



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

X Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mrs. Laura Morgan

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

Official School Name: Meadowview Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 291 Lexington Lane, Grayslake, Illinois

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

County: Lake State School Code Number *: 340490460042004

Telephone: 847-223-3656 Fax: 847-223-3531

Web site/URL: www.d46.org E-mail: morgan.laura@d46.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.

have reviewed the information in this applica

A handwritten signature in black ink that reads "Laura Morgan". The signature is written in a cursive style and is positioned above a horizontal line.

Date: 1-16-19

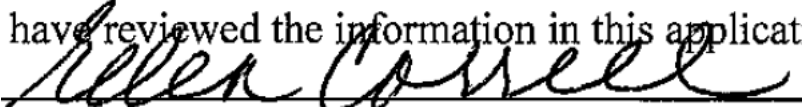
(Principal's Signature)



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

District Name: Community Consolidated School District 46

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

have reviewed the information in this applicat


Date: 1-16-19

(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.



Date: 2/6/19

(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, 2021

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

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School Applicant Information

1. School Name: Meadowview School
 District Name: Community Consolidated School District 46
 Street Address: 565 Frederick Road
 City: Grayslake; County: United States
 Zip: 60030
2. Website: www.d46.org
 Facebook page:
3. Principal Name: Laura Morgan
 Principal Email Address: morgan.laura@d46.org
 Phone Number: 847 223-3656
4. Lead Applicant Name (if different):
 Lead Applicant Email:
 Phone Number:

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			Total Enrolled: 325 students Graduation rate: Attendance rate: 93%
% receiving FRPL: 17% % limited English proficient: 12% Other measures:			

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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.***

Meadowview School- A World to Discover

When the students walk into Meadowview School, they are on a journey of discovery. Learning in a place designed around brain research and principles, the staff creates engaging content embedded in real-life learning experiences. Throughout their journey the students are leaders in their learning as they take care of our backyard, facilitate our recycling efforts, and run our school store. While each grade level has unique leadership and learning opportunities, our school-wide Woodland Project has been a remarkable experience as our boys and girls restore the woodland behind our school.

Meadowview's Outdoor Classroom is the inspiration for our work in environmental education. Over the past 15 years we have developed that space as a center for outdoor learning and environmental education. Most recently, we have embarked on a school-wide Habitat Hero Project. Through that project our students have learned that we all play an important part in taking care of the world around us. This project gives students hands-on knowledge and the understanding of the impact that individuals can have on an ecosystem in both good and bad ways. When we look outside our school windows we realized we had a woodland that was in need of our help to both restore and preserve. Both the students and staff at Meadowview School have embraced this calling and have become Habitat Heroes by taking on this action research project.

Initially, our students researched what constitutes a healthy woodland. Our students realized the woodland behind our school was becoming overgrown with invasive plant species and the native plants were no longer growing. With that realization, we knew it was time to take action and decided to embark on our Woodland Project. This project is designed annually and has been in place for three years. These year long projects are designed around our learning standards and focus on restoring our woodland. To enhance this project, our teachers work collaboratively with the Lake County Forest Preserve and our nature based parent group The Meadowview Sprouts. The collaboration of all of these individuals have created a project that will have a long lasting impact on our students' understanding of their very important job of taking care of our Earth.

Each Woodland Day includes research, activities and lessons linked to the grade level's area of focus: Kindergarten- Birds, First Grade- Insects, Second Grade- Plants and Trees, Third Grade- Animals, Fourth Grade- Animal Adaptations. The forest preserve educators partner with us onsite and bring invaluable resources and knowledge to enhance our learning. Some of the many experiences that have been available as a result of our work together include, a live animal experience, an exploration and identification activity in the wooded area, artifacts such as furs, bird nests, and insect displays from the forest preserve collection, glacial and erosion simulation activities, and invasive plant studies including our 4th graders participating in the removal of buckthorn in the woods.

The results have been inspiring! Our fourth graders have removed buckthorn in the fall of 2016, 2017, and 2018. Each spring has been an extremely exciting time for us as we are amazed to see the immediate positive impact the students' work has had on our woodland floor. These

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observations include an increase in native plants such as trout lily, some trillium and wild geranium. Each spring is not only a beautiful sight, but also a celebration of the tremendous positive impact on the Woodland.

