

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools
School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools 2015-2018

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Justin Horne

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

Official School Name: Monroe Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 210 N. Madison Street, Hinsdale, IL 60521

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

County: Dupage State School Code Number *: 190221810042004

Telephone: 630-861-4200 Fax: 630-655-9716

Web site/URL: www.d181.org/monroe E-mail: jhorne@d181.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.

Justin Horne

Date: 3/16/18

(Principal's Signature)



Name of Superintendent: Dr. Don White

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

District Name: Community Consolidated School District 181

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

Don White

Date: 3/16/18

(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: Tony Smith, Ph.D.

(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.

Tony Smith

Date: 3/21/18

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: 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.

Educating the Caretakers of our Earth

Monroe School is dedicated to preparing our students to understand their role in the world and their responsibility in protecting it by reducing environmental impact, improving health and wellness, and internalizing environmental literacy.

Monroe has a decades-long commitment to environmental education through our “Living Classroom Learning Lab”, now in its twenty-third year. Right in our own schoolyard, we have created a prairie, butterfly garden, Japanese garden, vegetable garden, pond, and bee habitat. Our teachers, working with parent volunteers, help the students as they plant, weed, harvest, make observations, and write in the gardens. It is truly “hands-on” learning across the curriculum.

Living Classroom lessons focus on the interdependence between humans and nature and our responsibility to be good stewards of the environment. In 2017 we added an observation bee-hive to further stimulate student investigation and support their sense of curiosity. This year through their study of pollination, our first grade class will be designing, acquiring funds and planting a hummingbird garden. All of these approaches contribute to the sustainability of our local ecosystems.

The Living Classroom curriculum from Kindergarten through 3rd grade teaches the importance of the life cycle of every ecosystem by developing the concepts of producers, consumers, and decomposers. The students come to know that humans and animals have the same requirements to sustain life and that both of our nutritional needs begin with plants. In the spring, the Kindergarten students plant the seeds of vegetables and the 1st grade students plant the seeds of flowers. Throughout the summer, the students watch their plants grow into delicious vegetables and beautiful flowers. As some of the vegetables and flowers wither in the late fall, these same students will harvest the seeds of their plants saving them to be planted in the spring. Through experiencing the complete “circle of life” of an ecosystem, the students come to realize the necessity of caring for and sustaining each ecosystem. The 4th and 5th graders delve deeper into the study of ecosystems by observing and researching the microscopic creatures that inhabit our pond. By developing the food chains and food webs contained in the pond, they understand the necessity of maintaining the need for biodiversity, which is a vital part of the well-being of our planet.

Our Living Classroom extends beyond the school and into the greater community. We have a special partnership with one of our neighbors who helps with the upkeep of our gardens and has provided tree donations. During the summer, many families take turns weeding and watering the grounds. Students educate neighbors and parents with literature on the need for biodiversity and the importance of pollinators to our environment and our health. At the end of summer, a vegetable, honey, and lemonade stand brought families and students back together to celebrate the harvest and connect before the start of the school year. In October, the vegetables planted by the Kindergarteners and harvested by our 1st graders, are donated to the local food pantry. We continue this spirit of helping others by sharing our compost with Chicago Public School gardens.

In addition, our school promotes health and wellness. We kick off the school year with a family 5K run/walk in a nearby forest preserve. We encourage alternatives to driving to school via walk-to-school challenges and a bike-to-school safety course. Our morning running club called Monroe Milers supports over 200 students exercising before school. Our students also participate in Jump Rope for Heart, a school operated Lift-a-ton club, after school yoga and teacher lead movement breaks during class. Our Illinois Blue Ribbon award winning Physical Education department encourages outdoor fitness by holding approximately 50% of their daily classes outside including an annual sledding day. An all school field day culminates the year-long emphasis on health and wellness. Our generous outdoor recess policy allows students a fresh air opportunity anytime it is over zero degrees. Finally, our field trips are often planned in a way to promote the outdoors. Our 5th graders attend a 3-day, 2-night field trip at an outdoor educational camp to learn more about nature and unique environments while Kindergartners tap Maple trees and 3rd graders learn about habitats at the Morton Arboretum.

