

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: Dr. Miriam Pike

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

Official School Name: Wolcott School

(As it should appear on an award)

Official School Name Mailing Address: 524 N. Wolcott Avenue, Chicago, IL 60622

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

County: Cook State School Code Number \*: RCDTS: 150161122Y01-0000

Telephone: 312-610-4900 Fax: 312-610-4950

Web site/URL: [www.wolcottschool.org](http://www.wolcottschool.org) E-mail: [mpike@wolcottschool.org](mailto:mpike@wolcottschool.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: 3/16/18

(Principal's Signature)

Name of Superintendent: Dr. Miriam Pike, Head of School

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



District Name: Wolcott School

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

A handwritten signature in black ink, appearing to read "Marian Pike".

(Superintendent's Signature)

Date: 3/16/18

### 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.

A handwritten signature in black ink, appearing to read "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](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.

## **A Healthy Building Fuels Wellness Environment for Students**

*Wolcott School, Chicago, IL*

Wolcott School is a leader among Illinois private independent schools pursuing sustainability. Our building, located in Ukrainian Village was completely rehabbed five years ago. It took three years and a \$13.3 million fund-raising campaign to update the facility originally built in 1926. The building is LEED Gold certified and is managed to minimize environmental impact. The award-winning architectural design and recently added community garden and solar panels create the perfect learning environment for this community of young adults committed to sustainability, wellness, and hands-on curriculum.

In 2013, Wolcott received a LEED Gold Certification for its 90-year-old facility demonstrating Wolcott's commitment to water and energy efficiency. To achieve this superior rating, the school's leaders worked closely with our general contractor to obtain (Leadership in Energy and Environmental Design). Since opening in 2014, the school has showed improvements in energy use reduction, water efficiency, sustainable purchasing, waste management, green cleaning, indoor air quality, and innovative operations.

Wolcott School has made significant achievements in all three pillars of ED-GRS (U.S. Department of Education Green Ribbon Schools). Wolcott continues to work to improve its energy efficiency. The building has solar panels on the roof that supplement power for the whole facility. The school's lighting is LED- based with motion detectors in all classrooms, which monitors activity and turns off lights when not in use. The certification process allowed the school and staff to make huge strides in sustainability, awareness of energy savings, recycling, cleaning, and classroom instruction. Water usage in the building meets LEED standards with low-flow toilets, utilization of rain barrels for gardening, and energy-efficient water fountains. Wolcott has a compost bin that can be transported from the cafeteria to outside. Wolcott keeps a record of water and energy usage throughout the year to monitor and continually develop innovative ways to reduce usage and improve efficiency.

Wolcott School was awarded a \$7,000 solar panel grant by the Illinois Clean Energy Community Foundation Grant in 2016. The Independent Foundation was established in December of 1999 with a \$225 million endowment provided by Commonwealth Edison. Their mission is to improve energy efficiency, advance the development and use of renewable energy resources, and protect natural areas and wildlife habitats in communities all across Illinois. Wolcott's ICECF grant extended and expanded STEM education for students with learning differences. Wolcott students study the impact of the solar panels in the Physics curriculum.

Air filters are an integral part of Wolcott's HVAC system in order to provide clean and healthy air. The HVAC environmental company that manages Wolcott's HVAC system, does quarterly check-ups to ensure that all Wolcott's equipment is running efficiently and that air filters are fully functional. Anthony Stec, Wolcott's Facilities Director, and his team are constantly inspecting the building for areas where there is moisture. Wolcott uses humidity monitors and dehumidifiers to ensure moisture levels are being managed properly. To help to prevent pests, Wolcott only allows food in the multipurpose room.

Wolcott has chosen to include plants in the landscape. The plants include alpine bushes, ivy, and assorted annuals. All plants and flowers are located on the west side of our building in and around our courtyard. Wolcott developed an approved list of cleaning supplies and other products that it determined were environmentally preferable. All of the purchasing is centralized and goes through the business manager, so he can ensure that Wolcott adheres to the approved list.

Sustainability is an important core value of the Wolcott community. From the beginning, Wolcott was designed intentionally to be a LEED Gold Certified Building. In addition, the school has a solar panel system that is used to educate students and provide some energy to the building. The school also uses water bottle usage stations to reduce plastic water bottle use. Wolcott School provides shuttle bus transportation to and from the major Metra stations so commuters (student and staff) can conserve fuel. Wolcott School curriculum includes instruction and learning opportunities that promote environmental literacy. Wolcott students participated annually in Green Apple Day of Service.