Our district is very environmentally conscious and our school leaders demonstrate their dedication to reducing environmental impact and cost by making sure our buildings are up to date and efficient. We have sensors on all of our lights, timers on parking lot lights, and a building automation system that regulates both the hot water heaters and heating system. A large solar project is currently underway across our district. Solar panels will be installed with the installation of our new roof at Meadowview. While this will have a very positive impact on energy savings and reducing our carbon footprint, it is also a tremendous opportunity to further develop our STEM and environmental education programming for our students..

Health education and wellness is another priority at Meadowview School. We have a team of individuals dedicated to the well being of our students. This team is led by our social worker, nurses, and physical education staff. Through the collaborative practices of this group with our teaching staff, our educational programs focus on a variety of topics ranging from dietary choices to character education. We have a whole school weekly exercise program called Monday Morning Fitness. Our Movement and Learning Lab was designed by our occupational therapist and PE staff. The classroom teachers take the students to the lab for a movement break focused on fine motor, gross motor, balance, crossing the midline, and visual motor integration activities. In addition to those programs our students facilitate our recycling program and we are excited to see our first graders taking on that leadership role this school year. Students also have the opportunity to participate in Sprouts programming. These enrichment programs have focused on a variety of topics over the years including: microgreens, organic farming, music in nature, bees, nature journaling, and gardening. Volunteers from various areas in our community offer their expertise and often help facilitate these experiences.

At Meadowview School we are extremely proud of our efforts to take care of our Earth through our environmental education program and sustainability efforts. Our school wide learning project builds from year to year and immerses our students in learning that allows them to not only improve their knowledge, but also have a positive impact on the world right outside our doors. We look forward to the continued development of this project and our future plans in the areas of both solar education and the restoration of our wetland.

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

There are numerous groups that meet to discuss our green initiatives. Those groups begin with our superintendent and school board as they have continually discussed the importance of being environmentally conscience and equipping our buildings with energy saving measures such as light sensors, timers, and environmentally safe cleaning supplies. Their most recent work is the installation of solar panels on schools across the district. At our school we have many collaborative groups working collectively to enhance our environmental education and sustainability efforts. Those include our Meadowview Sprouts and our Woodland Advisory Group. The Meadowview Sprouts is a group of parents dedicated to helping our school community by researching and providing guidance to us on topics related to our work with the students. These topics have included environmental education, woodland restoration, buckthorn eradication, and guidance on tree health and maintenance. In addition, they work to bring enrichment experiences to our students including the butterfly life cycle, growing

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microgreens, and organic farming. The Woodland Advisory Group is made of educators from all areas of our school. This group studies the standards, looks at individual planning specific to grade levels, sets the vision for our school-wide environmental education focus, and finds resources to support our work. At all levels we work toward our common goal of environmental education, sustainability and going green.

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.**

Meadowview School was recently recognized as the 2018 Lake County Reaching Out and Building Bridges Award Winner for our partnership with the Lake County Forest Preserve.

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

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.*)

The district maintenance team tracks our energy usage across the district schools. Data on our electric usage at Meadowview goes back to 2008. Using December 2008 as a sampling of our data and looking at our use in kWh, in December of 2008 we used 57,804 kWh. Over time our district has added sensors to all of our classroom lighting, put timers on our parking lot lights, and made other energy efficient improvements. Electric usage in December of 2017 was 27,618 kWh. The time period from 2008-2017 shows a steady decrease in kWh used over that nine year time span.

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

To reduce our energy consumption a number of strategies have been implemented. When the building was built it was outfitted with water sensors on all sinks and toilets. Recently sensors were also added to all lighting in all classrooms. We have a complete building automation system to regulate items such as boiler temperature and heating throughout the school. All hot water heaters are shut down at night. The building has also been completely recommissioned to ensure that all fans operate at optimal efficiency. Lastly, our district is adding solar panels to buildings. With the installation of our new roof, plans are underway to include solar panels here as well.

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

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

Type: 33%

- b. **Purchased renewable energy:**

Type: 66%

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- c. **Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:** Yes, we are a member of the Constellation Cooperative for both gas and electricity.
5. **In what year was your school originally built?** 1996
6. **What is the total building area of your school?** 66,980 square 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.**
The district decided to move forward with air conditioning in our building in 2014. In an effort to be environmentally conscious the decision was made to use chilled water units instead of a DX unit. This was the most cost-efficient and energy efficient option.
8. **Please describe your sustainability policy and practice for new or renovated construction materials and building maintenance.**
The roof is scheduled to be replaced at our school as the roof we have now is the original. Not only will we be installing a new roof, we will also be adding solar panels at the time to decrease our paid energy use.