To help reduce our impact on the environment we have a student Green Club that meets twice a month. They learn about recycling, upcycling, sustainability, and implement school-wide programs. These include classroom green captains, a lunch-waste audit, and promoting zero-waste lunches. Batteries, holiday lights, and fluorescent lights are collected for proper recycling. Students help educate parents by making signs to “not idle” during pickup and drop-off. The Green Club ran a campaign for a new tree for the school playground. All students voted on which type of Oak tree to plant. Parent volunteers give environmental talks during the lunch hour. We host an Earth Day Upcycle collection asking the community to bring in unused household goods and clothing for resale through Savers keeping these items out of landfills. Our monthly hot lunch program was modified to produce less waste in its packaging. Monroe has a green, paperless PTO with online communications and registrations. Our green yearbook practices earn the reward of having more trees being planted in our school’s name. We have water stations throughout the school for students to fill their own reusable water bottles and have staff training on environmental issues. As a result of these efforts, Monroe is proud to have been awarded the Earth Flag and Water Flag from SCARCE.

We work to educate our community and emulate what we teach about what it means to be green!

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

U.S. DEPARTMENT OF EDUCATION



School Applicant Information

- School Name: Monroe Elementary School

District Name: Community Consolidated School District 181

Street Address: 210 N. Madison Street

City: Hinsdale; County: Dupage

Zip: 60521
- Website: www.d181.org

Facebook page: [Click here to enter text.](#)
- Principal Name: Justin Horne

Principal Email Address: jhorne@d181.org

Phone Number: 630-861-4204
- Lead Applicant Name (if different): [Click here to enter text.](#)

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

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

<p>Level</p> <p><input type="checkbox"/> Early Learning Center</p> <p><input checked="" type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input type="checkbox"/> K - 8</p> <p><input type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input type="checkbox"/> High (9 or 10 - 12)</p>	<p>School Type</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Private/Independent</p> <p><input type="checkbox"/> Charter</p> <p><input type="checkbox"/> Magnet</p>	<p>How would you describe your school?</p> <p><input type="checkbox"/> Urban</p> <p><input checked="" type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p>	<p>Is your school in one of the largest 50 districts in the nation?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
<p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p>% receiving FRPL: 2.1%</p> <p>% limited English proficient: 0.3%</p> <p>Other measures: Click here to enter text.</p>		<p>Total Enrolled: 378.</p> <p>Graduation rate: 100%</p> <p>Attendance rate: 95.1%</p>

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.***

Monroe School is dedicated to environmental education. Our "Living Classroom Lab" is in its 23rd year (<https://sites.google.com/a/d181.org/monroe-living-classroom/home>). This includes a prairie, butterfly garden, vegetable garden, and pond. Lessons are taught multiple times throughout the year in all grades showing the importance of these habitats and how they are interconnected. We stress this interdependence between humans and nature and our responsibility to be good stewards of the environment. In addition, we have walk to school challenges, morning running clubs called Monroe Milers, host recycling events such as our Savers "upcycling" event, and so much more. We hope this application gives you a sense of all of the hard work we do to emulate and educate our community about what it means to be green!

- 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 of the forum's recent accomplishments and future plans:**

A teacher and parent lead Green Club that was started in 2012 meets regularly to engage students on environmental topics. They promote green initiatives through school-wide education, assemblies, and other projects. Parents help with a battery, Christmas Light, and fluorescent light collection for proper disposal. This club was responsible for our lunch recycling and composting program. All of our lunch waste is sorted into four categories: landfill, liquid, recycling, and compostable. Parents and staff have also teamed up to reduce the waste during our monthly special hot lunch program by reducing the amount of cardboard and plastic waste produced.