At Wolcott School, the Science Department works to design curriculum and instruction that addresses sustainability in the Environmental Science class. For example, students in the class work through a unit on Sustainability & Human Values that includes an analysis of the United Nations Sustainable Development Goals as well as a reflective essay on their individual environmental ethics, and view on sustainability. Additionally, this fall, the Science department coordinated a "Solarbration" Day in conjunction with the Green Apple Day of Service. On this day, all students met with Wolcott's architect and learned more about Wolcott's LEED certification, and also learned more about the solar panels that were installed in 2015-2016.

Students are exposed to green technologies in the context of science courses, engineering courses, environmental science, and in gardening club. As a college prep high school, students develop the skills required for engineering, business, communications, and other fields that have potential to promote success in students with learning challenges. For example, students went on a field trip to Method, a soap company with a local plant that is considered one of the most sustainable green product facilities out there. Method's mission is to be kind to the planet.

Wolcott's Health curriculum teaches important topics for life outside of school. Students learn a great deal of information that will apply to their college experience as well as after college. In Wolcott's Nutrition unit, students talk in-depth about healthy eating, healthy exercising and the reasons. We also focus on the importance of breakfast and how eating breakfast helps in many ways, from maintaining healthy weight to focusing at school or work. Another unit that Wolcott students focus on during our health class is CPR, a lifesaving technique they may have to use in the future. The Health department strives to give students the skills necessary to be safe and comfortable in many different situations. Some additional units Wolcott students cover include: Alcohol and Drug Use, Healthy Relationships, Social, Mental and Emotional Health. The overarching goal for each unit is to focus on the students' lives outside and beyond of high school when they begin to live and grow on their own.



## School Applicant Information

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1. School Name: Wolcott School

District Name: N/A

Street Address: 524 N Wolcott Ave.

City: Chicago; County: Cook

Zip: 60622

2. Website: <http://wolcottschool.org/>

Facebook page: <https://www.facebook.com/WolcottSchoolChicago/?fref=ts>

3. Principal Name: **Miriam Pike**

Principal Email Address: [mpike@wolcottschool.org](mailto:mpike@wolcottschool.org)

Phone Number: **312-610-4900**

4. Lead Applicant Name (if different): **Katie Summerfield (student), Melody Kulich (student), Genessy Sanchez (student), Carley Brooks (student) and Emily Cooper (student) and Kenny Bae (Science Teacher)**

Lead Applicant Email: [ksummerfield@wolcottschool.org](mailto:ksummerfield@wolcottschool.org),

[mkulich@wolcottschool.org](mailto:mkulich@wolcottschool.org), [gsanchez@wolcottschool.org](mailto:gsanchez@wolcottschool.org),

[cbrooks@wolcottschool.org](mailto:cbrooks@wolcottschool.org), [ecooper@wolcottschool.org](mailto:ecooper@wolcottschool.org), [kbae@wolcottschool.org](mailto:kbae@wolcottschool.org)

Phone Number: **312-610-4900**

<b>Level</b> <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	<b>School Type</b> <input type="checkbox"/> Public <input checked="" type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	<b>How would you describe your school?</b> <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	<b>Is your school in one of the largest 50 districts in the nation?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
			<b>Total Enrolled: 120</b>

<b>Does your school serve 40% or more students from disadvantaged households?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>% receiving FRPL: 0</b> <b>% limited English proficient: 0</b> <b>Other measures: 100% of students have learning differences.</b>	<b>Graduation rate: 100</b> <b>Attendance rate: 95</b>
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### School Summary and Highlights:

- 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.***

At Wolcott, sustainability is an important core value of our community. From the beginning, Wolcott was recognized as a LEED Gold Certified Building. In addition, the school has a solar panel system that is used to educate students and provide some energy to the building. The school also uses water bottle usage stations to reduce plastic water bottle use. Wolcott School provides shuttle bus transportation to and from the major Metra stations so commuters (student and staff) can conserve fuel. The Wolcott School curriculum includes instruction and learning opportunities that promote environmental literacy. Wolcott students participated annually in Green Apple Day of Service. At Wolcott School, the Science Department works to design curriculum and instruction that addresses sustainability in the Environmental Science class. For example, students in the class work through a unit on Sustainability & Human Values that includes an analysis of the United Nations Sustainable Development Goals as well as a reflective essay on their commitment to sustainability. Additionally, this fall, the Science department coordinated a "Solarbration" Day in conjunction with the Green Apple Day of Service. On this day, all students met with Wolcott's architect and learned more about Wolcott's LEED certification and also learned more about the solar panels that were installed in 2015-2016. Our school garden is maintained by an active, student-run, garden club. We've grown lettuce, tomatoes, radishes, red peppers, and other vegetables. We received three grants to build the garden, including a grant from Youth Service of America, Home Depot Grant, and Captain America. The garden helps in improving student and staff health because the produce that comes from the garden goes to the cafeteria and is served at school events. We've also reduced our energy consumption through installation and use of solar panels. We spend \$60 less on our electrical bill a month because of solar panels that were funded from a grant. We had a school-wide educational event that focused on environmental awareness and to celebrate our solar panels. Wolcott has a compost bin that can be transported from the cafeteria to the outside. Students also keep a record of water and energy usage throughout the year. While keeping a record of these numbers, they continually develop innovative ways to reduce our usage that is more efficient by using rain barrels and motion detecting lights.