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.**
This building was built with water conservation as a priority. All sinks and toilets have sensors on them. The fixtures allow for minimal water usage- 1.6 gallons per flush on our toilets and .5 on all urinals. There is a regular inspection of our water heater and it is turned off at night.
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:**
Fifty percent of our school property is dedicated to educational use. We have an outdoor classroom and a wooded area behind the school that we use for a variety of educational purposes throughout the year. Our outdoor classroom includes a seat wall and picnic tables for seating while the students are outside working. We were intentional in the design of this outdoor space, to support curricular purposes, when it was built fifteen years ago. An example of some of those curriculum connections are as follows: various rocks and boulders were brought in for our rocks and minerals unit, a weather station was installed for our study of weather systems and meteorology, and a hardscape brick path was included to allow our students a closer look at plants and trees. Our school wide research has brought a specific plant and tree study to our students' studies. Plants and trees that we study in our outdoor space include: white trout lily, trillium, jack in the pulpit, violet, wild geranium, the white oak, and red oak. With our woodland restoration project we have seen a regeneration of growth of some of our native plants that were under what was previously a dense canopy of buckthorn. In addition, our students plant native plants in this area to continue to help our Woodland return to its original and healthy state.

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

For irrigation, we have installed a rain barrel in our outdoor classroom. Using recycled containers we water our new plants and maintain those in need of water during the hot summer months. Our parent teacher organization has looked into the possibility of a cistern as well.

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

This school year our fourth graders are working on solving the problem of erosion in our outdoor classroom due to rainwater run off from the large surface area of the roof. The run off causes damage to the topography as well as large deposits of silt and mud across the hardscape. Eventually this will cause a decrease in accessibility for all students to all areas of our outdoor learning space. Fourth graders study the changes to land throughout history. They will use their knowledge to solve our real-life erosion problem in our backyard. They will conduct experiments to discover landscape materials that help prevent erosion and be researching ways to solve rainwater erosion. Some examples may include French drains, rain barrels, rain gardens, and rip rap. As they study the land and solution, they will have a chance to plan, purchase, and install their erosion solution. This will take place in the spring during our Woodland Days with the support of our teachers, volunteers, and Meadowview Sprout group.

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:

There are a number of things that we do to divert solid waste from landfills. One celebration is that we have reduced the size of our large garbage bin. Our recycling bin is now larger than our garbage bin. Our waste container has been reduced to four yards. We also recycle materials and equipment. For example, light bulbs, televisions, dvd players, and electrical equipment. All remaining paint is sent to SWALCO as well. On the education side our first graders are taking the lead in our recycling efforts this year. All classrooms have recycling bins that are emptied on a regular basis. The students plan waste free lunches and keep us informed of their learning through our morning broadcast.

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?

Our goal as a district is to decrease our paper consumption as a whole. The district added a copy center and all staff is asked to use that service in an effort to decrease all supplies and costs associated with copy machines. In addition, our district launched a going green communications effort. All newsletters, PTO communications, and district news are distributed to families through constant contact. Families may request paper copies, if they prefer or have limited access to technology. Each teacher also has a classroom website to highlight student learning and disseminate information to families. Approximately 50% of our paper supply is from paper forests that are responsibly managed. For example the construction paper we use is certified through the sustainable forest initiative. Beginning in January of 2019 we are moving to a technology rich and 1:1 program. Our 3rd and 4th graders will all have a chromebook. We anticipate this addition decreasing our paper consumption.

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- 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 use all cold water based cleaning supplies in our school that are green star rated. All chemicals are 3M cleaning supplies and we use special metered dispensers to only release the exact amount needed. All chemicals are stored according to the requirements and specifications on the MSD sheets. In addition, staff receives specialized training on how to use all of these supplies properly from Supply Works on a regular basis. The district does not spray pesticides at Meadowview School.

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

Our school purchases environmentally preferable products for use in our buildings. One priority is the cleaning supplies used in our classrooms. They are all green certified by Green Seal and we have received a SIPC Stewardship award. At our school we purchase all of the construction paper used in our classrooms and art room. That paper is 100% recycled and certified by the sustainable forestry initiative.

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.**

40% of our students walk to school. 60% of our students are designated as bus riders. They qualify for busing based on the distance they live from school and/or the existence of a hazardous condition such as a highway or train tracks between their home and school.