- 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.**

Monroe earned the SCARCE Water Quality flag in 2014. To earn our flag, both staff and students had to go through training to learn how to conserve water. We also installed new water bottle filling stations in place of our old water fountains and got a rain barrel. Monroe re-earned the Earth Flag in 2015. To earn this flag we needed to host a staff training, hold an all-school assembly, implement a comprehensive recycling program, and complete a waste reduction activity. We received a Whole Foods Healthy Kids Garden Grant (2015-2016). Four Hundred nineteen trees were planted via Trees for the Future in honor of our school as we are listed among the Green Yearbook School. We won Whole Foods/BeeCause Project Grant (2017) to receive an observational beehive at our school. We were the 2nd school in the state to install an observational hive.

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?**
X Yes No

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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 use ComEd and ENERNOC to help track and reduce our usage over time.

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

We replaced all parking lot fixtures to LED lighting. We have changed some exterior bulbs to LED lighting. Exterior lights are on timers. HVAC system is timed to work during "Occupied hours." The Buildings and Grounds also has an annual preventative maintenance program to keep overall costs down and to reduce energy consumption.

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

- a. **On-site renewable energy generation:** 0

Type: We do not currently have a renewable energy source on-site.

- b. **Purchased renewable energy:**

Type: Percent Of Renewable Energy required from all utility companies and all suppliers
Primarily Wind: (Our electric supplier is Hudson Energy) June 2017 - May 2018, 13% June 2018 - May 2019, 14.5% June 2019 - May 2020, 16% June 2020 - May 2021, 17%

- c. **Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:** IGC Illinois Gas CoOp is used.

5. **In what year was your school originally built?** 1928

6. **What is the total building area of your school?** 57,703 building sq. 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.**

There has not been any new construction or renovation in the past 10 years.

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

We do not have a policy at this time.

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.**

Changed water fountains to refillable water bottle stations. We have saved over 150,000 water bottles since installed. We do not use irrigation water.

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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:**

20,000 Square feet, or 6% of our total property, is used for outdoor educational purposes.

Approximately 70% of our 8 acre land would be considered water efficient. Our Living Classroom is located on the south side of our school. It is made up of a prairie, butterfly garden, vegetable garden and pond. It contains native plants and flowers that attract butterflies and pollinators. We plan on adding a hummingbird garden this spring.

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

We have one rain barrel for use in our courtyard.

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

We plant more trees annually on our school grounds. The students are usually involved in the selection of the tree(s) and help with summer watering when needed.

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:**

One co-mingle all recycling in each classroom and recycle all paper products that are approved for recycling. In our lunch room we sort waste by landfill, liquids, recycling, and compost. We have had "Green" challenges to eliminate plastic baggies and instead use reusable lunch boxes and containers. We have seen a dramatic reduction, but we don't have percentages or figures.

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% of our copy paper is PEFC certified, or from sustainably harvested forests. Toilet paper is roll-less and is made of 20% post consumer recycled paper. Our roll towels are 100% recycled material.

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:**

We do not store any pesticides. All of our cleaning products are Green Seal Certified. They are stored in locked storage areas. All products are disposed of via the manufacturers recommendations.

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

Efforts are made to purchase "Green" student materials including pencils and folders. We also buy in bulk and collect supplies to limit individual purchases of new supplies (i.e. scissors or rulers) each year by every student. 100% of our copy paper is PEFC certified, or from sustainably harvested forests. Toilet paper is roll-less and is made of 20% post consumer recycled paper. Our roll towels are 100% recycled material.

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.**

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We are a neighborhood school. 75% do not ride a bus and are able to walk or ride a bike to school. These numbers are obtained by dividing the number of bus riders by the total number of students.

18. **Describe the plans or strategies to increase the number of students walking and biking to school.**
Our school promotes a bike rodeo where students learn about bike safety and receive their “license” that allows them to bike to school. We have close to a 100% participation rate. We participate in an annual National Walk to School day that coincides with a used shoe collection. We also have and will continue some weekly walk to school challenges where students can earn prizes for walking to school. Several grade levels take walking field trips rather than renting buses.

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

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

Our bus company has a “no idling” policy.

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

Our Green Club has made signs saying, “No idling” and displayed them for the pickup lines. Our drop-off procedures include a no parking rule where staff are present to meet cars and help students exit safely so parents do not need to park and idle for longer than needed. Several grade levels take walking field trips rather than renting buses.