- 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:**

Wolcott school has an energy-specific forum that is run by students in classes, clubs, and individuals that are deeply invested in this topic. Some recent accomplishments include: solar panel installation, Green Apple Day of Service Day, our lunch service uses locally grown food when possible, and our maintenance staff uses green products such as cleaning products free of harsh chemicals.

**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.**

- Everyone Reading Illinois "IT TAKES A VILLAGE OF READERS AWARD" FOR EXCELLENCE & INNOVATION IN DYSLEXIA EDUCATION, 2016
- Wolcott Teacher, Claire Walter, named Golden Apple Award Finalist, 2016
- Wolcott Student named Magnetar Academy Scholarship Winner, 2016
- Wolcott Founders named Chicagoans of the Year, 2013
- In partnership with Outlier, Wolcott School has been awarded a significant National Science Foundation grant to expand participation in computer science for 'The Hidden Underrepresented Group,' 2015
- Wolcott's facility received two high honors- The Good Neighbor Award for Architecture and the Gold Level LEED Certification, 2016
- Wolcott Teacher, Claire Walter, recipient of a grant from the National Endowment for the Humanities, 2015
- Kris Derek Hechevarria, Wolcott's Visual Arts Teacher, featured at the MCA Curriculum Slam, 2014 and 2015
- Wolcott School Director College Counseling, Marybeth Kravets, Receives Harvard Club of Chicago Award, 2016
- Lead Applicant/ Wolcott Student, ANNpower Fellow 2016
- Lead Applicant/ Wolcott Student, Home Depot Grant, 2015
- Lead Applicant/ Wolcott Student, Youth Service of America Grant, 2015
- Lead Applicant/ Wolcott Student Captain Planet Grant, 2015
- Wolcott Student, Coca-Cola 3D Systems, 2016

## **Pillar I: Reduced Environmental Impact and Costs**

### **A. Energy**

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

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.*)

Students and faculty share a google doc that contains electrical and water usage throughout the past year. By examining the resource usage data, students came up with solutions to reduce electrical and water usage during peak times. For example, students have used rain barrels and solar panels to cut down water and energy usage by up to 5%.

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

Wolcott High School was awarded a \$7,000 solar panel grant by the Illinois Clean

Energy Community Foundation Grant. This will extend and expand STEM education for students with learning differences. Wolcott High School has three strategic partnerships with Google, Microsoft, and the University of Chicago. Wolcott students will use the solar panels to further collaborate with our partners. In addition, the solar panels will be integrated into the Physics curriculum. 1) Students in the science courses will be asked to submit a Google Science Fair project using the solar panels. We currently have a working partnership with Google employees. He will be supporting our students with their Science Fair ideas. For the Google Science Fair, students will develop ideas regarding the use of solar panels. Students can research and develop ideas for solar panels to become more efficient. Also, they can provide alternative and innovative approaches that can increase energy efficiency. Students will be challenged to follow the scientific method and conduct experiments using the solar panel that will yield results and a conclusion. 2) Wolcott Students collaborated with employees of Microsoft engineers during the National Hour of Code Week. Wolcott students were invited to Microsoft and collaborated with engineers. For the next National Hour of Code Week, we plan to create Java Code for solar panel capacity and solar inverter programming with our partners from Microsoft. 3) Wolcott School, in partnership with the University of Chicago Outlier Research & Evaluation team, has been awarded a significant grant from the National Science Foundation. Our winning proposal is entitled, EBP: Bringing AP Computer Science Principles to Students with Learning Disabilities and/or ADHD: The Hidden Underrepresented Group. This is a two-year study that aims to expand participation in computer science by ensuring that students with 'learning differences' can successfully participate in computer science courses in general and AP Computer Science Principles (CSP) courses in particular. Students will design and create computer code using data provided from the solar panels. For example, we can develop code that conducts automatic solar tracking to provide optimal use of the solar panels. Students can also create Java code that automates energy data that can be used on our website and for educational platforms.