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

Over the years our PE staff continually emphasizes healthy lifestyles. One area of focus has been sponsoring a Walk to School Day. Students and families are encouraged to walk or ride bikes, the PE teachers meet the students at designated areas in the neighborhoods, and they walk to school together.

- 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:

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

The main work done with our busing plan has been to decrease the number of bus routes.

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We previously had six buses bringing our students to and from school. As of the 2017-2018 school year that number was reduced to four. This is a priority throughout the district and our overall number of buses has decreased as a result. Currently, our bus coordinator and business office is pursuing additional conversations regarding the possibility of other routes being eliminated while still adhering to safety and distance guidelines. We partner with neighboring districts and the high school to combine routes for students who attend special education services outside of the district facilities.

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

Currently we are in conversations with the bus company to continue to improve our transportation practices. Our district recently partnered with the Village to write a grant to add a sidewalk along route eighty-three. The added sidewalk will result in the decrease of two additional routes for our district. The district is working with the state to get the final approval on a reduction in speed limit along that stretch of road. With that approval the district will increase the number of students eligible to walk to school. At our school we have a staggered pick up system during dismissal. A set number of cars enter the lot and the students are released from their classroom on a timed interval schedule. Families are assigned times and arrive at school at their designated time. This decreases traffic and cuts down on the number of cars sitting idle while waiting to pick up students.

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.

Our Integrated Pest Management System is a part of our student handbook informing the families and students of the policy. The handbook is accessible through the website. We have a contract with an outside vendor, Smithereen for regular inspection and rodent control if needed. This is scheduled on a monthly basis. We focus primarily on the importance of prevention by making sure door seals are adequate, all food storage is in air tight containers, and by implementing a regular high quality cleaning schedule.

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

We do not spray pesticides at Meadowview School.

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

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

NA

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

Life Safety is promoted through a variety of strategies and installations. We have security doors on the building and safety film was installed on the windows. All visitors are buzzed in and there is an intercom on the door allowing us to communicate without opening the doors. Upon entry, all visitors provide their license and it is screened using the Raptor System. We have an emergency button in the office that links directly to our local police department. In our classrooms we have a magnet system allowing the doors to remain locked at all times. In the event of an emergency the staff removes the magnet and the doors are locked. We conduct all of our emergency drills. The fire department participates in at least one of those drills annually and inspects the building. The police department meets with all schools and updates procedures and protocols as needed annually. Crisis documents are complete and we have a thorough crisis plan in place.

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.

In regard to exposure to asthma triggers we implement a number of proactive measures. There are no animals in the school. All tabletops and desks are washed following a regular cleaning schedule. HEPA filters are used in all vacuums. All filters throughout the building are changed in our air handlers every three months and the vents are cleaned.

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.

To control leaks, we have regular maintenance on our roof and the roof is evaluated annually. The district maintenance team has an ozonator that can be used for any odor or potential concerns and professional companies are always called if ever needed. We also take a proactive approach with annual inspections and maintenance on our sprinkler system throughout the building.

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:*

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:

We have a contract with Johnson Controls for our ventilation system. This includes regular maintenance and inspection to make sure that all of our air handlers and boilers are working properly. All filters in our ventilation system are changed every three months.

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:

Our school is adequately ventilated with outside air through our Building Automation

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System. This system monitors the air and brings in fresh air from the outdoors, maintaining proper percentages.

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:

We take a very proactive approach to protect our indoor environmental air quality through annual inspections and regular maintenance. This includes replacement of all air filters every three months.

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

Our green cleaning policy is well developed and used across our district and school. All chemicals purchased are green certified by Green Seal. Specialized training is held to ensure that all cleaning supplies are being used properly. In order to use the precise amount needed, the building is equipped with a specialized dispenser allowing for the exact amount of product to be measured. The 3M products are: Bathroom cleaner- 23L, General purpose cleaner- 8L, Hard floor cleaner- 3H, Glass cleaner 1L. We have received a SIPC Stewardship Award for our commitment to green cleaning resulting in a healthier environment for students.