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.**

We use Anderson Pest Solutions for our IPM program.

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

Only eating in certain controlled areas with specific cleaning practices limits pests. In the last 5 years we have had no issues with pests. We have an IPM via Anderson Pest Solutions for Schools.

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

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- a. **Elemental Mercury** a) No Elemental Mercury present.
- b. **Carbon Monoxide from fuel burning equipment or appliances** b) We have carbon monoxide detectors within 20 feet of all fuel burning equipment.
- c. **Radon** c) We test for Radon and post the results on our website.
- d. **Chromated Copper Arsenate in wooden playground equipment** d) We do not have wooden playground equipment.
- e. **Others (e.g., Lead, Asbestos or PCBs)** e) We test for lead and met IL's requirements. We have an asbestos management plan in place.

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

Conducted a 10 year life safety study. Last one was performed in 2017. Our office entrances are secure entrances that require buzzing visitors in. We have added a second buzzer to allow visitors access to the rest of the building. All exterior doors are locked 24/7. Conduct regular drills for fire, severe weather, and security lockdown. In 2014 we invited the police to conduct a traffic study and the result was a change in one of our cross walks to a more visible and safe location. In 2013-2014 we partnered with the village and police department to become the first school to add a solar powered speed feedback sign that shows cars how fast they are driving. In 2015-2016, we added a second solar powered sign on the other side of our school.

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.**

We use all Green Seal Certified chemicals. We have a regular air filter replacement program. We have a minimum of 10% of outside air introduced into the building during occupied times.

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.**

Routine inspections. We treat our HVAC water to reduce corrosion and minimize leaks. Condensation is controlled through insulation of our cooling pipes. The cooling process helps control humidity.

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

X Yes No

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

All custodial closets, storage rooms, bathrooms, and art room have exhaust systems.

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:**

Filters are changed three times per year. The unit is cleaned out and lubricated once per year.

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:**

Indoor air quality studies are conducted (last one was fall of 2017). Adequate ventilation checks are done as part of our routine preventative maintenance program.

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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:**

Indoor air quality studies are conducted (last one was fall of 2017). We use a walk through checklist multiple times throughout the year to check indoor air quality.

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

All of our cleaning products are Green Seal Certified.

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.

x Our school has an on-site garden.

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

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

x Health measures are integrated into assessments.

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

Physical Education classes annually partner with the American Heart Association (AHA) for Jump Rope for Heart. Physical Education have partnered with Hinsdale Racket Club for 6 years. Professional coaches from the racket club provide a day of instruction for the students. Physical Education teachers have written grants for PE equipment. The grants have included: In school bowling equipment, complete with carpeted lanes, pins and light weighted balls. The PE teachers have received Educational Staff Grants from the Monroe School PTO for the purchase of Balance and Weight transfer equipment. The PE teachers have received a Program Enhancement Grant from the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD). The IAHPERD Grant was used to begin a Lift-A-Ton club. The Lift-A-Ton club meets before school. The focus on the club is to perform a certain amount of push ups based on age and body weight. The club experience builds upper body strength and endurance as well as correct form and technique.

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

We have daily PE for 25 minutes per day. In the fall and spring, we host a Monroe Milers club before school with hundreds of students participating and running. We have a winter Lift-a-ton club before school. There is an after school yoga club. Our 5th graders go on a 2-night, 3-day field trip called

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

“Outdoor Education” where they learn about different habitats and environmental appreciation. Our Living Classroom Curriculum encompasses many aspects of nature, the life cycle, and the interdependence of all living things. Each spring we have an all school half day field day that promotes teamwork and physical fitness. The physical education program promotes community fun runs which include the Hinsdale Rotary Run, Charlie’s Gift Walk for Autism, and the Monroe Family Fun Run. We also promote family fitness through a fitness challenge sponsored by Raging Waves Water Park.

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

We have a District policy for fruit only snacks within the classroom. Monroe hosts annual wellness talks for the staff during lunch. Our school hosted a honey and vegetable tasting for school families with honey and food from our own garden and bees. The PTO hosts an annual 5K run/walk at the beginning of each school year. Teachers incorporate Brain/Movement breaks within their day to keep the students moving and active.