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

- a. **On-site renewable energy generation: Roughly 5% of Wolcott's energy comes from Solar.**

**Type: Solar Panels**

- b. **Purchased renewable energy: Solar Panels**

**Type:** 1kW Solar PV array (4) 250 watt crystalline modules (1,000 watts). (4) micro inverters and Envoy unit with Lifetime internet monitoring. Outside lockable AC PV Array disconnect. Custom mounting system. ComEd Interconnection Agreement for Net-Metering

- c. **Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:** We participate in the Illinois Clean Energy Community

Foundation because we won a solar grant from them. The Independent Foundation was established in December of 1999 with a \$225 million endowment provided by Commonwealth Edison. Their mission is to improve energy efficiency, advance the development and use of



renewable energy resources, and protect natural areas and wildlife habitats in communities all across Illinois. Over the past sixteen years, the Foundation has provided financial support for clean energy investments in Illinois through a variety of programs. To date, they have awarded over 5,000 grants providing \$258 million to Illinois nonprofit organizations, schools, municipalities and other local and state government agencies. The grants support activities in every one of Illinois' 102 counties. See this website for more information:  
<http://www.illinoiscleanenergy.org/>

3. **In what year was your school originally built?** Our building was formerly a Union League Boys Club that was built in 1927.

4. **What is the total building area of your school?** Our school building is precisely 32,000 square feet.

5. **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.**

New Construction: Our entire building was completely rehabbed roughly 5 years ago. We worked closely with our general contractor at the time to obtain an LEED Certification, which stands for Leadership in Energy and Environmental Design. This is an extremely prominent green building certification. Major renovations: 2015-2016 In June of 2016, the critical masonry and brick restoration project was started. The total cost for the project will be \$161,500 and it will be paid over two years. This repair work is needed in order to address (1) leaks in the third floor classrooms, (2) outside air getting into the building through large cracks, and (3) major damage accumulating within the masonry of the building. This project is being overseen by George Wojciechowski and Rich Krueger from Marc Realty.

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

Wolcott recognizes that schools can have a negative impact on the environment. We are committed and enjoy finding ways in which we can reduce the impact of our classes and at home.

**It is our policy to:**

- Recycle as much waste material as possible.
- Avoid the use of paper wherever possible. For example, teachers and students use Google Classroom tools and online materials to limit the use of paper.
- Recycling papers that are no longer of use. For example, all classrooms are equipped with recycling bins.
- Keep energy usage low. For example, our classrooms have motion detectors that turn off lights when they are not in use.
- Reuse waste paper (from the printer) where possible by making use of the blank side for notes, etc.
- Purchase products made with recycled paper. For example, paper towels, printer paper.
- Purchase products with a lower environmental impact. For example, environmentally safe soaps and detergents.

- Use low impact transport for travel to and from school and shuttle buses. For example, we encourage carpools and transpiration that uses lower emission.

We have all of our major appliances and equipment on a monitoring and maintenance schedule. The goal is preventative maintenance so that we do not experience any major setbacks or failures on these items. We are also developing a plan for the upkeep of our floor, wall, and ceiling surfaces. There will always be a need to constantly monitor and maintain these areas both from an aesthetic and from a functional standpoint.

## **B. Water and Grounds**

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**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.**

There are a few practices we are hoping to implement to reduce water consumption: Limit the amount of time we spend watering the lawn and/or flowers by installing a timer on it. Limit the length of time that students are allowed to take showers by including a timer. Reduce the length of time that the automatic sinks in the bathrooms run. Work with our custodian to obtain a utilization rate and find ways to reduce -- create a more efficient method for washing floors and cleaning up spills. Talk to the kitchen staff to obtain a utilization rate and find ways to reduce -- create a more efficient method for washing dishes.

**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 Wolcott courtyard allocates 10% of it's landscape to be water efficient by using water from rain barrels. It's also dedicated for ecological and instructional use for environmental science studies. The plants located in the yard include alpine bushes, ivy, and assorted annuals. All plants and flowers are located on the west side of our building in and around our courtyard. We also have a classroom garden that grows a variety of vegetables and herbs.

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

We currently have a portable rain barrel that collects rainwater. We use this water as a source irrigation for our garden and for other plants. Collecting roof runoff in rain barrels reduces the amount of water that flows from our perimeter.

