school in Dupage county. Our vision is that our Teachers and students in the Ecology Club, Gardening Club, STEM Club and STEM classes will lead visionary innovations for our community through exemplary practices such as Recycling Days, Earth Day, Science Olympiad Day, Navy Seaperch

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competition, Shark Tank competition where students invent products around environmental work. We have been humbled to be the recipients of numerous grants this year around environmental work. Our future goal is to engage students in project based learning to develop solutions that involve medical or environmental breakthroughs with 3D printing. For example, our student would be able to design an extremity to replace a lost or missing limb. Even a solution to a missing part on a bicycle.

Supporting Materials (Optional)

Attach up to five images and one video file with your application.

Please provide a brief description (300 characters) for each. Please number image file to match its number below:

Image 1: Native Garden planted 2011 by Ecology club students. Garden and sign were partially funded by the Maercker Education Foundation and Whole Foods.

Image 2: Garden Extension-added in 2013 next to original Native Garden.

Image 3: Hallway monitor to track Solar Panel output; grant received in 2016 from Illinois Clean Energy.

Image 4: Solar panels installed on roof outside classrooms visible to students.

Image 5: First Water Quality Flag in DuPage county earned in 2014 after our school-wide Environmental Day.

Video 1: [Click here to enter text.](#)

Submit Your Application

Applications must be received by 12:00 PM on Friday, December 16, 2016. Applications are being collected by the U.S. Green Building Council – Illinois Chapter on behalf of the Illinois State Board of Education (ISBE).

For an application to be considered, it must be **submitted via email** to info@usgbc-illinois.org. Submittals via other methods will not be accepted.

Questions? Contact USGBC-Illinois at 312-245-8300.