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?

X Yes No

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

This year we have implemented the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) for every student. After teachers complete the screener we look for student elevations and then implement and monitor an intervention’s impact. One intervention is a “check and connect” partnership between the student and another adult in the building.

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

X Yes No

If yes, describe these partnerships:

We partner with the local police and fire departments. They teach fire safety, railroad safety, bike safety, and 5th grade receives a 12 week Drug Abuse Resistance Education course.

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

The health and physical education curriculums align with the Enhanced Physical Education and Health Standards that have been established by the Illinois State Board of Education (ISBE). The PE curriculum has an emphasis in the area of physical fitness. Fitness concepts are taught at all grade levels. Personal goal setting is introduced in third grade. Health related fitness components are introduced in kindergarten. Through a developmentally approach to instruction, the students are engaged in learning activities that incorporate kinesthetic lessons. There is also an emphasis on the neuroscience concepts as it relates to physical activity and the brain.

Pillar 3: Effective Environmental Literacy

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

There are themes in the activities of our Green Club and lessons in our Living Classroom Curriculum that teach the children the need for sustainability in our environment.

2. **Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?** As the students work through the Living Classroom Curriculum they become knowledgeable in environmental sustainability. Informal assessments can be found throughout the lessons. We are currently working on the final lesson title “The Sustainability of the Environment” in which the children will demonstrate how particular environments can be sustained.

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 established a Living Classroom Committee made up of staff, parents and administration. We have partnered with SCARCE, an award winning environmental education nonprofit dedicated to creating sustainable communities. We also partner with O’Brien School for the Maasai in Tanzania; donating school supplies, shoes, and oatmeal annually. Other used furniture such as desks, chairs and bookcases have been sent to Chicago schools instead of going into landfills. Our Green Club is made up of students and run by staff and parents. This club has provided school wide recycling and waste education. They have helped the school create better habits by implementing classroom recycling captains. Green club members have served as Compost Captains to help show the students what can be composted.

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?**
Kindergarten students plant vegetables in our garden in the spring. Then in first grade these same students harvest the vegetables to complete their education of the life cycle and all of the food gets donated to the local food pantry. The PTO organized a large “Savers” event on Earth Day in 2017 where gently used items could be donated. The total weight of items donated and kept out of landfills was 2,752 lbs. This school year we raised money and school supplies for Hurricane Harvey victims.

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?**
Sustainability is the central theme of our Living Classroom Curriculum that is taught at every grade level. Our observational beehive is part of our STEAM lab where students can observe the bees and use the lessons surrounding honeybees in math, social studies and science. Students in 4th grade had to use recyclable materials to create an egg-drop experiment. 3rd grade learned about insulation by using recyclable materials.

6. **How does your school use sustainability as a context for learning green technologies and/or career pathways?**
Through our Living Classroom Lessons we introduce green technologies such as alternative energy and our social studies curriculum teaches the dangers of a reliance on fossil fuels. An apiarist (beekeeper) came in this year to discuss the importance of the honeybee and what role a beekeeper plays.

7. **Describe how does your school share environmental education or sustainability events with other schools or organizations?**
Our school presented at the U.S. Dept. of Education National Blue Ribbon Award Ceremony in Washington DC. on our Living Classroom Curriculum. All of our lessons are posted on our website for other schools to

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use. We have presented to all the schools within our District about our Outdoor Education curriculum, and finally we have met with nearby private schools that have wanted to replicate our bee lessons, garden, and composting efforts.

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?

Yes, we have a Green Club for students in grades 2-5. They have studied bees, water, composting, recycling and have lead out efforts to educate the whole school. The club has upcycled items for crafts and gifts. Have done hands on experiments to simulate water runoff and its effects. Used a kit to simulate different alternative energy sources and made solar power lego cars. We have teamed up with Terracycle to reuse our old juice pouches. Part of our library has been utilized as a "Maker Space" out of all recycled materials. Students create marble tracks and accomplish other engineering challenges with the items.