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

Unlike other roofing systems, Wolcott has a spray polyurethane foam (SPF) roofing system, which does not produce waste. SPF roofing systems stay out of landfills. There are a variety of eco-friendly roofing products, which feature zero ozone depletion potential (ODP), ultra-low global warming potential, (GWP) and solvent-free silicone coatings. Since the SPF mixture is applied as a liquid, it can fill gaps, seams, and cracks in the existing roof and substrate. The continuous solid surface does not require joints or seams, removing the most vulnerable area for leaking. SPF roofing has been installed by the technician to level out uneven roofs to reduce ponding water. We recently built a berm in a low spot in the yard, then built swales to channel runoff from the gutters. The water is then absorbed into the soil through the network of deep plant roots.

## **C. Waste and Chemicals Management**

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**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 strategy we employ is composting. We have a compost bin in the backyard. In 2015, students of "Dirty Worm Club" began a partnership with Handcut foods, our school catering company. Students took turns managing the compost. Students used the compost for the garden. Another strategy we employ is recycling. Every room in the school has a recycling bin. Lakeshore Recycling Systems collects our recycling. We service three 96 gallons of recycling a week, which totals to 288 gallons of recycling a week.

**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?**

The percentage of our school's total office and classroom paper content that meets this criteria is estimated at 10-15%.

**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:**

In terms of the building cleaning products -- we use as many non-chemical, green products as we can. Some of the brand names that we use are: Simple Green and Seventh Generation. These are very environmentally friendly. In terms of pesticides, we use a 3rd party vendor (Rose Pest Control) to handle all of our inspections and product waste management. Laboratory materials include: organics, inorganics, perishables, corrosives, and flammables. See Image 1 at the bottom

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

We have developed an approved list of cleaning supplies and other products that we have determined are environmentally preferable. All of the purchasing is centralized and goes through the business manager, so he can ensure that we stick to the list as much as possible.

#### **D. Alternative Transportation**

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**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.**

The percentages for transportation of our students include: 41.7% take the bus to school, 32% take other ways of transportation, 21.4% are in the car, 3.9% carpool to school, and 1% walk to school. These numbers were received through a survey we sent to all students. 103 out of 108 students filled out the survey that was sent. There is a school bus that picks up students from the train stations. This helps the students get to school efficiently.

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

We could have days in which people could bike to school. This is harder to do for walking because a lot of people from our school take the school bus to school. The students at Wolcott come from all over the Chicago area.

**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 do not officially participate in the Safe Routes Program.**

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

We have two buses at 3:40 pm and one bus at 5:00pm that bring students directly to their train stations. We use buses only when we have to, meaning when we have too many students for buses. We do implement the use cabs when we can, which is more efficient. We have also mapped out the most efficient routes for our daily shuttle buses to take.

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

We partnered with a local business called Big Delicious Planet in order to learn how to set up our own garden. Students participated in a summer farm-to-table course where they volunteered at Big Delicious Planet. During volunteering, students learned how to pick vegetables and grow microgreens. Big Delicious Planet is within walking distance from our school. Through this experience, students learned foundational practices for their garden, such as when to start growing what types of vegetables and when. Talcott is the local public elementary school and is a bilingual school. Our school partnership with Talcott is Reading Buddies. A group of our students go to Talcott into English speaking classrooms as well as Spanish speaking rooms. Talcott is also walking distance from our school. Other grants that were received by the school were Captain Planet Foundation Grant, Home Depot Community Impact Grant, and Youth Service of America Grant. All of these grants were related to the environment and how it can maintained and improved. These became funding for our current school garden.

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

### **A. Environmental Health**

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**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.**

The vendor we use is Rose Pest Control. Their method of pest control offers solutions, which focus on three key techniques: 1) inspection, 2) identification, and 3) treatment by Rose Pest Control. Rose Pest Control provides us with a tailored log book of our facility. Detailed service reports, progress notes, pest sightings, equipment logs, product SDS,

and other crucial documents are stored here to ensure that Wolcott knows exactly which services are being utilized.

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

Our operating policy and procedures are designed to dispose of any and all food waste before the building closes each day. This, in turn, reduces the amount of pests that we have around and thus reduces the amount of pesticides that we use overall. From a waste management standpoint, we keep all waste in sealed trash bags that are then placed in enclosed trash receptacles. This also reduces the amount of pests that have.

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)**

When we purchased the land and the building, the site was tested for contaminants and passed the test. The building was not found to have dangerous levels of these chemicals. We prohibit the use of any products that contain radon, lead, asbestos, and PCB's. We do not have any wooden playground equipment. Also, our operating procedures require that all fuel burning equipment be inspected and kept in proper working order.