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.
- 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 value physical activity and lifelong fitness at our school. Our physical education staff takes the lead in this area. Each year we host a Wellness night for our community. The PE Staff partners with a variety of vendors and experts in the field. Those individuals work with our students and families that night teaching them about lifelong fitness, nutrition, and the importance of a healthy lifestyle. Examples of partnerships over the years include: Yoga instruction, Zumba fitness, Registered Nurses focusing on healthy hearts, and a nutritionist. In addition, we have a Weekend Warrior Challenge. The physical education staff sends home a family challenge for our boys and girls to participate in focusing on being active with our families. Examples of some of the challenges to date include: go for a

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1 mile walk with your family, play in the snow, and keep track of the food and vegetables you eat over the weekend. The students return each week with their completed challenges and families send in pictures to post on the website showing their families exercising together.

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

We place a very strong emphasis on the importance of movement in our school. In addition to recess and physical education classes, each classroom incorporates movement breaks throughout the day. These breaks are based on our study and research on the brain and how students learn. We recognize the important role movement plays in the learning process and continually work those breaks into our classroom structure. While visiting any classroom at Meadowview, you will see teachers have designed instruction with movement embedded into the learning plan as well as flexible alternative seating. You will also see the inclusion of large motor breaks using songs, brain gym, or other media. In addition to the movement that is embedded into our instructional practices, we have also a designated Movement and Learning Lab. This lab was created by our occupational therapist and physical education staff. It is a large classroom with equipment and activity stations designed around visual motor integration, balance, strength, fine motor and cardio vascular fitness. Each classroom teacher uses this space with the class on a weekly basis. We also make use of this space when the temperatures are unsafe and we are indoors for recess, allowing the boys and girls to still get in their exercise and physical activity. Lastly, we exercise together as an entire school first thing each Monday Morning during Monday Morning Fitness.

- 15. Describe efforts to improve nutrition, health, fitness of students and staff, highlighting innovative practices and partnerships:** The addition of the movement and learning lab is one of our most innovative practices regarding health and fitness at Meadowview. The Meadowview Movement and Learning Lab was designed by our PE and OT staff. The purpose of this space is to not only to provide our students with movement breaks, but also provide specific activities designed to address learning readiness and mastery of the environment. "Many of these skills are motor based. Handwriting, sitting still, paying attention, speaking, and behavior are all performances based on a child's ability to maneuver and function in his environment. The more aware he is of his environment and the more he learns about the sensations of his own movement, the better he can control himself and accomplish tasks. This is not intended to be a replacement for Physical Education, but instead is intended as a base for the skill building of Physical Education, as well as building a structure for the acquisition of academic skills." The aim of the Movement and Learning Lab is to stimulate the child's sensory systems."
<http://www.readybodies.com/what-is-the-rblm-motor-lab/> There are 5 stations in our Movement and Learning Lab. They emphasize: balance, strength, cardiovascular fitness, fine motor, crossing the midline, and visual motor integration. The PE Department was awarded a Trustmark Grant to fund the equipment that is used in that space.

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

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

We have two registered school nurses on staff in our school district. These individuals coordinate our wellness and health approach in all areas. They have set policies and procedures related to student health including, but not limited to asthma management, allergies, AED use, and safety. They also facilitate community wide committees focused on health. Right now their committee work has been devoted to the collaboration, processes, and procedures in the school buildings related to allergies. This has been a very positive collaboration as it has brought parents and school professionals together to discuss this very important topic in our schools. Lastly, the nurses provide the staff with all training related to the care and well-being of our students.

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:

In our district, we partner with Advocate Ronald McDonald House and host their mobile unit three times throughout the year. This partnership allows for students to get physicals and vaccines. The Grayslake Lions Club offers our students free vision and eye exams. Lastly, we also partner with SMILE Illinois, a mobile dentist who provides free cleaning and dental exam. These are all partnerships that have proven invaluable to the health and well being of our students, especially when their families are unable to afford this very important medical care.

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

Our School's curriculum content for student health and fitness includes the following components- prevention, nutrition, and lifelong fitness. Some highlights of each component are listed below.

Germ/disease prevention: An emphasis is to teach our students how to self-regulate their hygiene (wash hands, cover their mouth, blow their nose into a tissue, etc.) For our older students we teach contagious illnesses, and how our body works to fight them off (white blood cells work to fight off foreign germs that try to get us sick) Foods we eat can help defend illness, drinking water is very important. How we have many choices to make in a day, and how we can make a healthy and safe choice (looking both ways before crossing the street, putting your helmet on before riding a bike or scooter, buckling up your seatbelt in a car, playing outside when the weather is nice, etc..)