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

Our outdoor classroom space consists of a butterfly garden, prairie, pond, and vegetable garden. Students move between these spaces to study the plants and animals that utilize the area. Our open grass space is also used to hold outdoor classes and physical education classes. Please visit <https://sites.google.com/a/d181.org/monroe-living-classroom/home> to learn more about these spaces and specific curriculum taught.

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

The Living Classroom curriculum from kindergarten through grade three teaches the importance of the life cycle of every ecosystem by developing the concepts of producers, consumers, and decomposers. The children come to know that both humans and animals have the same requirements to sustain life and that all our nutritional needs begin with plants. In the Spring, the kindergarten children plant the seeds of vegetables and the first grade children plant the seeds of flowers. Throughout the Summer, all the children can watch their plants grow into delicious vegetables and beautiful flowers. As the children return in the fall, the new first grade children harvest the vegetables they planted and take them to the Hinsdale Food Pantry. Now, as the plants die in the Fall, the children collect the seeds of the vegetables and flowers which wait to be planted in the Spring. Through experiencing the complete "circle life" of an ecosystem, the children come to realize the necessity of caring for and sustaining each ecosystem. This year, we have added the study of the miracle of pollination to the curriculum. The children know the main pollinators of the Great Lakes area are the bee, the butterfly, and the hummingbird. We do have a bee hive and a butterfly garden, so this year we will add to our gardens, a Hummingbird Garden. The fourth and fifth graders delve deeper into ecosystems by studying the amazing microscopic creatures that inhabit our pond. With an understanding of the ponds biodiversity, and its many food chains and food webs, the children will then be asked to discuss and illustrate how the pond and the entire Living Classroom can be sustained.

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:

Every year we donate vegetables from our school garden to the local food pantry. We have annually partnered with the school in Tanzania mentioned elsewhere in this application. At the 2016 National Blue Ribbon Awards, we presented about our Living Classroom Curriculum to schools from around the country and provided them with the materials and lessons to potentially start their own gardens and outdoor

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classrooms. We have presented to all 9 schools in our District about our Living Classroom Curriculum. Our composting program benefits school gardens in the city of Chicago.

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):

Provided all students with a reusable water bottle, hosted recycling events, put outdoor murals in our STEAM lab and library, had a one-book-one-school nature theme where every family read the book A Nest for Celeste. We have gone paperless with our newsletters, report cards, registration, and forms. Through our Green Club, Water Flag, and Earth Flag efforts, both students and staff have been educated on water conservation and reducing our carbon footprint. This has led to good habits such as shutting lights off when we leave classrooms, and not leaving the water running when washing hands or brushing teeth. Our annual Science Fair added a special "Green Distinction" for any projects that taught about the environment or sustainability.

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

Each year we try to pick a theme that promotes our interconnectedness and how we all need to be good stewards of the environment. Our theme this year is Stronger Together and we have highlighted how working together can have a positive impact on the environment. A book drive, coat drive, and shoe drive are all examples of how we have displayed these efforts.

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: Former students return to with their Culinary Arts teacher to do a cooking demonstration using food from our garden.

Image 2: Principal and bee mentor inspect bees from the school's observation hive. Students learn about bees and got to taste some honey this past August.

Image 3: Students harvest the vegetables in the fall that they planted as Kindergarteners in the spring. The food all goes to the local food pantry.

Image 4: Students learning about sustainability and why trees are so important.

Image 5: Student work that shows what they have been learning about recycling and helping the environment.

Video 1: This video shows the 1st graders harvesting the vegetables from our garden for the food pantry. Students helped with the planting the preceding spring. <http://www.chicagotribune.com/suburbs/hinsdale/news/ct-dhd-monroe-vegetables-tl-0901-20160826-story.html>

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

Submit Your Application

Applications must be received by 5:00 PM on Monday, February 12, 2018. Applications are being collected by the Illinois Green Alliance on behalf of the Illinois State Board of Education (ISBE).

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

Questions? Contact Illinois Green Alliance at 312-245-8300.