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

We have a detailed daily security procedure. This includes points on access control, monitoring the security cameras, and making rounds. We run through a series of safety drills each year (Fire Drills, Bus Evacuation, Shelter in Place and Lockdown). This list meets the requirements of the Illinois State Board of Education. We have posted signage throughout our building that gives guidance in terms of emergency procedures and nearest exits. Our Nurse rolls out a series of annual tutorials such as Concussion, Bloodborne Pathogens, Allergies, Seizure, Asthma, and Diabetes. Every employee is required to go through each module and pass the tests.

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.**

Air filters are an integral part of our HVAC system. To help to prevent animals from being in our school, we are only allowed to eat in the multipurpose room. In the science room, we aren't allowed to drink or eat so that our food or drink doesn't get contaminated.

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.**

Anthony Stec and his team are constantly inspecting the building for areas where there is moisture. We are currently working with a roof repair company to work out a few issues we are having. We occasionally use humidity monitors to quantify the levels of moisture in the air. We use dehumidifiers on a weekly basis to ensure moisture levels are being managed properly. We clean up moldy materials when necessary, although that has rarely come up thus far.

**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:*

We have a fume hood in our chemistry lab. The fume hood is used to make sure if anything dangerous got into the air that it could be trapped.

**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:**

The HVAC company that manages our system is Roberts Environmental. They do quarterly check-ins to ensure that everything is running properly. They will make suggestions and then we go from there.

**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:**

We have a relatively sophisticated HVAC system that automatically lets in outside air when appropriate. There are filters and sensors on every unit that blows air (hot or cold depending on the season). These filters and sensors are monitored electronically and physically during the aforementioned quarterly check-ins. None of the windows in the building actually open up. This was a decision made during construction.

**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 Environmental Quality The big things we do in this area relate to our HVAC system. We monitor air flow and temperature ourselves as well as have quarterly check-ins with Roberts Environmental to ensure that we have a safe, effective, and efficient system in place. Other items including ensuring that our kitchen is well ventilated There are inspections from the City of Chicago that relate to building operations and a separate one for kitchen operations

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

We have developed an approved list of cleaning supplies and have determined other products to be environmentally preferable. All of the purchasing is centralized and goes through Anthony Stec's office, so he can ensure that we stick to the list as much as possible. In terms of the building cleaning products -- we use as many non-chemical, green products as we can. Some of the brand names that we use are: Simple Green and Seventh Generation. These are very

environmentally friendly. In terms of pesticides, we use a 3rd party vendor (Rose Pest Control) to handle all of our inspections and product waste management. Our building is LEED certified.

## **B. Nutrition and Fitness**

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**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 US School Challenge.
- ☒ 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:**

We ensure that the produce we use for meals come from local sources that include farms. The school has an on-site garden. A goal of this garden is to get the vegetables grown from it into the lunch line. Our meals are carefully created around the needs of young students. We try to expand their palates. 95% of our meals are made from scratch in our kitchen. Yes, we have health measure into our assessments. We do the Fitness testing two times a year to check on the growth of our students. We also do tests during each unit. In the future, we are looking into incorporating Heart Rate monitors into our curriculum to test the heartbeat of our students throughout class.

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

In our curriculum, we promote lifelong fitness in and out of the classroom. We have started growing a physical fitness unit that incorporates a wide variety of skills and tips to help students grow in physical fitness. We have given the students an opportunity to attend fitness classes at local gyms. They have been involved in yoga, pure barre class, spinning class, and others. We also promote physical fitness at home. If students are absent from class, then they will need to make up that class by exercising for at least 30 minutes outside of school. This will ensure that the student receives points for being absent and could get the families to participate together.

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

The Physical Education department works hard to improve health and fitness practices for both teachers and students. Each student takes PE four days a week just like every other core class here. They also take one semester of health as sophomores where they cover a wide variety of units to help them in their futures. Some units include health, relationships, nutrition and physical health, mental health, CPR, and drugs and alcohol. Our goal as a department is to

give the students the knowledge to make healthy and safe choices. We also changed our lunch program from Green Monkey to Handcut Foods. Handcut Foods is a program that uses local produce from farms and uses it in the food that they serve. They have a goal of turning overly-processed lunches into nutritious meals.

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

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**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:  
All students take a health education course, physical education, health services counseling, and family/ community involvement. There is health promotion for staff and a healthy school policy and environment.