Nutrition: The idea food is energy! Our body needs energy, and prefers clean energy that can last a long time. Too much energy without burning turns to fat. The body adapts to the environment, and if you create an environment where your body is moving and exercise, your body will adapt to that environment (healthy bodies, strong muscles, low in fat, higher energy level, etc) If you create an environment of little movement and too much energy intake, your body will reflect that and it is not a healthy choice. We also teach the 5 major food groups : Fruits, Veggies, Protein, Grain, and Dairy. With our younger students (K-1) we work on identifying specific foods and in which food group they belong. We study food labels, identifying what is actually in the food we eat. Everything contains either Carbohydrates, Fats, and/or Proteins, we use fractions to describe the components in the respective food (1/3 Protein, 2/3 Fats, etc).

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Fitness Components: Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility
We learn about these components and how the body responds to each component. i.e. cardio will increase my heart rate, make my lungs bigger, and make my heart more efficient at its job; muscular endurance will burn fat; muscular strength will build muscle, the act of the body repairing broken muscles that have been worked happens over night, which requires the body to work hard, and builds muscle while burning fat; flexibility allows our muscles to be loose and stretched, allows us better range of motion and results in fewer injuries. Students are placed into groups, and they are in charge of creating a fitness routine that focuses on a component that is given to them.

Pillar 3: Effective Environmental Literacy

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

At Meadowview, sustainability is one of our most important jobs. As our students begin their kindergarten year, their learning is focused on taking care of our own backyard, our outdoor classroom. Through this initial discovery, the children explore our outdoor space and discover its importance as they do a sensory walk, study native birds, and learn the importance of taking care of nature. Those themes continue throughout their years with our oldest students taking the lead on an outdoor project. This year our 4th grade group have studied the impact of glaciers on the topography of our land, the impact of erosion, and the solutions to erosion. By the end of this year, they will have participated in a STEM based real problem we are facing, rainwater run off eroding a portion of our outdoor classroom and woodland. To use sustainability is the very important job of protecting our natural resources and weave that through our work.

2. Does your school have a written definition and requirement for environmental literacy? Is there an assessment required? No, our district does not have a written definition or assessment that is required.

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

Our school has the following groups in place to employ environmental and sustainability education. 1) Outdoor Education and Woodland Focus Group- This group is made up of teachers and staff. Their purpose is to oversee and review educational planning and implementation. The focus is on standards, best practice, implementation, timelines, project focus, and duration. They review the progress we have made and help drive future planning for upcoming years. Representatives from this group meet with community members and partners. 2) The Lake County Forest Preserve- This group of environmental educators works with staff and students. Their expertise guides our practice and work in the woodland. This community partnership supports all aspects of our environmental education plan. 3) The Meadowview Sprouts- This a parent group with a passion for sustainability and environmental education. Their goal is to support staff as they implement outdoor learning experiences for all of the students. They are well connected to experts and local resources and bring that knowledge to our collaboration. 4) CCSD #46 School Board- The school board has been very proactive regarding sustainability for many years. Their work began with equipment updates throughout all buildings including timers, sensors, and equipment. Their recent work and implementation is the installation of solar panels across the district.

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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?**

Meadowview has developed a curriculum based, whole school, and community outreach. The Woodland restoration project is designed to develop environmental responsibility in the students, while they meet and apply their academic goals. The STEM process is incorporated into their grade specific design projects. Technology is used for research, presentations, and to help design a healthy woodland habitat. We expect these memorable experiences to help our students become environmental advocates in the years to come as they are habitat heroes today.

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?**

STEM is regularly incorporated into our learning at Meadowview School. Using our science standards as our jumping off point students work in our makerspace. Throughout our school wide Woodland Project the staff incorporates STEM activities during our Woodland Days. Examples of some of our work in this area include: 1) Kindergarten students use the STEM process to research and design projects to restore the woodland in a way to help sustain the habitat of native species of birds. They have helped to remove invasive species allowing bigger birds of prey access. They have also supplied birds with natural building materials, bird houses, and bird feeders to aid in migration and winter survival. 2) First graders are responsible for making sure the invertebrate population is balanced and realize their importance in the food chain of a healthy habitat. They design and build insect homes and water sources. 3) Second graders research and determine the native plants that are needed in the Woodland habitat to provide a food source and shelter to the many animals. 4) Third graders research native animals and their importance in maintaining a healthy and diverse population in our Woodland Habitat. They design and build structures that help animals find shelter. 5) Fourth graders research and eliminate invasive species to help native species thrive. They've also designed features to increase educational opportunities for all and to design and solve problems within the habitat. They have built a pathway, added informational signs, and cleared invasive plant species. In the upcoming months they are working on a STEM project to help solve a problem we have with erosion due to rain water run off into our outdoor classroom and woodland learning area.

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

We work to incorporate the importance of going green and making environmentally conscious decisions in our work with our students. Through our Sprouts activities we try to incorporate activities connected to sustainability, green technologies, and careers while working with an expert in the field for our kindergarten through fourth graders. Some examples of that work so far includes a trip to an organic farm, learning how to grow microgreens, and studying bees with a bee keeper. Throughout our woodland project we incorporate this theme as well whenever possible. During our first year the 4th graders worked with a landscape architect from the Lake County Forest Preserve. This year we are in the process of securing an expert to come in and work with us to design the system that will help decrease the erosion of the land in our outdoor classroom and woodland learning areas. Bringing these professionals in to work with our students opens up their minds to the varied career possibilities they have when they grow up.

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

Our school collaborates with many other groups regarding environmental education. Over the past three years, the theme of this work has been green focused with work specific to the restoration of the woodland behind our school. We collaborate with the Lake County Forest Preserve. Their lead educator meets with us to develop programming for our boys and girls. Their team of environmental educators works with us on a monthly basis bringing in educational programming for all grade levels. Our work with the forest preserve has been the inspiration for a similar collaboration to occur with one of our other district schools as they enhance their environmental education planning.

We were asked to present this incredible work at the Lake County Green Conference. This forum gave us the opportunity to show other educators from all around the area not only how to embed standards in an environmental education program school wide, but also the tremendously positive impact the students have had on our very important job of taking care of the earth. This work was also shared with the Lake Region Illinois Principal's Association and we were awarded the 2018 Reaching Out and Building Bridges Award.

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?

The Meadowview Sprouts is our school organization that works with all stakeholders in our community. Our school has a community green committee that we call The Meadowview Sprouts. This group is an off shoot of the district-wide community sprouts program. The group brings invaluable knowledge and resources to our work. They actively research topics related to our studies, they network within the community bringing experts in to assist and teach us, and they offer enrichment opportunities for our boys and girls related to outdoor education.

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

Our school has an eight hundred square foot outdoor classroom. This was built over the past fifteen years in conjunction with our Parent Teacher Organization. This space includes hardscape, a seatwall, nature path, native plants, rain barrel, bird bath, bird feeders, bee house, sun dial, picnic tables, mulch path wetland observation ledge, and weather station. The Woodland restoration area is adjacent to this space. This space is where our restoration work is taking place as we work to eliminate invasive plant species and create a healthy woodland habitat. In addition, we have worked over the years to plant new trees and take care of the trees on our property. Each grade level has had a chance to help plant trees as the local park district has partnered with us in that endeavor. Tree conservation has been a focus of our work and a part of many school-wide Arbor Day celebrations throughout the years.

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

Our outdoor classroom has been used as a part of our instructional practice throughout the past fifteen years. This has included connections to many content areas and standards across subject areas. In addition, the past three years have brought the inclusion of our school-wide environmental education work in our Woodland. We have developed programming for all grade levels and have set monthly days aside in our calendar to collaborate among grade levels, participate in specialized courses, and learn in our outdoor space.

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Each Woodland day includes research, activities and lessons linked to the grade level's area of focus: Kindergarten- Birds, First Grade- Insects, Second Grade- Plants and Trees, Third Grade- Animals, Fourth Grade- Land Changes over Time, Animal Adaptations. The forest preserve educators are onsite with us on these days and bring invaluable resources and knowledge to enhance our learning. Some of the many experiences that have been available as a result of our work together include, a live animal experience, an exploration and identification activity in the Wooded area, artifacts such as furs, bird nests, and insect displays from the forest preserve collection, glacial and erosion simulation activities, invasive plant studies including our 4th graders participating in the removal of buckthorn in the woods.

Through their specific grade level focused research, each student has a journal documenting their learning throughout the year. As students prepare for their work outdoors in the spring, each student prepares a presentation of what they have learned and they present their learning to the students throughout our school. We do this through a week long sharing fair. The sharing fair is a celebration of learning and opportunity for all of our boys and girls to learn from each other. It is an amazing experience to see a group of Kindergarteners teach our fourth graders about the birds they have been studying! As it is also an incredible celebration to see our fourth graders develop and present their learning using tools such as green screen technology, imovie, and google slides. This is truly a school-wide collaborative learning project.