**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:  
Wolcott supports the Ronald McDonald House through service learning and other partnering relationships include: Chicago Grand Neighbors Association, Family Action Network, Horizons for Youth, and Illinois Clean Energy Foundation.

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

In health, we have lots of units that are important for life outside of school. Students learn a lot of information that will apply to their college experience as well as after college. In our nutrition unit, we talk in-depth about healthy eating, healthy exercising, and the reason we need to do these things. We also focus on the importance of breakfast and how eating breakfast helps us in many ways, from maintaining healthy weight or focusing at school or work. Some other units that we focus on during our health class is CPR, which is very important as our students grow because of future opportunities related to knowledge of CPR, and being able to use CPR helps people that might be in trouble. The health department strives to give students the skills necessary to be safe and comfortable in many different situations. Some additional units we cover include: Alcohol and Drug Use Health Relationships Mental and Emotional Health The overarching goal for each unit is to focus on the students' lives outside of high school when they begin to live and grow on their own.

### **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?**

At Wolcott, sustainability is an important core value of our community. From the beginning, Wolcott was designed intentionally to be a LEED Gold Certified Building. In addition, our school has a solar panel system that is used to educate students and provide some energy to the building. The school also uses water bottle usage stations to reduce plastic water bottle use. Wolcott School provides shuttle bus transportation to and from the major Metra stations so commuters (student and staff) can conserve fuel. The Wolcott



School curriculum includes instruction and learning opportunity that promote environmental literacy. The school has an environmental science course. We participated in Green Apple Day of Service.

2. **Does your school have a written definition and requirement for environmental literacy? Is there an assessment required? Yes.**
3. **Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?**
4. **What practices, working groups, or committees does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken.**

At Wolcott School, the Science Department works to design curriculum and instruction that addresses sustainability in the Environmental Science class. For example, students in the class work through a unit on Sustainability & Human Values that includes an analysis of the United Nations Sustainable Development Goals as well as a reflective essay on their individual view to sustainability. Additionally, this fall the Science Department coordinated a "Solarbration" Day in conjunction with the Green Apple Day of Service. On this day, all students met with Wolcott's architect and learned more about Wolcott's LEED certification and also learned more about the solar panels that were installed in 2015-2016.

5. **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?**

Wolcott students help the community and do a lot of civic engagement. Every week, students go to Talcott, an elementary school down the street, to practice reading with the younger students. Every senior has a part-time job or internship that involves work in the community, such as the Ronald McDonald house. Service projects are also an important aspect of Wolcott. During freshman year, students make cookies and cards for people at Ronald McDonald House, a place for sick children to stay near the hospital. During sophomore year, students took a trip to a theatre to watch a documentary about homeless people in Chicago and volunteer at a local food pantry. During junior year, they went to a restaurant called First Slice. First Slice gives pie away to others and offers meal plans. During senior year, the whole grade partakes in a service trip abroad. Last year, they volunteered at a Fair Trade coffee cooperative in Guatemala. The trip had a focus on sustainability. The school also participated in a food can drive and a school supplies drive for an underserved school. In addition, our FCCLA club (Family, Career and Community Leaders of America) sold pies to teachers and families in order to raise money. They used this money to buy holiday gifts for 23 senior citizens at a nearby home, getting them items on their wish lists. Wolcott also creates spaces for creativity and self-expression. Students in Wolcott's Poetry Squad participate in Louder Than A Bomb, the largest spoken-word poetry slam in the country, with a focus on social justice. Wolcott also puts on open mic nights and showcases, often inviting parents to perform as well. At the beginning of the year, Wolcott held an all-school poetry day in which each homeroom created their own performance piece. Robotics club is also a creative outlet for students where they design their own robot to compete in a competition. Wolcott also puts on a career week in which students go to different places in Chicago to check out various jobs, such as a hospital, a soap factory, a bakery, a printing company, hotels, and others. Outside guests come in to speak to students about their careers.

6. **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?**

The physics course uses 3D printing that uses recycled plastic bottles as a part of the curriculum. At the end of each unit, students are challenged to create and design a project that helps promote sustainability and that supports the environment. For example, in the unit on Electricity, students are tasked to design and create their own solar panel vehicles that supports the environment.

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

Students are exposed to green technologies in the context of science courses, engineering course, environmental science, and in gardening club. As a college prep high school, students develop the skills required for engineering, business, communications, and other fields that have potential to promote. One example was a trip to Method, a soap company, which is one of the most sustainable plants that produces green products. Method's mission is to be kind to the planet.

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

Wolcott is partnered with the Illinois Clean Energy Community Foundation. The Illinois Clean Energy Community Foundation was established in December 1999 as an independent foundation with a \$225 million endowment provided by Commonwealth Edison. Their mission is to improve energy efficiency, advance the development and use of renewable energy resources, and protect natural areas and wildlife habitat in communities all across Illinois.

We support and receive assistance to coordinate system installation as well as curricular support for other schools. Our solar panels will allow thousands of schools access to real time data to our solar panels. You can visit [Illinois Solar Schools and Illinois Wind Schools](#) to see real-time data from participants and learn more about our efforts to educate the next generation about renewable energy.

9. **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?**

Our school has the Garden Club that Wolcott Student, Eleanor Kole, officially started two years ago. The students and teachers help in this club. We work on the garden at the school and contribute the produce to the school lunch line. The garden club also has started a cooking show that includes cooking and decorating in it. Prior to the garden club, there was the Dirty Worm club, which started up the compost system and first began envisioning a school garden.

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

The garden at our school is one of our ways of environmental education. The garden club has a goal of getting more food into the lunch line. In the future, the principal wants to have every student learn how to grow a fruit or vegetable while at Wolcott.

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

The seniors at Wolcott go on a class service trip. Last year, the senior class spent a week in Guatemala where they volunteered at a fair trade coffee cooperative and aided in the farming process. Their trip is incorporated into curriculum content. In math class, the seniors incorporated coffee bean production into their math word problems. They also learned about Guatemala in Spanish class.

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

The three pillars are: Reduced Environmental Impact and Costs, Improve Health and Wellness of Students and Staff, and Effective Environmental Literacy. Partnerships to help Wolcott and other schools Reduced Environmental Impact and Costs include the Green Apple Day of Service (no waste lunch) and the Illinois Clean Energy Foundation, who helped us install a solar energy panel for the school. Partnerships to help Improve Health and Wellness of Students and Staff include Chicago Grand Neighbors Association, DePaul University, Dominican University, Bernard Zell Anshe Emet Day School, University of Chicago, National Science Foundation, and Rush Neurobehavioral Center. We partner with these organizations and schools to offer workshops and seminars to help improve student and faculty health and wellness as well as programs for their families and the general public. Partnerships to help Effective Environmental Literacy include Family Action Network and Everyone One Reading Illinois. We partner with both organizations to offer literacy events for students, their families, and the general public.

**13. 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):**

We had Green Apple Service Day in which we heard a presentation about sustainable energy. Students experienced using human power (ex., pedaling) to charge electrical devices. Our school had "Solarbration" to celebrate the installation of our solar panels. Each homeroom compiled a list of facts about solar panels. We celebrate Earth day in our science class every year to come up with things that we can do to reduce the waste that we produce. We do a quiz to determine how much waste we produce. We also have recycling bins in every classroom of the school for recycling.

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

The school has built a new arts and athletic center. Plans are being explored to put in a urban garden or greenhouse on property for student use.

## **Supporting Materials (Optional)**

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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:** <https://docs.google.com/spreadsheets/d/1fQo8l0sKmEDVZu3C5Lp6-GFHrawTQ10hNQT2ukm7tzw/edit?usp=sharing> This list pertains to Pillar 1, question 15. This chemical list is provided by the science department chair. The chemicals include the organics, inorganics, corrosives, and flammables that we use at our school. The teachers work together to record all the chemical material that are given on the attached list.

**Image 2:** Produce from Big Delicious Planet. Assisting at Big Delicious Planet, Eleanor was able to learn about the everyday duties of a gardener. A food documentary in health class brought up how bad school lunches affect the student body. It inspired her to make a change and a garden was created.

**Image 3:** <https://drive.google.com/file/d/1pL4mk8rKuawW9nqGzvS1-Palgwecg8ny/view?usp=sharing>

Students track and record our schools electrical usage from the past year.

Picture: [https://drive.google.com/file/d/1POc2l2AMB4ogP-QnuP4\\_fBFpe9MPf7AL/view?usp=sharing](https://drive.google.com/file/d/1POc2l2AMB4ogP-QnuP4_fBFpe9MPf7AL/view?usp=sharing)

**Image 4:**  
<https://drive.google.com/file/d/1TtKw4PK2cZa1RWldrHXXttEYSYLSKgG/view?usp=sharing>

Students track and record the schools water usage from the past year.

**Video 1:** <https://drive.google.com/file/d/0BzrnquDAIS-WZINWV3pQSnJscTA/view?usp=sharing>

## Submit Your Application

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**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](mailto:info@illinoisgreenalliance.org). Submittals via other methods will not be accepted.

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