The results have been inspiring! Our fourth graders have removed buckthorn in the fall of 2016, 2017, and 2018. Last spring, we were amazed to see the immediate positive impact the students' work had as our woodland floor was covered with native trout lily plants, some trillium, and wild geranium. It was a beautiful sight and a celebration of the tremendous impact on the Woodland. All of our grade levels completed a habitat hero project specific to their area of study in an effort to continue to restore that Woodland space.

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:

The Lake County Forest Preserve has partnered with the students at Meadowview School on a very important assignment. They have asked our students to become Habitat Heroes and to help restore the Woodland habitat behind our school. Our students have learned that we all play an important part in taking care of the world around us. This project gives students hands-on knowledge that individuals can affect an ecosystem in both good and bad ways. When we look outside our school windows, we see a woodland that is in need of our help to restore and preserve. Both the students and staff at Meadowview School have agreed to become Habitat Heroes by taking on this action research project supported and designed through Meadowview's partnership with the Lake County Forest Preserve.

Initially, with the support and guidance of experts from the Lake County Forest Preserve, our students researched what constitutes a healthy woodland. Our students realized the woodland behind our school was becoming overgrown with invasive plant species and the native plants were no longer growing. With that realization, the school decided to embark on our Woodland Project.

The project is now in its third year. The Lake County Forest Preserve's education director and team have worked with members of our staff from the inception of the project, during brainstorming meetings, by providing resources, and by bringing additional programs to our school on our monthly Woodland Days. This partnership has been an invaluable learning opportunity for staff, community, and students alike. While our first year was a huge success,

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we continue in our partnership with the Lake County Forest Preserve bringing excellent educational programming onsite.

We are very proud of that programming and the opportunities we have had to share this work with other educators through collaboration with other district schools, and our presentation at the Lake County Green Conference.

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):

We have worked to include sustainability throughout our school over the years. Our first graders are leading our recycling program. A part of their work and plan includes waste free lunch days. They will keep track of the results and help educate all of our boys and girls on best practices through our morning broadcast program. Our third grade students made a quilt out of recycled materials that hangs inside our school reminding us of the priority and importance of recycling. We continually work to add relevant topics to our enrichment programs brought to us in collaboration with the Meadowview Sprouts. The years have brought programming such as: microgreens, tree conservations, bees, nature journaling, and organic farming.

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

As we work on our Woodland project, we are continually inspired by other ideas and next steps. We bring experts in regularly to help guide our work and to make sure we are taking the correct steps in our restoration project. Our learning, coupled with conversations with these experts, continually drive us forward leading to next steps and enhancing plans moving into the future. One of those topics is the wetland adjacent to the Woodland. With the removal of more and more buckthorn we have a much more visible wetland area. This area is in need of our help too. Our Outdoor Education and Woodland Project focus group is beginning discussions with The Meadowview Sprouts regarding what our next steps may be in that area. In addition, we are very excited about the solar panel project and look forward to developing educational programming for our students.

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Supporting Materials

Attach a **minimum of three photos** and a **maximum of five photos** with your application.

Please save your photos using descriptive language. For example, “Students conduct water quality tests in outdoor classroom with science majors from nearby university x” would be more helpful than “Photo 1.” **Photos should be action shots, not posed.** By sending these photos, you are giving the U.S. Department of Education permission to use them.

Please provide a brief description (300 characters) for each:

Image 1: Our Outdoor Classroom. This space was built fifteen years ago in partnership with our Parent Teacher Organization. It is one of our outdoor learning spaces in addition to plants and trees it includes a nature path, seat bench, a weather station, bird feeders, and a rain barrel

Image 2: The Buckthorn- Before. In 2016 we embarked on our School-Wide Woodland Restoration Project. This is our Woodland before our students started their study.

Image 3: The Buckthorn- After. Our School-Wide Woodland Restoration is in it’s third year. Through our partnership with the Lake County Forest Preserve our 4th graders learn about invasive plant species. They work collaboratively with the forest preserve educators and cut down the buckthorn in our Woodland each fall.

Image 4: Spring Plants- After removing the buckthorn the positive impact of the sunlight reaching the seed bed in our Woodland is evident. Trout Lily blooming in our Woodland.

Image 5: [Click here to enter text.](#)

Submit Your Application

Applications must be received by 5:00 PM on Monday, January 7, 2019. 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.